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**Minutes of
The Lehman College Senate Meeting
Wednesday, December 2, 2020
Senate Meeting**

Senators Present: Alexander-Street, A.; Ali, S.; Auslander, D.; Austin, L.; Babalola, V.; Banks, R.; Baraldi, C.; Bayne, G.; Bergmann, Ronald M.; Bettioli, R.; Boston, N.; Budescu, M.; Burton-Pye, B.; Calvet, L.; Campeanu, S.; Cheng, H.; Collett, J.; Cooper, W.; Dominiquez, V.; Donkor, B.; Dumais, S.; Ebersole, S.; Ewing-Morgan, D.; Fakhouri, S.; Farrell, R.; Fera, J.; Finger, R.; Firpo, A.; Ford, G.; Fortunato-Tavares, T.; Gonzalez Castillo, R.; Harrison, E.; Hattori, T.; Hyman, D.; Kim, C.; Kim, H.; Lemons, D.; Loscocco, P.; Louche, Z.; Luerssen, A.; Machado, E.; MacKillop, J.; Mahon, J.; Maney, B.; Marcelino, K.; Marianetti, M.; Markens, S.; Mazza, C.; McKenna, C.; Mellen, A.; Mills, P.; Mills-Bakhsh, J.; Morgan, J.; Munch, J.; Murphy, B.; Muturia, F.; Nunez-Torres, A.; Nwosu, P.; O’Neil, C.; Ohmer, S.; Prince, P.; Rice, A.; Ridley, T.; Rivera, C.; Rosario, Y.; Rotolo, R.; Saforo, E.; Sarmiento, R.; Schlesinger, K.; Schwittek, D.; Sisselman, A.; Sofianos, E.; Valdovinos, C.; Valentine, Robert T.; Yavuz, D.; Zerphey, N.

Senators Absent: Aisemberg, G.; Bazile, S.; Codrington, N.; Durodola, S.; Georges, Catherine A.; O’Dowd, M.; Ramirez, M.; Stein Smith, S.; Valarezo, J.

The meeting was called to order by President Daniel Lemons at 3:33 p.m.

1. Approval of the Minutes

The minutes of the November 4, 2020 Senate meeting was approved by unanimous vote.

2. Announcements and Communications

a. Report of the President—

Dr. Lemons welcomed all to the final meeting of the 2020 semester and went on to acknowledge a number of the College’s accomplishments for the fall term. Dr. Lemons apprised that despite the circumstances brought on by the COVID-19 pandemic, Lehman has succeeded in its transition to online learning to provide access to the many courses needed by students, has kept the campus safe with minimal impact from the pandemic, as well as has managed a tight budget situation to continue through the term; the College, he assured, would continue to do so for the winter and spring terms. Dr. Lemons also highlighted a few of the College’s noteworthy initiatives as follows: the launch of the Sara Little Turnbull Designer Speaker Series, which featured leading designers and encompassed a discussion on the impact of design on social change; the Institute for Health Equity, which began a new

41 phase with its director, Dr. Maria Isabel Roldós; and among a number of other
42 accomplishments, the receipt of funding for the Bronx Environmental Summit in Spring
43 2021 as provided by the Alfred P. Sloan foundation. Dr. Lemons stressed that although the
44 pandemic has presented many an obstacle, it is important to acknowledge what Lehman has
45 accomplished as a caring community, and reassured that the College would continue to do
46 its best moving forward.

47
48 Dr. Lemons reminded all of the Coronavirus, Aid, Relief, and Economic Security (CARES)
49 act, a stimulus package approved by the government in March of 2020, which allowed for
50 the allocation of over \$14 billion dollars to higher education institutions. He elaborated that
51 based on a formula, 90 percent of the CARES fund would be awarded to institutions based
52 on the total number of Pell recipients. Of that number, \$230 million was allocated to CUNY
53 campuses, \$9 million of which was allocated to Lehman College, of which \$4.5 million was
54 for direct student aid—all of which has been distributed to students. He added that the
55 College has also received over \$200,000 of the CARES Act funds towards mental health
56 services and towards tech resources to help students, faculty, and staff carry out their
57 responsibilities remotely. Dr. Lemons went on to explain that although \$230 million was
58 allocated to CUNY campuses in total, what remains is still largely undistributed. However,
59 Dr. Lemons shared that over the course of the current fiscal year and the next in 2022, most
60 of the funds will be distributed to CUNY colleges upon their submission of COVID-19-
61 related expense reimbursements.

62
63 Dr. Lemons announced that the Commission on College Collegiate Nursing Education
64 (CCNE) has withdrawn its accreditation from Lehman's Masters of Science in Nursing
65 Education program as of November 2020. He clarified that the program is distinct from the
66 undergraduate nursing program, which remains accredited as well as from the new DNP. He
67 directed all with questions or concerns to a Lehman College webpage with further details on
68 the matter. Dr. Lemons explained the decision of the CCNE, which was based on an inability
69 to meet one metric. He also informed that the Nursing Department would be developing a
70 process to help each cohort of the program navigate towards their graduation.

71
72 **b. Student Legislative Assembly—**

73 Ms. Sumana Ali presented a resolution to implement the credit/no credit policy for Fall 2020
74 and Spring 2021. To provide insight on the importance of the policy as well as reflect the
75 issue at hand, she shared a list of compiled statements from Lehman College students. Ms.
76 Ali motioned to consider the proposal and initiate discussion on the resolution, and it was
77 seconded. There were many positive and heartfelt comments in support of the
78 implementation of the credit/no credit policy, though there were some questions and
79 concerns involving how such would be put into practice. There was also some concern over
80 the language used in the final paragraph of the resolution. Professor Penny Prince proposed
81 the replacement of the final paragraph with the following language: “Be it also resolved that
82 the students of Lehman College are struggling to meet the Fall 2020 and Spring 2021
83 semesters under the current grading policy, and the Lehman College Senate declares its
84 support of the students and this resolution.” Subsequently, there was a motion to vote on the
85 amendment. The amendment was denied by majority vote. Thereafter, the resolution to
86 implement the credit/no credit policy for the Fall 2020 and Spring 2021 semesters, as
87 originally presented, was put to a vote. The resolution was approved by majority vote.

88
89 See Attachment I

90
91 **REPORTS OF STANDING COMMITTEES**

92
93 **1. Graduate Studies**

94 Professor Janet DeSimone presented a resolution in support of Lehman College chairs, to allow the
95 procession of on-campus learning for the spring and summer semesters of 2021. The resolution was
96 approved by unanimous vote.

97
98 Prof. DeSimone presented proposals for curriculum changes in the following departments: Health
99 Sciences, Counseling, Leadership, Literacy, & Special Education, and Middle and High School
100 Education. All proposals were approved by unanimous vote.

101
102 See Attachment II

103
104 The next meeting was scheduled for Wednesday, February 3, 2021 at 11:00 a.m.

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2. Governance Committee

Professor Joseph Fera briefed that at the next meeting of the Governance Committee, the College Senate By Laws and Governance Documents would be discussed; he urged all interested to attend, and for those unable, to submit materials for consideration.

See Attachment III

The next meeting was scheduled for Tuesday, January 19, 2021 at 1:00 p.m.

3. Committee on Admissions, Evaluations and Academic Standards

Professor Sandra Campeanu presented two proposals to the Senate for approval. The first was a proposal to revise the Admission Criteria for incoming Freshman students for the Fall 2021 admission cycle. The proposal was approved by majority vote. The second was a proposal to approve the Fall 2020 list of undergraduate and graduate candidates for graduation; the proposal was approved by unanimous vote.

See Attachment IV

4. Undergraduate Curriculum

Professor David Hyman presented proposals for curriculum changes in the following departments: Art; English; Health Sciences; Languages and Literatures; Latin American and Latino Studies; Middle and High School Education; Music, Multimedia, Theatre & Dance; Psychology; Sociology; and Speech-Language-Hearing Sciences. All presented proposals were approved by majority vote.

Prof. Hyman also presented informational items regarding experimental courses in the departments of Sociology, Latin American and Latino Studies, and Health Sciences.

See Attachment V

The next meeting was scheduled for Wednesday, February 3, 2021 at 1:00 p.m.

136 **5. Academic Freedom:**

137 There was no report.

138

139 The next meeting was scheduled for Thursday, February 4, 2021 at 3:30 p.m.

140

141 **6. Library, Technology, and Telecommunication**

142 Mr. Steven Castellano brought announcements from the Library, Division of Information
143 Technology, Online Education, and concerning Blackboard.

144

145 See Attachment VI

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147

148 **7. Campus Life and Facilities**

149 There was no report.

150

151 The next meeting was scheduled for Wednesday, February 3, 2021 at 2:00 p.m.

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153 **8. Budget and Long-Range Planning**

154 Professor Haiping Cheng presented the report of the Joint Committee of Senate and FP&B Budget
155 and Long Range Planning.

156

157 See Attachment VII

158

159 The next meeting was scheduled for Wednesday, February 24, 2021 at 1:00 p.m.

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161 **9. University Faculty Senate Report**

162 There was no report.

163

164 The next Plenary Session was scheduled for Tuesday, February 23, 2021 at 6:30 p.m.

165

166 **4. Report of Ad Hoc Committee**

167 **a. Report of the Academic Assessment Council—**

168 Dr. Victor Brown provided an update on the activities of the Academic Assessment Council
169 Ad-Hoc Committee.

170

171 See Attachment VIII

172

173 **Old Business**----None.

174

175 **New Business**----None.

176

177 **ADJOURNMENT**

178 President Lemons adjourned the meeting at 6:00 p.m.

179

180 Respectfully submitted:

181

182 Cynthia Cessant



**Lehman College
Student Government Association**

A resolution to enact credit or no credit (CR/NC) for Fall 2020 and Spring 2021

WHEREAS, as of October 8, 2020: Governor Andrew Cuomo announced that Covid-19 infection rates are at a record high and the Center for Disease Control and Prevention (CDC) confirmed that Covid-19 disproportionately affects communities of color; AND

WHEREAS, “the Covid-19 Flexible Grading Policy was designed in consultation with campus Presidents, Deans, the University Faculty Senate, the University Council of Registrars, and the University Student Senate to provide students with maximum flexibility during the ongoing and challenging transition of all courses to distance learning;” AND

WHEREAS, constituent outreach conducted by the Student Government Association found student experience indicate that distance learning is not to providing students with the maximum flexibility Chancellor Matos promised; AND

WHEREAS, the outreach also indicates the online transition at Lehman College is a significant hardship for Lehman students because of the use of technology and also because students are suffering financially, and emotionally because of Covid-19; AND

WHEREAS, Lehman College must safeguard its mission for educational accessibility and success to communities of color for the student body;

WHEREAS, the Chancellor has the discretion to review and extend the policy as necessary to meet public health emergency policies and practices; AND

THEREFORE, BE IT RESOLVED, that Lehman College Senate urge the reinstatement of the CR/NC option for Fall 2020 and Spring 2021 to support student academic success and well-being.

BE IT RESOLVED, that during the Fall 2020 semester, all students shall have the option to convert any or all letter grades they earn in their classes, to CR/NC grading; and be it further

BE IT RESOLVED, that students shall be able to make this decision up to 20 business days after the University's final grade submission deadline. Once selected, the CR/NC option cannot be reversed

BE IT ALSO RESOLVED, the student body at Lehman College is unwilling to see the Fall 2020 and SPRING 2021 semesters with no implementation of the Credit/No Credit policy.

This resolution was presented in the Student Legislative Assembly and SGA E-Board monthly meeting and supported by the all members of the Student Government Association.

Authored by Sumana Ali, Vice President of Legislative Affairs



**Lehman College
Student Government Association**

The following statements were collected from Lehman College students talking about their experience during the Fall 2020 semester. The student identities will not be released to protect their privacy. VPSLA Sumana Ali compiled these statements.

- My experience for Online Lehman college has been a complete change from last semester's rushed transition. It's hard to connect with your fellow classmates and communicate openly while staying focused on lectures that all depends on the strength of your Wi-Fi. The fact that we had to pay the same even a little more for school this semester made me think that there would be easier ways for professors and students to unite to make the best of their classes. Yet, most of my courses are more synchronized and fewer hands-on, it makes me feel as if not really of importance or as if these professors aren't very necessary as they just tell us what to buy to learn this on our own and the test will be announced later. Last semester they gave us the option for no credit (If I'm not mistaken) it definitely made a lot of people breathe a lot easier and relax due to us transitioning through these troubling times. In the same sense as nice as it would be to keep this policy, I feel it would also take away from the validation of grading and finishing your course.

- Personally, I think they should bring that option back. I've been struggling in my classes since the beginning of fall semester because I've had to learn how to balance two part time jobs while being a full time student for the first time. As a result I was forced to play catch up since the beginning of the semester. I didn't have WiFi so I had to resort to using my neighbor slow wifi for the entire spring semester in order for me to attend classes and do homework. For the fall semester I realized one of my classes definitely required a computer. I've been getting by with my moms iPad and it was doing it's job but now I had to figure out how to get a windows/Mac computer before I fall behind in that class too. In the end I withdrew from the class because I couldn't get access to a computer in time.

- The Lab Professor does not have a BlackBoard. He does not communicate or teach his students. All he does is email labs, without a lecture on how to do them, labs on material that we have not learned in lecture yet. We are not aware of our grades in the class, because he does not use blackboards to post them. We have never seen him or heard him or met with him. When asked to post our grades, he refuses and says blackboard is irrelevant. We feel like we need to teach ourselves, and we have no idea what our grades in the class are.
- My professor fails to connect with the students and does not provide a helping hand. The professor speaks to us as if we should already know this material and skips multiple steps in lecture. The professor refuses to give extra credit, even though most of her students are failing her exams. The reviews are not helpful as the professor refuses to go over questions. It makes it extremely difficult to do well, when you feel like your professor is refusing to help.
- One of my professors openly talks down to the students on zoom, changes the due dates and make-up homework policy, I also have some tech issues due to my old computer and slow wifi (only because it is the best I can afford right now). I can't drop the class even though I am scared of my GPA dropping because I need to have a minimum of 12-15 credits as a senior trying to graduate on time and also for financial aid and the SEEK program.
- This semester has been harder than all the other one because I'm an ABC major so having things like lab and Chemistry online instead of in-person doesn't really help. It's been so much harder because I can't focus well and because of this pandemic when the semester started I had to go back to work because my dad couldn't. Having to take 2 labs which consists of watching videos and having to write reports on it doesn't help me when it comes time to take tests as I'm more of a hands-on learner. And I'm trying to do my best to keep my GPA up because I am set to graduate next semester. It would honestly be of great help if they did record themselves doing the experiment like it wouldn't have to be live. Because some of these professors are looking for specific things that we don't know until after we submit them. Especially with being flexible with extending deadlines. When doing assignments sometimes they reply a couple of days later or when it's too late to help with the assignment.
- I have been struggling this year at Lehman due to the challenges of online learning as a result of the coronavirus pandemic. Last semester, we were offered the opportunity to opt in the credit no credit policy. This semester I am experiencing several challenges and am extremely concerned about my grades. My professor has been administering six hour exams and we have been given only one day to take the exams. I find it to be absolutely

ridiculous, tedious and feel set up to fail. My grades are suffering and I have noticed that the professor along with other instructors make the coursework extremely difficult to manage. Six hour exams are absolutely extreme for online learning especially when I take care of my two children who are also home due to the pandemic and I work fulltime as an essential worker. I am struggling to cope with the intense amount of assignments and extremely long exams. I am on the Dean's List and am incredibly concerned with how these intense new measures will affect myself and other students. Due to the intensity of the coursework, I believe that this may result in a lower GPA, fewer full-time students, more students on probation, and others who will drop out. We desperately need to implement the credit no credit policy to protect students like me and support us through this difficult process of online learning.

- Student Senator report: I know two students who dropped out of Lehman recently due to the challenges of online learning transition. They are both freshmen students.
- Student Senator report: Just finished with another student. He has also been struggling online because he lives with multiple people in his household and has to share a computer. He said he gets marked absent when he is in class but just has a camera off. The student also said he takes care of his niece when his sibling is at work and you know she's a baby so there are times that he hands things in late like 2 minutes because he has to tend to her but he doesn't hand it things hours late just a couple of minutes and either he doesn't get a grade or a lower grade than he should have gotten.
- I suffer from scoliosis and my mom had a stroke so sometimes she has episodes where she falls and can't feel certain limbs so sometimes I have to go help her if she is in dire need of assistance so I will miss a little during class and my professor won't go over it. I don't live with my dad but he is 70 and a diabetic and there are days when he needs me and it's hard to balance my mental and physical health issues and my parent's health and all the homework. It's becoming too much and we ask for more time or better explanations and we can't get any.
- I have been struggling to communicate with my education major professor. The professor is unavailable, and unwilling to help. Most of the students in the class are having the same issue and we even reached out to the department chair for help but nothing has changed. I feel hopeless, I have to take care of my little brother because he is also doing online school and has special needs. It's an incredibly difficult situation for me because I am a good student and my mental health is also not the best at the moment.



GOVERNANCE COMMITTEE
Senate Report
December 2nd, 2020

1. Credit, No-Credit Grading Policy Discussions

2. Spring 2021 Elections Preliminary Info.
 - a. Faculty Vacancies on Committees (Nominations in March)
 - b. Faculty Senators At-Large (Nominations in April, Elections in May)

3. Next Governance Meeting: Jan 19th at 1pm, Zoom Info on Website
 - a. Topic: By-Laws and Governance Documents
 - b. People may submit materials for consideration if they cannot attend.

Senate Meeting – December 2, 2020
Proposed Graduate Studies Report

On behalf of the Graduate Studies and Undergraduate Curriculum Committees, I'd like to present the following resolution, regarding distance education programs, which has been endorsed by both committees.

On behalf of the Graduate Studies Committee, I'd like to put forth proposals from the following departments:

Department of Health Sciences

- Addition of distance education format: Health Education, MEd Program
- Addition of distance education formats: Health Education, Advanced Certificate Program
- Change in degree requirements: Recreation Education, MEd Program

Department of Counseling, Leadership, Literacy and Special Education

- Course change: EDS 790

Department of Middle and High School Education

- Course changes: ESC 595, ESC 596, ESC 611, ESC 612
- Change in degree requirements: Social Studies, MA Program

Does anyone have any questions and/or comments? All those in favor say I. Anyone opposed? Any abstentions?

Our next meeting will be on **February 3 at 11 a.m. via Zoom.**

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Correcting graduate bulletin text with hours

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Special Education
Course Prefix & Number	EDS 790
Course Title	Independent Study in Special Education
Description	(May be re-elected for up to 6 credits). Individual study, under supervision.
Pre/ Co Requisites	18 credits completed in Special Education and permission of coordinator
Credits	1
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Special Education
Course Prefix & Number	EDS 790
Course Title	Independent Study in Special Education.
Description	Individual study, under supervision. <u>(Variable credit course that may be repeated for a maximum of 6 credits).</u>
Pre/ Co Requisites	18 credits completed in Special Education and permission of coordinator
Credits	<u>1-3</u>
Hours	<u>1-3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The graduate bulletin has the incorrect number of hours listed for the course. EDS 790 is a variable credit course, and the course credits should match the course hours. In addition, minor revisions were made to the description of the course, which does not impact the learning objectives and/or content at all.

5. Date of departmental approval: October 7, 2020

**RESOLUTION OF THE LEHMAN COLLEGE SENATE
IN SUPPORT OF THE COLLEGE CHAIRS
RE: PLANNING FOR A REMOTE SPRING 2021**

For Consideration on December 2nd

Be it resolved that the Lehman College Senate endorses the College Chairs' resolution regarding the temporary registration of our school's programs as online due to the COVID-19 pandemic.

**RESOLUTION OF LEHMAN COLLEGE'S
FACULTY PERSONNEL & BUDGET COMMITTEE
RE: PLANNING FOR A REMOTE SPRING 2021**

Unanimously Approved on November 17, 2020

Whereas the administration, faculty, staff, and students of Lehman College are committed to the health and safety of all of our community, and

Whereas the current pandemic is likely to extend into the Spring and Summer of 2021, and

Whereas approval for offering more than 50% of our courses in an online or remote modality resides with the Middle States Commission for Higher Education (MSCHE) unless the U.S. Department of Education provides a blanket and temporary waiver of the online modality, therefore

Be it Resolved, that in the spirit of shared governance, the Faculty Personnel and Budget Committee comprised of all academic department chairs support the College's registration with MSCHE of all programs, degrees, and certificates as online for the Spring and Summer 2021 semesters only, in the absence of a waiver from the US Department of Education, and

Be it Further Resolved, that the Faculty Personnel and Budget Committee believe that any further extension of using distance learning as an alternative delivery method for our college's programs, degrees, and certificates necessitates additional approvals from our shared governance channels.

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Health Education, Advanced Certificate

Hegis Number: 0837

Program Code: 39592

Effective Term: Fall 2021

1. **Type of Change:** Addition of Distance Education Format

2. **From:**
Health Education Advanced Certificate Program

This program will be offered to students who already possess a Master's degree and a New York State (NYS) initial or professional certification in any subject area. The Advanced Certificate will enable them to become certified to teach Health Education P-12 in NYS in addition to their base certificate. This program requires 12 credits in Health Education core content and 6 credits in fieldwork through the Student Teaching Internship course.

Admission Requirements

- Possess a master's degree in a related field.
- Demonstrate the ability to successfully pursue graduate study by having a master's Grade Point Average of 3.0 or better.
- Submit two (2) letters of recommendation and a 500-word essay on career goals.
- Submit NYS initial or professional certification in any subject area.
- Meet additional Departmental, divisional, and New York State requirements, if any.

Program of Study (Total 18 credits):

Content Courses (Total of 6 credits):

HEA 671	Teaching Strategies for Health: Psychosocial Wellness	3 credits
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HEA 507	Human Sexuality	3 credits
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Student Teaching Internship (Total of 6 credits):

ESC 595	Internship in Classroom Teaching	1-3 credits
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ESC 611	Teaching Internship Seminar in Secondary Education	3 credits
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ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3 credits
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HEA Electives (Total of 6 credits):

HEA 502	Women and Health	3
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HEA 509	Drugs and Substance Abuse	3
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HEA 510	Health and Aging	3
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HEA 627	Health Problems and Issues in Contemporary Society	3
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HEA 636	Perspectives on Death and Dying	3
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HEA 640	Nutrition and Chronic Diseases	3
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HEA 680	Special Topics in Health	3
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HEA 685	Independent Study in Health Education and Promotion	3
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3. To:

Health Education Advanced Certificate Program

This program will be offered to students who already possess a Master's degree and a New York State (NYS) initial or professional certification in any subject area. The Advanced Certificate will enable them to become certified to teach Health Education P-12 in NYS in addition to their base certificate. This program requires 12 credits in Health Education core content and 6 credits in fieldwork through the Student Teaching Internship course.

Students wishing to do so may complete the degree program entirely online by taking online courses only. The online-only option is not available to students studying on an F1 Visa.

Admission Requirements

- Possess a master's degree in a related field.
- Demonstrate the ability to successfully pursue graduate study by having a master's Grade Point Average of 3.0 or better.

- Submit two (2) letters of recommendation and a 500-word essay on career goals.
- Submit NYS initial or professional certification in any subject area.
- Meet additional Departmental, divisional, and New York State requirements, if any.

Program of Study (Total 18 credits):

Content Courses (Total of 6 credits):

HEA 671	Teaching Strategies for Health: Psychosocial Wellness	3 credits
HEA 507	Human Sexuality	3 credits

Student Teaching Internship (Total of 6 credits):

ESC 595	Internship in Classroom Teaching	1-3 credits
ESC 611	Teaching Internship Seminar in Secondary Education	3 credits
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3 credits

HEA Electives (Total of 6 credits):

HEA 502	Women and Health	3
HEA 509	Drugs and Substance Abuse	3
HEA 510	Health and Aging	3
HEA 627	Health Problems and Issues in Contemporary Society	3
HEA 636	Perspectives on Death and Dying	3
HEA 640	Nutrition and Chronic Diseases	3
HEA 680	Special Topics in Health	3
HEA 685	Independent Study in Health Education and Promotion	3

4. Rationale:

The addition of the distance education format for the Advanced Certificate will not affect the course learning objectives of the existing program since the delivery mode of the courses is the only change implemented. The distance learning format will allow students to complete the program by taking all courses online. The department will offer at least one section of each course online.

5. **Date of departmental approval:** 10/21/20

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Health Education, M.S.Ed.

Hegis Number: 0837

Program Code: 25951

Effective Term: Fall 2021

1. **Type of Change:** Addition of Distance Education Format

2. **From:**
Health Pre K-12 Teacher, M.S.Ed. Program

This program is designed for students seeking a master's degree in Teaching Health Education. Graduates of this program are recommended for New York State Initial or Professional Certification in Health Education (Pre K-12). Students are supervised in their fieldwork and student teaching by faculty members of the Health Education program in the Department of Health Sciences. Advisement is provided by the Graduate Program Director and faculty members of the Health Education Program in the Department of Health Sciences and/or the Department of Middle and High School Education.

To be eligible for this Master's Program, potential students must fall into one of the following categories:

Sequence 1 (39 credits). Students who already possess New York State certification in a related area and who seek additional certification in Health Education Pre K-12.

Sequence 2 (30 credits). Students who already possess New York State certification in health education and who seek professional certification in Health Education Pre K-12.

Admissions Requirements

- Possess a Bachelor's degree (or its equivalent) from an accredited college or university.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.
- Demonstrate the ability to successfully pursue graduate study by having attained a minimum cumulative undergraduate grade point average of 3.0 or higher.
- Three letters of recommendation and a Personal Goal Statement.

- **For Sequence 1 admission**, possess New York State teacher certification in an area other than health education.
- **For Sequence 2 admission**, possess New York State teacher certification in health education.

Degree Requirements

Students must consult with the graduate adviser in the health education program before starting their Master's Program. During their first semester, matriculated students are required to plan their graduate program with an adviser in the health education program.

Students must complete one of the two sequences outlined below:

SEQUENCE 1 (39 credits):

For students who already possess New York State certification in another subject and who seek certification in Health Education Pre K-12. Course and credit requirements are as follows:

Required HEA Courses (9 credits):

HEA 602	Research Methods in Health Education	3 credits
HEA 603	History and Philosophy of Health Education and Promotion	3 credits
HEA 620	Health Counseling	3 credits

HEA Electives (12 credits)

Courses Linking with Teaching Strategies (9 credits):

HEA 671	Teaching Strategies for Health: Psychosocial Wellness	3 credits
HEA 672	Teaching Strategies for Health: Human Promotion Behaviors	3 credits
HEA 673	Teaching Strategies for Health: Disease and Disability	3 credits

Special Education (3 credits):

ESC 506	Special Needs Education in TESOL and Secondary Settings	3 credits
OR		
EDS 701	Understanding Individuals with Disabilities	3 credits

Student Teaching Internship (3 credits):

ESC 595	Internship in Classroom Teaching	1-3 credits
ESC 611	Teaching Internship Seminar in Secondary Education	3 credits

Master's Project (3 credits):

ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3 credits
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SEQUENCE 2 (30 credits):

For students who already possess New York State certification in health education and who seek professional certification in Health Education Pre K-12. The curriculum consists of 30 graduate credits. Course and credit requirements are as follows:

Required HEA Courses (9 credits):

HEA 602	Research Methods in Health Education	3 credits
HEA 603	History and Philosophy of Health Education and Promotion	3 credits
HEA 620	Health Counseling	3 credits

HEA Electives (3 credits)**Courses Linking with Teaching Strategies (9 credits):**

HEA 671	Teaching Strategies for Health: Psychosocial Wellness	3 credits
HEA 672	Teaching Strategies for Health: Human Promotion Behaviors	3 credits
HEA 673	Teaching Strategies for Health: Disease and Disability	3 credits

Special Education (3 credits):

ESC 506	Special Needs Education in TESOL and Secondary Settings	3 credits
OR		
EDS 701	Understanding Individuals with Disabilities	3 credits

Student Teaching Internship (3 credits):

ESC 595	Internship in Classroom Teaching	1-3 credits
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ESC 611 Teaching Internship Seminar in Secondary Education 3 credits

Master's Project (3 credits):

ESC 708 Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas 3 credits

3. To:

Health Pre K-12 Teacher, M.S.Ed. Program

This program is designed for students seeking a master's degree in Teaching Health Education. Graduates of this program are recommended for New York State Initial or Professional Certification in Health Education (Pre K-12). Students are supervised in their fieldwork and student teaching by faculty members of the Health Education program in the Department of Health Sciences. Advisement is provided by the Graduate Program Director and faculty members of the Health Education Program in the Department of Health Sciences and/or the Department of Middle and High School Education.

Students wishing to do so may complete the degree program entirely online by taking online courses only. The online-only option is not available to students studying on an F1 Visa.

To be eligible for this Master's Program, potential students must fall into one of the following categories:

Sequence 1 (39 credits). Students who already possess New York State certification in a related area and who seek additional certification in Health Education Pre K-12.

Sequence 2 (30 credits). Students who already possess New York State certification in health education and who seek professional certification in Health Education Pre K-12.

Admissions Requirements

- Possess a Bachelor's degree (or its equivalent) from an accredited college or university.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.
- Demonstrate the ability to successfully pursue graduate study by having attained a minimum cumulative undergraduate grade point average of 3.0 or higher.
- Three letters of recommendation and a Personal Goal Statement.
- **For Sequence 1 admission**, possess New York State teacher certification in an area other than health education.

- **For Sequence 2 admission**, possess New York State teacher certification in health education.

Degree Requirements

Students must consult with the graduate adviser in the health education program before starting their Master's Program. During their first semester, matriculated students are required to plan their graduate program with an adviser in the health education program.

Students must complete one of the two sequences outlined below:

SEQUENCE 1 (39 credits):

For students who already possess New York State certification in another subject and who seek certification in Health Education Pre K-12. Course and credit requirements are as follows:

Required HEA Courses (9 credits):

HEA 602	Research Methods in Health Education	3 credits
HEA 603	History and Philosophy of Health Education and Promotion	3 credits
HEA 620	Health Counseling	3 credits

HEA Electives (12 credits)

Courses Linking with Teaching Strategies (9 credits):

HEA 671	Teaching Strategies for Health: Psychosocial Wellness	3 credits
HEA 672	Teaching Strategies for Health: Human Promotion Behaviors	3 credits
HEA 673	Teaching Strategies for Health: Disease and Disability	3 credits

Special Education (3 credits):

ESC 506	Special Needs Education in TESOL and Secondary Settings	3 credits
OR		
EDS 701	Understanding Individuals with Disabilities	3 credits

Student Teaching Internship (3 credits):

ESC 595	Internship in Classroom Teaching	1-3 credits
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ESC 611	Teaching Internship Seminar in Secondary Education	3 credits
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Master's Project (3 credits):

ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3 credits
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SEQUENCE 2 (30 credits):

For students who already possess New York State certification in health education and who seek professional certification in Health Education Pre K-12. The curriculum consists of 30 graduate credits. Course and credit requirements are as follows:

Required HEA Courses (9 credits):

HEA 602	Research Methods in Health Education	3 credits
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HEA 603	History and Philosophy of Health Education and Promotion	3 credits
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HEA 620	Health Counseling	3 credits
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HEA Electives (3 credits)**Courses Linking with Teaching Strategies (9 credits):**

HEA 671	Teaching Strategies for Health: Psychosocial Wellness	3 credits
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HEA 672	Teaching Strategies for Health: Human Promotion Behaviors	3 credits
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HEA 673	Teaching Strategies for Health: Disease and Disability	3 credits
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Special Education (3 credits):

ESC 506	Special Needs Education in TESOL and Secondary Settings	3 credits
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OR

EDS 701	Understanding Individuals with Disabilities	3 credits
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Student Teaching Internship (3 credits):

ESC 595	Internship in Classroom Teaching	1-3 credits
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ESC 611	Teaching Internship Seminar in Secondary Education	3 credits
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Master's Project (3 credits):

ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3 credits
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4. Rationale:

The addition of a distance education format for the MEd degree will not affect the course learning objectives of the existing program since the delivery mode of the courses is the only change implemented. The distance learning format will allow students to complete the program by taking all courses online. The department will offer at least one section of each course online.

5. Date of departmental approval: 10/21/2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Recreation Education, MEd
Hegis Number: 0835.01
Program Code: 33998
Effective Term: Fall 2020

1. **Type of Change:** Degree requirements

2. **From:**
Recreation Education M.S.Ed. Program

The Master's Program in Recreation Education at Lehman College consists of a ~~33-credit~~ Master of Science in Education degree, which is designed to prepare individuals for professional employment in the broad field of leisure services.

Admission Requirements

- ♦ Bachelor's degree (or its equivalent) from an accredited college or university.
- ♦ Demonstrate the ability to successfully pursue graduate study. (Above-average academic achievement in general is required.)
- ♦ Two letters of recommendation.
- ♦ If conditionally admitted, make up not more than 12 credits of specified undergraduate coursework, starting in the first semester and finishing in no more than three consecutive semesters.

Departmental Retention Policy

Once admitted into one of the graduate programs, students must maintain a Grade Point Average of B. If a student's average falls below B, he or she will have one semester to bring the average up to the minimum standard. Failure to do so may result in dismissal from the program.

The curriculum for the M.S.Ed. Program in Recreation includes three options:

Option A: Recreation and Park Administration, which prepares individuals for supervisory and administrative roles in public, voluntary, and commercial recreation agencies.

Option B: Therapeutic Recreation Service, which prepares individuals to deliver therapeutic recreation services in hospitals, nursing homes, day-treatment programs,

and other institutional and community settings. Students who complete this option have met the therapeutic recreation option requirements for certification as a Certified Therapeutic Recreation Specialist, administered by the National Council for Therapeutic Recreation Certification.

Option C: Physical Education Teacher: This option is open **ONLY** to students who possess initial certification as a physical education teacher and are pursuing professional certification, for which this degree will qualify them, according to the NYS Education Department.

Students must complete at least 24 credits in recreation courses, 3 credits in HEA 600 or equivalent, and may complete their additional 6 credits in related areas, with the prior approval of the graduate adviser. A maximum of 12 credits may be transferred from other universities or colleges with the approval of the Graduate Adviser. Upon graduation, all students will have met the academic requirements for certification as a Certified Parks and Recreation Professional, administered by the National Recreation and Parks Association.

Recreation Education Curriculum

Option A (a 33 credit): Recreation and Park Administration

and

Option C (a 33 credit): Physical Education Teacher (for initial PE certificants ONLY)

18 credits Recreation Service

HEA 600 Biostatistics	3
REC 700 Recreation and Leisure in Modern Society	3
REC 701 Research Methods and Evaluation in Recreation	3
REC 702 Recreation Program Planning and Leadership	3
REC 703 Administrative Process in Recreation and Parks	3
REC 705 Community Recreation and Park Facilities	3

3 credits Therapeutic Recreation

Select from

REC 640	Therapeutic Recreation & Disabilities	3
REC 704	Therapeutic Recreation Service	3
REC 707	Therapeutic Recreation in Geriatric Settings	3
REC 708	Therapeutic Recreation in Psychiatric Rehabilitation	3
REC 709	Therapeutic Recreation and Developmental Disability	3
REC 710	Therapeutic Recreation Applications to Social Problems	3

REC 711 Therapeutic Recreation Programs and Physical Disability 3

6 credits of administration electives, select from REC 680, 706, 712, 715, 790

6 credits related electives from courses in Health Sciences or Education

Option B (~~a 33 credit~~): Therapeutic Recreation Service

~~18 credits~~ Recreation Services

HEA 600 Biostatistics	3
REC 700 Recreation and Leisure in Modern Society	3
REC 701 Research Methods and Evaluation in Recreation	3
REC 702 Recreation Program Planning and Leadership	3
REC 703 Administrative Process in Recreation and Parks	3
REC 704 Therapeutic Recreation Service	3

~~12 credits~~ in Therapeutic Recreation

Select from

REC 714 Therapeutic Recreation Program Design	3
REC 724 Advanced Therapeutic Recreation Processes	3
REC 640 Therapeutic Recreation & Disabilities	3
REC 680 Special Topics in Recreation	3
REC 707 Therapeutic Recreation in Geriatric Settings	3
REC 708 Therapeutic Recreation in Psychiatric Rehabilitation	3
REC 709 Therapeutic Recreation and Developmental Disability	3
REC 710 Therapeutic Recreation Applications to Social Problems	3
REC 711 Therapeutic Recreation Programs and Physical Disability	3
REC 790 Independent Study in Recreation	4-3

3 credits in:

REC 715 Clinical Practice and Internship 3

OR

~~Related electives~~

~~Related electives: From courses in Health Sciences or Education~~

3. To:

Recreation Education M.S.Ed. Program

The Master's Program in Recreation Education at Lehman College consists of a 33 – 36 credit Master of Science in Education degree, which is designed to prepare individuals for professional employment in the broad field of leisure services.

Admission Requirements

- ♦ Bachelor's degree (or its equivalent) from an accredited college or university.
- ♦ Demonstrate the ability to successfully pursue graduate study. (Above-average academic achievement in general is required.)
- ♦ Two letters of recommendation.
- ♦ If conditionally admitted, make up not more than 12 credits of specified undergraduate coursework, starting in the first semester and finishing in no more than three consecutive semesters.

Departmental Retention Policy

Once admitted into one of the graduate programs, students must maintain a Grade Point Average of B. If a student's average falls below B, he or she will have one semester to bring the average up to the minimum standard. Failure to do so may result in dismissal from the program.

The curriculum for the M.S.Ed. Program in Recreation includes three options:

Option A: Recreation and Park Administration, which prepares individuals for supervisory and administrative roles in public, voluntary, and commercial recreation agencies.

Option B: Therapeutic Recreation Service, which prepares individuals to deliver therapeutic recreation services in hospitals, nursing homes, day-treatment programs, and other institutional and community settings. Students who complete this option have met the therapeutic recreation option requirements for certification as a Certified Therapeutic Recreation Specialist, administered by the National Council for Therapeutic Recreation Certification.

Option C: Physical Education Teacher: This option is open ONLY to students who possess initial certification as a physical education teacher and are pursuing professional certification, for which this degree will qualify them, according to the NYS Education Department.

All students, regardless of option, must complete at least 24 credits in recreation courses, 3 credits in HEA 600 or equivalent, and may complete their additional 6 credits in related areas, with the prior approval of the graduate adviser. A maximum of 12 credits may be transferred from other universities or colleges with the approval of the Graduate Adviser. Upon graduation, all students will have met the academic requirements for certification as a Certified Parks and Recreation Professional, administered by the National Recreation and Parks Association.

**All Students in option A, B, and C must meet one of the following graduation requirements: (a) pass a comprehensive exam, or (b) complete a thesis. Students who select the thesis option enroll in REC 781 and REC 791 in lieu of 6 credits of electives.

Recreation Education Curriculum

Option A (33 credits): Recreation and Park Administration and

Option C (33 credits): Physical Education Teacher (for initial PE certificants ONLY)

18 credits Recreation Service

HEA 600 Biostatistics	3
REC 700 Recreation and Leisure in Modern Society	3
REC 701 Research Methods and Evaluation in Recreation	3
REC 702 Recreation Program Planning and Leadership	3
REC 703 Administrative Process in Recreation and Parks	3
REC 705 Community Recreation and Park Facilities	3

3 credits in Therapeutic Recreation

Select from

REC 640	Therapeutic Recreation & Disabilities	3
REC 704	Therapeutic Recreation Service	3
REC 707	Therapeutic Recreation in Geriatric Settings	3
REC 708	Therapeutic Recreation in Psychiatric Rehabilitation	3
REC 709	Therapeutic Recreation and Developmental Disability	3
REC 710	Therapeutic Recreation Applications to Social Problems	3
REC 711	Therapeutic Recreation Programs and Physical Disability	3

6 credits of administration electives, select from REC 680, 706, 712, 715, 790

(Note: Students who have not had professional experience in Recreation Services must take REC 715, as part of their option)

6 credits related electives from courses in Health Sciences, REC, or Education

Option B (33 - 36 credits): Therapeutic Recreation Service

15 credits Recreation Service

HEA 600 Biostatistics	3
REC 700 Recreation and Leisure in Modern Society	3

REC 701 Research Methods and Evaluation in Recreation	3
REC 702 Recreation Program Planning and Leadership	3
REC 703 Administrative Process in Recreation and Parks	3

18 credits Therapeutic Recreation

Select from

<u>REC 704 Therapeutic Recreation Service</u>	3
REC 714 Therapeutic Recreation Program Design	3
REC 724 Advanced Therapeutic Recreation Processes	3
REC 640 Therapeutic Recreation & Disabilities	3
REC 680 Special Topics in Recreation	3
REC 707 Therapeutic Recreation in Geriatric Settings	3
REC 708 Therapeutic Recreation in Psychiatric Rehabilitation	3
REC 709 Therapeutic Recreation and Developmental Disability	3
REC 710 Therapeutic Recreation Applications to Social Problems	3
REC 711 Therapeutic Recreation Programs and Physical Disability	3
REC 790 Independent Study in Recreation	<u>3</u>

3 credits in:

REC 715 Clinical Practice and Internship

****REC 715 is required for only students who do not hold a bachelor's degree in Therapeutic Recreation or do not have professional experience in Therapeutic Recreation Field, consisting of:**

- A minimum of 5000 hours of paid work experience that uses the TR process, or
- A minimum of 1500 hours of paid work experience that uses the TR process, if receiving or have received supervision from a CTRS for at least 1 hour for every 10 hours worked each week.

Note: Students who want to take the National Certification Exam for Certified Therapeutic Recreation Specialist (CTRS) are required to have completed three undergraduate supportive courses: BIO 181 Anatomy and Physiology I, PSY 234 Abnormal Psychology, and HIN 268 Growth and Development, or equivalent. Students have to take these three courses prior to internship. These three undergraduate courses are not counted as credits for the Recreation Education M.S.Ed. Program.

4. Rationale:

The National Council for Therapeutic Recreation certification standards now require an additional 3-credit Therapeutic Recreation course (effective January 1, 2022), and in order to qualify for the national certification exam, students in Option B will be required to take an additional 3-credit Therapeutic Recreation course. As a result, students who have a bachelor degree or professional experiences in Therapeutic Recreation can earn the additional 3 credits in coursework and do not require an internship. However,

it is necessary to offer a degree option of 36-credits (i.e., Therapeutic Recreation: Option B 33-36 credits) to students who do not hold a bachelor degree or professional experience in Therapeutic Recreation to meet this standard of 3 additional credits, as well as an internship course.

Lastly, the exam or the thesis as a degree requirement in the Recreation Education M.S.Ed program mistakenly was eliminated in the bulletin since 2013. Therefore, we are this requirement back again in the degree description/requirements.

5. **Date of departmental approval:** September 23, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Corequisite

2. **From:**

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 595
Course Title	Internship in Classroom Teaching
Description	(May be re-elected once, with advisor's permission). Designed for graduate students who teach full-time, the course provides on-site supervisory visits. Assigned in-school activities are required.
Pre/ Co Requisites	Prerequisite: An average grade of B or better in the Content Area Teaching Methods course(s); an overall index of at least 3.0; Departmental permission; and approval from the Professional Development Coordinator. Corequisite: ESC 611.
Credits	1-3
Hours	1-3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 595
Course Title	Internship in Classroom Teaching
Description	(May be re-elected once, with advisor's permission). Designed for graduate students who teach full-time, the course provides on-site supervisory visits. Assigned in-school activities are required.
Pre/ Co Requisites	Prerequisite: An average grade of B or better in the Content Area Teaching Methods course(s); an overall index of at least 3.0; Departmental permission; and approval from the Professional Development Coordinator.
Credits	1-3
Hours	1-3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

Removing the ESC 611 co-requisite will allow advisors more scheduling flexibility.

5. Date of departmental approval: 9/24/2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Corequisite

2. **From:**

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 596
Course Title	Student Teaching in the Middle and High School Grades
Description	Student teaching in the middle and high school grades with on-site supervisory visits. Assigned in-school activities are required.
Pre/ Co Requisites	Prerequisite: An average grade of B or better in the Content Area Teaching Methods course(s); an overall GPA index of at least 3.0; Departmental permission; and approval from the Professional Development Coordinator. Corequisite: ESC 612.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 596
Course Title	Student Teaching in the Middle & High School Grades
Description	Student teaching in the middle and high school grades with on-site supervisory visits. Assigned in-school activities are required.
Pre/ Co Requisites	Prerequisite: An average grade of B or better in the Content Area Teaching Methods course(s); an overall GPA index of at least 3.0; Departmental permission; and approval from the Professional Development Coordinator.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

Removing the ESC 612 co-requisite will allow advisors more scheduling flexibility.

5. **Date of departmental approval:** 9/24/2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Corequisite

2. **From:**

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 611
Course Title	Teaching Internship Seminar in Secondary Education
Description	Analysis of problems or practices in secondary school teaching. Weekly seminar and assigned in-school activities required. Required state teacher certification assessments supported through the course.
Pre/ Co Requisites	Prerequisite: Departmental permission. Corequisite: ESC 595.
Credits	1
Hours	1
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 611
Course Title	Teaching Internship Seminar in Secondary Education
Description	Analysis of problems or practices in secondary school teaching. Weekly seminar and assigned in-school activities required. Required state teacher certification assessments supported through the course.
Pre/ Co Requisites	Prerequisite: Departmental permission.
Credits	1
Hours	1
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

Removing ESC 595 co-requisite will allow advisors more scheduling flexibility.

5. **Date of departmental approval:** 9/24/2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Corequisite

2. **From:**

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 612
Course Title	Seminar in Secondary Student Teaching
Description	Analysis of problems or practices in secondary school teaching. Weekly seminar and assigned in-school activities required. Required state teacher certification assessments supported through the course.
Pre/ Co Requisites	Prerequisite: Departmental permission. Corequisite: ESC 596.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 612
Course Title	Seminar in Student Teaching
Description	Analysis of problems or practices in secondary school teaching. Weekly seminar and assigned in-school activities required. Required state teacher certification assessments supported through the course.
Pre/ Co Requisites	Prerequisite: Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

Removing co-requisite will allow advisors more scheduling flexibility.

5. Date of departmental approval: 9/24/2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: M.A. Program in Social Studies Education

Hegis Number: 2201.01

Program Code: 25794

Effective Term: Fall 2021

1. **Type of Change:** Additional Sequence

2. **From:**

Social Studies Education M.A. Program (Fulfills the academic requirements for Initial and Professional Certifications)

This program offers ~~two~~ sequences and is designed for candidates seeking a Master's degree in Social Studies Education, grades 7-12. Sequences 1, ~~and~~ 2 lead to Initial and Professional Certification for candidates looking to begin or resume an education certification progression. Sequence 1 is for applicants with no previous relevant coursework ~~other than subject matter content~~. Sequence 2 is for applicants who have completed some additional relevant coursework as an undergraduate without obtaining an initial teaching license. ~~Sequence 2 students take fewer graduate courses.~~

Social Studies Education Admission Requirements:

- Possess a bachelor's degree or equivalent from an accredited college or university. The bachelor's degree can be in history, any social science, or include an undergraduate record of 30 social studies credits with a minimum of 21 of the credits in history, and the remainder from the social sciences.
- A bachelor's degree with a minimum cumulative grade point average of 3.0 in the undergraduate work.
- If conditionally accepted, must earn minimum 3.0 in courses designated by the Program Coordinator.
- If conditionally accepted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.
- Evidence of having completed a course in Special Education (**ESC 463** or the equivalent). Students who have not taken this course as an undergraduate must take **ESC 506** as part of their graduate program.
- Candidates must schedule an interview with the Social Studies Program Coordinator that includes a transcript review.
- Two letters of recommendation.
- 500-word application essay on interest in the program as it relates to long-term career goals.

- For Sequence 2 only, present evidence of meeting the following: core requirements in educational psychology, educational foundations, literacy, technology, and special education, including supervised field experiences.

Degree Requirements

Prerequisite Content Core:

All candidates must satisfy the following prerequisite areas of study. These requirements may be met by either graduate courses or by undergraduate coursework taken prior to during graduate study. Undergraduate transcripts will be evaluated on an individual basis as part of the admissions process. Undergraduates can satisfy these requirements prior to admission in the master's program by choosing courses for their distribution requirements in the areas listed.

- Anthropology
- Sociology
- Geography
- Political science
- Economics
- Psychology
- Two history survey courses, one in U.S. history and one in European or world history.

Sequence 1: (41-42 credits)

Candidates with an undergraduate degree in history, any of the social sciences or a 30 credit concentration in social studies who lack core education requirements and seek initial certification in Social Studies Education grades 7-12.

- Foundations Core (12 credits): **ESC 501** (3), **ESC 502** (3), **ESC 529** (3) and **ESC 506** (3)
- Pedagogical Core (6 credits): **ESC 533** (3) and **ESC 534** (3)
- Content Core (15 credits): **HIW 533** (3), **HIU 534** (3), and three additional history or social science courses chosen in consultation with the adviser.
- Project Seminar (3 credits): **ESC 708** (3)
- Student Teaching (6 credits): **ESC 596** (3) and **ESC 612** (3) or Teaching Internship for Current Teachers-of-Record (3 credits): **ESC 595** (2) and **ESC 612** (3)

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 529	Language and Literacies Acquisition in Secondary Education	3
ESC 506	Special Needs Education in TESOL and Secondary Settings	3

ESC 533	Teaching World History in Middle and High School	3
ESC 534	Teaching U.S. History and Government	3
HIW 533	World History and Historiography	3
HIU 534	U.S. History and Historiography	3
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3
ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary Student Teaching	3
	Or	
ESC 595	Internship in Classroom Teaching	1-3
ESC 612	Seminar in Secondary Student Teaching	3

Sequence 2: (30 credits)

Candidates with an undergraduate degree in history, any of the social sciences or a 30 credit concentration in social studies who previously completed an education minor or equivalent education courses and are seeking initial certification in Social Studies Education grades 7-12.

- Pedagogical Core (6 credits): **ESC 533** (3) and **ESC 534** (3)
- Content Core (15 credits): **HIW 533** (3), **HIU 534** (3), and three additional history or social science courses chosen in consultation with the adviser.
- Project Seminar (3 credits): **ESC 708** (3)
- Student Teaching (6 credits): **ESC 596** (3) and **ESC 612** (3)

		Credits
ESC 533	Teaching World History in Middle and High School	3
ESC 534	Teaching U.S. History and Government	3
HIW 533	World History and Historiography	3
HIU 534	U.S. History and Historiography	3
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary Student Teaching	3

Additional Certification Requirements

After fulfilling the degree requirements including New York State distribution requirements in social studies, candidates are recommended for initial certification in Social Studies Education 7-12. To be eligible for certification in New York State, the candidate's TEACH account must include (a) an application for the Initial Social Studies (Grades 7-12) certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; (c) passing scores on the following New York State examinations: Educating All Students (EAS), Teacher Performance Assessment (edTPA), and Social Studies CST; and (d) the completed fingerprinting clearance. Please see adviser for more information.

In order to qualify for Professional Certification in Social Studies Education 7-12, in addition to the Master's degree, teachers must complete one year of mentored, full-time teaching and two years of full-time teaching in a public or private school, which serves grades 7- 12, and must meet any additional New York State requirements.

Qualified Social Studies Education 7-12 candidates may also apply to one of the following Advanced Certificates:

- (1) Teaching English to Speakers of Other Languages (TESOL P-12), and become ESOL-certified upon successful completion of that program of study or the Advanced Certificate;
- (2) Advanced Certificate: Middle Childhood Extension, Grades 5-6, and extend their certification to the lower grades; or
- (3) Advanced Certificate: Bilingual Extension, and become certified to teach social studies in the native language as well as English.

3. To:

Social Studies Education M.A. Program (Fulfills the academic requirements for Initial and Professional Certifications)

This program offers three sequences and is designed for candidates seeking a Master's degree in Social Studies Education, grades 7-12. Sequences 1, 2, and 3 lead to Initial and Professional Certification for candidates looking to begin or resume an education certification progression. Sequence 1 is for applicants with no previous relevant secondary education coursework and offers a certification pathway for those coming from a non-social science background and those seeking a history-intensive experience. Sequence 2 is for applicants who have completed some additional relevant education coursework as an undergraduate without obtaining an initial teaching license. Sequence 3 is for applicants with a bachelor's degree in history or a social science with no previous relevant secondary education coursework.

Social Studies Education Admission Requirements:

- Possess a bachelor's degree or equivalent from an accredited college or university. The bachelor's degree can be in history, any social science, or include an undergraduate record of 30 social studies credits with a minimum of 21 of the credits in history, and the remainder from the social sciences.
- A bachelor's degree with a minimum cumulative grade point average of 3.0 in the undergraduate work.
- If conditionally accepted, must earn minimum 3.0 in courses designated by the Program Coordinator.
- If conditionally accepted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.
- Evidence of having completed a course in Special Education (**ESC 463** or the equivalent). Students who have not taken this course as an undergraduate must take **ESC 506** as part of their graduate program.
- Candidates must schedule an interview with the Social Studies Program Coordinator that includes a transcript review.
- Two letters of recommendation.
- 500-word application essay on interest in the program as it relates to long-term career goals.
- For Sequence 2 only, present evidence of meeting the following: core requirements in educational psychology, educational foundations, literacy, technology, and special education, including supervised field experiences.

Degree Requirements

Prerequisite Content Core:

All candidates must satisfy the following prerequisite areas of study. These requirements may be met by either graduate courses or by undergraduate coursework taken prior to during graduate study. Undergraduate transcripts will be evaluated on an individual basis as part of the admissions process. Undergraduates can satisfy these requirements prior to admission in the master's program by choosing courses for their distribution requirements in the areas listed.

- Anthropology
- Sociology
- Geography
- Political science
- Economics
- Psychology
- Two history survey courses, one in U.S. history and one in European or world history.

Sequence 1: History Intensive Option (41-42 credits)

Candidates with an undergraduate degree in history, any of the social sciences or a 30 credit concentration in social studies who lack core education requirements and seek initial certification in Social Studies Education grades 7-12. Non-history and non-social science undergraduate majors may qualify for this sequence with the required pre-

requisites.

- Foundations Core (12 credits): **ESC 501** (3), **ESC 502** (3), **ESC 529** (3) and **ESC 506** (3)
- Pedagogical Core (6 credits): **ESC 533** (3) and **ESC 534** (3)
- Content Core (15 credits): **HIW 533** (3), **HIU 534** (3), and three additional history or social science courses chosen in consultation with the adviser.
- Project Seminar (3 credits): **ESC 708** (3)
- Student Teaching (6 credits): **ESC 596** (3) and **ESC 612** (3) or Teaching Internship for Current Teachers-of-Record (3 credits): **ESC 595** (2) and **ESC 612** (3)

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 529	Language and Literacies Acquisition in Secondary Education	3
ESC 506	Special Needs Education in TESOL and Secondary Settings	3
ESC 533	Teaching World History in Middle and High School	3
ESC 534	Teaching U.S. History and Government	3
HIW 533	World History and Historiography	3
HIU 534	U.S. History and Historiography	3
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3
ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary Student Teaching	3
	Or	
ESC 595	Internship in Classroom Teaching	1-3
ESC 612	Seminar in Secondary Student Teaching	3

Sequence 2: Undergraduate Education Minor Option (30 credits)

Candidates with an undergraduate degree in history, any of the social sciences or a 30 credit concentration in social studies who previously completed an education minor or equivalent education courses and are seeking initial certification in Social Studies Education grades 7-12.

- Pedagogical Core (6 credits): **ESC 533** (3) and **ESC 534** (3)
- Content Core (15 credits): **HIW 533** (3), **HIU 534** (3), and three additional history or social science courses chosen in consultation with the adviser.
- Project Seminar (3 credits): **ESC 708** (3)
- Student Teaching (6 credits): **ESC 596** (3) and **ESC 612** (3)

		Credits
ESC 533	Teaching World History in Middle and High School	3
ESC 534	Teaching U.S. History and Government	3
HIW 533	World History and Historiography	3
HIU 534	U.S. History and Historiography	3
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3
ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary Student Teaching	3

Sequence 3: History or Social Science Undergraduate Major Option (30 credits)

Candidates with an undergraduate degree in history or a social science, who lack core education requirements and seek initial certification in Social Studies Education grades 7-12.

- Foundations Core (12 credits): **ESC 501** (3), **ESC 502** (3), **ESC 529** (3) and **ESC 506** (3)
- Pedagogical Core (6 credits): **ESC 533** (3) and **ESC 534** (3)
- Content Core (3 credits): **HIW 533** (3) or **HIU 534** (3)
- Project Seminar (3 credits): **ESC 708** (3)
- Student Teaching (6 credits): **ESC 596** (3) and **ESC 612** (3)

		<u>Credits</u>
<u>ESC 501</u>	<u>Psychological Foundations of Education</u>	<u>3</u>
<u>ESC 502</u>	<u>Historical Foundations of Education: A Multicultural Perspective</u>	<u>3</u>

<u>ESC 529</u>	<u>Language and Literacies Acquisition in Secondary Education</u>	<u>3</u>
<u>ESC 506</u>	<u>Special Needs Education in TESOL and Secondary Settings</u>	<u>3</u>
<u>ESC 533</u>	<u>Teaching World History in Middle and High School</u>	<u>3</u>
<u>ESC 534</u>	<u>Teaching U.S. History and Government</u>	<u>3</u>
<u>HIW 533</u>	<u>World History and Historiography</u>	<u>3</u>
<u>HIU 534</u>	<u>U.S. History and Historiography</u>	<u>3</u>
<u>ESC 708</u>	<u>Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas</u>	<u>3</u>
<u>ESC 596</u>	<u>Student Teaching in the Middle and High School Grades</u>	<u>3</u>
<u>ESC 612</u>	<u>Seminar in Secondary Student Teaching</u>	<u>3</u>

Additional Certification Requirements

After fulfilling the degree requirements including New York State distribution requirements in social studies, candidates are recommended for initial certification in Social Studies Education 7-12. To be eligible for certification in New York State, the candidate's TEACH account must include (a) an application for the Initial Social Studies (Grades 7-12) certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; (c) passing scores on the following New York State examinations: Educating All Students (EAS), Teacher Performance Assessment (edTPA), and Social Studies CST; and (d) the completed fingerprinting clearance. Please see adviser for more information.

In order to qualify for Professional Certification in Social Studies Education 7-12, in addition to the Master's degree, teachers must complete one year of mentored, full-time teaching and two years of full-time teaching in a public or private school, which serves grades 7- 12, and must meet any additional New York State requirements.

Qualified Social Studies Education 7-12 candidates may also apply to one of the following Advanced Certificates:

- (1) Teaching English to Speakers of Other Languages (TESOL P-12), and become ESOL-certified upon successful completion of that program of study or the Advanced Certificate;
- (2) Advanced Certificate: Middle Childhood Extension, Grades 5-6, and extend their certification to the lower grades; or

(3) Advanced Certificate: Bilingual Extension, and become certified to teach social studies in the native language as well as English.

4. **Rationale:**

We would like to offer Sequence 3 for applicants with a history or social science undergraduate major to make our program competitive with area colleges and universities. We discovered that many of these institutions offer a 30-credit option. This will also allow us to distinguish Sequence 1 as a viable option for non-history and non-social science majors, which will appeal to candidates wishing to change careers.

5. **Date of departmental approval:** 10/21/2020

Senate Meeting – 12/02/20

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on 11/04/20 (7/7 members in attendance):

1. Middle and High School Education Department
 - ESC 470 Change in co-requisite
 - ESC 471 Change in pre and co-requisite
 - ESC 476 Change in prerequisite
2. Art Department
 - Change in degree requirements
3. Speech, Language, Hearing Sciences Department
 - SPV 321 Change in prerequisites
 - SPV 326 Change in prerequisites
 - SPV 327 Change in prerequisites
 - SPV 349 Change in prerequisites
4. Music, Multimedia, Theatre and Dance Department
 - MUS 210 Change in corequisite
5. Language and Literatures Department
 - FRE 332 New course
 - FRE 333 New course
 - FRE 334 New course
 - FRE 335 New course
 - FRE 336 New course
 - FRE 337 New course
6. History Department
 - Withdrawal of program History for Social Studies Education Certification Minor
7. Sociology Department
 - Change in Degree Requirements Sociology BA
 - Change in degree requirements Interdisciplinary Minor in Data Science
 - SOC 309 Change in prerequisite

- SOC 319 Change in prerequisite
 - SOC 334 Change in prerequisite
 - SOC 352 Change in prerequisite
 - SOC 354 Change in prerequisite
 - SOC 312 Change in prerequisite
 - SOC 322 Change in prerequisite
 - SOC 338 Change in prerequisite
 - SOC 333 Change in prerequisite
8. Health Sciences Department
- Change in degree requirements Developmental Disabilities Minor
 - REC 493 Change in course credits and description, Pre-requisites
 - Change in degree requirements Recreation Education
 - Change in degree requirements Therapeutic recreation
9. Psychology Department
- Change in Degree Requirements
 - PSY 226 Change in Pre-requisites
 - PSY 305 Change in Pre-requisites
 - PSY 485 Change in Pre-requisites-
 - PSY 495 Change in Pre-requisites, Course Description
10. English Department
- Change in degree requirements
 - ENG 228 New Course
 - ENG 233 New Course
 - ENG 236 New Course
 - ENG 237 New Course
 - ENG 357 New Course
 - ENG 358 New Course
 - ENG 359 New Course
 - ENG 362 New Course
 - ENG 363 New Course
 - ENG 366 New Course

- ENG 367 New Course
- ENG 368 New Course
- ENG 369 New Course
- ENG 371 New Course
- ENG 382 New Course
- ENG 383 New Course
- ENG 384 New Course
- ENG 385 New Course
- ENG 386 New Course
- ENG 387 New Course
- ENG 388 New Course
- ENG 389 New Course
- ENG 390 New Course
- ENG 396 New Course
- ENW 310 New Course
- ENW 315 New Course
- ENW 322 New Course
- ENW 326 New Course
- ENW 366 New Course
- ENW 382 New Course
- ENW 399 New Course
- ENG 223 Course Description
- ENG 226 Title, Course Description
- ENG 260 Title, Course Description
- ENG 300 Title, Course Description, Pre-requisites
- ENG 301 Title, Course Description
- ENG 302 Title, Course Description
- ENG 318 New Course
- ENG 315 New Course
- ENG 303, ENW 311, 409, 312, 328, 329, 330 Withdrawal of Courses
- ENG 307 Title, Course Description

- ENG 311 Pre-requisites
- ENG 312 Course Title, Course Description
- ENG 314 Pre-requisites
- ENG 323 New Course
- ENG 321 Course Description
- ENG 324 Title, Course Description, Pre-requisite
- ENG 328 Course Description
- ENG 330 Course Description
- ENG 334 Course Description
- ENG 337 Pre-requisite
- ENG 338 Title, Course Description
- ENG 339 (LAC 339) Title, Course Description, Pre-requisite, Cross Listing
- ENG 340 Title, Course Description
- ENG 345 (WST 345) Course Description
- ENG 346 Pre-requisite
- ENG 349 Liberal Arts Designation
- ENG 356 Pre-requisites, Credits
- ENG 463 Title, Course Description, Pre-requisite
- ENW 210 Title, Course Description
- ENW 217 Pre-requisite, Title, Course Description
- ENW 300 Course Description, Cross Listing
- ENW 301 Title, Course Description, Pre-requisites, Credits
- ENW 302 Title, Course Description, Pre-requisites, Credits
- ENW 303 Title, Course Description, Pre-requisites, Credits
- ENW 304 Title, Course Description
- ENW 305 Title, Course Description
- ENW 306 Title
- ENW 3070 New Number
- ENW 308 (THE 308) Title, Course Description, Pre-requisite, Cross Listing
- ENW 309 (COM 309, THE 309) Title, Course Description, Pre-requisite, Cross Listing
- ENW 313 New Course

- ENW 314 New Course
- ENW 3100 New Number
- ENW 3200 New Number
- ENW 323 Title, Course Description
- ENW 324 Title
- ENW 325 Title, Course Description
- ENW 316 New Course
- ENW 319 New Course
- ENW 332 New Course
- ENW 334 Course Description
- ENW 345 Course Description
- ENW 364 Title, Course Description, Credits
- ENW 463 New Course
- ENW 461 Course Description
- ENW 462 Course Description
- ESL 103 Credits, Course Hours
- ESL 104 Credits, Course Hours
- HUM 470 Course Description
- Professional Communications Minor Credits, Description

Informational items

1. Sociology

- SOC 181 Experimental course
- DAT 310 Experimental course

2. Latin American and Latino Studies Department

- LAC 421/LTS 421 Experimental course

3. Health Sciences

- HSD 360 Experimental course

Next meeting: February 3rd 2021 1 pm, Virtual via zoom

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ART

CURRICULUM CHANGE

Name of Program and Degree Award: Art, B.F.A. (and MHCART – BFA)

Hegis Number: 08345 (and 60197)

Program Code: 1002.00

Effective Term: Fall 2021

1. Type of Change: Change in Degree Requirements

2. From: ~~Strikethrough the changes~~

Art, B.F.A. (60 Credit Major)

The B.F.A. program is open to students who wish to pursue an intensive program in studio art. Upon declaring the major, students are required to schedule a meeting with the BFA Program Coordinator for advising.

Credits (60)

From: ~~15~~ credits in Foundation requirement consisting of:

	Credits:
ART 100 Basic Drawing	3
ART 101 Introduction to Two-Dimensional Design	3
ART 102 Introduction to Three-Dimensional Design	3
ART 112 Introduction to Digital Imaging	3
ARH Tradition and Innovation in the Art of the West	3

9 Credits in General Art History requirement consisting of:

	Credits:
Three Art History Courses	9
Three Art History courses, at least one of which must be at the 100 level.	
ARH 167 : Cannot be counted toward this requirement.	

~~12~~ Credits in General Studio work to be selected from:

	Credits:
ART 100-, 200-, or 300-level ART courses	12

15 Credits in Art Specialization:

A sequence of 200-, 300-, and 400-level courses (ART (CGI) 451, ART (CGI) 480, ART (CGI) 481, ART 486, ART 487 may be counted in this category, pending approval by faculty in area of specialization) in one of the following disciplines: ceramics, computer imaging, design, drawing, painting, photography, printmaking or sculpture. Students should consult the Department for specific courses that constitute a sequence.

3 Credits Practicum:

	Credits:
ART 488 Professional Practices in the Visual Arts	3

6 Credits Thesis:

	Credits:
ART 494 Bachelor of Fine Arts Thesis I	3
ART 496 Bachelor of Fine Arts Thesis II	3

3. To: Underline the changes**Art, B.F.A. (60 Credit Major)**

The B.F.A. program is open to students who wish to pursue an intensive program in studio art. Upon declaring the major, students are required to schedule a meeting with the BFA Program Coordinator for advising.

Credits (60)

18 credits in Foundation requirement consisting of:

	Credits:
ART 100 Basic Drawing	3
ART 101 Introduction to Two-Dimensional Design	3
ART 102 Introduction to Three-Dimensional Design	3
ART 112 Introduction to Digital Imaging	3
<u>ART 108 Introduction to Photography</u>	<u>3</u>
ARH Tradition and Innovation in the Art of the West	3

9 Credits in General Art History requirement consisting of:

	Credits:
Three Art History Courses	9

Three Art History courses, at least one of which must be at the 100 level.

ARH 167 : Cannot be counted toward this requirement.

<u>9</u> Credits in General Studio work to be selected from:	Credits:
ART 100-, 200-, or 300-level ART courses	<u>9</u>

15 Credits in Art Specialization:

A sequence of 200-, 300-, and 400-level courses (ART (CGI) 451, ART (CGI) 480, ART (CGI) 481, ART 486, ART 487 may be counted in this category, pending approval by faculty in area of specialization) in one of the following disciplines: ceramics, computer imaging, design, drawing, painting, photography, printmaking or sculpture. Students should consult the Department for specific courses that constitute a sequence.

The printmaking course ART 313 The Artist's Multiple may be counted as a specialization course in all of these specializations: computer imaging, design, drawing, painting, photography and printmaking.

3 Credits Practicum:

	Credits:
ART 488 Professional Practices in the Visual Arts	3

6 Credits Thesis:

	Credits:
ART 494 Bachelor of Fine Arts Thesis I	3
ART 496 Bachelor of Fine Arts Thesis II	3

4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):

The BFA is the standard degree for students seeking professional education in the arts. As such, the Art Department would like to ensure that students are exposed to as many introductory areas of studio art as possible in their foundation courses. By requiring 108 Introduction to Photography, students will gain knowledge and experience in this discipline, along with drawing, 2D and 3D practices and computer imaging. With it, they will additionally become fully versed in photographing their own work, a necessary skill for a practicing artist. Photographing one's own artwork is also a requirement of the ART 494 / 496 Thesis Course. It is vital that students receive this training on a foundational level.

ART 313 is an upper level printmaking course that draws on skills from all concentrations: computer imaging, design, drawing, painting, photography and printmaking. By tradition, printmaking is a discipline which connects other media. In order to create prints required for this course, students must draw, mix color, use photography, and use Adobe programs to prepare prints. This course provides an opportunity for art majors across disciplines to interact and share skills in a studio art course. It also is an opportunity to broaden the scope of the specialization requirement by building on skills associated with each specialization but in a new studio context.

5. Date of departmental approval: 8/26/20

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

Name of Program and Degree Award: English, B.A., MHC English, B.A.

Hegis Number: 1501.00

Program Code: 34009, 34279

Effective Term: Summer 2021

1. **Type of Change:** Change in Degree Requirements

2. **From: English, B.A. (40-43 Credit Major)**

The English major consists of 40-43 credits taken in one of three specializations: Literature, Professional Writing, or Creative Writing. The total number of credits depends on what courses students take and whether they participate or not in the English Honors Program. English courses numbered below the 300-level do not qualify toward the major. Students who wish to take 300- or 400-level courses must obtain permission from the Department.

Required courses and credits are distributed as follows:

LITERATURE Specialization (40-43 credits)

~~Core requirements (22 credits)~~

	Credits
ENG 300 Introduction to Literary Study	4
ENG 301 English Literature I--Origins through Early Modern	3
ENG 302 English Literature II--Restoration through Revolutions	3
ENG 303 English Literature III--Romantic through Modern	3
ENG 307 The Novel	3
ENG 308 American Literature	3
ENG 350 Senior Seminar	3

~~Electives (18-21 credits)~~

~~Choose courses from each of the following four groups of electives. Total credits must add up to at least 18 credits in 6 courses for Literature Majors and at least 19 credits in 7 courses for Honors Literature Majors.~~

~~One course (3 credits):~~

ENG 312 Shakespeare	3
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One or two courses (3-6 credits) chosen from:

ENG 338	Postcolonial Literatures	3
ENG 339	Latino Literature	3
ENG 340	African and African-American Literature	3
ENG 341	Asian and Asian-American Literature	3

One or two courses (3-6 credits) chosen from:

ENG 304	The Structure of Modern English	3
ENG 305	History of the English Language	3
ENW 301	Poetry Writing	3
ENW 302	Fiction Writing	3
ENW 303	Creative Nonfiction Writing	3
ENW 304	Nonprofit Grant Writing	3
ENW 305	Professional Writing	3
ENW 306	Peer Tutoring	4
ENW 308	Playwriting	3

Two to four courses (6-12 credits) chosen from:

ENG 328	Poetry	3
ENG 330	Fiction	3
ENG 334	Drama	3
ENG 335	Critical Approaches to Children's Literature	3
ENG 336	Critical Approaches to Adolescent Literature	3
ENG 337	Irish Literature	3
ENG 342	Film Studies	3
ENG 343	Urban Literature	3
ENG 344	Women Writers in English	3
ENG 345	Topics in Gender and Sexuality	3
ENG 346	The Bible as Literature	3
ENG 347	Western Traditions--Narrative	3
ENG 348	Western Traditions--Drama	3
ENG 349	Eastern Traditions	3
ENG 355	Special Topics in Literature I	3
ENG 356	Special Topics in Literature II	3
ENG 381	Individual Tutorial in Literature	3 (maximum 6 credits)
ENG 460	Honor Seminar--Spec Topics	3 (maximum 6 credits)
ENG 463	Seminar in Literature--Theory & Criticism	3
	<i>Required for Honors Literature; open to all students</i>	
ENG 481	Honors Tutorial in Literature	3
	<i>Required for Honors Literature; English honors students only</i>	
ENG 482	Honors Colloquium	1
	<i>Required for Honors Literature; English honors students only</i>	

One 300/400-level literature or writing course in the English

~~Department or the School of Arts and Humanities (with Department permission) 3~~

~~HUM 470 Humanities Internship 5~~

~~ENG 463 Required for Honors Literature; open to all students~~

~~ENG 481 Required for Honors Literature; English honors students only~~

~~ENG 482 Required for Honors; English honors students only~~

PROFESSIONAL WRITING Specialization (40-43 credits)

Core Requirements (22 credits)

	Credits
ENG 300 Introduction to Literary Study	4
ENG 301 English Literature I--Origins through Early Modern	3
ENG 302 English Literature II--Restoration through Revolutions	3
ENG 303 English Literature III--Romantic through Modern	3
ENG 307 The Novel	3
ENG 308 American Literature	3
ENG 350 Senior Seminar	3

Electives (18-21 credits)

Choose courses from each of the following three groups of electives. Total credits must add up to at least 18 credits in 6 courses for Professional Writing Majors and at least 19 credits in 7 courses for Honors Professional Writing Majors.

Two courses (6 credits) chosen from:

ENW 303 Creative Nonfiction Writing	3
ENW 304 Nonprofit Grant Writing	3
ENW 305 Professional Writing	3

One course (3 credits) chosen from:

ENG 304 The Structure of Modern English	3
ENG 305 History of the English Language	3
ENG 312 Shakespeare	3
ENG 338 Postcolonial Literatures	3
ENG 339 Latino Literature	3
ENG 340 African and African-American Literature	3
ENG 341 Asian and Asian-American Literature	3
ENW 301 Poetry Writing	3
ENW 302 Fiction Writing	3
ENW 306 Peer Tutoring	4
ENW 308 Playwriting	3

~~Three or four courses (9-12 credits) chosen from:~~

ENW 323	Biography and Memoir Writing	3
ENW 324	The Literary Essay	3
ENW 325	Culture, Criticism, and Publication	3
ENW 333	Marketing and PR Writing	3
ENW 334	Grant and Proposal Writing	3
ENW 335	Technical Writing	3
ENW 365	Special Topics in Professional Writing	3 (maximum 6 credits)
ENW 381	Individual Tutorial in Writing	3 (maximum 6 credits)
ENW 462	Seminar in Professional Writing	3
ENW 481	Honors Tutorial in Writing	3
	<i>Required for Honors Professional Writing; English honors students only</i>	
ENG 482	Honors Colloquium	1
	<i>Required for Honors; English honors students only</i>	
	One 300/400-level professional writing course in the English Department or the School of Arts and Humanities (with Department permission)	3
HUM 470	Humanities Internship	5
	<i>Required for Honors Professional Writing; open to all students</i>	

ENG 481 Required for Honors Professional Writing; English honors students only

ENG 482 Required for Honors; English honors students only

HUM 470 Required for Honors Professional Writing; open to all students

CREATIVE WRITING Specialization (40-43 credits)

Core requirements (22 credits)

	Credits	
ENG 300	Introduction to Literary Study	4
ENG 301	English Literature I--Origins through Early Modern	3
ENG 302	English Literature II--Restoration through Revolutions	3
ENG 303	English Literature III--Romantic through Modern	3
ENG 307	The Novel	3
ENG 308	American Literature	3
ENG 350	Senior Seminar	3

Electives (18-21 credits)

Choose courses from each of the following four groups of electives. Total credits must add up to at least 18 credits in 6 courses for Creative Writing Majors and at least 19 credits in 7-courses for Honors Creative Writing Majors.

~~Two courses (6 credits) chosen from:~~

ENW 301	Poetry Writing	3
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ENW 302	Fiction Writing	3
ENW 308	Playwriting	3

One course (3 credits) chosen from:

ENW 309	Screenwriting	3
ENW 311	Advanced Poetry Writing I	3
ENW 312	Advanced Fiction Writing I	3

One course (3 credits) chosen from:

ENG 304	The Structure of Modern English	3
ENG 305	History of the English Language	3
ENG 312	Shakespeare	3
ENG 338	Postcolonial Literatures	3
ENG 339	Latino Literature	3
ENG 340	African and African-American Literature	3
ENG 341	Asian and Asian-American Literature	3
ENW 303	Creative Nonfiction Writing	3
ENW 304	Nonprofit Grant Writing	3
ENW 305	Professional Writing	3
ENW 306	Peer Tutoring	4

Two or three courses (6-9 credits) chosen from:

ENW 328	Advanced Poetry Writing II	3
ENW 329	Advanced Fiction Writing II	3
ENW 330	Advanced Playwriting Workshop	3
ENW 364	Special Topics in Creative Writing	3
ENW 381	Individual Tutorial in Writing	3 (maximum 6 credits)
ENW 409	Advanced Screenwriting	3
ENW 461	Seminar in Creative Writing	3
ENW 481	Honors Tutorial in Writing	3

Required for Honors Creative Writing; English honors students only

ENG 482	Honors Colloquium	1
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Required for Honors; English honors students only

One 300/400-level creative writing course in the English Department or the School of Arts and Humanities (with Department permission)	3
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HUM 470	Humanities Internship	5
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Required for Honors Creative Writing; open to all students

ENW 481 Required for Honors Professional Writing; English honors students only

ENG 482 Required for Honors; English honors students only

HUM 470 Required for Honors Professional Writing; open to all students

ENGLISH HONORS PROGRAM (EHP)

The English Honors Program offers capable students an opportunity to push their critical and creative boundaries. EHP students in Literature, Creative Writing, and Professional Writing have access to the Department's honors room, participate in academic and cultural events on and off campus, enjoy honors advisement, work individually with a faculty mentor on a senior honors thesis in the Fall Term prior to graduation, and collaborate in colloquia and mini-conferences. Interested students who ~~have taken two or more 300-level English courses~~ may contact the EHP director about this demanding but rewarding program.

ENGLISH MINOR (12 credits)

The Minor in English consists of four courses totaling 12 credits, planned as one of three options listed below. ENG 111 and ENG 121 do not count toward the Minor in English. The English Minor is open to all majors (except English).

Literature Minor (12 credits)

~~Students must take one 200-level ENG course (3 credits) and three 300/400-level ENG courses (9 credits). One 300/400-level ENW course in Writing may be substituted for a 300/400-level ENG course in Literature.~~

Professional Writing Minor (12 credits)

~~Students must take ENW 217 (Editing and Proofreading, 3 credits) and two of the following ENW courses (3 credits each): ENW 303 (Creative Nonfiction Writing), ENW 304 (Nonprofit Grant Writing), ENW 305 (Professional Writing). The fourth course may be any 300/400-level elective in Professional Writing, Creative Writing, or Literature (3 credits).~~

Creative Writing Minor (12 credits)

~~Students must take ENW 210 (Introduction to Creative Writing, 3 credits) and two of the following three ENW courses (3 credits each): ENW 301 (Poetry Writing), ENW 302 (Fiction Writing), ENW 308 (Playwriting). The fourth course may be any 300/400-level elective in Creative Writing, Professional Writing, or Literature (3 credits).~~

INTERDISCIPLINARY MINOR IN PROFESSIONAL COMMUNICATIONS (13 credits)

In addition to the 12-credit English Minors in Literature, Professional Writing, and Creative Writing, students have the option of the 13-credit Interdisciplinary Minor in Professional Communications. The Professional Communications Minor provides students with the opportunity to develop their skills in various kinds of multimedia communications. The Minor is open to all majors ~~(including English)~~.

TEACHER OF ENGLISH

English Majors who are also Minors in Early Childhood and Childhood Education (ECCE) or Middle and High School Education (MHSE) must fulfill the requirements of a 40-43-credit ~~Specialization~~ in Literature, Professional Writing, or Creative Writing, regardless of whether or not they are pursuing certification.

Education Minors who receive certification as undergraduates may pursue an M.A. in English. Education Minors who do not receive certification as undergraduates may pursue an M.S. in Education. Students interested in becoming teachers should consult the Office of the Dean of Education for the latest information on New York State requirements for teacher certification.

3. To: English, B.A. (40-44 Credit Major)

The English Major consists of 40-44 credits consisting of a required CORE plus courses taken in one of three specializations: Literature, Professional Writing, or Creative Writing. The total number of credits depends on what courses students take and whether they participate or not in the English Honors Program. English courses numbered below the 300-level do not qualify toward the Major. Students who wish to take 300- or 400-level courses must obtain permission from the Department.

Required courses and credits are distributed as follows:

ENGLISH CORE REQUIREMENTS (16 credits)

	<u>Credits</u>
ENG 300 Unsettling English Studies: Introduction to the Major	4
ENG 339 Latinx Literature*	3
ENG 340 African American and Black Diasporic Literatures**	3
ENW 399 Research, Rhetoric, and Writing Studies	3
ENG 350 Senior Seminar	3

**ENG 358 (Topics in Latinx Literature) may be taken instead of the ENG 339 survey.*

***ENG 359 (Topics in African American and Black Diasporic Literature) may be taken instead of the ENG 340 survey.*

LITERATURE SPECIALIZATION (24-27 credits)

In addition to the 16-credit English CORE requirements, Literature Majors are expected to take Required and Elective courses within their specialization.

Literature REQUIREMENT (3 credits)

	<u>Credits</u>
<i><u>One course from the list of pre-1800 courses below.</u></i>	<u>3</u>
ENG 315 English Literature to 1800	3
ENG 318 English Literature from 1800	3
ENG 301 Early Modern English Literature	3
ENG 302 Eighteenth-Century British Literature	3
ENG 305 History of the English Language	3
ENG 311 Chaucer	3
ENG 312 Shakespeare in Context	3
ENG 314 Milton	3

ENG 321	Early American Literature	3
ENG 323	Early Women Writers	3
One of the following:		3
<u>FRE 321, 322, 323, 324, 325; ITA 320, 322, 327, 329, 330, 337, 447, 448; LAC 333; RUS 330; SPA 301, 323, 331, 333, 340, 341; THE 326, 440, 445</u>		

Literature ELECTIVES (21-24 credits)

Choose from among any ENG 300/400-level courses (including additional pre-1800 courses from the list above). Total credits must add up to at least 21 credits in 7 courses for Literature Majors and at least 22 credits in 8 courses for Honors Literature Majors.

Students may substitute HUM 470 (Humanities Internship (5 credits) for one ENG elective, or up to two ENW 300/400-level courses (up to 6 credits) for up to two ENG electives.

ENG 371 or 389: Required for Honors Literature; recommended for all students
ENG 481: Required for Honors Literature (3 credits); English honors students only
ENG 482: Required for Honors (1 credit); English honors students only

PROFESSIONAL WRITING SPECIALIZATION (24-27 credits)

In addition to the 16-credit English CORE requirements, Professional Writing Majors are expected to take Required and Elective courses within their specialization.

Professional Writing REQUIREMENTS (9 credits)

Students must take 3 courses totaling 9 credits as follows: Credits

ENW 305	Principles of Professional Writing	3
ENW 315	Editing for Style and Flow	3
ENW 318	Writing for New Media	3

Professional Writing ELECTIVES (15-18 credits)

Choose courses from 300-400-level ENW Professional Writing courses: ENW 300, 304, 306, 307, 313, 314, 316, 319, 320, 322, 323, 324, 325, 326, 332, 333, 334, 335, 345, 365, 366, 381, 462, 463. Total credits must add up to at least 15 credits in 5 courses for Professional Writing Majors and at least 16 credits in 6 courses for Honors Professional Writing Majors.

Students may substitute any 300/400-level ENG course or ENW course (3 credits), or HUM 470 (Humanities Internship, 5 credits), for one Professional Writing Elective (3 credits).

HUM 470: Required for Honors Professional Writing (5 credits); recommended for all students

ENW 481: Required for Honors Professional Writing (3 credits); English honors students only

ENG 482: Required for Honors (1 credit); English honors students only

CREATIVE WRITING SPECIALIZATION (25-28 credits)

In addition to the 16-credit English CORE requirements, Creative Writing Majors are expected to take Required and Elective courses within their specialization.

Creative Writing REQUIREMENTS (19 credits)

Students must take 6 courses totaling 19 credits as follows: Credits

ENW 310 Principles of Creative Writing 4

Workshops: 9

Choose three; repeatable for credit; must take at least two different genres. ENW 310 is prerequisite for all workshops.

ENW 301 Workshop in Poetry 3

ENW 302 Workshop in Fiction 3

ENW 303 Workshop in Creative Nonfiction 3

ENW308/THE308 Workshop in Playwriting 3

ENW 309 Workshop in Screenwriting 3

ENW 364 Topics in Creative Writing. 6

Choose two; repeatable for credit; no prerequisite.

Creative Writing ELECTIVES (6-9 credits)

Choose any two 300- or 400-level ENG or ENW courses. Students may take a fourth Workshop and/or a third ENW 364 as electives. Total credits must add up to at least 6 credits in 2 courses for Creative Writing Majors and at least 7 credits in 3 courses for Honors Creative Writing Majors.

Students may substitute HUM 470 (Humanities Internship, 5 credits) for one ENG or ENW elective.

Students interested in Digital Storytelling are encouraged to take THE 309 (Digital Storytelling). Note: THE/DNC 225 (Tools of Digital Storytelling) is a prerequisite for THE 309 but does not count toward the English major in Creative Writing.

HUM 470: Required for Honors Creative Writing (5 credits); recommended for all students

ENW 481: Required for Honors Creative Writing (3 credits); English honors students only

ENG 482: Required for Honors (1 credit); English honors students only

ENGLISH HONORS PROGRAM (EHP)

The English Honors Program offers capable students an opportunity to push their critical and creative boundaries. EHP students in Literature, Creative Writing, and Professional Writing have access to the Department's honors room, participate in academic and cultural events on and off campus, enjoy honors advisement, work individually with a faculty mentor on a senior honors thesis in the Fall Term prior to graduation, and collaborate in colloquia and mini-conferences. Interested students who have a 3.7 GPA in at least two 300-level English courses, and an overall GPA of 3.5+ may contact the EHP Director about this demanding but rewarding program.

ENGLISH MINOR (12-13 credits)

The Minor in English consists of four courses totaling 12-13 credits, planned as one of three options listed below. ENG 111/113 and ENG 121/123 do not count toward the Minor in English. The English Minor is open to all majors (except English).

Literature Minor (12 credits)

Students must take one or two 200-level ENG courses (3-6 credits), plus two or three 300/400-level ENG courses (6-9 credits), for a total of four courses (12 credits). One 300/400-level ENW course may be substituted for a 300/400-level ENG course in Literature.

Professional Writing Minor (12 credits)

Students must take ENW 201 and/or ENW 217 (3-6 credits), plus two or three ENW 300/400-level ENW courses in Professional Writing (6-9 credits), for a total of four courses (12 credits). Professional Writing courses include ENW 300, 304, 305, 306, 307, 313, 314, 315, 316, 318, 319, 320, 322, 323, 324, 325, 326, 332, 333, 334, 335, 345, 365, 366, 381, 462, 463. One 300/400-level ENG or ENW course may be substituted for a 300/400-level ENW course in Professional Writing.

Creative Writing Minor (12-13 credits)

Students must take ENW 210 (3 credits) or ENW 310 (4 credits), plus any three 300/400-level Creative Writing courses (9-10 credits), for a total of four courses (12-13 credits). Creative Writing courses include ENW 301, 302, 303, 308, 309, 310, 323, 324, 326, 364, 366, 461. Students who take ENW 210 first may take ENW 310 as one of their three 300/400-level Creative Writing courses. Note: ENW 310 is a prerequisite for all Workshops (ENW 301, 302, 303, 308, 309). One 300/400-level ENG or ENW course may be substituted for a 300/400-level ENW course in Creative Writing.

INTERDISCIPLINARY MINOR IN PROFESSIONAL COMMUNICATIONS (12 credits)

In addition to the 12-credit English Minors in Literature and Professional Writing, and the 12-13 credit English Minor in Creative Writing, students have the option of the 12-credit Interdisciplinary Minor in Professional Communications. The Professional

Communications Minor provides students from all departments with a career-boosting opportunity to develop their writing skills in various multimedia venues. The Minor is open to all Majors (including English Literature and Creative Writing but not Professional Writing Majors).

ENGLISH MA

English Majors who have completed 90 or more credits and who have a cumulative GPA of at least 3.3 may request permission to take up to 12 credits of coursework in the English MA program for undergraduate credit. Graduate classes taken as an undergraduate do not count towards the English Major or Minor requirements but will be counted towards the calculation of Dean's List, Presidential Scholars and departmental honors. Students who are later accepted into the English MA program may count Lehman English graduate coursework taken for undergraduate credit toward the MA degree.

TEACHER OF ENGLISH

English Majors who are also Minors in Early Childhood and Childhood Education (ECCE) or Middle and High School Education (MHSE) must fulfill the requirements of the 40-44-credit English Major in Literature, Professional Writing, or Creative Writing, regardless of whether or not they are pursuing certification.

Education Minors who receive certification as undergraduates may pursue an M.A. in English. Education Minors who do not receive certification as undergraduates may pursue an M.S. in Education. Students interested in becoming teachers should consult the Office of the Dean of Education for the latest information on New York State requirements for teacher certification.

4. Rationale:

Introduction

A central goal in revising our curriculum is to make the English Department an inclusive literary home for our Bronx-based students, celebrating the intellectual, political, and artistic brilliance of the people of color who make up the majority of our college, this continent, and the world. Our first step toward this goal was a new Mission Statement that articulates what it means to teach English studies within a Hispanic Serving Institution in the Bronx:

We are a vibrant department of readers, writers, scholars, critics, editors, digital humanists and engaged community members. As part of a Hispanic Serving Institution situated among the rich cultural, racial, and linguistic diversity of The Bronx and surrounding areas, the English Department engages with literatures and cultural material past and present, local and global. Through innovative teaching and inventive scholarship, we practice critical analysis, creative expression, and skills for understanding and contributing to a wide range of communities. Each of our three tracks for the major -- Literature, Creative Writing, and Professional Writing -- prepares students with the skills and knowledge necessary for the many

professions available to English majors. *[Full Mission Statement is at end of Rationale]*

Our revised curriculum stresses engagement with the cultural, racial, and linguistic diversity that our students bring to their study of English literature. Whether we are teaching texts from the distant past or the contemporary moment, our revised curriculum places greater focus on English as a discipline through which our students can come to terms with the social, racial, and linguistic inequities and exclusions that often accompany works of great aesthetic beauty and cultural authority. At the same time, through a range of new and revised courses such as Latinx Literature, Indigenous Literature, Early Women Writers, and LGBTQ+ Literature, our students can now understand how strategies of self-representation, community building, and resistance to dominant ideologies gives voice to those who have been excluded from or reductively represented within certain traditions and literatures.

English Core Courses

The most significant change in this proposed revision concerns **the required Core of courses taken by all English majors**. The old Core comprises seven courses, mainly broad survey courses designed to provide exposure to canonical British and American authors and texts:

- ENG 300: Introduction to Literary Study
- ENG 301: English Literature I: Origins through Early Modern
- ENG 302: English Literature II: Restoration through Revolutions
- ENG 303: English Literature III: Romantic through Modern
- ENG 307: The Novel
- ENG 308: American Literature
- ENG 350: Senior Seminar

The old Core conveys a traditional message about the importance of knowing the long history of British literature through canonical authors and movements; the place of the novel as a dominant literary genre from the eighteenth century to the present; and the development of U.S. literature from the Puritans to today. Of course, many of us continue to believe that these histories, movements, authors, and knowledges are valuable.

Nonetheless, we also believe that it is urgent for us to communicate to our students that literary traditions that tend to get marginalized in canonical curricula have value. As faculty at Lehman College, we need to communicate that Latinx, African American, and other literatures matter—in short, that our students' histories, communities, and identities matter. The urgent need to revise our dated curriculum became clear from four open letters to the department sent between November 2019 and June 2020: two emails written by junior faculty drawing attention to the racial divisions and hierarchies within the English department and Lehman College (Nov. 2019) and the national and global landscape (June 2020), as well as two open letters from students — graduating seniors from an ENG 350 Senior Seminar and the Lehman Latinx Alliance student

affinity group (Fall 2019). All four letters articulated dissatisfaction with the English curriculum and the English Majors Worksheet, specifically: (1) the implication that texts and writers of color are less valued by our institution than white writers and texts; (2) the disturbing racial undertones of categorizing ethnic literatures as “Other” in its own subgroup (casting them as non-British and non-American); (3) the lack of representation of queer authors and texts; (4) a lack of support of student writing skills, specifically grammar instruction. The new curriculum directly responds to the problems addressed in these four open letters, using the suggestions of student activists and faculty members as our impetus and guide for change.

Our new Core of five courses reflects this desire to decenter canonical British and American literature and to include a wide range of literary and cultural traditions. The five courses that we have chosen for the new English Core reflect the Department’s commitment to diversifying our students’ intellectual experience as English majors at Lehman College:

ENG 300: Unsettling English Studies: Introduction to the Major
ENG 349: Latinx Literature
ENG 340: African American Literature
ENW 399: Research, Rhetoric, and Writing Studies
ENG 350: Senior Seminar

Some details about this five-course Core. We are retaining from the old curriculum the bookended requirements of ENG 300 (Introduction to the Major)—which teaches our majors the basic reading, writing, analytical, and interpretive skills they need to succeed in English courses—and ENG 350 (Senior Seminar), the capstone course that provides students a final experience of intellectual rigor and community. We have added a Writing Studies course in research and writing (ENW 399) that all three English specializations – Literature, Creative Writing, and Professional Writing – have identified as an essential unmet need for students in our existing curriculum. Most significantly, we now require Latinx Literature and African American Literature for all English majors.

We have also shrunk the English Core from seven to five courses. We believe that a more compact Core has several advantages, for our students, our Department, and our faculty: 1) a compact Core doesn’t overburden students with excessive requirements, especially given the difficulty they sometimes face finding required courses that fit their schedules; 2) a compact Core frees our Creative Writing and Professional Writing students (who comprise half of our majors) to take more courses in their desired tracks; 3) a compact Core frees students to take (and faculty to teach) a more expansive set of electives, many of which reflect current trends in literary and cultural studies; and 4) a smaller Core puts greater emphasis on the key role of advising in students’ success, in that advisers can guide students to specific electives that would be beneficial to their particular career or scholarly plans.

We have tried to account for some of the apparent disadvantages of a smaller Core as well. Although removing courses like ENG 308 (American Literature) and ENG 301

(English Literature I) from the Core might seem to dilute the teaching of broader historical knowledges that many of us value and believe our students profit from, this knowledge is provided in other ways. First, students majoring in Literature – which usually includes many students who intend to become middle and high school English teachers – will be required to take at least one early English or American Literature course, and will end up taking other early electives as these are offered in any given term. Second, because the Core course ENG 300 (Introduction to the Major) has been revised to allow us to teach basic literary methods and skills through various kinds of content, an early modern specialist might teach ENG 300 with a focus on “Shakespeare and Gender,” for instance. Third, important texts and documents from American culture usually covered in ENG 308 (American Literature) might also be taught in ENG 339 (Latinx Literature) and ENG 340 (African American Literature). Fourth, ENG 350 (Senior Seminar) might also focus on historical/early literatures or topics, according to the instructor’s interests. Finally, since students tend to take Core courses before electives, they are likely to take ENG 339 (Latinx Literature) and ENG 340 (African American Literature) *before* they take the more canonical electives, such as ENG 301 (English Literature I) or ENG 308 (American Literature), that they have often previewed in high school or General Education courses. Instead of experiencing Latinx or African American literatures as departures or diversions from the canonical British or American authors that comprise the foundation of “English Literature,” that is, our students will first get a grounding in the values, aesthetics, and traditions provided by writers of color—a set of perspectives that will prepare them to read in more sophisticated ways the traditional literatures that they might choose to study as electives.

Specializations

Our proposed curricular revision affects each of the three tracks in which our majors might specialize: Literature, Creative Writing, or Professional Writing.

Literature Specialization

In our old curriculum, Literature students have the following specialization requirements, in addition to the seven-course English Core:

1. ENG 312: Shakespeare;
2. One or two courses chosen from a category of ethnic American/Postcolonial Literatures: ENG 338: Postcolonial Literatures, ENG 339: Latino Literature, ENG 340: African and African-American Literature, and ENG 341: Asian and Asian-American Literature;
3. One or two courses chosen from a category including the History of English, the Structure of English, and several Creative Writing and Professional Writing options;
4. Two to four courses chosen from the remaining English electives.

The requirement of ENG 312: Shakespeare adds another canonical author to a core that already stresses canonical literature. The second requirement is a vestige of the last major English Department curriculum revision, when it was added in order to encourage our students to take the non-traditional literature courses they had not

encountered in their previous education. While this requirement succeeded in getting students to take a wide range of literary and cultural endeavors seriously, it had the unintended and unfortunate consequence of sequestering literature by people of color from the rest of the curriculum, and of suggesting that at most our majors need to experience only one or two of these literary traditions.

Our new Literature Specialization addresses these problems. Instead of a large (seven-course) traditional Core followed by a restrictive set of rules for choosing electives, we propose a compact Core that centers Latinx and African American Literatures, followed by an open selection of electives with the single requirement of one course in early literature, whether ENG 315 (English Literature to 1800), ENG 321 (Early American Literature), ENG 312 (Shakespeare in Context), ENG 305 (History of English Language), or any other pre-1800 course. Since the new Core no longer explicitly requires either a British Literature course or an Early Literature course from another tradition, the Literature requirement of an historical course ensures that our Literature majors will experience at least one body of texts from the distant past. As stated above, instead of forcing our students to take a predetermined roster of courses, we give more weight to the advising process, dialoguing with our Majors to help them decide what elective courses might best serve their individual intellectual and professional journeys. Students planning to become secondary school teachers, for instance, would be advised to take courses that will serve their career plans, such as ENG 312 (Shakespeare in Context) or ENG 308 (American Literature); students with a passionate interest in postcolonial and global literatures would be free to focus in this area (via ENG 324 Modern British and Anglophone Literature, for example). The Department's goal is to provide maximum if guided latitude to students' literary and writerly interests during their time as English majors at Lehman.

As we free up our Literature majors to take the courses they want, we are adding a significant number of new elective courses, expanding our literary offerings in a multitude of directions. Because we have significant faculty strength in historical literatures, we have added a few courses such as ENG 301 (Early Modern English Literature) and ENG 323 (Early Women Writers), which teach early literatures through current theoretical lenses such as feminist theory, queer theory, and critical race studies. But the largest shift to the curriculum is a new slate of courses that will bring our Literature Majors into the most current conversations in English Studies: courses such as ENG 357 (Topics in Popular Fiction); ENG 358 (Topics in Latinx Literature); ENG 359 (Topics in African American and Black Diasporic Literature); ENG 362 (Topics in Global Literatures); ENG 363 (Epochal Authors); ENG 366 (Indigenous Literature); ENG 367 (Caribbean Diasporic Literatures); ENG 368 (Arab-American Literature); ENG 369 (The Black Radical Tradition); ENG 382 (Fictions of Disability); ENG 383 (LGBTQ+ Literature); ENG 385 (Technology of the Book); ENG 386 (Critical Race Theory); ENG 387 (Classics and Us); and ENG 388 (Literary Bronx). Descriptions for courses such as ENG 312 (Shakespeare in Context) and ENG 321 (Early American Literature) have also been updated to account for recent critical developments in these fields.

During the last several years, the English Department has made new appointments of scholars who specialize in several of the areas represented by these new electives, including African-American literature, Latinx literature, history of the book, Indigenous literature, Caribbean literature, LGBTQ+ literature, and Disability Studies, so we will have no difficulty offering such a wide range of new courses. The significant increase in new courses provides opportunities for newly hired faculty who specialize in Latinx, African-American, Caribbean, Indigenous, and LGBTQ+ literatures to teach advanced courses in their fields.

Creative Writing Specialization

The changes the English Department proposes to its Creative Writing specialization bring its program in line with the best practices of creative writing pedagogy. Our old curriculum requires Creative Writing majors to take a seven-course English core focused on traditional literature, followed by Creative Writing electives that take them from introductory courses in poetry, fiction, or playwriting, to intermediate courses in those genres, and finally to advanced courses in those genres. The proposed English curriculum reduces the core to five courses for all majors, freeing up students to do more in-depth work in their chosen areas of specialization. For Creative Writing students, this means much more time to explore and develop their craft.

Within the Creative Writing track, all students will now take six required courses and two free electives, beginning with ENW 310 (Principles of Creative Writing), an intensive reading and writing course dedicated to instilling the common fundamentals of creative writing, and to providing majors with a common pedagogical substructure that will inform and support their progression through the rest of their program. ENW 310 is a prerequisite for the three workshops that Creative Writing majors must take from among the following genres: poetry (ENW 301) fiction (ENW 302), creative nonfiction (ENW 303), playwriting (ENW 308), or screenwriting (ENW 309). (Students must take three workshops, with no more than two in any single area.) These genre-based workshop courses, which are revised versions of existing courses, emphasize the skill-building, peer-editing, and self-editing promoted by the English Department's updated Goals and Objectives (provided below). These Goals and Objectives expect students to develop strategies for working through the writing process, including prewriting, outlining, drafting, peer-review and revision; to build a community of writers; and to prepare for publication. ENW 301 (Workshop in Poetry), ENW 302 (Workshop in Fiction), ENW 303 (Workshop in Creative Nonfiction), ENW 308 (Workshop in Playwriting), and ENW 309 (Workshop in Screenwriting) also reflect contemporary best practices in teaching creative writing by using the workshop method of critique employed in higher education and affinity groups, and reflecting the increased importance of co-creativity in professional contexts.

Creative Writing majors must also take the revised version of ENW 364 (Topics in Creative Writing) at least twice. Unlike ENW301-ENW309, ENW 364 does not have ENW 310 as a prerequisite and is not a workshop. Rather, it is a seminar that focuses on the theory and craft of creative writing through a variety of different topics and readings (depending on the instructor). Classes may include cross-genre and multi-genre investigation,

intensive study of individual elements, and/or an examination of movements in literature from an author's standpoint. This course aligns with the English Department's revised Goals and Objectives, which expect our majors to be able to identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines. This course also reflects contemporary pedagogical best practices in creative writing by emphasizing theory and craft. It differs from the workshop classes (ENW301-ENW309) in that it focuses on an academic analysis of creative writing from an author's point of view, rather than primarily skill-building. Students will be expected to analyze literary and cultural texts as writers, including not only representative authors and major literary periods, but also temporal, social, political, and artistic contexts.

Professional Writing Specialization

The changes that the English Department proposes in the Professional Writing specialization aim to flesh out a track that provides students with the skills and knowledge they need to take their place as writing professionals and leaders in business, industry, foundations, nonprofit organizations, publishing, the arts, and anywhere in the real or virtual workplace. As the *New York Times* put it in 2019, "In the Salary Race, Engineers Sprint but English Majors Endure," given their skills in communication, critical thinking, and collaboration. Nationally, more and more English Departments are adding some version of Professional Writing to their undergraduate programming, and departments like Lehman English (which has long valued this specialization) are redefining and expanding their offerings to meet student and faculty demands. Many of the courses in the English Department's Professional Writing Major (as well as the interdisciplinary Professional Communications Minor) appeal to non-Professional-Writing students – not only Literature and Creative Writing students, but also students in Business, Speech Pathology, Social Work, and Pre-Med.

Professional Writing students currently take the seven-course, literature-heavy old Core, as do Literature and Creative Writing students. Within the Professional Writing specialization, they currently are required to take two of three introductory Professional Writing courses: ENW 303 (Creative Nonfiction), ENW 304 (Nonprofit Grant Writing), or ENW 305 (Professional Writing). They also take one course from a menu of literature and creative writing courses, and three or four courses from a menu of more specialized Professional Writing electives.

The proposed new curriculum ensures that all Professional Writing students receive a more consistent, structured foundation, and that they (like their peers in our other specializations) have more options for in-depth studies among their electives. In the new curriculum, students will pair three required courses with five free electives. The required courses include a revised version of ENW 305 (Principles of Professional Writing), which serves as an introduction to the Major. Also required is ENW 318 (Writing for New Media); and the new course ENW 315 (Editing for Style and Flow), which teaches the editing skills and conventions fundamental to any writing profession.

Finally, the revised Professional Writing Specialization offers several new or revised courses of particular interest and/or use to Majors, including ENW 304 (Writing for Prestigious Awards and Graduate School), ENW 313 (Literary Craft for Professional Writers), ENW 314 (Evidence-Based Writing), ENW 316 (Storytelling for Professional Writers), ENW 319 (The Publishing Landscape), , ENW 322 (Design for Writers), ENW 326 (Memoir Writing), ENW 327 (Human Rights Literature), and ENW 366 (Special Topics in Writing and Rhetoric). Together with existing courses such as ENW 323 (Biography Writing), ENW 324 (The Contemporary Essay), ENW 325 (Arts Criticism), ENW 333 (Marketing and PR Writing), ENW 335 (Technical Writing), ENW 307 (Health and Science Writing), and ENW 320 (Professional Presentations), these electives will provide maximum choice of electives for Professional Writing students with varying interests and needs.

The new elective ENW 313 (Literary Craft for Professional Writers) bears note. The proposed core curriculum for the English Major now requires only two courses in literature. Literature students take many more literature courses as they complete their major; and Creative Writing students inevitably study a great deal of literature as they explore their craft. But Professional Writing students, once they've completed the two Core literature courses, may not encounter in their more technical Professional Writing courses powerful examples of the literary use of style and rhetoric to describe or persuade. ENW 313, which fulfills an elective for Professional Writing students, provides the opportunity to study whatever literary texts Professional Writing faculty might choose to effectively illustrate figurative language, impactful descriptions, narrative strategies.

ENW 316 (Storytelling for Professional Writers) and ENW 322 (Design for Writers) also bear particular note. ENW 316 has been designed by a faculty member with a joint appointment in English and Journalism & Media Studies, and who advises the *Meridian* student newspaper: the course aims to develop storytelling writing strategies in all students, but particularly those who become *Meridian* staff writers and editors. ENW 322 bends in a different direction, this time toward Art, as it engages students in the visual and as well as textual dimensions of multimedia writing and communication.

Writing Studies

The English Department is fortunate indeed to have a strong contingent of Writing Studies scholars, and our graduate program has long featured a very popular Writing and Rhetoric track. Our undergraduate curriculum has lagged behind on this front, however, and the proposed curriculum takes the first steps in remedying that omission. It does so first by adding, for the very first time in the Department's history, a writing and research course (ENW 399 – Research, Rhetoric, and Writing Studies) imagined and taught through the richly multidisciplinary, collaborative, and processed based orientation of Writing Studies. The curriculum also includes two Writing Studies topics courses – ENW 366 (Special Topics in Writing and Rhetoric) and ENW 463 (Seminar in Writing Studies) – which we understand as experimental terrain for faculty to develop future new courses in Writing Studies for the undergraduate curriculum.

English Honors Program (EHP)

In response to advisor and student requests, we provide the specific GPA information we use in admitting students to our vibrant EHP program.

English Minors and the Interdisciplinary Minor in Professional Communications

Changes reflect a desire to make the Minors as flexible and capacious as possible, often by doubling the number of introductory courses at the 200 and sometimes 300 levels, and by enabling students to put together Minors from a range of course offerings in Literature, Creative Writing, and Professional Writing.

English MA

While the current new curriculum is of course an undergraduate one, we are already rethinking our graduate curriculum, and one of the many things we want to do there is to articulate and formalize what we see on the ground – which is that the main audience for the English MA is our own cohort of English BAs, many of whom are interested in testing the graduate waters just before or just after they graduate from Lehman. Though we'll formalize the relationship between our BA and MA programs in our MA curriculum revision, we want to flag the direction we're moving in now to our undergraduate Major. Hence the notice in the degree description of the specifications for taking a graduate course while completing a BA degree.

Mission Statement / Goals & Objectives

A great deal of the thinking behind the new English curriculum originated in the new Mission Statement that we first considered back in Fall 2018, went to work on in the winter of 2019-2020, and completed at the end of Spring Term 2020. We include it here for reference:

Mission Statement – Lehman English Department

We are a vibrant department of readers, writers, scholars, critics, editors, digital humanists and engaged community members. As part of a Hispanic Serving Institution situated among the rich cultural, racial, and linguistic diversity of The Bronx and surrounding areas, the English department engages with literatures and cultural material past and present, local and global. Through innovative teaching and inventive scholarship, we practice critical analysis, creative expression, and skills for understanding and contributing to a wide range of communities. Each of our three tracks for the major -- Literature, Creative Writing, and Professional Writing -- prepares students with the skills and knowledge necessary for the many professions available to English majors.

Goals & Objectives for All English Department Courses

Reading, Writing, Rhetoric, Engagement

- Understand the interrelationship of reading, writing, rhetoric, and social action through analytic, critical, and creative expression across historical periods, genres, modes, and contexts
- Identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines

Active Learning

- Develop strategies for active reading, speaking and listening, including annotating, summarizing, questioning, and synthesizing
- Develop strategies for working through the writing process, including prewriting, outlining, drafting, peer-review and revision

Publication Strategies

- Identify target audiences, employ inclusive language, and learn effective publication practices for various media
- Develop a facility with and critical understanding of formatting, documenting, and grammatical, and linguistic conventions across rhetorical situations and contexts

Literary Studies

- Analyze a broad range of literatures, including but not limited to representative authors and major literary periods, recognizing temporal, social, political, and artistic contexts
- Effectively employ literary terminology, theoretical approaches, and rhetorical analysis in the research, and critical evaluation of texts

Professional Writing and Writing Studies

- Develop research and reporting skills, evaluate journalistic and academic sources, and analyze and present data for multiple audiences
- Use persuasive writing effectively in the context of fundraising, grant writing, business proposals, and workplace communication

Creative Writing

- Build a community of creative writers sustained through insightful and constructive feedback
- Analyze, produce and learn about avenues for publishing a broad range of creative writing, including fiction, poetry, playwriting, and creative nonfiction

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

Name of Program and Degree Award: Professional Communications Minor
Effective Term: Summer 2021

1. **Type of Change:** Credits, Description

2. **From: Professional Communications Minor (13-Credits)**

The Interdisciplinary Minor in Professional Communications provides students with the opportunity to develop high-level skills in multimedia communications. These professional communications skills are increasingly and urgently required by businesses, public sector and non-governmental organizations, and in the fields of healthcare and science. A range of relevant courses enables students to hone their skills in professional writing, using both traditional formats and new media platforms, and to prepare and deliver in-person and Web-based presentations. The ~~13~~-credit Minor is designed for students majoring in various departments within the Schools of Arts and Humanities, Social and Natural Sciences, and Nursing and Health Sciences. These majors include but are not limited to English, ~~Multimedia Journalism~~, Computer Graphics and Imaging, Business Administration, Health Services Education and Promotion, Health Services Administration, and Nursing. Students from any department seeking to burnish their professional writing and presentation skills for the twenty-first-century marketplace will find the Minor in Professional Communications an invaluable complement to their chosen major.

Degree Requirements

Undergraduate students may declare the Minor in Professional Communications upon successful completion of ENG 111 and ENG 121. Students satisfy the requirements for the ~~13~~-credit Professional Communications Minor by taking four courses, three of which are at the 300-level.

Writing Skills Core (~~4 credits~~):-

Credits

ENW 201	Writing Essentials	3
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Professional Writing Elective (~~3 credits~~):-

Credits

ENW 300	Business Writing	3
ENW 304	Nonprofit Grant Writing	3

ENW 3070	Health and Science Writing	3
ENW 333	Marketing and PR Writing	3
ENW 335	Technical Writing	3

Multimedia Communication Courses (~~6 credits~~):

Credits

ENW 3100	Writing for New Media	3
ENW 3200	Professional Communications and Presentations Seminar	3

3. To: Professional Communications Minor (12 Credits)

The Interdisciplinary Minor in Professional Communications provides students with the opportunity to develop high-level skills in multimedia communications. These professional communications skills are increasingly and urgently required by businesses, public sector and non-governmental organizations, and in the fields of healthcare and science. A range of relevant courses enables students to hone their skills in professional writing, using both traditional formats and new media platforms, and to prepare and deliver in-person and Web-based presentations. The 12-credit Minor is designed for students majoring in various departments within the Schools of Arts and Humanities, Social and Natural Sciences, and Nursing and Health Sciences. These majors include but are not limited to English, Journalism, Film and TV Studies, Media Communications Studies, Computer Graphics and Imaging, Business Administration, Health Services Education and Promotion, Health Services Administration, and Nursing. Students from any department seeking to burnish their professional writing and presentation skills for the twenty-first-century marketplace will find the Minor in Professional Communications an invaluable complement to their chosen major.

Degree Requirements

Undergraduate students may declare the Minor in Professional Communications upon successful completion of ENG 111/113 and ENG 121/123. Students satisfy the requirements for the 12-credit Professional Communications Minor by taking four courses, three or four of which are at the 300-level.

Writing Skills Core – choose one course (3 credits):

ENW 201	Writing Essentials	3
ENW 217	Editing Essentials	3
ENW 315	Editing for Style and Flow	3

Professional Writing Elective – choose one course (3 credits) from the following list:

ENW 300 (Business Writing), ENW 304 (Writing for Prestigious Awards and Graduate Schools), ENW 305 (Principles of Professional Writing), ENW 306 (Collaboration and the Writing Process), ENW 307 (Health and Science Writing),

ENW 313 (Literary Craft for Professional Writers), ENW 314 (Evidence-Based Writing), ENW 315 (Editing for Style and Flow)*, ENW 316 (Storytelling for Professional Writers)*, ENW 318 (Writing for New Media), ENW 319 (The Publishing Landscape), ENW 322 (Design for Writers), ENW 323 (Biography Writing), ENW 324 (The Contemporary Essay), ENW 325 (Arts Criticism: Writing About Popular Culture), ENW 326 (Memoir Writing), ENW 332 (Feature Writing), ENW 333 (Marketing and PR Writing), ENW 334 (Grant and Proposal Writing), ENW 335 (Technical Writing), ENW 345 (Writing and Social Issues), ENW 365 (Special Topics in Professional Writing), ENW 462 (Seminar in Professional Writing)

*ENW 315 may only be taken once as part of the Professional Communications Minor.

Multimedia Communications Courses – choose two courses (6 credits):

ENW <u>318</u>	Writing for New Media	3
ENW <u>320</u>	Professional Presentations	3

4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):

English has been finessing the Professional Communications Minor, which it has designed for majors across the College (as is clear in the list of Professional Writing electives). Last fall, the Department revised ENW 201 (Writing Essentials) from 4 to 3 credits, making it a General Education / Pathways course attractive to all undergraduates. This year, as we greatly expand our Professional Writing offerings, we are able to add a significant number of new options to the Minor, rendering it even more flexible for student use.

Course numbers and titles have been adjusted to match our revised curriculum.

5. Date of departmental approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENG 228
Course Title	Literature and Medicine
Description	Critical analysis of fiction, poetry, plays, films, and nonfiction about medicine, disease, illness, and/or health. Exploration of central themes and consideration of historical and social contexts.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

ENG 228 is the first General Education course in the English Department that belongs to the interdisciplinary field of the health humanities. Given the health disparities in the Bronx and the recent health crises affecting the world, including our current COVID-19 pandemic, this is an important course that demonstrates the vital perspective the humanities and literary studies bring to understanding ideas about health, medicine, disease, and illness. The course teaches students the benefits of interdisciplinary approaches and methods, which will prepare students to tackle issues—such as public health and global warming—that require interdisciplinary solutions. Instructors can teach this course as an overview of important concepts, including narrative medicine and health justice; as a study of a particular genre, such as the illness memoir, doctor stories, or zombie fiction; or as an exploration of a topic like bioethics, women’s health, or contagion.

Like all our non-topics ENG/ENW 200-level courses, we expect this to be a Pathways course; appropriate paperwork is underway.

4. Learning Outcomes (By the end of the course students will be expected to):

- Understand the interrelationship of reading, writing, rhetoric, and social action through analysis of literary and cultural texts about medicine, disease, illness, and/or health.
- Identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines through the study of literature and medicine.
- Analyze literary and cultural texts about medicine, disease, illness, and/or health in a variety of temporal, social, political, and artistic contexts.
- Effectively employ literary terminology, theoretical approaches, and rhetorical analysis in the research and critical evaluation of literary and cultural texts about medicine, disease, illness, and/or health.
- Demonstrate an understanding of the cultural, social, and political impact of literary representations of medicine, disease, illness, and/or health.
- Demonstrate the importance of an interdisciplinary perspective for studying medicine, disease, illness, and/or health.

5. Date of Departmental Approval: September 18, 2020

**LEHMAN COLLEGE
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DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 233
Course Title	Literatures of Immigration
Description	Study of the wide range of authors who write about immigrants and their experiences of arriving and living in a different nation. Genres studied may include the novel, short story, poetry, memoir, photography, and film.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The discourses about immigrants created by the media today have a powerful impact on how immigrants—including many Lehman students—are perceived and treated. This course gives students the opportunity to study and debate the effects of immigration and to engage various perspectives on topics such as exile, alienation, ethnic and racial identity, difference and otherness, assimilation, nostalgia, xenophobia, deportation policies, and border policing.

Like all our non-topics ENG/ENW 200-level courses, we expect this to be a Pathways course; appropriate paperwork is underway.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Analyze the ways in which immigrants shape the cultural and social fabric of the places to which they move.
- Demonstrate understanding of the varied experiences of immigrants to the US and to other nations.
- Demonstrate, through the study of literatures of immigration, the ability effectively to read and interpret literary texts by becoming acquainted with the interpretive methods of the literary humanities.
- Compose essays on literatures of immigration that use writing in different cognitive contexts, ranging from synthesizing and summarizing information, to articulating critical questions, to communicating their views or findings.
- Develop, through the interpretation of literatures of immigration, flexible composing and revising strategies.

5. **Date of Departmental Approval:** September 18, 2020

**LEHMAN COLLEGE
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DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 236
Course Title	Afro-Latinx Literatures
Description	Importance, creativity, and meaning of poetry, songs, music, stories, (auto)-biographies, and novels produced by people of African descent living in or from Latin America. Intersection of race, gender, sexuality, nationality, class, and other forms of identity-making with multiple forms of expression particular to the Afro-Latinx community.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The history of Afro-Latinxs in the United States predates not just the nation's founding, but the first English settlements. Nevertheless, Afro-Latinxs, not unlike Latinxs in general, are often seen as newcomers and foreigners. Afro-Latinxs are not only "a diaspora within a diaspora" but a group that has largely been ignored until recently in a U.S. Latinx studies that has privileged an indigenous form of *mestizaje* over the reality of millions of slave bodies. As such, this course aims to introduce and explore new approaches to Latinx Studies, African American Studies, and American Studies as well as the study of "American" and Latinx literature by considering the meanings of *Afro-Latinidad* in a diverse set of writers whose writings challenge institutionalized notions of place, home, nation, culture, ethnicity, race, gender, citizenship, and identity across various literary genres.

Like all our non-topics ENG/ENW 200-level courses, we expect this to be a Pathways course; appropriate paperwork is underway.

4. Learning Outcomes (By the end of the course students will be expected to):

- Interpret and evaluate Afro-Latinx literature, focusing the analysis on the formal qualities of these literary works as well as the social contexts in which they were composed.
- Learn approaches to close reading literary texts and apply close reading to their written analyses of Afro-Latinx literatures.
- Identify and evaluate the range of literary techniques and rhetorical strategies used in varied literary texts, demonstrating an understanding of the relationship between choices in style and rhetoric to genre, audience, purpose, and cultural contexts/constraints.
- Participate in a meaningful exchange of ideas in the classroom and on the discussion board.
- Compose well-constructed essays that develop a clearly defined argument supported by close textual reading.
- Develop oral communication skills through small group presentations and class discussions.

5. Date of Departmental Approval: September 18, 2020

**LEHMAN COLLEGE
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DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 237
Course Title	Popular Fiction
Description	Survey of genres and forms of popular fiction, including science fiction, romance, mysteries, comics, westerns, and more. Dynamics of production and reception; genre theory; aesthetics; and/or historical and cultural trends and contexts.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course reflects ongoing trends in English Studies that view popular fictional genres and forms as legitimate areas of study. A general education course on popular fiction reflects the strengths and scholarship of departmental faculty, the academic preparedness and interests of students, and important disciplinary directions within contemporary literary studies.

Like all our non-topics ENG/ENW 200-level courses, we expect this to be a Pathways course; appropriate paperwork is underway.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Understand the interrelationship of reading, writing, rhetoric, and social action through the study of popular fiction.
- Identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines through the study of popular fiction.
- Analyze the genres and forms of popular fiction in a variety of cultural, social, and political contexts.
- Situate popular fiction within the traditions and conventions of British, American, and Anglophone literatures.

5. **Date of Departmental Approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 357
Course Title	Topics in Popular Fiction
Description	Intensive study of a topic in particular genres of popular fiction, including science fiction, romance, mysteries, comics, or westerns, and more. Particular topics vary by semester; course may be taken twice if topic varies.
Pre/ Co Requisites	Departmental permission.
Credits	3 May be repeated for a maximum 6 credits
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Whereas ENG 237 (Popular Fiction) is a survey of various genres of popular fiction, ENG 357 (Topics in Popular Fiction) comprises an in-depth study of a particular topic in one or more genres of popular fiction. For instance, a professor might focus on gender and sexuality in Westerns or on dystopian science fiction novels and films. Students may repeat ENG 357 if topics vary as in these examples. ENG 357 reflects ongoing trends in English Studies that view popular fictional genres and forms as legitimate areas of study. The English Department has often run classes that focus on popular fiction as sections of ENG 355/356 (Special Topics in Literature) or ENG 350 (Senior Seminar). The creation of a distinct course for intensive study of popular fiction more accurately reflects the strengths and scholarship of departmental faculty, the academic preparedness and interests of students, and important disciplinary directions within contemporary literary studies.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Understand the interrelationship of reading, writing, rhetoric, and social action through the study of popular fiction.
- Identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines through the study of popular fiction.
- Analyze the genres and forms of popular fiction in a variety of cultural, social, and political contexts.
- Situate popular fiction within the traditions and conventions of British, American, and Anglophone literatures.

5. **Date of Departmental Approval:** September 18, 2020

**LEHMAN COLLEGE
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DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English & Latinx Studies
Course Prefix & Number	ENG 358
Course Title	Topics in Latinx Literature
Description	Topics of significance to Latinx peoples and the literatures they have produced. Particular topics vary by semester; course may be taken twice if topic varies.
Pre/ Co Requisites	Departmental permission.
Credits	3 May be repeated for a maximum 6 credits
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Under the current English curriculum there only exists one course in Latinx Studies,

ENG 339 (Latinx Literature). This course expands offerings in this field of study to allow students to further specialize in particular topics around the Latinx diaspora in the US. Possible topics include Afro-Latinx writers, border studies, Chicanx literature, Caribbean Women writers, Latinx comics and graphic novels, The Latina boom, The Legacy of Gloria Anzaldúa, The Chicano Movement, The Nuyorican Movement, Magical Realism in Latinx Literature, 21stCentury Latinx Literature, and Latinx Young Adult Literature.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Interpret and evaluate important Latinx literature, focusing the analysis on the formal qualities of these literary works as well as the social contexts in which they were composed.
- Learn approaches to close reading literary texts and apply close reading to their written analyses of Latinx diasporic literatures.
- Identify and evaluate the range of literary techniques and rhetorical strategies used in varied literary texts, demonstrating an understanding of the relationship between choices in style and rhetoric to genre, audience, purpose, and cultural contexts/constraints.
- Participate in a meaningful exchange of ideas in the classroom and on the discussion board.
- Compose well-constructed essays that develop a clearly defined argument supported by close textual reading.
- Develop oral communication skills through small group presentations and class discussions.

5. **Date of Departmental Approval:** September 18, 2020

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 359
Course Title	Topics in African American and Black Diasporic Literature
Description	Critical issues pertaining to African Americans and global Black Diasporic communities. Particular topics vary by semester; course may be taken twice if topic varies.
Pre/ Co Requisites	Departmental permission.
Credits	3 May be repeated for a maximum 6 credits
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Under the current English curriculum there only exists one course in African American

studies, ENG 340 (African and African American Literature). This course expands offerings in this field of study to allow students to further specialize in topics around the black diaspora in the US and globally.

4. Learning Outcomes (By the end of the course students will be expected to):

- Interpret and evaluate important African and African American literature, focusing the analysis on the formal qualities of these literary works as well as the social contexts in which they were composed.
- Learn approaches to close reading literary texts and apply close reading to their written analyses of African American and black diasporic literatures.
- Identify and evaluate the range of literary techniques and rhetorical strategies used in various literary texts, demonstrating an understanding of the relationship between choices in style and rhetoric to genre, audience, purpose, and cultural contexts/constraints.
- Participate in a meaningful exchange of ideas in the classroom and on the discussion board.
- Compose well-constructed essays that develop a clearly defined argument supported by close textual reading.
- Develop oral communication skills through small group presentations and class discussions.

5. Date of Departmental Approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 362
Course Title	Topics in Global Literatures
Description	Specialized themes in postcolonial literature and theory, such as anticolonial struggle and national liberation; critiques of Western thought and culture; contemporary U.S. imperialism in Latin America, the Middle East, Africa, and beyond; borders, migration, and critical refugee studies; and the endless, perhaps impossible, project to decolonize the mind and imagine a truly post-colonial society. Particular topics vary by semester; course may be taken twice if topic varies.
Pre/ Co Requisites	Departmental permission.
Credits	3 May be repeated for a maximum 6 credits
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **Rationale:**

The English curriculum previously had only one course in which students can study the whole world—and all the literature written—outside the US and the British Isles: ENG 338 (Postcolonial Literatures). To remedy this deficiency, we are proposing a new course, ENG 324 (Modern British and Anglophone Literature), as well as ENG 362 (Topics in Global Literatures), which will allow instructors to focus on particular topics. Topics may include anticolonial struggle and national liberation; revolutionary violence and nonviolence; critiques of Western thought and culture; contemporary U.S. imperialism in Latin America, the Middle East, Africa, and beyond; and the endless, perhaps impossible, project to decolonize the mind and imagine a truly post-colonial society.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Analyze global literatures in a variety of historical, cultural, social, political, and aesthetic contexts.
- Utilize literary terminology, critical methods, and various lenses of interpretation when critiquing these literatures.
- Write persuasively and incisively about global literatures.
- Engage in meaningful discussions with their peers about global literary texts.
- Demonstrate the importance of a global lens for analyzing contemporary culture and literature.

5. **Date of Departmental Approval:** September 18, 2020

**LEHMAN COLLEGE
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DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Literature
Course Prefix & Number	ENG 363
Course Title	Epochal Authors
Description	Intensive study of a major author's life, works, peers, and contexts. Particular topics vary by semester; course may be taken twice if topic varies.
Pre/ Co Requisites	Departmental permission.
Credits	3 May be repeated for a maximum 6 credits
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

ENG 363 (Epochal Authors) is a topics course that offers the English Department maximum flexibility in providing students with the transformative experience of spending

an entire semester studying a single author. The Department has long had courses in Chaucer or Shakespeare or Milton, but has no single-author course beyond the seventeenth century or the British isles. This course remedies that major omission by providing a forum for faculty and students to dive deeply into the life and works of such major figures as Jane Austen, Tennessee Williams, August Wilson, or Toni Morrison, to cite but a few examples, a process that can often lead to final projects whose depth of knowledge and engagement rivals that of graduate-level work.

This flexibly imagined course encourages students to engage with major historical figures in literature and culture while seeing their ongoing vitality and relevance to writers from students' own disparate traditions. ENG 363 adds to the growing body of upper-level elective courses designed to appeals to students' wide-ranging interest in literary study.

4. Learning Outcomes (By the end of the course students will be expected to):

- Understand the interrelationship of reading, writing, rhetoric, and social action through analytic, critical, and creative expression across historical periods, genres, modes, and contexts
- Identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines
- Analyze a broad range of literatures, including but not limited to representative authors and major literary periods, recognizing temporal, social, political, and artistic contexts
- Effectively employ literary terminology, theoretical approaches, and rhetorical analysis in the research, and critical evaluation of texts
- Develop strategies for active reading, speaking and listening, including annotating, summarizing, questioning, and synthesizing
- Develop strategies for working through the writing process, including prewriting, outlining, drafting, peer-review and revision.

5. Date of Departmental Approval: September 18, 2020

**LEHMAN COLLEGE
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DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 366
Course Title	Indigenous Literature
Description	Indigenous literatures in a variety of genres and media viewed in historical, cultural, and political contexts. Major authors and lesser-known Native writers from inside the territorial boundaries of the US and Canada, across a range of tribal nations and periods.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

In 1968, Kiowa writer N. Scott Momaday's *House Made of Dawn* was awarded the Pulitzer Prize for American literature. Momaday's award signaled for many the "arrival" of Native authors to the American literary scene and ushered in an unprecedented era of Native literary production widely known as the "Native American Renaissance." This course seeks not only to expand the diversity of course offerings within the English Department at Lehman, but also to situate Indigenous writings as central to American literature, as is suggested by Momaday's Pulitzer Prize award.

4. Learning Outcomes (By the end of the course students will be expected to):

- Demonstrate the ability to situate Native literary texts and writers within their appropriate historical and tribal/cultural contexts.
- Show an understanding of the diversity and complexity of Indigenous intellectual and cultural production.
- Demonstrate a literary and historically-nuanced grasp of some of the major issues, questions, and concerns that run throughout Indigenous literatures, specifically the relationship between cultural production, federal policies, and contemporary movements toward Native sovereignty and self-determination, resurgence, and tribal nationhood as represented in Indigenous literatures.
- Develop the capacity to engage in thoughtful, critical presentation and debate around questions of race, gender, sexuality, nation, citizenship, and belonging.
- Hone close, critical reading skills applicable to a variety of textual forms and intellectual/professional contexts.
- Write focused, analytical essays on Indigenous literature, drawing upon primary and secondary sources, with proper acknowledgement and attribution.

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**LEHMAN COLLEGE
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DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 367
Course Title	Caribbean Diasporic Literatures
Description	Caribbean literatures and cultures of South and North America. Empire; revolution; labor and tourism; decolonization; migration; indigeneity; storytelling and oral traditions; diaspora; exile; and constructions of race, class, gender, and sexuality. Texts in English with attention to the Caribbean's multiple linguistic traditions.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

In the last twenty years, the study of American literature and culture has been dramatically transformed. It has expanded permanently beyond the borders of the United States to include all of the Americas. This course contributes to this new shift by exploring Caribbean literature within a broader literary field. The course will help students acquire or consolidate their command of the interdisciplinary methods that inform knowledge-production practices in the critical humanities. At a thematic level, the course will also give students the opportunity to become familiar with some of the foundational questions and texts in Caribbean literary and cultural studies that inform English literature. Finally, students in this class will reflect on the historical dimension of human experience from a perspective that is at once transnational, multicultural, and interdisciplinary by engaging with aesthetic, literary and historical texts. The course will address major writers and theorists such as Frantz Fanon, Edouard Glissant, Sylvia Wynter, CLR James, Alejo Carpentier, Nicolas Guilleén, Antonio Benítez Rojo, V.S. Naipaul, Dionne Brand, Derek Walcott, Patricia Powell, and Shani Mooto among others.

4. Learning Outcomes (By the end of the course students will be expected to):

- Analyze the ways in which Caribbean culture has shaped the cultural and social fabric of the Americas and New York City.
- Demonstrate understanding of Caribbean culture and history and its relation to the US and beyond.
- Demonstrate, through the study of Caribbean texts, the ability effectively to read and interpret literary and historical texts by becoming acquainted with the interpretive methods of the literary humanities (in particular, close reading).
- Compose essays on Caribbean texts that use writing in different cognitive contexts, ranging from synthesizing and summarizing information, to articulating critical questions, to communicating their views or findings.
- Develop, through the interpretation of Caribbean texts, flexible composing and revising strategies and acquire an appreciation for the repetition that is often required to produce polished and effective written papers.

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DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENG 368
Course Title	Arab-American Literature
Description	Anglophone literary writings by authors of Arab descent in the United States from the early twentieth century to today.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The history of Arab-American literature is over a century old, but it has only recently begun to be recognized as part of the ethnic landscape of literary America. This course gives Lehman students—many of whom are Arab-Americans—the chance to

study the historical and current experiences of Arab and Muslim Americans in the United States and the relevance of those experiences for understanding race and ethnicity in the U.S. and globally. The course might explore themes such as immigration history; racism and discrimination; gender and sexuality; media representations; the local and global impacts of war and violence on Arab and Muslim Americans; intellectual, literary, artistic and cultural contributions; and relationships with other racial and ethnic groups.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Analyze the ways in which Arab-Americans have shaped the cultural and social fabric of the United States.
- Demonstrate understanding of Arab-American literature and history.
- Analyze, through study of Arab-American Literature, the relationship between different genres of literary texts and the multicultural environments from which they spring.
- Demonstrate, through the study of Arab-American Literature, the ability effectively to read and interpret literary texts by becoming acquainted with the interpretive methods of the literary humanities.
- Compose essays on Arab-American Literature that use writing in different cognitive contexts, ranging from synthesizing and summarizing information, to articulating critical questions, to communicating their views or findings.
- Develop, through essays on Arab-American Literature, flexible composing and revising strategies.

5. **Date of Departmental Approval:** September 18, 2020

**LEHMAN COLLEGE
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DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 369
Course Title	The Black Radical Tradition
Description	Black intellectuals, artists, and revolutionaries who have fundamentally reimagined politics, economy, and society. Attention to the intersection of race, class, gender, and sexuality; connections with Marxism, anticolonialism, Afro-Latinidad, and indigeneity; and critiques of racial capitalism, the prison-industrial complex, and policing.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Cedric Robinson located the origins of the Black Radical Tradition in the works of W.E.B. Du Bois, C.L.R. James, and Richard Wright. Their work emerged in conversation with, but departed from, orthodox Marxism in order to prioritize the entanglement of capitalism with racism. Scholars have subsequently excavated diverse Black Radical Traditions, exploring how debates around gender and sexuality shaped Black radicalism and expanding the tradition beyond intellectuals and literary elites.

As Angela Davis has commented: “The new field formation critical prison studies and its explicitly abolitionist framework situates itself within the Black Radical Tradition, both through its acknowledged genealogical relation to the period in US history we refer to as Radical Reconstruction and, of course, through its relation both to the work of W. E. B. Du Bois and to historical Black feminism. ... it is thoroughly exciting to witness the ways new youth formations— Black Lives Matter, BYP100, the Dream Defenders—are helping to shape a new Black feminist-inflected internationalism that highlights the value of queer theories and practices.”

The Black Radical Tradition thus encompasses not only Du Bois, James, and Wright, both Malcolm X’s and MLK’s final years, Stokely Carmichael and the Black Power Movement, and the Black Panthers, but also feminist activists and scholars such as Fannie Lou Hamer, Ella Baker, Angela Davis, Assata Shakur, and Ruth Wilson Gilmore—and, equally, the recent call to defund the police. It is closely linked to the radical Latinx heritage of the Young Lords; the contemporaneous American Indian Movement (AIM); and anticolonial and liberation movements outside the US. In short, we simply cannot make sense of the 2020 global protests against racism and police violence without recognizing their roots in the Black Radical Tradition.

4. Learning Outcomes (By the end of the course students will be expected to):

- Analyze historical, cultural, social, political, and aesthetic contexts of revolutionary Black thought.
- Utilize critical terminology, methods, and various lenses of interpretation to study the Black Radical Tradition.
- Write persuasively and incisively about the relationship of literature to the Black Radical Tradition.
- Engage in meaningful discussions with their peers about the Black Radical Tradition.
- Demonstrate an understanding of the importance of the Black Radical Tradition for understanding contemporary US and global culture.

5. Date of Departmental Approval: September 18, 2020

**LEHMAN COLLEGE
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DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENG 371
Course Title	Theoretical Approaches to Literature and Culture
Description	Reading and analysis of particular authors, texts, or traditions in light of one or more theoretical orientations, including but not limited to postcolonial studies, intersectional feminism, Marxist criticism, poststructuralism, critical race studies, gender studies and queer theory, disability studies, or others. Particular topics vary by semester; course may be taken twice if topic varies.
Pre/ Co Requisites	Departmental permission.
Credits	3 May be repeated for a maximum 6 credits
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

ENG 371 (Theoretical Approaches to Literature and Culture) complements the Department's other new theory course, ENG 389 (Introduction to Literary and Cultural Theory), with both courses intending to encourage students to take theory/criticism courses that are as various and appealing as possible. (Our previous theory course, ENG 463, was primarily for Honors Literature students and rarely attracted most majors' attention.) Where ENG 389 is a survey, ENG 371 is a topics course that allows professors and students to focus on one or more theoretical approaches in relation to a discrete body of literary and cultural texts. An instructor might teach this course as an exploration of African American literature via 20th-21st-century Marxist theories of hegemony, ideology, racial capitalism, the culture industry, the political unconscious, and affective labor. Or as a study of intersectional feminism in New York City Latinx literary and popular culture. The course empowers students to develop an in-depth understanding of some of the key theoretical concepts and methods informing contemporary cultural discussion and debate.

4. Learning Outcomes:

- Understand the interrelationship of reading, writing, rhetoric, and social action through analysis of particular theoretical approaches and their central premises and concepts.
- Demonstrate an understanding of the historical foundations and subsequent development of particular theoretical schools.
- Participate in informed discussions about the key issues, problems, and controversies that currently animate scholarship in particular theoretical approaches.
- Effectively employ the terms and methods of particular theoretical approaches in the research and critical evaluation of texts.
- Identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines through study of theoretical approaches to literature and culture.

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CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENG 382
Course Title	Fictions of Disability
Description	Representations of disability in literature, memoir, critical and theoretical publications, popular texts. Challenging common negative or idealizing stereotypes; understanding how storytelling shapes ideas about disability; analyzing the intersection of disability with other tropes of human disqualification, including race, gender, and sexuality.
Pre/ Co Requisites	Departmental permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The Lehman English Department strives to offer an inclusive and diverse curriculum that reflects both the lives and experiences of our students and the broad expertise of our faculty. "Fictions of Disability" has been offered at Lehman College for several years now as a special topics class (ENG 356 meeting with DST 365 and PHI 355), thanks to the Disabilities Studies Program. It is of interest to English, Philosophy, and other majors who will teach and go on to work with people with disabilities. This course will also attract students in social work and education.

4. Learning Outcomes (By the end of the course students will be expected to):

- Understand the interrelationship of reading, writing, rhetoric, and social action through analysis of literary and cultural texts about disabilities.
- Demonstrate an understanding of the experiences of people with disabilities as represented in a variety of literary and cultural texts.
- Identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines through study of disabilities.
- Analyze the literary representation of disabilities experiences in a variety of cultural, social, and political contexts.

5. Date of Departmental Approval: September 18, 2020

**LEHMAN COLLEGE
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DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENG 383
Course Title	LGBTQ+ Literature
Description	Critical analysis of short stories, novels, poetry, drama, memoir, film, graphic, or multimedia narratives by, for, and about LGBTQ (lesbian, gay, bisexual, transgender, and queer) people. Changing social, political, and cultural contexts. Feminist and queer theories of gender and sexuality.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The Lehman English Department strives to offer an inclusive and diverse curriculum that reflects both the lives and experiences of our students and the broad expertise of our faculty. Although we already offer ENG 345 (Topics in Gender and Sexuality), that course is very broadly conceived to address a variety of topics, for instance, analysis of gender and sexual transgression in Shakespearean drama, feminist analysis of Victorian novels, and so on. ENG 345, in short, does not necessarily address literary and cultural texts by and about LGBTQ+ people. ENG 383 (LGBTQ+ Literature), the first such course in the Department's 50-year history, rectifies a long-standing absence of LGBTQ+ representation in our curriculum. Instructors orient the course to suit their and their students' interests and expertise – e.g., as a survey of LGBTQ+ texts from Oscar Wilde to the present; a focused examination of the post-1968 literature of lesbian/gay liberation and writing about the AIDS crisis; an exploration of contemporary lesbian memoir, film, and graphic narrative; etc.

4. Learning Outcomes:

- Understand the interrelationship of reading, writing, rhetoric, and social action through analysis of literary and cultural texts about LGBTQ+ lives.
- Demonstrate an understanding of the experiences of LGBTQ+ people as represented in a variety of literary and cultural texts.
- Identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines through study of gender/sexual identities and LGBTQ+ lives.
- Analyze the literary representation of LGBTQ+ experiences in a variety of cultural, social, and political contexts.
- Situate LGBTQ+ texts within the traditions and conventions of British, American, or Anglophone literatures.

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CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 384
Course Title	Literature, Performance, and the Arts
Description	Contemporary aesthetic practices alongside and beyond writing, including music; performance; film and video; painting and visual art; photography; architecture; and digital media. Attention to the avant-garde and subversive, including, for example, Black diasporic and/or queer expressive forms.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The English curriculum currently has no course that explores literature's relationship to non-literary arts, with the exception of one course in film studies (ENG 342). Many English faculty have specializations in music, performance, design, and other arts, and are eager to share with students the ways in which literature and writing intersect with larger artistic and cultural fields.

4. Learning Outcomes (By the end of the course students will be expected to):

- Analyze non-literary arts in a variety of historical, cultural, social, political, and aesthetic contexts.
- Utilize critical terminology, methods, and various lenses of interpretation when study the relationship between literature and non-literary arts.
- Understand the cultural, social, and political context of these arts.
- Write persuasively and incisively about the relationship of literature to these arts.
- Engage in meaningful discussions with their peers about non-literary arts.
- Demonstrate the importance of a broader aesthetic lens for analyzing literature.

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CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENG 385
Course Title	Technology of the Book
Description	Introduction to book studies in the western tradition from 1500 to 1900. Focus on the history of the book, from the hand press period to the machine press period, and on the analysis of books as technology and as media.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Throughout their college careers, students handle hundreds of books, but their study almost always privileges the role of the author or the response of the reader. What about the dozens of others figures, their labor now invisible, whose contributions were necessary to forge this text into existence and ensure its transmission for years to come? This would be the first course in the department that falls within the realm of book history or the study of the book as a material text. It would attract students interested in studio art, history, or art history. It would also be an important supplement for creative writing and professional writing majors, teaching them to consider the physical and practical aspects of publication not typically addressed in their coursework. The texts studied in this class depart from “canon” or “literature,” often including letters, manuscripts, advertisements, menus, and even paper scraps. Finally, this course addresses the role of working class laborers and artisans who make up an indispensable part of the history of the book. Particularly in our world of digital reading and writing today, it is easy for this important material history to disappear from view.

4. **Learning Outcomes:**

- Understand the historical, social, and technological context in which paper, printing and publication developed.
- Develop a more global understanding of the development of the book as technology outside of Britain and the Americas.
- Question the English discipline’s emphasis on author, reader, and text within a canonical framework.
- Develop an understanding of the importance of special collections and archival research.

5. **Date of Departmental Approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENG 386
Course Title	Critical Race Theory
Description	Critical race theory from its foundations in legal studies to current applications in literary and cultural studies. Major African Americanist, Latinx, Indigenous, and Asian Americanist theorists whose interdisciplinary critiques of literature, education, politics, and law bind theory to social justice praxis.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Critical Race Theory [CRT] is a lens that makes visible the hierarchical structures that produce race-based inequities in everyday life. This course would help students recognize the slow violence of systemic racism and equip them to engage in anti-racist work, both within the university and outside it. CRT study is particularly useful for Lehman English majors those who become teachers within the NYC Department of Education, from early childhood to middle to high school teachers. This course could also be useful to other Lehman faculty, administrators, and non-instructional staff who might audit this course, in order to better understand their role and function within an HSI (Hispanic-serving institution) such as Lehman College. Professional writing and creative writing majors will benefit from a framework to understand the rippling effects of racial difference as it manifests in the media, higher education, housing, employment, voting etc. In addition, CRT enhances the student experience in other courses within the English curriculum, particularly our newly-revised English core (with its focus on African American & Latinx Literatures), as well as Asian American, indigenous, and postcolonial literatures.

4. Learning Outcomes:

- Understand the interrelationship of reading, writing, rhetoric, and social action through analysis of Critical Race Theory and its central premises and concepts.
- Demonstrate an understanding of the historical foundations and subsequent development of Critical Race Theory.
- Participate in informed discussions about the key issues, problems, and controversies that currently animate scholarship in Critical Race Theory.
- Effectively employ the terms and methods of Critical Race Theory in the research and critical evaluation of texts.
- Identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines through study of Critical Race Theory.
- Develop a foundation for future scholarly studies of an interdisciplinary nature.

5. Date of Departmental Approval: September 18, 2020

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 387
Course Title	Classics and Us
Description	Selected major or foundational texts from one or more classical traditions, read on their own and with later revisions, re-imaginings, and rebuttals across time and space.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

ENG 387 (Classics and Us) explores foundational texts from various national, ethnic, religious, or other traditions, reading them on their own and in the context of re-

imaginings of these texts by later writers and/or writers from different cultural traditions. The course provides a forum for individual faculty to work with students in their various fields of literary and cultural expertise, exploring the encounter between classical texts and later responses – whether it's Ovid's *Metamorphoses* in English-language literature from Geoffrey Chaucer and William Shakespeare to Salman Rushdie and Rita Dove; or the Christian Bible and American women writers such as Maria W. Stewart, Harriet E. Wilson, Zora Neale Hurston, and Toni Morrison.

This flexibly imagined course encourages students to engage with major historical traditions in literature and culture while seeing their ongoing vitality and relevance to writers from students' own disparate traditions. ENG 387 adds to the growing body of upper-level elective courses designed to appeal to students' wide-ranging interest in literary study.

4. Learning Outcomes (By the end of the course students will be expected to):

- Understand the interrelationship of reading, writing, rhetoric, and social action through analytic, critical, and creative expression across historical periods, genres, modes, and contexts.
- Identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines.
- Analyze a broad range of literatures, including but not limited to representative authors and major literary periods, recognizing temporal, social, political, and artistic contexts.
- Effectively employ literary terminology, theoretical approaches, and rhetorical analysis in the research, and critical evaluation of texts.
- Develop strategies for active reading, speaking and listening, including annotating, summarizing, questioning, and synthesizing.
- Develop strategies for working through the writing process, including prewriting, outlining, drafting, peer-review and revision.

5. Date of Departmental Approval: September 18, 2020

**LEHMAN COLLEGE
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DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 388
Course Title	Literary Bronx
Description	Literatures written by Bronx-based authors as well as literature about the Bronx from classic authors to significant writers of our own time.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The Bronx has a rich but understudied literary past that we seek to recover, write about, and bring to public light. As the only four-year CUNY institution in the Bronx,

Lehman College is specially positioned to do this important work. A course on the literary Bronx will not only instruct students on the ways the Bronx has contributed to the tradition of American Literature, but also work to expand this field of inquiry.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Interpret and evaluate important Bronx literature, focusing the analysis on the formal qualities of these literary works as well as the social contexts in which they were composed.
- Learn approaches to close reading literary texts and apply close reading to their written analyses of Bronx literatures.
- Identify and evaluate the range of literary techniques and rhetorical strategies used in varied literary texts, demonstrating an understanding of the relationship between choices in style and rhetoric to genre, audience, purpose, and cultural contexts/constraints.
- Participate in a meaningful exchange of ideas in the classroom and on the discussion board.
- Compose well-constructed essays that develop a clearly defined argument supported by close textual reading.
- Develop oral communication skills through small group presentations and class discussions.

5. **Date of Departmental Approval:** September 18, 2020

**LEHMAN COLLEGE
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DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENG 389
Course Title	Introduction to Literary and Cultural Theory
Description	A selective survey of poststructuralist, psychoanalytic, feminist, lesbian/gay, trans, Marxist, and postcolonial theory; new historical, cultural materialist, disability, critical race, and border studies; or other theoretical approaches to literature and culture.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The Department's previous "Intro to Theory" course, ENG 463 (Seminar in Literature—Theory and Criticism), designed as an honors-level survey of major critical schools, did not attract Majors' notice to this essential area of literary study. We are revising ENG 463 to a general seminar in Literature (matching other 400-level seminars in Creative Writing, Professional Writing, and Writing Studies). And we are adding this course, ENG 389 (Introduction to Literary and Cultural Theory), as an appealing general survey. With proper advising, we hope that many more English Majors and Minors will end up including either a general theoretical survey or a particular theoretical topics course into their undergraduate degree in English.

ENG 389 (Introduction to Literary and Cultural Theory) will complement our new ENG 371 (Theoretical Approaches to Literature and Culture), which will allow students and faculty to focus on particular theoretical approaches to specific authors, texts, periods, or places.

4. Learning Outcomes:

- Understand the interrelationship of reading, writing, rhetoric, and social action through a general survey of theoretical approaches and their central premises and concepts.
- Demonstrate an understanding of the historical foundations and subsequent development of major theoretical schools.
- Participate in informed discussions about the key issues, problems, and controversies that currently animate literary and cultural scholarship.
- Effectively employ the terms and methods of a variety of theoretical approaches in the research and critical evaluation of texts.
- Identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines through study of theoretical approaches to literature and culture.

5. Date of departmental approval: September 18, 2020

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENG 390
Course Title	Nineteenth-Century British Literature
Description	British poetry, prose, and/or drama from the long nineteenth century, 1780 to 1910.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The revised English curriculum has two survey courses on British literature—ENG 301 (English Literature to 1800) and ENG 302 (British Literature from 1800).

However, it doesn't have a course focused on nineteenth-century Britain. ENG 390 gives students the opportunity for advanced study of literature from this period, which witnessed Britain's imperial expansion across the globe; various technological and scientific advances; and numerous social and political debates about poverty, the role of women, liberalism, labor and capitalism, and environmentalism. This period has also been central to the development of major theories in humanities scholarship, including gender and sexuality studies, queer studies, postcolonial studies, and affect studies. ENG 390 is designed to give instructors the flexibility to approach teaching this course in many ways, e.g., around a group of authors, a set of thematic questions, or a particular genre.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Understand the interrelationship of reading, writing, rhetoric, and social action through analysis of literary and cultural texts from nineteenth-century Britain.
- Identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines through the study of nineteenth-century British literature.
- Analyze literary and cultural texts from nineteenth-century Britain in a variety of temporal, social, political, and artistic contexts.
- Effectively employ literary terminology, theoretical approaches, and rhetorical analysis in the research and critical evaluation of literary and cultural texts from nineteenth-century Britain.
- Demonstrate an understanding of the cultural, social, and political impact of nineteenth-century British literature.

5. **Date of Departmental Approval:** September 18, 2020

**LEHMAN COLLEGE
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DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English, Human Rights and Peace Studies
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENG 396
Course Title	Human Rights Literature
Description	Study of the integral connections between human rights and writing in a wide variety of genres. Origins and evolving definitions of the concept of human rights, the role of art and literature in developing empathy, and the impact of “real” vs. “invented” narratives in support of human rights movements.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Writing has always played a notable role in social and political movements. Testimonials were crucial in bringing to light atrocities in South America. Theatre paved the way to political change in Czechoslovakia and captured the realities of post-communist Romania. Memoirs have informed readers about experiences ranging from life in concentration camps to being a child soldier, while immigrants, sex workers, industrial laborers, slaves, soldiers, and victims of war have come to life in the pages of novels. The legacy of Native Americans has been communicated through poetry, and the voices of survivors of genocide and environmental disaster reach us through interviews and reportage. Currently, there is no course at Lehman College that introduces students to the connections between human rights and literary forms of writing. The proposed course will help fill this gap and support students in the English program as well as the minor program in Human Rights and Peace Studies. It will also be of interest to students in other departments, such as Philosophy, Political Science, Sociology, Anthropology, Women's Studies, and History.

4. Learning Outcomes (By the end of the course students will be expected to):

- Demonstrate understanding of the interrelationship of reading, writing, rhetoric, and social action through the study of human rights literature.
- Identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines through the study of human rights literature.
- Analyze the genres and forms of human rights literature in a variety of cultural, social, and political contexts.
- Demonstrate understanding of the historical links between human rights and the humanities.
- Examine the role of fiction and non-fiction writing in awakening readers to human rights issues.

5. Date of Departmental Approval: September 18, 2020
Anthropology: November 18, 2020

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 310
Course Title	Principles of Creative Writing
Description	Art and craft of reading, writing and analyzing short fiction, poetry, drama, and creative nonfiction essential to creative writing.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course will provide students with a well-grounded understanding of the core elements of creative writing through reading, writing, and analyzing short fiction, poetry,

drama, and creative nonfiction. This course will prepare students for further, more intensive study of these four genres in the Workshop courses they will take after having finished this prerequisite. Having gained the skills and knowledge necessary to support their progression through the rest of their program, students will enter these more advanced courses with a common pedagogical substructure. Further, this course will not only position students as writers in a class of their peers, it will prepare them for more advanced and frequent workshopping of their own work, public readings, and initial explorations of their particular concentrations, as well as introducing them to their own professional practice. Students will learn to read as authors, a separate skill from the literary analysis they are familiar with in pre-major English studies.

Some students may have taken ENW 210 (Introduction to Creative Writing) as part of the Pathways General Requirements, Flexible Core: Creative Expressions. This basic course provides a cursory overview of genres and craft elements, necessary for beginners, but has proven insufficient preparation for Creative Writing majors to move forward into upper-level workshop and craft courses. As they require a more substantive foundational experience, ENW 301 (Principles of Creative Writing) will fill the gap between ENW 210 and more advanced coursework by expanding upon and exponentially deepening students' knowledge of the four genres. The course's pace, the readings assigned, concepts and craft taught, and the creative and peer review work expected will distinguish it from its 200-level counterpart.

Rationale for 4 credits

ENW 310 (Principles of Creative Writing) is an intensive reading and writing course dedicated to instilling the common fundamentals of creative writing, and to providing majors with a common pedagogical substructure that will inform and support their progression through the rest of their program.

Similar to our English Literature majors' 4-credit common core course, ENG 300 (Unsettling English Studies: Introduction to the Major) this foundational creative writing course will ground students in the core elements of creative writing through reading, writing and analyzing short fiction, poetry, drama, and creative nonfiction. This alone is extraordinarily time- and labor-intensive as students are not only writing and rewriting their own creative works, but are also reading and responding to the work of other students, professional writers' creative works, and critical essays as authors themselves. This distinct skill of "reading like a writer" will be new to students more familiar with literary analysis, and takes practice to acquire.

Even as this course is foundational, it also endeavors to introduce students to professional skills and practices of the profession. Practices such as editing, organization, research, submission and publication procedures and skills such as curiosity, discipline, attention to detail, openness to feedback, and public speaking, among others, are repetitive, difficult, and practiced in numerous ways both in and out of the classroom.

Depending on the instructor and need, these professional practices are introduced and/or reinforced in a variety of ways in class and through experiential out of class activities such as individual student conferences, portfolio construction and submission, attending or performing in public readings, or construction of a course collection.

5. **Date of Departmental Approval:** September 18, 2020

**LEHMAN COLLEGE
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DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 315
Course Title	Editing for Style and Flow
Description	Practices and conventions of editing for organization, sense, and style. Introduction to professional style guides for print and electronic media. Preparation for staff writing and editing.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Students planning to enter any profession that requires public communication need the skills and knowledge to edit and proofread documents. Relevant fields include

journalism, book publishing, advertising, public relations, government and legal work, and corporate communications. Relevant materials include books, articles, annual reports, newsletters, brochures, and web sites.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Have a working knowledge of copyediting symbols and how to apply them.
- Have fluency using Track Changes in Microsoft Word.
- Recognize common grammar, spelling, and punctuation errors.
- Be capable of editing for clarity, logic, and organization.
- Understand sentence structure and voice as elements of style.
- Be adept at removing redundancy, wordiness, biased language, and jargon from texts.
- Know which style manuals are standard for various disciplines (e.g., APA, Chicago Manual of Style, MLA Handbook).

5. **Date of Departmental Approval:** September 18, 2020

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 322
Course Title	Design for Writers
Description	Using design to create documents that get attention, align with brand, convey information, generate response. Technical vocabulary to communicate effectively with graphic designers, marketing professionals, and other writers. Creation of meaningful, research-based, well-designed websites, blogs, brochures, flyers, newsletters, presentations, and proposals using standard software.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	____ Scientific World
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3. **Rationale:**

ENW 322 (Design for Writers) develops students' writing skills in the office and online environments where they will work, write, and communicate throughout their professional lives. This course complements ENW 318 (Writing for New Media) and ENW 320 (Presentations Seminar) in preparing them to write, collaborate, and create in person and online and in a variety of business and nonprofit settings.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Develop strategies for working through the writing and design process, including prewriting, outlining, drafting, peer-review and revision.
- Identify target audiences, employ inclusive language and relevant graphics and presentations, and learn effective publication practices for various media
- Develop a facility with and critical understanding of standard formatting, documenting, and grammatical, linguistic, and visual conventions.
- Develop research and reporting skills, evaluate online models and sources, and analyze and present data in well-designed platforms for multiple audiences.
- Use writing and design in the context of fundraising, grant writing, business proposals, and workplace communication.

5. **Date of Departmental Approval:** September 18, 2020

**LEHMAN COLLEGE
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DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 326
Course Title	Memoir Writing
Description	Composition of autobiographical texts through readings and a variety of writing exercises. Narrative structure and sequence, dialogue, point of view, description and post-facto reporting contributions to character-driven nonfiction storytelling.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The English Department currently offers ENW 323 (Biography and Memoir Writing). Because of student interest in these topics and the great wealth of material available to study, we have decided to divide ENW 323 into two distinct courses, ENW 323 (Biography Writing) and ENW 326 (Memoir Writing). Although both genres focus on individual lives, biography and memoir are distinct enough—researching, interviewing, and writing about other people is very different from writing about oneself—that it makes sense to treat these two genres in different courses. Hence this new course on Memoir.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Be familiar with the work of a variety of influential autobiographical writers.
- Know basic literary terminology and critical approaches to evaluating literature. Be able to make connections between the themes explored in texts and the historical periods and places in which they were written.
- Conduct fruitful research about history, literature and authors using deep research methods and provably reliable sources.
- Write critically about literature in papers that draw on close readings of texts and use logic, insight, and evidence to support assertions.

5. **Date of Departmental Approval:** September 18, 2020

**LEHMAN COLLEGE
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DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 366
Course Title	Special Topics in Writing and Rhetoric
Description	Critical analysis of important scholarly and popular work in writing and rhetoric studies and exploration of relevant and timely issues related to the intersecting fields of literacy studies, digital humanities and digital rhetoric, cultural rhetoric, and critical pedagogy.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

ENW 366 (Special Topics in Writing and Rhetoric) is one of three new courses in the undergraduate English Department that belongs to the growing field of Writing and Rhetoric studies. (The other two are ENW 399 and ENW 463.) Most of our English majors focus on literary studies or creative writing/writing in the professions. This course exposes undergraduates to the overlapping concerns of literacy studies writing studies, digital rhetoric and digital humanities, and critical pedagogy. Students will engage with scholarship as well as popular works that explore the changing relationship between reading and writing, language and culture, literacy and politics, pedagogy and epistemology. Topics will vary according to professor expertise, but all versions of the course will enable students to pursue independently chosen, public-facing research projects. The course will be especially relevant to Lehman English undergraduates interested in teaching at the K-community college-university level, and will help students develop skills needed for a variety of careers in education, communications, and community leadership.

4. Learning Outcomes (By the end of the course students will be expected to):

- Identify and engage in the relevant conversations in the fields of writing and rhetoric studies.
- Understand the interrelationships of literacy studies, rhetoric, cultural rhetoric, pedagogy, and writing studies.
- Learn ways to participate, through undergraduate research projects and digital communities, in growing areas of writing and rhetoric studies, including translingualism, antiracist pedagogies, and communications related to community organizing.
- Demonstrate the ability to use relevant research methodologies and writing genres to reach public and scholarly audiences.

5. Date of Departmental Approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 382
Course Title	Research and Revision Tutorial
Description	Individual tutorial focused on the process of substantially revising, researching, and expanding a previously written critical essay. Emphasis on research skills, incorporation of secondary sources, form and structure, and use of evidence to demonstrate an original thesis.
Pre/ Co Requisites	Departmental permission.
Credits	1
Hours	1
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

This course offers a practical and intellectually productive solution for students who are one credit shy of fulfilling graduation requirements. It provides an opportunity for them to work closely with an instructor to develop advanced research, analytical, and composing skills that will be of use in their future academic or professional careers.

4. Learning Outcomes (By the end of the course students will be expected to):

- Produce a substantial essay that demonstrates facility with the forms and conventions of research and analysis in the field of English.
- Develop productive habits of revision through the writing of multiple drafts and the practice of editing in response to critical comments.
- Hone research, analytical, and writing skills through the process of revising a single essay over the course of a semester.
- Reflect on how the process of revision can advance the capacity to think and write about a selected topic or text in more complex and nuanced ways.

5. Date of Departmental Approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 399
Course Title	Research, Rhetoric, and Writing Studies
Description	Composing processes, research methodologies, and rhetorical strategies writers use to participate and intercede in local and global communities, cultural, educational, professional and political spaces. Multiple rhetorical traditions and disciplinary subfields, including cultural rhetorics, community literacies and literacies studies, digital humanities, writing pedagogies, and public writing.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	____ Scientific World
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3. Rationale:

In keeping with the English Department's revised Mission Statement, ENW 399 (Research, Rhetoric, and Writing Studies) aims to critically examine writing and to offer opportunities to explore and practice what it means to be a reader, writer, and rhetorician in our department and in the world. ENW 399 is the only required Core course in English that centers on Writing Studies and Rhetoric. We believe that any student majoring in English should be exposed to theories and critical approaches to composition, rhetoric, and literacy. In relation to the larger curricular revision, ENW 399 also aims to open up options in the major for students with an interest in the writing process, pedagogy, and a rhetorical approach to writing. It is complemented by ENW 366 and ENW 463, topics courses and seminar that will allow for future Writing Studies course development.

4. Learning Outcomes (By the end of the course students will be expected to):

- Identify and practice the forms of writing that best express their academic interests and/or political and cultural commitments.
- Identify and gain better proficiency in the writing and research practices useful to their respective majors/specializations within the English department.
- Engage with a range of research methods including archival, historical, textual and rhetorical analyses, testimonial, ethnographic, autoethnographic, and digital research.
- Produce and circulate a scaffolded, self-designed research project that incorporates research/writing practices introduced throughout the semester.
- Identify the type of public intervention their projects are making.

5. Date of Departmental Approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Description

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 223
Course Title	English Literature
Description	Masterworks that form the basis of the literary heritage of the English language. Authors may include Chaucer, Shakespeare, Milton, Swift or Pope, Wordsworth or Keats, Yeats, and a nineteenth- or twentieth-century novel.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p> <input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input checked="" type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World </p>

3. To:

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 223
Course Title	English Literature
Description	<u>Major works in multiple genres</u> that form the basis of the literary heritage of the English language, <u>medieval to modern</u> .
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p> <input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input checked="" type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World </p>

4. Rationale:

The shorter, simpler description allows for a survey of English literature that leaves open to instructors what periods, authors, and texts they deem most suitable, given their chosen focus for their particular version of course. The proposed revision does not affect achievement of this course's existing Pathways learning objectives in any way.

5. Date of departmental approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Title, Course Description

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 226
Course Title	Shakespeare
Description	Understanding Shakespeare: analysis of representative plays with attention to language, structure, and thematic unity.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p style="text-align: center;"> <input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input checked="" type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World </p>

3. **To:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate

Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 226
Course Title	Shakespeare <u>Now</u>
Description	<u>Shakespeare's plays, exploring language, genre, structure, and historical contexts. Attention to films, stage recordings, and contemporary novels or graphic novels.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input checked="" type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The change in course description accords with our recently revised Mission Statement and Goals and Objectives. Our Mission Statement explains that, as part of a Hispanic Serving Institution situated among the rich cultural, racial, and linguistic diversity of The Bronx, the English department engages with literatures and cultural material past and present, local and global. Our revised learning outcomes expect our majors to be able to identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines. Moreover, students are expected to analyze a broad range of literatures, including but not limited to representative authors and major literary periods, recognizing temporal, social, political, and artistic contexts. Instead of defining the course as centered on Shakespeare's "representative" plays, the new description allows for study of familiar or non-familiar plays, and broadens emphasis from analysis of literary form to analysis of the plays in their various historical and contemporary contexts (i.e., films, graphic novels, or other adaptations). The proposed revision does

not affect achievement of this course's existing Pathways learning objectives in any way.

The slight title change is designed to catch students' attention!

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Description

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 260
Course Title	Multicultural American Literatures
Description	Cultural, ethnic, and social groups as reflected in American literature. Topics vary from semester to semester.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate

Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 260
Course Title	<u>Diverse Voices in American Literature</u>
Description	<u>Fictional or non-fictional literature by Americans of any cultural or ethnic background. Analysis of how the texts reflect the race/ethnic, class, gender, and sexuality cultures that the authors draw upon in their writing.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

This change in title and description more accurately and specifically describes both the texts taught in this course and the emphasis on the interplay between lived cultures and fictional or non-fictional representations.

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Course Description, Pre-requisite

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 300
Course Title	Introduction to Literary Study
Description	Intensive reading and writing about works of literature in the several genres of poetry, fiction, drama, and creative nonfiction. Focused study of major issues in criticism and interpretation. Advanced exposition, with emphasis on the development of the reading, writing, and research skills essential to literary studies. Individual conferences.
Pre/ Co Requisites	ENG 120 (unless exempted); Departmental permission.
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 300
Course Title	<u>Unsettling English Studies: Introduction to the Major</u>
Description	<u>English Studies as a form of knowledge and power vis-à-vis race, class, gender, sexuality, ability, literacy, or other axes of authority. Alternative modes of thought and expression that have sought to transform the field. Skills necessary for the Major, including attention to textual language and its contextual relations; inquiry-driven, argument-centered writing; engagement with scholarship or theory. Individualized and/or collaborative projects designed to explore students' relationship to the discipline.</u>
Pre/ Co Requisites	ENG <u>121 or 123</u> (unless exempted). Departmental permission.
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The previous course description presents ENG 300 as a study of literary genres. It is rarely taught only in this way, mainly because the Major includes the study of literature, creative writing, professional writing, and writing studies. Our revised title and description attempt to align ENG 300 with the department's new mission statement and make it an appropriate starting point for our transformed curriculum and all our specializations. This curriculum decenters the British and American literary canons and, along with them, the academic overrepresentation of whiteness in general. The reimagined ENG 300 extends this intervention, attending to the countless exclusions—including, but not limited to, race, class, gender, sexuality, ability, and language—that have historically constituted or currently constitute English Studies. Practically every member of our faculty studies such exclusions in one form or another and should be encouraged to make their interests in this regard the theme of the course when they teach it.

We subtitle this course “Unsettling English Studies” in order to emphasize that the authority of English in the Western hemisphere and around the world derives from the colonial settlement of the Americas and the British Empire’s planetary reach—from, in other words, genocide, slavery, and dispossession. Every U.S. educational institution is built on indigenous land, and ours—on unceded Lenni-Lenape territory—is no different. Given this context, we cannot teach English studies ethically without attempting to decolonize it. The content of this course should, therefore, be less preexisting knowledge about the field than a critical approach to the politics of knowledge itself. By helping students grasp how (and by whom) disciplinary knowledge has been produced and, just as importantly, how (by whom) it has been contested, the course would, ideally, encourage them to embrace their own power to intervene in the discipline and produce knowledge themselves.

From the late 1960s forward, Black and Brown student protest has not only transformed CUNY’s demographics and curriculum but also given rise to ethnic studies and so reorganized the humanities as such. At the same time, CUNY graduates have continuously reshaped English studies as educators and published writers themselves. Recognizing these facts, we have revised ENG 300 to help students consider their own relationship to the constellation of literacy, power, and culture as well as how the English major addresses (or could be made to address) our most pressing problems now. With this reimagined ENG 300, we extend our curricular revision beyond the important work of diversifying the core and ask faculty and students to think deeply about what it means to identify as writers and makers of critical knowledge in English studies.

5. Learning Outcomes (By the end of the course students will be expected to):

- Demonstrate attentiveness to textual language and its multiple contexts.
- Acquire confidence reading literary/cultural scholarship and/or theory.
- Produce inquiry-driven, argument-centered writing about literary or cultural texts and theories.
- Develop a critical approach to disciplinary knowledge in English Studies.
- Develop facility with academic and/or public-facing writing.

- Gain familiarity with the English major's different tracks.
6. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Description

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 301
Course Title	English Literature I: Origins through Early Modern
Description	English literature to 1660, emphasizing major writers in poetry, drama, and prose.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate

Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 301
Course Title	Early Modern English Literature
Description	<u>English poetry, prose, and/or drama from 1500-1660, with an emphasis on writers other than Shakespeare.</u>
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The change in course description accords with our recently revised Mission Statement and Goals and Objectives. Our Mission Statement explains that, as part of a Hispanic Serving Institution situated among the rich cultural, racial, and linguistic diversity of The Bronx, the English department engages with literatures and cultural material past and present, local and global. Our revised learning outcomes expect our majors to be able to identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines. Moreover, students are expected to analyze a broad range of literatures, including but not limited to representative authors and major literary periods, recognizing temporal, social, political, and artistic contexts.

Instead of defining this historical course as centered on “major writers,” the new description allows for study of a range of familiar or non-familiar writers, and shifts emphasis from analysis of literary genres to analysis of literature in its various historical and ideological contexts: topics such as sexuality and race that speak to contemporary issues of relevance to our students.

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Course Description

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 302
Course Title	English Literature II: Restoration through Revolutions
Description	English literature from 1660 to 1815, emphasizing major writers in poetry, drama, and prose.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate

Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 302
Course Title	<u>Eighteenth-Century British Literature</u>
Description	<u>British literature from 1660 to 1815, emphasizing major writers in poetry, drama, and prose in Great Britain, Ireland, the Americas, and the Transatlantic world.</u>
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The change in course description accords with our recently revised Mission Statement and Goals and Objectives. Our Mission Statement explains that, as part of a Hispanic Serving Institution situated among the rich cultural, racial, and linguistic diversity of The Bronx, the English department engages with literatures and cultural material past and present, local and global. Our revised learning outcomes expect our majors to be able to identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines. Moreover, students are expected to analyze a broad range of literatures, including but not limited to representative authors and major literary periods, recognizing temporal, social, political, and artistic contexts.

Instead of defining the course as centered on “major writers,” the new description allows for study of a range of familiar or non-familiar writers, and shifts emphasis from analysis of literary genres to analysis of literature in its various historical and ideological

contexts: topics such as sexuality and colonialism that speak to contemporary issues of relevance to our students.

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 318
Course Title	British Literature from 1800
Description	Romantic, Victorian, Modernist, and twentieth-century poetry, drama and prose. Works read in their historical and theoretical contexts, including gender and sexuality, political protest and revolution, war, empire, colonialism, race, and ethnicity.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The previous curriculum focused heavily on British literature, requiring all Majors to take English Literature I (Origins through Early Modern), English Literature II (Restoration through Revolutions), and English Literature III (Romantic through Modern). We have decentered British literature from our revised curriculum, both removing it from the required CORE of courses and condensing and diversifying the early English/British/Anglophone courses we offer. Toward that end, we are condensing the 3-course English Literature survey to what is standard in other English Departments – a two-course survey consisting of ENG 315 (English Literature to 1800) and ENG 318 (English Literature from 1800) – and making both courses options for Literature Majors.

The new pair of English surveys conform to the English Department's new Mission statement, which encourages engagement with literatures and cultural material past and present, local and global. These courses, and related ones in our curriculum, invite students to the foreign realm of the past, both in itself and as one of many sources of current culture.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Understand the interrelationship of reading, writing, rhetoric, and social action through the study of English literary texts from Beowulf to Virginia Woolf and beyond.
- Analyze the genres and forms of English and British tradition in a variety of cultural, social, and political contexts.
- Situate British literature within the larger traditions and conventions of Anglophone, American and global literatures.

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 315
Course Title	English Literature to 1800
Description	Medieval, early modern, and 18 th -century poetry, drama, and prose in their historical contexts, including gender and sexuality, court culture, religion, race, ethnicity, and colonialism.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The previous curriculum focused heavily on British literature, requiring all Majors to take English Literature I (Origins through Early Modern), English Literature II (Restoration through Revolutions), and English Literature III (Romantic through Modern). We have decentered British literature from our revised curriculum, both removing it from the required CORE of courses and condensing and diversifying the early English/British/Anglophone courses we offer. Toward that end, we are condensing the 3-course English Literature survey to what is standard in other English Departments – a two-course survey consisting of ENG 315 (English Literature to 1800) and ENG 318 (English Literature from 1800) – and making both courses options for Literature Majors.

The new pair of English surveys conform to the English Department's new Mission statement, which encourages engagement with literatures and cultural material past and present, local and global. These courses, and related ones in our curriculum, invite students to the foreign realm of the past, both in itself and as one of many sources of current culture.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Understand the interrelationship of reading, writing, rhetoric, and social action through the study of English literary texts from Beowulf to Virginia Woolf and beyond.
- Analyze the genres and forms of English and British tradition in a variety of cultural, social, and political contexts.
- Situate British literature within the larger traditions and conventions of Anglophone, American and global literatures.

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Course Description

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 307
Course Title	The Novel
Description	Study of one major novel of the eighteenth century, one of the nineteenth century, and one of the twentieth century. Readings will include at least five novels, with special attention to the evolution of the genre from the eighteenth century to the present.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 307
Course Title	<u>Topics in the Novel</u>
Description	<u>Intensive study of book-length fictional narratives – from non-Western and BIPOC authors as well as from the European, British, and/or U.S. canons. Attention to the history and politics of the genre: for example, its centrality to capitalism and colonialism as well as to their contestation.</u>
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The old course emphasized the eighteenth and nineteenth centuries and, by extension, European, British, and U.S. novels written by white authors. By eliminating the demand that instructors teach one eighteenth-, one nineteenth-, and one twentieth-century novel (all of them “major”), the new description enables instructors, if they wish, to focus on more recent novels by BIPOC writers. This change accords with the English Department’s revised mission statement attending to Lehman’s racially diverse student body.

5. Date of departmental approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENG 311
Course Title	Chaucer
Description	Reading of Chaucer in Middle English, with emphasis on The Canterbury Tales.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 311
Course Title	Chaucer
Description	Reading of Chaucer in Middle English, with emphasis on The Canterbury Tales.
Pre/ Co Requisites	<u>Departmental permission.</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

Course was missing departmental permission requirement, which we use as an advising tool. Now added.

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Description

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 312
Course Title	Shakespeare
Description	The dramatist's representative comedies, histories, and tragedies.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p style="text-align: center;"> <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World </p>

3. **To:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate

Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 312
Course Title	Shakespeare in Context
Description	<u>Shakespeare's drama in its historical contexts, which might include gender and sexuality; politics and the courts of Elizabeth I and James I; religion and religious change; race, ethnicity, and colonialism.</u>
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The change in course description accords with our recently revised Mission Statement and Goals and Objectives. Our Mission Statement explains that, as part of a Hispanic Serving Institution situated among the rich cultural, racial, and linguistic diversity of The Bronx, the English department engages with literatures and cultural material past and present, local and global. Our revised learning outcomes expect our majors to be able to identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines. Moreover, students are expected to analyze a broad range of literatures, including but not limited to representative authors and major literary periods, recognizing temporal, social, political, and artistic contexts. Instead of defining the course as centered on Shakespeare's "representative" plays, the new description allows for study of a range of familiar or non-familiar plays, and shifts emphasis from analysis of literary genres to analysis of literature in its various historical and ideological

contexts: topics such as sexuality and race that speak to contemporary issues of relevance to our students.

The change in title clarifies the multi-contextual ways in which majors-level Shakespeare is taught by our faculty.

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 314
Course Title	Milton
Description	The poetry and selected prose of Milton, with special emphasis on a critical reading of Paradise Lost.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 314
Course Title	Milton
Description	The poetry and selected prose of Milton, with special emphasis on a critical reading of Paradise Lost.
Pre/ Co Requisites	<u>Departmental permission.</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

Course was missing departmental permission requirement, which we use as an advising tool. Now added.

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 323
Course Title	Early Women Writers
Description	Women writers to 1800 from Britain, Europe, the Americas, and/or the Transatlantic and Caribbean worlds, read on their own and in historical, national, and transnational contexts.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

No course currently exists specifically to study the range of women authors who wrote or translated poetry, prose, and drama during these centuries of significant literary activity in Britain, Europe, and the Americas.

ENG 323 (Early Women Writers) explores women writers from 1500 to 1800. The course could focus primarily on British authors, while including the European, American, African, and Latin American women who preceded, paralleled, or succeed them. Writers are considered on their own, in literary and cultural context, in inter-relationship with male peers, and as part of various emerging traditions of women's writing.

ENG 323 is one of several courses in the English Department that engage students with historical traditions that have the potential to animate current conversations and controversies. Engaging with the courtesan Veronica Franco's witty, learned, outraged, and intentionally damaging public attack on a male antagonist seeking to shame and silence her is an eye-opening experience for students protesting systemic oppression in all its forms, for example, as is Sor Juna Inès de la Cruz's strategic use of non-violent (and ultimately non-verbal) strategies of resistance against the forces of the Inquisition and colonialism in seventeenth-century New Spain.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Understand the interrelationship of reading, writing, rhetoric, and social action through analytic, critical, and creative expression across historical periods, genres, modes, and contexts.
- Develop critical thinking and writing skills through analysis of literary texts by early modern women writers.
- Participate in thoughtful discussions about the representation of social, religious, gender, sexual, and racial issues in early modern literature, and how those issues relate to those of our own time.
- Analyze both the restraints upon and the possibilities for literary expression for women in the pre-modern world.
- Identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines through study of early modern women writers.
- Effectively employ literary terminology, theoretical approaches, and rhetorical analysis in the research and critical evaluation of texts from the early modern period.
- Demonstrate understanding of the temporal, social, political, and artistic contexts of early modern literature.

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
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DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Description

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENG 321
Course Title	Early American Literature
Description	Topics in American literature before 1900.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate

Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 321
Course Title	Early American Literature
Description	<u>Literary forms and cultural histories shaping early American writing, including oral narratives of Indigenous peoples; literatures of colonial conflict, religious vision, and slavery; new forms of fictional and poetic experimentation. Entanglements between projects of freedom and enslavement, genocide and resurgence, and dissent and social cohesion in the decades leading up to the Civil War.</u>
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

This change in course description accords with our recently revised Mission Statement and Goals and Objectives. Our Mission Statement explains that, as part of a Hispanic Serving Institution situated among the rich cultural, racial, and linguistic diversity of The Bronx, the English department engages with literatures and cultural material past and present, local and global. Our revised learning outcomes expect our majors to be able to identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines. Moreover, students are expected to analyze a broad range of literatures, including but not limited to representative authors and major literary periods, recognizing temporal, social, political, and artistic contexts.

The new description of ENG 321 emphasizes the cultural, racial, and linguistic diversity of early American literature, thus preparing our students to engage in conversations on these topics both in academic and non-academic contexts. Instead of stressing canonical authors as foundational to American literary history, ENG 321 will expose students to a range of texts, cultures, and historical contexts, such as indigenous genocide and slavery.

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Course Description, Pre-requisite

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 324
Course Title	Twentieth-Century English and Irish Literature
Description	Readings may include Conrad, Joyce, Lawrence, Woolf, Forster, Shaw, Beckett, Pinter, Yeats, T. S. Eliot, Dylan Thomas, and Auden.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	English
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Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 324
Course Title	<u>Modern British and Anglophone Literature</u>
Description	<u>Literature written in Britain, its colonies, and the postcolonial world, from the Enlightenment to the present.</u>
Pre/ Co Requisites	<u>Departmental permission.</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

This revision offers a global and transhistorical approach to literature from the eighteenth century to the present day, instead of a more narrow focus on canonical British/Irish literature from the twentieth century. The revised ENG 324 (Modern British and Anglophone Literature) places historical and contemporary literature from Britain, its colonies, and the postcolonial world in relation with each other. An instructor can teach ENG 324 in many ways, depending on their interests and expertise: e.g., as a survey of British and Anglophone literature from the eighteenth century to the present, as an examination of women's roles in the building and dismantling of the British Empire, and so on.

Course was missing departmental permission requirement, which we use as an advising tool. Now added.

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Description

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 328
Course Title	Poetry
Description	Critical study of representative poems.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial

Subject Area	English
Course Prefix & Number	ENG 328
Course Title	Poetry
Description	<u>Intensive study of poetry.</u>
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The change in description allows instructors greater flexibility and variability in designing their syllabi, making the course more appealing to both instructors and students. The change in course description accords with our recently revised Mission Statement and Goals and Objectives. Our Mission Statement explains that, as part of a Hispanic Serving Institution situated among the rich cultural, racial, and linguistic diversity of The Bronx, the English department engages with literatures and cultural material past and present, local and global. Our revised learning outcomes expect our majors to be able to identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines. Moreover, students are expected to analyze a broad range of literatures, including but not limited to representative authors and major literary periods, recognizing temporal, social, political, and artistic contexts. Instead of defining the course as centered on “representative” poems, the new description broadens the subject matter to any poetic texts from any national, transnational, or geographic traditions, in accordance with the chosen topic for that semester.

5. Date of departmental approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Description

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 330
Course Title	Fiction
Description	Critical study of representative short fiction and novels.
Pre/ Co Requisites	Departmental permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p style="text-align: center;">__X__ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science</p> <p style="text-align: center;">_____ Flexible _____ World</p> <p>Cultures _____ US Experience in its</p> <p>Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World</p>

3. **To:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate

Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 330
Course Title	Fiction
Description	<u>Intensive study of novels and short fiction.</u>
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The change in description allows instructors greater flexibility and variability in designing their syllabi, thus making the course more appealing to both instructors and students. The change in course description accords with our recently revised Mission Statement and Goals and Objectives. Our Mission Statement explains that, as part of a Hispanic Serving Institution situated among the rich cultural, racial, and linguistic diversity of The Bronx, the English department engages with literatures and cultural material past and present, local and global. Our revised learning outcomes expect our majors to be able to identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines. Moreover, students are expected to analyze a broad range of literatures, including but not limited to representative authors and major literary periods, recognizing temporal, social, political, and artistic contexts. Instead of defining the course as centered on “representative” fiction, the new description broadens the subject matter to short stories or novels from any national, transnational, or geographic traditions, in accordance with the chosen topic for that semester.

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Description

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 334
Course Title	Drama
Description	Critical study of representative plays.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial

Subject Area	English
Course Prefix & Number	ENG 334
Course Title	Drama
Description	<u>Intensive study of drama.</u>
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The change in description allows instructors greater flexibility and variability in designing their syllabi, thus making the course more appealing to both instructors and students. The change in course description accords with our recently revised Mission Statement and Goals and Objectives. Our Mission Statement explains that, as part of a Hispanic Serving Institution situated among the rich cultural, racial, and linguistic diversity of The Bronx, the English department engages with literatures and cultural material past and present, local and global. Our revised learning outcomes expect our majors to be able to identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines. Moreover, students are expected to analyze a broad range of literatures, including but not limited to representative authors and major literary periods, recognizing temporal, social, political, and artistic contexts. Instead of defining the course as centered on “representative” plays, the new description broadens the subject matter to any dramatic texts from any national, transnational, or geographic traditions, in accordance with the chosen topic for that semester.

5. Date of departmental approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 337
Course Title	Irish Literature
Description	Poetry and prose by writers closely identified with Ireland. Beginning with Irish texts (read in English translation) such as the medieval Tain and lyrics of the sixteenth, seventeenth, and eighteenth centuries, the reading will emphasize works originally written in English by such authors as Swift, Wilde, Shaw, Yeats, and Joyce.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 337
Course Title	Irish Literature
Description	Poetry and prose by writers closely identified with Ireland. Beginning with Irish texts (read in English translation) such as the medieval Tain and lyrics of the sixteenth, seventeenth, and eighteenth centuries, the reading will emphasize works originally written in English by such authors as Swift, Wilde, Shaw, Yeats, and Joyce.
Pre/ Co Requisites	<u>Departmental permission.</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

Course was missing departmental permission requirement, which we use as an advising tool. Now added.

5. Date of departmental approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Course Description

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENG 338
Course Title	Postcolonial Literatures
Description	Twentieth- and twenty-first-century literature's of Africa, Asia, and the Caribbean, primarily in English, with consideration of these writings' Cultural and historical origins and engagements.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 338
Course Title	<u>Global Literatures</u>
Description	<u>Literature concerning the world outside the US and Britain, focused on colonized or formerly colonized regions in the Americas, Africa, and Asia, from the late twentieth century to the present.</u>
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

We have found that the term “postcolonial” is not usually legible to our students. The term “global” will be. The previous description was unnecessarily limiting.

5. Date of departmental approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Course Description, Pre-requisite, Cross-Listing

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English and Latinx Studies
Course Prefix & Number	ENG 339 (LAC 339, SPA-339)
Course Title	Latino Literature in English-
Description	English-language literature developed by Puerto Ricans, Chicanos, Cubans, Dominicans, and other Latino groups in the U.S. Emphasis on the similarities in the development of themes, structures, genres, and relationships with mainstream American literature.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English and Latinx Studies
Course Prefix & Number	ENG 339 (LAC 339)
Course Title	<u>Latinx Literature</u>
Description	<u>Literary and cultural works by persons of Latin American descent living in the U.S.A., though often identifying by nationality (Mexican, Puerto Rican, Dominican, Colombian, Cuban, Honduran, Guatemala) or region (Borderlands, Southwest, Nuyoric, Caribbean). Particular focus on a pan-ethnic Latinx identity encompassing diverse national groups as opposed to racial, class, historical, political, religious and other distinctions. From the colonial era to the present.</u>
Pre/ Co Requisites	<u>Departmental permission.</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The deletion of “English language literature” in the revised description reflects the multilingual nature of Latinx Literatures in the US, which is written in English, Spanish and Spanglish. The deletion of “Latino” in the course title and description also reflects the adoption of the gender neutral term “Latinx” in the academy. The expanded description more accurately indicates the scope and focus of the course.

Latino Studies is happy to maintain their cross-list with our revised course. Languages and Literatures no longer offers their SPA 339 and so is happy to accept dropping the cross-list.

5. Dates of departmental approvals:

English: September 18, 2020

Latino Studies: October 28, 2020

Languages & Literatures: October 28, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Course Description

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 340
Course Title	African and African American Literature-
Description	Traditions in African and African-American literature with an eye to underlying historical experiences, cultural values, and modes of literary expression.
Pre/ Co Requisites	Department permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 340
Course Title	<u>African American and Black Diasporic Literatures</u>
Description	<u>Literature from the Black diaspora, with special emphasis on the Americas, from the colonial era to the present.</u>
Pre/ Co Requisites	Department permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

This change in course title and description emphasizes the diasporic nature of Black literature, which reflects current trends in the field.

5. Date of departmental approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Description

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 345 (WST 345)
Course Title	Topics in Gender and Sexuality
Description	Constructions of gender and sexuality in literature, film, arts, and the media. Emphasis on theoretical literature and its interrogation of feminism, queerness, masculinities, and related forms of social identity.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 345 (WST 345)
Course Title	Topics in Gender and Sexuality
Description	<u>Issues related to gender identity, erotic desire, or sexual orientation in literature, film, arts, or the media. Topics such as gender performativity; cultural constructions of masculinity and femininity; homoeroticism; transgender; feminist or queer theory and politics; and how gender and sexuality intersect with race, ethnicity, nationality, or class.</u>
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

This change in course description provides a much more clear and explicit account of what the literary study of gender and sexuality entails, i.e., analysis of gender identity, erotic desire, or sexual orientation. It improves on the current description's brief and rather random list of possible topics ("feminism, queerness, masculinities") by offering a fuller, more detailed list of possible topics and approaches and by explicitly stating that gender and sexuality might be studied intersectionally with race, ethnicity, nationality, or class. This explicitness corresponds with our current revision in

Department Mission Statement and Goals and Objectives, which centers the English Department's role as part of a Hispanic Serving Institution situated among the rich cultural, racial, and linguistic diversity of The Bronx and surrounding areas.

Women and Genders Studies approves continuing the cross-list with the revised course (and would like English to cross-list lots more courses with WST and Africana Studies!).

5. **Date of departmental approval:**

English: September 18, 2020

Women Studies: October 28, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 346
Course Title	The Bible as Literature
Description	Selections from the King James translation of the Old and New Testaments and the Apocrypha, read with emphasis on historical background, the history of ideas, and literary genres. The perspectives of the course are those of modern literary and historical criticism in a secular context. Instructors may choose to focus on the Old or the New Testament.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 346
Course Title	The Bible as Literature
Description	Selections from the King James translation of the Old and New Testaments and the Apocrypha, read with emphasis on historical background, the history of ideas, and literary genres. The perspectives of the course are those of modern literary and historical criticism in a secular context. Instructors may choose to focus on the Old or the New Testament.
Pre/ Co Requisites	<u>Departmental permission.</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

Course was missing departmental permission requirement, which we use as an advising tool. Now added.

5. Date of departmental approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Liberal Arts Requirement Designation

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 349
Course Title	Eastern Traditions
Description	Traditions of literature from Asia, India, and the Middle East, with an eye to underlying historical experiences, cultural values, and modes of literary expression.
Pre/ Co Requisites	Departmental permission
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	English
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Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 349
Course Title	Eastern Traditions
Description	Traditions of literature from Asia, India, and the Middle East, with an eye to underlying historical experiences, cultural values, and modes of literary expression.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

ENG 349 (Eastern Traditions) is currently mislabeled as a “Non-Liberal Arts” course. This revision corrects that error.

5. Date of departmental approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite, Credits

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 356
Course Title	Special Topics in Literature II
Description	Topics vary from semester to semester. Course may be taken twice for credit.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial

Subject Area	English
Course Prefix & Number	ENG 356
Course Title	Special Topics in Literature II
Description	Topics vary from semester to semester. Course may be taken twice for credit.
Pre/ Co Requisites	<u>Departmental permission.</u>
Credits	3 <u>Can be repeated to maximum of 6 credits</u>
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

Course was missing departmental permission requirement, which we use as an advising tool. Now added.

5. Date of departmental approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Course Description, Pre-Requisites

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 463
Course Title	Seminar in Literature—Theory and Criticism
Description	Exploration of traditional and contemporary ways of theorizing about literature and literary or cultural study. A selective survey of structuralist, postmodernist, psychoanalytic, feminist, lesbian/gay, Marxist, new historical and cultural materialist, and/or postcolonial approaches.
Pre/ Co Requisites	75 credits. Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENG 463
Course Title	Seminar in Literature
Description	<u>Focused study of particular writers, times, places, or genealogies for the proficient student of literature and culture.</u>
Pre/ Co Requisites	<u>90</u> credits, Department permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

ENG 463 had been narrowed in a previous curriculum change to a focused study of theory and criticism. Given that the new curriculum now provides two 300-level alternatives for the study of theory and criticism, this focus is no longer necessary, and we are returning to the previous open "Seminar in Literature" format. Like ENW 463 (Seminar in Writing Studies), 461 (Seminar in Creative Writing), and 462 (Seminar in Professional Writing), this course is aimed at proficient seniors who seek advanced undergraduate study, possibly in preparation for graduate school.

5. Date of departmental approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Course Description

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 210
Course Title	Introduction to Creative Writing— Fiction, Poetry, and Playwriting
Description	Reading, writing and analyzing contemporary short fiction, poetry, and play writing, focusing on elements pertinent to each form.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p style="text-align: center;"> <input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input checked="" type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World </p>

3. **To:**

Department(s)	English
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Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 210
Course Title	Introduction to Creative Writing
Description	<u>Reading, writing and analysis of contemporary short fiction, poetry, plays, and nonfiction, focusing on elements pertinent to each form.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input checked="" type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

An Introduction to Creative Writing course should include nonfiction, which comprises personal essays, memoir writing, historical nonfiction, and travel writing. Nonfiction is widely considered a foundational genre in introduction to creative writing classes at the undergraduate level. Any and all of these sub-genres of nonfiction writing give students an opportunity to experiment with style, storytelling, and authority in their own writing and to consider the role of style, storytelling, and authority in published works. Nonfiction writing also makes room for a deeper, more thoughtful conversation about the “I” in creative writing. That is, students can be challenged to consider how we write about true events and real people in a way that is both authentic and engaging. The proposed revision does not affect achievement of this course’s existing Pathways Learning Objectives in any way.

5. Date of departmental approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite, Title, Description

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 217
Course Title	Editing and Proofreading
Description	Study of the editing skills needed for writing in the workplace . Emphasis on grammar, punctuation, sentence-structure, proofreading, and editing, plus review of official proofreader's marks, techniques, and styles.
Pre/ Co Requisites	ENG 120; Department Permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 217
Course Title	Editing <u>Essentials</u>
Description	Study of the editing skills needed for professional writing. Emphasis on grammar, punctuation, sentence-structure, proofreading, and editing, plus review of proofreader's marks, techniques, and styles.
Pre/ Co Requisites	Successful completion of ENG 121 or 123 (or equivalent) or <u>Departmental Permission.</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

Changes give ENW 217 the same pre-requisite as ENW 201 (Writing Essentials), appropriate for Gen Ed courses that are entry-level classes for the Professional Writing and Professional Communications Minors. Title parallels ENW 201 as well: Editing Essentials. Course description is slightly streamlined.

The proposed revision does not affect achievement of this course's existing Pathways learning objectives in any way.

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Description, Cross Listing

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 300 (ENW 204)
Course Title	Business Writing
Description	Work-related writing for B.B.A. and B.S. in Accounting majors. Focus on rhetorical issues and strategies for persuasion in business memoranda, documents, and presentations. Students prepare shorter writings, as well as a substantial formal report that incorporates data analysis and support for its conclusions and recommendations.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 300
Course Title	Business Writing
Description	<u>Writing to communicate most effectively in the business world. Focus on strategies for information-sharing and persuasion in various formats, including reports, letters, meeting agendas, professional emails, proposals, and informative and persuasive presentations. Open to all majors.</u>
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

Previously this course had been open only to Business Majors. This revision makes the course available to Professional Writing students in English, for whom the communications skills taught in the course are essential.

The cross-list with ENW 204 is erroneous.

5. Date of departmental approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Course Description, Pre-requisite, Credits

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENW 301
Course Title	Poetry Writing
Description	The theory and practice of writing poetry.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate

Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 301
Course Title	<u>Workshop in Poetry</u>
Description	<u>Intensive study of the practice of writing poetry. Class develops advanced competence in the discipline of writing, peer review, and self-editing through the workshop method of critique.</u>
Pre/ Co Requisites	<u>ENW 310 and departmental permission.</u>
Credits	3 <u>Can be repeated to maximum of 9 credits</u>
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

This change in course title and description places increased emphasis on the skill-building and peer- and self-editing of workshop, as defined by the English Department's Goals and Objectives. These goals ask students to develop strategies for working through the writing process, including prewriting, outlining, drafting, peer-review and revision; to build a community of writers; and to prepare for publication. It also corrects for a vague title and a lackluster description.

The change also reflects contemporary pedagogical best practices in creative writing, including an emphasis on the workshop method of critique employed in higher education and affinity groups, and reflecting the increased importance of co-creativity in professional contexts. Students repeat the course to gain mastery in the discipline, and to appreciate the craft of writing as a skill which requires practice.

5. Date of departmental approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Course Description, Pre-requisite, Credits

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENW 302
Course Title	Fiction Writing
Description	The theory and practice of prosefiction writing.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate

Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 302
Course Title	<u>Workshop in Fiction</u>
Description	<u>Intensive study of the theory and practice of writing fiction, with related readings and workshop critiques. Class develops advanced competence in the discipline of writing, peer review, and self-editing through the workshop method of critique.</u>
Pre/ Co Requisites	<u>ENW 310 and</u> departmental permission.
Credits	3 <u>Can be repeated to maximum of 9 credits</u>
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

This change in course title and description places increased emphasis on the skill-building and peer and self-editing of workshop, as defined by the English Department's Goals and Objectives. These goals ask students to develop strategies for working through the writing process, including prewriting, outlining, drafting, peer-review and revision; to build a community of writers; and to prepare for publication. It also corrects for a vague title and a lackluster description.

The change also reflects contemporary pedagogical best practices in creative writing, including an emphasis on the workshop method of critique employed in higher education and affinity groups, and reflecting the increased importance of co-creativity in

professional contexts. Students repeat the course to gain mastery in the discipline, and to appreciate the craft of writing as a skill which requires practice.

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Course Description, Pre-requisite, Credits

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENW 303
Course Title	Creative NonFiction Writing
Description	Foundations in the craft of writing substantial imaginative manuscripts, including books, essays, reports, critiques, profiles, and other works. Techniques, formats, and styles, in addition to the research skills needed in the nonfiction marketplace.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENW 303
Course Title	<u>Workshop in Creative Nonfiction</u>
Description	<u>Intensive study of the theory and practice of writing nonfiction, with related readings and workshop critiques. Class develops advanced competence in the discipline of writing, peer review, and self-editing through the workshop method of critique.</u>
Pre/ Co Requisites	<u>ENW 310 and departmental permission.</u>
Credits	<u>3 Can be repeated to maximum of 9 credits</u>
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

This change in course title and description places increased emphasis on the skill-building and peer- and self-editing of workshop, as defined by the English Department's Goals and Objectives. These goals ask students to develop strategies for working through the writing process, including prewriting, outlining, drafting, peer-review and revision; to build a community of writers; and to prepare for publication. It also corrects for a vague title and a lackluster description.

The change also reflects contemporary pedagogical best practices in creative writing, including an emphasis on the workshop method of critique employed in higher education and affinity groups, and reflecting the increased importance of co-creativity in professional contexts. This course's inclusion in the list of workshops reflects the widely-held consideration of creative nonfiction to be foundational genre of undergraduate creative writing instruction. Students repeat the course to gain mastery in the discipline, and to appreciate the craft of writing as a skill which requires practice.

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Course Description

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 304
Course Title	Nonprofit Grant Writing
Description	Conception, research, and composition of grants and other types of professional proposals for public sector, nonprofit, and non-governmental organizations and endeavors. Development of the skills in essay writing, news copy, and feature copy used to produce the components of effective grant proposals.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 304
Course Title	<u>Writing for Prestigious Awards and Graduate Schools</u>
Description	<u>Effective communication and writing for students at all academic levels who are applying for scholarships, fellowships, other prestigious awards, or graduate programs. Focus on rhetorical strategies for persuasion in professional communication pieces, essays, documents, interviews, and presentations. Students prepare shorter writings, as well as substantial personal essays that incorporate data analysis and support for their conclusions and recommendations.</u>
Pre/ Co Requisites	Departmental permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

This course is designed to help students who are interested in applying for graduate school, national scholarships, fellowships and prestigious awards manage and master the application process through persuasive and professional communication. It has been taught as a special topics course but deserves a permanent place in our Professional Writing curriculum.

5. Learning Outcomes (By the end of the course students will be expected to):

- Write application essays with a clear purpose and specific audience in mind.
- Develop grammatical, rhetorical, and organizational writing skills by practicing the process of inventing, organizing, drafting, reader-responding, revising, and editing.
- Learn how to communicate effectively and professionally with graduate school officials and program staff that support them through the application process.

6. **Date of Departmental Approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Course Description

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 305
Course Title	Professional Writing
Description	Writing and research skills required for professional writers working in public relations, marketing, technical writing, and nonprofit grant-writing, principally in the humanities, but also in business, health, and science.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 305
Course Title	<u>Principles of Professional Writing</u>
Description	Writing and research skills required for professional writers working in public relations, marketing, technical writing, and nonprofit grant-writing, principally in the humanities, but also in business, health, and science. <u>Review of basic grammar, structure and organization of key workplace documents, and research techniques and sources.</u>
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The revised title more specifically describes the content of this course and aligns with the parallel course ENW 310 (Principles of Creative Writing) in the Creative Writing specialization. The revised course description more specifically describes the skills taught in the course.

5. Date of departmental approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 306
Course Title	<u>Peer Tutoring</u>
Description	Intensive writing in a variety of modes paired with training in effective techniques for tutoring others in writing. Course is divided between the classroom and the Writing Center.
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 306
Course Title	<u>Collaboration and the Writing Process</u>
Description	Intensive writing in a variety of modes paired with training in effective techniques for tutoring others in writing. Course is divided between the classroom and the Writing Center.
Pre/ Co Requisites	Departmental Permission.
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<u>NA</u>
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

ENW 306 (Collaboration and the Writing Process) is a valuable course for all English Majors, but has had a persistent problem attracting students. The change of title from "Peer Tutoring" to "Collaboration and the Writing Process" aligns the course with current practice in English and Writing Studies departments, and also taps two ideas that we hope are considerably more attractive to students, going forward!

5. Date of departmental approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Number

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 3070
Course Title	Health and Science Writing
Description	Work-related writing in the social, natural, and health sciences, including nursing. Projects stress writing issues specific to the healthcare and scientific communities.
Pre/ Co Requisites	Departmental Permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW <u>307</u>
Course Title	Health and Science Writing
Description	Work-related writing in the social, natural, and health sciences, including nursing. Projects stress writing issues specific to the healthcare and scientific communities.
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

At the request of the Registrar, English is converting all four-digit course numbers to three digits, as is the case in changing Health and Science Writing from ENW 3070 to ENW 307.

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Course Description, Pre-requisite, Cross Listing

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENW 308 (THE 308)
Course Title	Playwriting
Description	The theory and practice of writing one-act plays.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 308
Course Title	<u>Workshop in Playwriting</u>
Description	<u>Intensive study of the theory and practice of writing plays, with related readings and workshop critiques. Class develops advanced competence in the discipline of writing, peer review, and self-editing through the workshop method of critique. Repeatable three times for credit.</u>
Pre/ Co Requisites	<u>ENW 310 and</u> Departmental Permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

This change in course title and description places increased emphasis on the skill-building and peer and self-editing of workshop, as defined by the English Department's Goals and Objectives. These goals ask students to develop strategies for working through the writing process, including prewriting, outlining, drafting, peer-review and revision; to build a community of writers; and to prepare for publication. It also corrects for a vague title and a lackluster description. Its broader description includes a diversity of writing for the stage, including one-act plays as well as monologues, ten-minute plays, "Zoom plays," and others.

The change also reflects contemporary pedagogical best practices in creative writing, including an emphasis on the workshop method of critique employed in higher education and affinity groups, and reflecting the increased importance of co-creativity in professional contexts. Students repeat the course to gain mastery in the discipline, and to appreciate the craft of writing as a skill which requires practice.

Cross-listing. English and MMTD enjoy cross-listing ENW 308 and THE 308, but use the course differently in each department, and therefore now have somewhat different titles and course descriptions and pre-requisites. Given this situation, MMTD accepts dropping the cross-list and will instead combine THE 308 with ENW 308 going forward.

5. **Date of departmental approval:**

English: September 18, 2020

Music, Multimedia, Theater & Dance: 28 October, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Course Description, Pre-requisite, Cross Listing, Credits

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENW 309 (COM 309, THE 309)
Course Title	Screenwriting
Description	A practical approach to screenwriting for theatre, film, and television, from conception to finished script of the screenplay.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 309
Course Title	<u>Workshop in Screenwriting</u>
Description	<u>Intensive study of the theory and practice of screenwriting for film, television, and other media with related readings and workshop critiques. Class develops advanced competence in the discipline of writing, peer review, and self-editing through the workshop method of critique.</u>
Pre/ Co Requisites	<u>ENW 310 and departmental permission.</u>
Credits	<u>3 Can be repeated to maximum of 9 credits</u>
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

This change in course title and description places increased emphasis on the skill-building and peer- and self-editing of workshop, as defined by the English Department's Goals and Objectives. These goals ask students to develop strategies for working through the writing process, including prewriting, outlining, drafting, peer-review and revision; to build a community of writers; and to prepare for publication. The course description has been expanded to include other forms of screenwriting, including but not limited to television, film, gaming, and short-form mobile device content.

The change in title and description also reflects contemporary pedagogical best practices in creative writing, including an emphasis on the workshop method of critique employed in higher education and affinity groups, and reflecting the increased importance of co-creativity in professional contexts. Students can repeat the course to gain mastery in the discipline, and better to appreciate writing as a skill which requires practice.

MMTD had already withdrawn from the ENW 309 cross-list previously and so approved the cross-list change. JMS no longer offers ENW 309 and so approved of the cross-list change.

5. **Date of departmental approval:**

English: September 18, 2020

Music, Multimedia, Theater & Dance: October 28, 2020

Journalism & Media Studies: October 28, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 313
Course Title	Literary Craft for Professional Writers
Description	Study of English literature to analyze how authors use voice, figures of speech, and literary techniques.
Pre/ Co Requisites	<u>Departmental permission.</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

In this current round of curricular revision, the English Department is reducing required literature courses for all majors from five to two. While Professional Writing students can take additional literature courses, they are not required to, and hence

might not encounter powerful examples of the literary use of style and rhetoric to describe or persuade. The study of literature enhances decision-making, problem-solving, and critical thinking capabilities for professional writers. Studying techniques of style and rhetoric in literary texts will also burnish whatever forms of writing these students will produce.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Integrate literary allusions, metaphors, and common idioms to make their writing accessible and impactful.
- Discover the power of authorial voice and determine which style is best under various circumstances.
- Use literary techniques to add heft and nuance to their writing.

5. **Date of Departmental Approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 314
Course Title	Evidence-Based Writing
Description	Workplace research and quantitative literacy skills, using data, graphs, dates, observations, and opinions in nonfiction writing. How to research and use numbers, examples, explanations, and identifications, and how to evaluate sources and judge the validity and relevance of hard copy and online documents.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course teaches quantitative writing skills that are essential in many Professional Writing careers. Currently there is no other comparable course in the Professional Writing curriculum.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Develop literacy in the forms of quantitative information and their applications in professional writing.
- Effectively use data, graphs, dates, numbers, or other forms of quantitative information as evidence in nonfiction writing.
- Evaluate the validity and relevance of quantitative evidence in professional writing.

5. **Date of Departmental Approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Number

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 3400
Course Title	Writing for New Media
Description	Work-related writing using new and emerging media. Selecting the proper media for writing projects in various professional fields and adapting written content to capitalize on the opportunities and address the limitations of each media form.
Pre/ Co Requisites	Departmental Permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW <u>318</u>
Course Title	Writing for New Media
Description	Work-related writing using new and emerging media. Selecting the proper media for writing projects in various professional fields and adapting written content to capitalize on the opportunities and address the limitations of each media form.
Pre/ Co Requisites	Departmental Permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

At the request of the Registrar, English is converting all four-digit course numbers to three digits, as is the case in changing Writing for New Media from ENW 3100 to ENW 318. ENW 310 had already been taken by Creative Writing.

5. Date of departmental approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Course Description, Course Number

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 3200
Course Title	Professional Communications and Presentations Seminar
Description	Capstone project for Professional Communications students. Development of a major professional project in a chosen area of specialization, whether business, non-profit organizations, science or healthcare industries, public relations and marketing, or technical writing. Students research, write, and present complex discipline-specific content to various audiences in multiple media.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. To:

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENW <u>320</u>
Course Title	Professional Presentations
Description	Development of a major professional project in a chosen area of specialization, whether business, non-profit organizations, science or healthcare industries, public relations and marketing, or technical writing. Students research, write, and present complex discipline-specific content to various audiences in multiple media.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	<input type="checkbox"/> Creative Expression
	<input type="checkbox"/> Individual and Society
	<input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

Title has been simplified to make it easier to understand and more appealing, and the description slightly tweaked to same end. ENW 320 (Professional Presentations) is an important component of the Professional Communications Minor that aims to complement major programs from across the College.

At the request of the Registrar, English is converting all four-digit course numbers to three digits, as is the case in changing Professional Presentations from ENW 3200 to ENW 320.

5. Date of departmental approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Course Description

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 323
Course Title	Biography and Memoir Writing
Description	Composition of biographical and autobiographical texts through readings and a variety of writing exercises. Exploration of narrative structure and sequence, dialogue, point of view, description and post-facto reporting contributions to character-driven nonfiction storytelling.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 323
Course Title	Biography Writing
Description	<u>Biography as a literary non-fiction genre. Students will investigate the storytelling, research, and writing techniques authors employ as they recount the lives and achievements of central figures as well as the backdrop of contemporary and historical events. At least three biographies.</u>
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

Because of student interest in these topics and the great wealth of material available to study, we have decided to divide the current course, ENW 323 (Biography and Memoir Writing), into two distinct courses, ENW 323 (Biography Writing) and ENW 326 (Memoir Writing). Although both genres focus on individual lives, biography and memoir are distinct enough—a historical biography on Abraham Lincoln will involve different research, narrative, organizational, and persuasive techniques than a personal memoir about drug addiction—that it makes sense to treat these two genres in different courses. Hence the change of course title and description.

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 324
Course Title	The Literary Essay
Description	History and craft of the literary essay from its birth in the seventeenth century to its rebirth on editorial pages and blogs today. Composition and expository techniques for writing sound arguments and compelling subjective narratives.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 324
Course Title	<u>The Contemporary Essay</u>
Description	History and craft of the literary essay from its birth in the seventeenth century to its rebirth on editorial pages and blogs today. Composition and expository techniques for writing sound arguments and compelling subjective narratives.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The change in title from “The Literary Essay” to “The Contemporary Essay” is intended to communicate more accurately to our students what the course entails. Students are likely to interpret “literary” in the previous title as a reference to literature. The course does not treat works of literature but rather the kind of essay that one might find in the pages of contemporary journals such as *The New Yorker* or *The Atlantic*.

5. Date of departmental approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Description

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 325
Course Title	Culture, Criticism, and Publication
Description	Genres of writing that comment on culture and society, including books, music, theatre and art reviews, social and political op-eds and blogs, and reviews or prizes by readers, publishers, or others. The effect of changes in the publishing industry on cultural production and commentary also considered.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 325
Course Title	<u>Arts Criticism: Writing about Popular Culture</u>
Description	Genres of writing that comment on culture and society, including book, music, theatre and art reviews, critical essays, and more. <u>Attention to changes in the publishing industry and social media platforms that affect</u> cultural production and commentary.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The change in title from “Culture, Criticism, and Publication” to “Arts Criticism: Writing about Popular Culture” is intended to communicate more accurately to our students what the course entails. In the previous title, all three terms are vague in themselves and in relation to each other. The revised title is much clearer that the focus of the course is writing criticism about the arts, specifically “popular culture.”

5. Date of departmental approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 316
Course Title	Storytelling for Professional Writers
Description	Storytelling techniques to create meaningful stories that persuade, inform, and encourage action. Focus on use of storytelling techniques in organizational blogs, podcasts, newsletters, brochures, and speeches.
Pre/ Co Requisites	Departmental permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The ability to capture attention, persuade, educate, and motivate audiences requires readers to feel an emotional connection with the writer, and the easiest way to forge an emotional connection is through stories that resonate with them. This course helps students understand the anatomy of stories and to apply that knowledge to the production of writing in professional contexts.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- View stories from various perspectives, from organizational goals to audience expectations.
- Determine what kind of stories align with various goals.
- Craft stories that resonate with readers.

5. **Date of Departmental Approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 319
Course Title	Publishing Landscape
Description	Analysis of the current state of publishing for books, journalism, literary journals, and self-publishing on social media platforms. Attention to the structure, power dynamics, and diversity of media outlets and trains students to evaluate their legitimacy and their output.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Aspiring writers and editors need career preparation through a course that explains the publishing process, from writing to editing to production and distribution. They also must understand the structure of print and digital publications and the responsibilities of each position on the masthead. The goal of the course is to give our students more than what they might learn in an internship: an overview of the publishing landscape, where they might fit into it, and the knowledge and confidence to enter and thrive in it.

4. Learning Outcomes (By the end of the course students will be expected to):

- Understand the structure and workflow of publishing companies, newspapers, and literary and commercial magazines.
- Be familiar with social media platforms that function as publishing vehicles for groups or individuals.
- Be capable of recognizing disinformation and misinformation.
- Understand the politics and power structures of the publishing world.
- Know the major awards in the journalism and book publishing industry.
- Master the basic history of newspaper journalism and book publishing and grasp the ways that digital publishing has expanded these fields.

5. Date of Departmental Approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 332
Course Title	Feature Writing
Description	Researching and composing biographical profiles, organizational profiles, and trend pieces for genres including blogs, brochures, flyers and pamphlets, public relations text, graduate school and job applications, professional biographies, and others.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

This course provides an opportunity for Professional Writing students to study and practice writing features, a major genre found in publications such as *The New Yorker*, *The New York Times*, and *The Economist*. Feature writing can develop skills of research, storytelling, and persuasive communication that are highly useful for careers in Professional Writing.

4. Learning Outcomes (By the end of the course students will be expected to):

- Write simple, clear prose that is memorable, moving, and powerful enough to sway readers.
- Develop storytelling skills used in feature writing of various kinds, such as incorporating anecdotes, description, and background information, and using lead and billboard paragraphs.
- Learn how to identify attention-grabbing issues, pinpoint key players or organizations to write about, distinguish what's new and exciting for readers, and discover sources of information.

5. Date of Departmental Approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Description

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 334
Course Title	Grant and Proposal Writing
Description	Conception, research, and composition of grant and other types of professional proposals, examining the scope and structure of longer speculative works and techniques used to make professional presentations.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific Worl

3. **To:**

Department(s)	English
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Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 334
Course Title	Grant and Proposal Writing
Description	Conception, research, and composition of grants and other types of professional proposals <u>for public sector, nonprofit, and non-governmental organizations and endeavors. Development of the skills in essay writing, news copy, and feature copy used to produce the components of effective grant proposals.</u>
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The English Department currently has two courses, ENW 304 (Non-Profit Grant Writing), and ENW 334 (Grant and Proposal Writing). This revision essentially combines the courses into ENW 334, which can cover the subject matter of both courses and avoid confusion for students.

5. Date of departmental approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Description

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 345
Course Title	Writing and Social Issues
Description	Readings, discussion, and multi-genre writing to explore social issues such as migration, public health, community, jobs, demographics, technology, or other topics of student interest. Development of research, drafting, and writing skills in a variety of professional genres.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 345
Course Title	Writing and Social Issues
Description	Readings, discussion, and multi-genre writing to explore social issues such as migration, public health, community, jobs, demographics, technology, or other topics of student interest. <u>Attention to advocacy, community engagement, empowerment, organizing, and archival resources.</u> Development of research, drafting, and writing skills in a variety of professional genres.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The additional sentence in the revised course description accords with our new Mission Statement and Goals and Objectives. In our Mission Statement, we articulate the importance of “practic[ing] critical analysis, creative expression, and skills for understanding and contributing to a wide range of communities. Our Goals and Objectives state that English majors should 1) “understand the interrelationship of reading, writing, rhetoric, and social action through analytic, critical, and creative expression across historical periods, genres, modes, and contexts”; and 2) “identify and engage in the relevant conversations, conventions, and meaning-making systems of

local and global communities, professions, and academic disciplines.” In short, we practice and teach how writing provides ways of forming communities, engaging with communities, and impacting communities. A course on Writing and Social Issues should explicitly acknowledge that in writing on issues such as healthcare, crime, immigration, etc., students might well be engaged in projects of advocacy, community development, organizing, and so on.

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Course Description, Credits

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENW 364
Course Title	Special Topics in Creative Writing
Description	Topics vary from semester to semester.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate

Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 364
Course Title	Topics in Creative Writing
Description	Theory and craft of creative writing. Creative Writing students must take at least twice.
Pre/ Co Requisites	Departmental permission.
Credits	3 <u>Can be repeated to maximum of 9 credits</u>
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The change in course title and description allows instructors greater flexibility and variability in designing the syllabus and thus makes the course more appealing to both instructors and students. The change in course description aligns with the English Department's Mission Statement and Goals, which expect our majors to be able to identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines.

The change also reflects contemporary pedagogical best practices in creative writing, including an emphasis on theory and craft. It differs from the workshop classes in that it focuses on an academic analysis of creative writing from an author's point of view rather than primarily skill-building. Students will be expected to analyze texts as writers, including not only representative authors and major literary periods, but also temporal, social, political, and artistic contexts.

5. Date of departmental approval: September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** New Course

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 463
Course Title	Seminar in Writing Studies
Description	Focused attention to cultural rhetorics, literacy studies, digital humanities, writing pedagogies, or public writing for the proficient student seeking to expand their writing studies portfolio.
Pre/ Co Requisites	90 credits and Department permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

English is happy to add a 400-level seminar in Writing Studies to match its parallel offerings in Literature, Creative Writing, and Professional Writing, (ENG 463, ENW 461, and ENW 462). The new ENW 463 (Seminar in Writing Studies) is aimed at proficient seniors who seek advanced undergraduate study in writing studies, possibly in preparation for graduate school.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Learn about and use various informal writing and research strategies that support writing for varied audiences and purposes
- Critically read and compose writing in multiple genres, contexts, and modalities
- Engage with writers, particularly scholars in Writing Studies, who dialogue across texts, argue, and build on each other's work
- Examine the relationship between genres and discourse communities documented in readings and addressed in students' writing

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Description

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENW 461
Course Title	Seminar in Creative Writing
Description	For the proficient writer of fiction, poetry, or drama. Children's literature, historical fiction, young adult fiction, and other forms of genre-writing.
Pre/ Co Requisites	90 credits and Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	English
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Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 461
Course Title	Seminar in Creative Writing
Description	<u>Focused</u> genre-writing for the proficient student of fiction, poetry, <u>creative nonfiction</u> , or <u>drama</u> .
Pre/ Co Requisites	90 credits and Department permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

ENW 461 matches parallel advanced offerings in Literature, Professional Writing, and Writing Studies, aiming at proficient CW seniors who seek advanced undergraduate study, possibly in preparation for graduate school.

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Description

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 462
Course Title	Seminar in Professional Writing
Description	For the proficient writer of nonfiction. Practice in designing, discussing, and completing individual and group projects in multiple fields of professional writing.
Pre/ Co Requisites	90 credits and Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	English
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Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Prefix & Number	ENW 462
Course Title	Seminar in Professional Writing
Description	<u>Focused writing in relevant genres for the proficient student of professional writing and communications.</u>
Pre/ Co Requisites	90 credits and Department permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

ENW 462 matches parallel advanced offerings in Literature, Creative Writing, and Writing Studies, aiming at proficient PW seniors who seek advanced undergraduate study, possibly in preparation for graduate school. The course description has been simplified to match parallel courses and to allow for maximum flexibility in this advanced offering.

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Credits, Course Hours

2. **From:**

Department(s)	English department, ESL program
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input checked="" type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English as a Second Language / Developmental Liberal Arts
Course Prefix & Number	ESL 103
Course Title	English as a Second Language, Intermediate
Description	Introduction to college-level academic English. Grammar topics include a review of the English tense and modal system, clause patterns, hypothetical and conditional statements, and common troublespots. Expository and academic discourse patterns covered include summary and analysis, comparison, cause and effect, the argument, short answer response, and the research paper.
Pre/ Co Requisites	Department Consent Required
Credits	6
Hours	6
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	English department, ESL program
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input checked="" type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English as a Second Language / Developmental Liberal Arts
Course Prefix & Number	ESL 103
Course Title	English as a Second Language, Intermediate
Description	Introduction to college-level academic English. Grammar topics include a review of the English tense and modal system, clause patterns, hypothetical and conditional statements, and common troublespots. Expository and academic discourse patterns covered include summary and analysis, comparison, cause and effect, the argument, short answer response, and the research paper.
Pre/ Co Requisites	Department Consent Required.
Credits	<u>2</u>
Hours	<u>4</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

ESL 103 (English as a Second Language, Intermediate) is available to incoming foreign students identified by the Admissions Office as having enough English to enroll but not enough to succeed in courses without gaining the proficiency acquired in Lehman's ESL 103 / ESL 104 sequence. (ESL is available to students on a non-credit basis through the School of Continuing and Professional Studies' ESL program.)

ESL 103, like ESL 104, has counterparts throughout the CUNY system, but none of these counterparts has anything close to the 6 hours, 6 credits that Lehman's credit-bearing ESL courses have – or seem to have. The *Bulletin* actually has an error here: It is supposed to read 6 hours, 2 credits. Given the range at CUNY schools – some do not provide any credit for ESL courses; many provide two credits – the proposed change to 4 hours (like Composition I and II) and 2 credits, seems justified.

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Credits, Course Hours

2. **From:**

Department(s)	English department, ESL program
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input checked="" type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English as a Second Language / Developmental Liberal Arts
Course Prefix & Number	ESL 104
Course Title	English as a Second Language, Advanced
Description	Focuses on syntactic and discourse structures at an advanced level. Grammar topics include consistency in tense usage, time frame shifts in discourse, difficult lexical and clause patterns, and advanced grammar troublespots, particularly those used for focus, emphasis, or stylistic purposes in academic texts. Other topics include editing and revising written work, reading analytically and critically, and citing an author's ideas informally or formally.
Pre/ Co Requisites	Department Consent Required.
Credits	6
Hours	6
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. To:

Department(s)	English department, ESL program
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input checked="" type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English as a Second Language / Developmental Liberal Arts
Course Prefix & Number	ESL 104
Course Title	English as a Second Language, Advanced
Description	Focuses on syntactic and discourse structures at an advanced level. Grammar topics include consistency in tense usage, time frame shifts in discourse, difficult lexical and clause patterns, and advanced grammar troublespots, particularly those used for focus, emphasis, or stylistic purposes in academic texts. Other topics include editing and revising written work, reading analytically and critically, and citing an author's ideas informally or formally.
Pre/ Co Requisites	Department Consent Required.
Credits	<u>2</u>
Hours	<u>4</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

ESL 104 (English as a Second Language, Advanced) is available to incoming foreign students identified by the Admissions Office as having enough English to enroll

but not enough to succeed in courses without gaining the proficiency acquired in Lehman's ESL 103 / ESL 104 sequence. Students may be placed into either ESL 103 or ESL 104 upon acceptance to Lehman; those placed into ESL 104 take only one course. (ESL is available to students on a non-credit basis through the School of Continuing and Professional Studies' ESL program.)

ESL 104, like ESL 103, has counterparts throughout the CUNY system, but none of these counterparts has anything close to the 6 hours, 6 credits that Lehman's credit-bearing ESL courses have – or seem to have. The *Bulletin* actually has an error here: It is supposed to read 6 hours, 2 credits. Given the range at CUNY schools – some do not provide any credit for ESL courses; many provide two credits – the proposed change to 4 hours (like Composition I and II) and 2 credits, seems justified.

5. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course Description

2. **From:**

Department(s)	English department, Humanities program
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English, Humanities
Course Prefix & Number	HUM 470
Course Title	Humanities Internship
Description	Supervised work in both public agencies and private businesses that requires the skills derived from the fine and liberal arts. The program offers students practical experience in a wide range of business and non-profit sector careers to which a humanities and liberal arts education may lead. It may be repeated once under special circumstances and with approval of the Internships Screening and Evaluation Committee. Grading will be on a Pass/Fail basis.
Pre/ Co Requisites	Satisfactory completion of 75 college credits and approval of the Internships Screening and Evaluation Committee.
Credits	5
Hours	5
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. To:

Department(s)	English department, Humanities program
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English, Humanities
Course Prefix & Number	HUM 470
Course Title	Humanities Internship
Description	Supervised work in both public agencies and private businesses that requires the skills derived from the fine and liberal arts. The program offers students practical experience in a wide range of business and non-profit sector careers to which a humanities and liberal arts education may lead. It may be repeated once under special circumstances and with approval of the Internships Screening and Evaluation Committee.
Pre/ Co Requisites	Satisfactory completion of 75 college credits and approval of the Internships Screening and Evaluation Committee.
Credits	5
Hours	5
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

HUM 470 (Humanities Internship) has provided invaluable pre-professionalization experience for English and Humanities students looking for academic credit for

internships or work on campus, in the Bronx, or anywhere in the metropolitan area. The combination of required internship/work hours and weekly readings, webinars, blogging, outreach to campus supports and organizations (e.g., Career Services, Leadership Institute, Office of Prestigious Awards, etc.) builds students' skills, confidence, and knowledge, and is often cited by them as a transforming experience.

The only limitation in the course is the current P/F system, which has been with HUM 470 from the start. This is problematic in two ways. First, because English Majors in Creative Writing and Professional Writing can count the course toward their major – and Honors students are required to take the course – HUM 470 is out of compliance with College policy about no P/F courses in majors. Second, the P/F system is a disincentive for instructors wanting to reward truly outstanding performance/participation or correctly identify lackluster accomplishment. The proposed changes resolve both issues.

5. **Date of departmental approval:** September 18, 2020
Date of A&H approval: October 28, 2020

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Withdrawal of courses
2. **Description:** ENG 303, ENW 311, ENW 409, ENW 312, ENW 328, ENW 329, ENW 330
3. **Rationale (Explain why this course/program is no longer needed in the Department):**
Contents of these courses are either out-of-date or have been incorporated into other courses in the department.
4. **Date of departmental approval:** September 18, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF HEALTH SCIENCES
CURRICULUM CHANGE**

1. **Type of change:** *Experimental Course*

2.

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Health Sciences
Course Prefix & Number	HSD 360
Course Title	Qualitative Research Methods
Description	Principles, methods, and processes of qualitative research for health sciences. A project-based, experiential course in understanding and executing qualitative research.
Pre/ Co Requisites	Departmental permission, 12 credits in your major
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	None
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Many health sciences (HS) students take a course in biostatistics but few are exposed to qualitative research methods. Currently, there is no qualitative research methods course in the HS Department. In order to develop a more comprehensive understanding of qualitative research, this course will prepare students to better read, understand, and interpret qualitative research. If successful, this may lead to a permanent course in qualitative research for HS students.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Demonstrate an understanding of the purpose of qualitative research
- Identify study design types in qualitative research
- Describe the important components of ethics in research (including the institutional review board and proposal process)
- Explain key concepts in qualitative research (e.g., trustworthiness, in vivo coding, interrater reliability)
- Understand key components of study design and data collection
- Analyze data and interpret findings

5. **Date of Departmental Approval:** 9/23/2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Developmental Disabilities Minor
Effective Term: Fall 2021

1. **Type of Change:** Change in Degree requirements

2. **From:** ~~Strike through~~ the changes
Developmental Disabilities Minor

Requirements:

~~12~~ credits from:

REC 321 Introduction to Therapeutic Recreation Service 3
PSY 232 Childhood Psychopathology 3
REH 330 Introduction to Developmental Disabilities 3
~~SPV 321 Language Acquisition 3~~

~~Any DST courses, or one of the following:~~

ECE 301 The Child in Context: Child Study and Development-Birth To Grade 6 3
ESC 301 Psychological Foundations of Middle and High School 3
ESC 463 Special Needs Education: The Identification Instruction & Assessment Special
Needs Population Middle & HS 3

3. **To:** Underline the changes
Developmental Disabilities Minor

Requirements:

6 credits from:

REC 321 Introduction to Therapeutic Recreation Service 3
*REH 330 Introduction to Developmental Disabilities 3
*Prerequisite: REH 230

6 credits from:

*PSY 232 Childhood Psychopathology 3
*Prerequisite: PSY 166
SPV 228 Introduction to Audiology 3

ECE 301 The Child in Context: Child Study and Development-Birth To Grade 6	3
ESC 301 Psychological Foundations of Middle and High School	3
ESC 463 Special Needs Education: The Identification Instruction & Assessment Special Needs Population Middle & HS	3

*A 300-level DST course can be used to satisfy Developmental Disability Minor requirements, replacing PSY 232, SPV 228, ECE 301, ESC 301, or ESC 463.

4. Rationale:

After a curriculum change put in by the Department of Speech-language-Hearing Sciences to change SPV 221 to SPV 321, SPV 321 has prerequisites of SPV 228, 245, 246, and 247. As a result, the students in the developmental disabilities minor can no longer use SPV 321 as one of the requirements for Developmental disabilities minor. Thus, SPV 321 will be replaced with SPV 228 which is appropriate for this minor by providing introduction to causes and treatment of disorders in hearing, balance and auditory procession.

Also, in order to clarify the mandatory courses for this minor, we require students to take 6 credits from REC 321 and REH 330 and 6 credit options from PSY 232, SPV 228, ECE 301, ESC 301, or/and ESC 463. Given Lehman has interdisciplinary minor in DST, we limit only a DST course for this minor to replace the option courses.

5. Date of departmental approval: 9/23/2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Course credits and description, prerequisites

2. **From:** ~~Strike through~~ the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Recreation Education and Therapeutic Recreation
Course Prefix & Number	REC 493
Course Title	Special Project
Description	Sixty hours of field experience in a recreation setting to gain practical experience or preparation of recreation program materials or manual, or assist with research project, under faculty guidance.
Pre/ Co Requisites	Department Consent Required
Credits	2 (May be repeated for a maximum of 4 credits)
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Recreation Education and Therapeutic Recreation
Course Prefix & Number	REC 493
Course Title	<u>Special Project</u>
Description	<u>Independent study project</u> in a recreation setting to gain practical experience or preparation of recreation program materials or manual, or assist with research project, under faculty guidance.
Pre/ Co Requisites	Department Consent Required.
Credits	<u>1-2</u> (may be repeated for a maximum of 4 credits)
Hours	<u>1-2</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

REC 493 is a 2- credit course offered to undergraduate students in the Recreation Education and Therapeutic Recreation programs as an option for students who need a 2 credit- elective. However, some students often only need one credit to fulfill the requirement. Thus, this change provides a flexible option for students who need either 1 or 2 credits.

5. **Date of departmental approval:** 9/23/2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: B.S. in Recreation Education

Hegis Number: 0835.00

Program Code: 02593

Effective Term: Fall 2021

1. **Type of Change:** Change in Degree Requirements

2. **From:** ~~Strike through~~ the changes
Recreation Education, B.S. (40 Credit Major)

The program in Recreation Education leads to the B.S. degree and is designed to prepare students for entry into the recreation and leisure services profession. Recreation and leisure services are provided in a variety of settings serving people of all ages in carefully planned and organized recreation programs. Students may specialize in therapeutic recreation, administration, or exercise and sport. Therapeutic recreation specialists are employed in health and human service settings, such as hospitals, nursing homes, adult day care, youth agencies, drug treatment centers, and homeless shelters; they work with people with a variety of disabilities and health conditions. Students are eligible to sit for the national certification examination for certified therapeutic Recreation Specialist (CTRS), administered by the National Council for Therapeutic Recreation Certification.

Students in the administration option are employed in public park and recreation agencies, not-for-profit organizations, such as PAL and the YMCA, health and fitness centers, camps, and sports associations. Students in this specialization have met the academic requirements, upon graduation, to sit for the national certifying examination for Certified Park and Recreation Professional (CPRP), administered by the National Recreation and Park Association. Students in the Exercise and Sport option can work as programmers, fitness trainers, group exercise leaders or coaches, in sports and fitness programs in a variety of settings. Students are prepared to obtain various fitness certifications from several national organizations. Fieldwork and internship experiences are important components of the major, which give students the opportunity to apply theory to practice in an actual work setting under the supervision of a qualified professional.

The required courses and credits are distributed as follows (40 credits):

15 credits in Recreation Education:

	Credits
REC 300 History and Philosophy of Recreation	3
REC 320 Recreation Leadership	3
REC 321 Introduction to Therapeutic Recreation Service	3
REC 387 Research and Evaluation in Recreation Service	3
REC 401 Administration of Recreation Service	3

9 credits in one of three options:

Therapeutic Recreation:

	Credits
REC 325 Therapeutic Recreation in Long-Term Care	3
REC 421 Programs in Therapeutic Recreation Service	3
REC 425 Processes and Techniques of Therapeutic Recreation	3

Administration:

	Credits
REC 360 Selected Topics in Recreation	3
REC 361 Camp Leadership and Outdoor Recreation	3
REC 422 Program Planning in Recreation	3

Exercise and Sport:

	Credits
EXS 265 Behavioral Aspects of Physical Activity	3
EXS 264 Introduction to Exercise Science	3
EXS 304 Coaching and Team Sports	3

8 credits Selected from:

REC, REH, EXS, DNC, DFN, HEA, HSA, and/or HSD courses with Departmental approval.

8 credits in Recreation Internship:

	Credits
REC 370 Recreation Internship	4
REC 470 Senior Internship in Recreation	4

3. To: Underline the changes
Recreation Education, B.S. (40 Credit Major)

The program in Recreation Education leads to the B.S. degree and is designed to prepare students for entry into the recreation and leisure services profession. Recreation and leisure services are provided in a variety of settings serving people of all ages in carefully planned and organized recreation programs. Students may specialize in therapeutic recreation, administration, or exercise and sport. Therapeutic recreation

specialists are employed in health and human service settings, such as hospitals, nursing homes, adult day care, youth agencies, drug treatment centers, and homeless shelters; they work with people with a variety of disabilities and health conditions. Students are eligible to sit for the national certification examination for certified Therapeutic Recreation Specialist (CTRS), administered by the National Council for Therapeutic Recreation Certification.

Students in the administration option are employed in public park and recreation agencies, not-for-profit organizations, such as PAL and the YMCA, health and fitness centers, camps, and sports associations. Students in this specialization have met the academic requirements, upon graduation, to sit for the national certifying examination for Certified Park and Recreation Professional (CPRP), administered by the National Recreation and Park Association. Students in the Exercise and Sport option can work as programmers, fitness trainers, group exercise leaders or coaches, in sports and fitness programs in a variety of settings. Students are prepared to obtain various fitness certifications from several national organizations. Fieldwork and internship experiences are important components of the major, which give students the opportunity to apply theory to practice in an actual work setting under the supervision of a qualified professional.

The required courses and credits are distributed as follows (40 credits):

15 credits in Recreation Education:

		Credits
REC <u>200/300</u>	History and Philosophy of Recreation	3
REC <u>210/320</u>	Recreation Leadership	3
REC <u>221/321</u>	Introduction to Therapeutic Recreation Service	3
REC 387	Research and Evaluation in Recreation Service	3
REC <u>302/401</u>	Administration of Recreation Service	3

9 credits in one of three options:

Therapeutic Recreation:

		Credits
REC 325	Therapeutic Recreation in Long-Term Care	3
REC 421	Programs in Therapeutic Recreation Service	3
REC 425	Processes and Techniques of Therapeutic Recreation	3

Administration:

		Credits
REC 360	Selected Topics in Recreation	3
REC 361	Camp Leadership and Outdoor Recreation	3
REC 422	Program Planning in Recreation	3

Exercise and Sport:

Credits

EXS 265	Behavioral Aspects of Physical Activity	3
EXS 264	Introduction to Exercise Science	3
EXS 304	Coaching and Team Sports	3

8 credits Selected from:

REC, REH, EXS, DNC, DFN, HEA, HSA, and/or HSD courses with Departmental approval.

8 credits in Recreation Internship:

		Credits
REC 370	Recreation Internship	4
REC 470	Senior Internship in Recreation	4

4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):

These changes reflect proposals already submitted in order to change course numbers in the core course requirement. The change in course numbers from 400-level to 300-level and 300-level to 200-level are more appropriate to reflect their intermediate and introductory content.

5. Date of departmental approval: 9/23/2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: B.S. in Therapeutic Recreation

Hegis Number: 2199.00

Program Code: 34565

Effective Term: Fall 2021

1. **Type of Change:** Change in Degree Requirements

2. **From:** ~~Strike through~~ the changes
Therapeutic Recreation, B.S. (52 Credit Major)

The required courses and credits are distributed as follows (52 credits):

12 credits in Recreation Education:

	Credits
REC 300 History and Philosophy of Recreation	3
REC 320 Recreation Leadership	3
REC 387 Research and Evaluation in Recreation Service	3
REC 401 Administration of Recreation Service	3

18 credits in Therapeutic Recreation

	Credits
REC 321 Introduction to Therapeutic Recreation Services	3
REC 322 Assessment in Therapeutic Recreation	3
REC 324 Therapeutic Recreation for Children and Youth	3
REC 325 Therapeutic Recreation in Long-term Care	3
REC 421 Programs in Therapeutic Recreation Service	3
REC 425 Processes and Techniques of Therapeutic Recreation	3

9 credits in Recreation Internship:

	Credits
REC 370 Recreation Internship	4
REC 471 Therapeutic Recreation Internship	5

13 credits in Supportive coursework

	Credits
HIN 268 Growth and Development	3
BIO 181 Anatomy and Physiology I	4
PSY 166 General Psychology	3

PSY 234 Abnormal Psychology 3

3. **To:** Underline the changes
Therapeutic Recreation, B.S. (52 Credit Major)

The required courses and credits are distributed as follows (52 credits):

12 credits in Recreation Education:

		Credits
REC <u>200/300</u>	History and Philosophy of Recreation	3
REC <u>210/320</u>	Recreation Leadership	3
REC 387	Research and Evaluation in Recreation Service	3
REC <u>302/401</u>	Administration of Recreation Service	3

18 credits in Therapeutic Recreation

		Credits
REC <u>221/321</u>	Introduction to Therapeutic Recreation Services	3
REC 322	Assessment in Therapeutic Recreation	3
REC 324	Therapeutic Recreation for Children and Youth	3
REC 325	Therapeutic Recreation in Long-term Care	3
REC 421	Programs in Therapeutic Recreation Service	3
REC 425	Processes and Techniques of Therapeutic Recreation	3

9 credits in Recreation Internship:

		Credits
REC 370	Recreation Internship	4
REC 471	Therapeutic Recreation Internship	5

13 credits in Supportive coursework

		Credits
HIN 268	Growth and Development	3
BIO 181	Anatomy and Physiology I	4
PSY 166	General Psychology	3
PSY 234	Abnormal Psychology	3

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**

These changes reflect proposals already submitted in order to change course numbers in the core course requirement. The change in course numbers from 400-level to 300-level and 300-level to 200-level are more appropriate to reflect their intermediate and introductory content.

5. **Date of departmental approval:** 9/23/2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF HISTORY

CURRICULUM CHANGE

Name of Program and Degree Award: History for Social Studies Education Certification, Minor

Effective Term: Spring 2021

1. Type of Change: Withdrawal of minor

2. Description:

History for Social Studies Education Certification Minor (12 credits)

The Minor in History for Social Studies Education Certification, combined with a Middle and High School Education Minor in Social Studies Education, enables students to satisfy the teaching certification requirements of the National Council for the Social Studies.

The 12-credit Minor consists of the following required courses:

HIS 241 (Early Modern Europe, 1400-1815)

Or

HIS 242 (Contemporary European History)

HIS 302 (Science and Society)

HIU 348 (History of New York: City and State)

HIW 354 (Global Connections: Conflict and Interdependence from 1500 to the Present)

3. Rationale:

The History Minor for Social Studies Education is no longer required as a component of the social studies teacher certification process. There is a 26-credit Middle & High School Education minor for that purpose. Also, two of the required courses (HIS 302 & HIW 354) have not been offered by the department, so the requirements for the minor cannot be fulfilled.

4. Date of departmental approval: September 29, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	French
Course Prefix & Number	FRE 332
Course Title	Quebec: Literature and Culture
Description	Historical and contemporary creation of prose, poetry and performance in French from Québec in the context of Francophone North America
Pre/ Co Requisites	FRE 300 or Departmental Permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Since the 1990s, this course has been taught once every two or three years under "Special Topics in French Literature." Reworking the French course offerings to reflect courses

taught within the distinct geographical and cultural zones of the French-speaking 21st century will clarify our course offerings and correctly indicate on student transcripts the content of their courses.

Québec is the nearest Francophone community to New York, with the permanent Délégation Générale du Québec based in New York for over 75 years, offering many cultural opportunities in New York, as well as support that has benefited Lehman for the purchase of books, and to support guest speakers and performances at Lehman. Lehman students often take courses in French in Montreal during summer sessions.

The course offers breadth and depth to the study of one of the French-speaking world's most dynamic regions, and a historical background that enriches an understanding of North America. With a focus on Québec, Francophone creation from elsewhere in North America (especially Acadia and Louisiana) is included in the course of study. The class can be organized chronologically (colonial writing of the Terroir, early poetry, the "Dark" years of Duplessis, the "Quiet Revolution," etc.) or by literary genre. The diversity of the selected corpus generates stimulating discussion of topics not excluding those of the Quebec separatist movement, bilingualism and (majority/minority) language rights, Native-American viewpoints, artists engaged in political and social conflicts, and many innovative forms of literary and cultural production in Québec.

4. Learning Outcomes (By the end of the course students will be expected to):

- a. Know major creators and writers from Québec, and some elsewhere in Francophone North-America. Study in more depth a selection of especially contemporary writers.
- b. Develop an understanding of diverse modes of expression in Quebec, and how traditional forms have evolved, not only in prose, particularly in theater, but also in song and in film.
- c. Know some key figures and dates in the history of Québec, and how they are represented in creative works. Understand the unique place of Quebec, especially in the context of Canada and North America.
- d. Develop critical skills through close readings and analytical writing (informal writing online, formal writing for short papers and project paper). Know essential databases available for the study of Quebec and Francophone North America.

5. Date of Departmental Approval: 9/18/2019

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	French
Course Prefix & Number	FRE 333
Course Title	Haiti: Literature and Culture
Description	An overview of Haiti's poets, novelists, short story writers, playwrights, and performance artists. Transmission and interpretations of Vodou traditions, of the Haitian Revolution and other historical events, heroes and everyday Haitians in written and oral forms of literature, including video and music.
Pre/ Co Requisites	FRE 300 or Departmental Permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Since the 1990s, this course has been taught once every two or three years under "Special Topics in French Literature." Reworking the French course offerings to reflect courses taught within the distinct geographical and cultural zones of the French-speaking 21st century will clarify our course offerings and correctly indicate on student transcripts the content of their courses.

Students of Haitian origin often take this class, although the majority of students are of other immigrant backgrounds: West Africans, Dominicans, and world citizens interested in Haiti, its rich history (not limited to its Revolution), unique place on the world stage and in its creative talents in painting, music and literature. Officially bilingual (Creole and French), Haiti has an exceptionally rich literary patrimony in French: over two centuries of world-famous poets, formal and informal oral traditions, and novelists. (Selections of poetry, music and theater of Creole expression are presented contextually, with translations.) By genre or by chronology, the study presents excerpts of works by major figures, including foundational essayists, a large corpus of poets, musicians and performers of the spoken word, and prose novelists.

Class discussions are often vibrant, as when considering works that include representations of sexual, racial, social, and religious conflict. A variety of creative works enrich the understanding of the socio-economic realities of Haiti, its Vodou traditions, and its essential place in world history. The inclusion of works by authors from the Haitian diaspora reinforces the bonds between Haiti and the U.S., neighbors (including those who live in New York) with shared histories and destinies.

4. Learning Outcomes (By the end of the course students will be expected to):

- a.) Know major figures of the Haitian literary patrimony: authors of poetry, essays, novels and short stories. Study a selection of especially contemporary authors in a more in-depth manner.
- b.) Diversify notions of literary genres, to include the printed book (poetry, short stories, novels) without excluding forms of oral or "popular" literature (poetry declamations, *lodyans*, television and radio sketches, self-published novels and poetry).
- c.) Know key figures and dates of Haitian history, and examples of artists and intellectuals implicated in political and historical debates.
- d.) Structure cohesive analyses through in-depth formal writing assignments.

5. Date of Departmental Approval: 9/18/2019

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	French
Course Prefix & Number	FRE 334
Course Title	Francophone Caribbean: Literature and Cultures
Description	The French West Indies: Guadeloupe, Martinique, and French Guiana. Colonial history and heroes, myths and religious traditions. Theatre and poetry, oral traditions; essays and creative works by writers from the French Antilles and their diaspora.
Pre/ Co Requisites	FRE 300 or Departmental Permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course has been taught three or four times in the last twenty years under “Special Topics in French Literature.” Reworking the French course offerings to reflect courses taught within the distinct geographical and cultural zones of the French-speaking 21st century will clarify our course offerings and correctly indicate on student transcripts the content of their courses.

The French Caribbean merits singular study to consider artistic creation in the French Overseas Departments of Martinique, Guadeloupe and Guiana. Poets (Perse, Césaire, Damas), engaged essayists and writers (Césaire, Fanon, Condé, Glissant), and many novelists of the past half century offer an understanding of the particular contexts of the French West Indies.

Economic, colonial and political realities of the French Caribbean offer many examples for comparative study, in Haiti, the rest of the Caribbean and the Americas. Issues of cultural assimilation and first-world crises are reflected in diverse forms of literature, including traditional storytelling, music and video, and production from Caribbeans living abroad.

4. Learning Outcomes (By the end of the course students will be expected to):

- a.) Master a critical vocabulary for speaking of the Francophone Caribbean, including such theories and practices as Négritude, Antillanité and Creoleness.
- b.) Gain an in-depth familiarity with a selection of classic works from the French Caribbean, while exploring lesser-known and contemporary authors and artistic practices.
- c.) Structure cohesive analyses through in-depth formal writing assignments.
- d.) Gain understanding of (post)colonial specificities of the French Antilles and Guiana, including creative representations of history, identity, exile, insularity and Caribbean-ness.

5. Date of Departmental Approval: 9/18/2019

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. **Type of change:** New course

2.

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	French
Course Prefix & Number	FRE 335
Course Title	Maghreb and Mashreg: Literature and Cultures
Description	Literature in French from the Maghreb and the Mashreg and from their diaspora. Colonial and contemporary history; religious, sexual, linguistic minorities; oral and written poetry and musical traditions; cinema and theatre. Short story, novel, essays.
Pre/ Co Requisites	FRE 300 or Departmental permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

French course offerings are being modified to reflect courses taught within the distinct geographical and cultural zones of the French-speaking 21st century. This will clarify our course offerings and correctly indicate on student transcripts the content of their courses.

Algeria was the most important colony of France; with Tunisia and Morocco, the production in French from the Maghreb is the primary focus of this course. Selections from the “beur” and more recent generations of the European diaspora are included for study, as are works by Francophone poets and musicians from the Mashreg (including Egypt and Lebanon).

From precolonial pioneers in poetry and prose, to cinematographers and musical sensations on both sides of the Mediterranean, creative works offer expressions of religious, sexual, and linguistic minorities, and rich interpretations of contemporary realities from a major area of world Francophone production. North Africa has long been a geopolitical nexus; the French language has been intimately tied (as has France) to the last two centuries of this historical destiny and is the language of so many Maghrebi authors, including examples from recent generations for whom the language has variously meant artistic freedom, death, or fame.

4. Learning Outcomes (By the end of the course students will be expected to):

- a. Know major Francophone writers from the Maghreb and the Mashreg. Know in more depth a selection of especially contemporary writers.
- b. Develop an understanding of diverse modes of expression in North Africa and the Middle East (and their diaspora): poetry, song, and prose; formal, oral and engaged literature; the place of creation in French.
- c. Know some key figures and events in the history of colonial and postcolonial Maghreb and Mashreg, and how they are represented in creative works.
- d. Develop critical skills through close readings and analytical writing (informal writing online, formal writing for short papers and project paper). Know essential databases available in North African and Middle East studies.

5. Date of Departmental Approval: 9/18/2019

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	French
Course Prefix & Number	FRE 336
Course Title	Francophone Sub-Saharan Africa: Literature and Cultures
Description	Introduction to literature and cultures of Francophone sub-Saharan Africa. Selection of prose from the colonial period and primarily from the postcolonial generations, including cinema pioneers and contemporary writers. Poetry, <i>contes</i> , satire, popular literature and performance.
Pre/ Co Requisites	FRE 300 or Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

French course offerings are being modified to reflect courses taught within the distinct geographical and cultural zones of the French-speaking 21st century. This will clarify our course offerings and correctly indicate on student transcripts the content of their courses.

Sub-Saharan Africa is the future of French-language production, long having surpassed Europe in the number of French-speakers, and growing dominance of African-based publishing houses and production companies. (Works of popular culture are included, but most all of the other authors' works are published in France.) Since the dynamic postcolonial generation of the 1960s, creative expression in French has multiplied exponentially on the continent: satirists and social critics, engaged poets, feminists, experimental novelists, and major works written by the Francophone African diaspora. This course is overdue, and could have potential with students in Africana studies, among others.

West African students are an important component of students at Lehman, not only those studying in fields (including health sciences) who are already Francophone. As with Haitian students in similar fields of study in the "hard" sciences, such courses in literature have proven successful not only with students having a natural affinity for regional artistic production, but for African studies and in comparative literature majors interested in the engaged and innovative writers of Francophone expression.

4. Learning Outcomes (By the end of the course students will be expected to):

- a. Know major Francophone writers from sub-Saharan Africa. Study in more depth a selection of especially contemporary writers.
- b. Develop an understanding of generational transformations of diverse modes of creative expression: oral traditions, engaged poetry, works set to music and for the stage, cultural magazines, popular literature, short stories and the novel.
- c. Know some key figures and events in the history of colonial and postcolonial Africa, "Françafrique", linguistic, ethnic and political conflicts and realities and how they are represented in creative works.
- d. Develop critical skills through close readings and analytical writing (informal writing online, formal writing for short papers and project paper). Know essential databases available in African studies.

5. Date of Departmental Approval: 9/18/2019

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. **Type of change:** New course

2.

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	French
Course Prefix & Number	FRE 337
Course Title	Indian Ocean Literature and Cultures
Description	Literary, poetic and musical traditions from Madagascar, Mauritius, Réunion and the Comoros (including Mayotte). (Post)Colonial and contemporary artistic production from these multiethnic, polyglot and insular cultures of the Indian Ocean. Non-Western forms of writing in French; <i>kabars</i> , oral poetry, film and performance; short stories, essays and prose excerpts.
Pre/ Co Requisites	FRE 300 or Departmental Permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

This course has been taught twice in the last decade under the title “Special Topics in French Literature.” Reworking the French course offerings to reflect courses taught within the distinct geographical and cultural zones of the French-speaking 21st century will clarify our course offerings and correctly indicate on student transcripts the content of their courses.

In the geographic distribution of classes in Francophone world cultures, this course presents literature from the Indian Ocean islands diversely linked to their current or former colonial nation of France: the Comoros, Madagascar, Mauritius and Réunion. It presents a region of complex religious, linguistic, ethnic and colonial histories through the imagination of its Francophone writers (without excluding others, in French translation).

The violence and tragedy of Malagasy colonial history is subverted by nationalist pride and lyric force by the earliest Malagasy poets who wrote in French through forms taken from Malagasy oral traditions. Very little of this poetry is translated into English, nor has much Malagasy prose. In French, students are able to read the incomparable Malagasy poets and writers, and the many Francophone novelists from Mauritius. Works for stage and films provide creative and documentary supplements, including films based on works of prose.

Rhythms and musical traditions found in the poetry and with oral traditions of the region (such as at the *kabars* of Réunion) lead to sampling the sounds and rhythms of musicians and songwriters of many different traditions. Students from many backgrounds and disciplines of study have found rich sources of comparative study in microcosms of global issues as interpreted in creative works from these Indian Ocean nations.

4. Learning Outcomes (By the end of the course students will be expected to):

- a.) Understand the social and historical context of Francophone literary production from the Indian Ocean (the Comoros, Madagascar, Mauritius, and Réunion). Know of the essential databases and archives of patrimonial and contemporary literature and culture.
- b.) Become familiar with major important literary figures through close readings and informal discussion.
- c.) Structure cohesive analyses through in-depth formal writing assignments.
- d.) Situate works of creative production in historical and artistic contexts, and examine their unique or innovative themes and forms.

5. Date of Departmental Approval: 9/18/2019

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES

CURRICULUM CHANGE

1. **Type of change:** Experimental Course

2.

Department(s)	Latin American and Latino Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Research in interdisciplinary studies
Course Prefix & Number	LAC 421/LTS 421
Course Title	Citational Practices and Politics
Description	Who gets cited and why. How can citational practices be used as a method for pursuing diversity and inclusion in the academy, while improving the caliber of scholarship. In this course, students conducting research will master citational practice with greater understanding of the politics of citation.
Pre/ Co Requisites	NA
Credits	1
Hours	1
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

3. Rationale:

Designed as a companion course with research intensive, capstone, thesis projects and courses, this course will enhance students' familiarity with and use of citational practices

in interdisciplinary contexts. Rather than a punitive and meaningless exercise in mastery of format, this course enables students to view citation as an extension of scholarly practices: a way to ensure as broad and inclusive a net as possible of relevant publications in review of literature, while understanding citation as a meaningful means of attribution and construction of scholarly social networks. Recent requests from students indicate that citation is an area of confusion and anxiety for research active students. As a one credit course, this course will be largely centered on the practice of citation.

4. Learning objectives:

- Analyze the history of citational practices in Western and nonwestern contexts
- Comprehend that citational practices are dialogical, contextual and ever changing
- Learn to identify and use multiple citation styles
- Develop skills in “hacking” search engine algorithms to more reliably identify relevant literature, rather than simply citing what has been most frequently cited before
- Identify ways that citation is always political and reflective of social hierarchies and biases within disciplines and in the world
- Trace efforts by individuals and collectives to deploy citational practice as a means for disrupting the reproduction of social hierarchies in the academy
- Develop a personal citational practice that is effective, scalable to different research projects, and meaningful

5. Date of Departmental Approval: October 8, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Co-requisite

2. **From:** ~~Strike through the changes~~

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Student Teaching
Course Prefix & Number	ESC 470
Course Title	Student Teaching in the Middle and High School Grades
Description	One semester of full-time supervised student teaching, minimum two experiences totaling 14 weeks (or other approved experiences). Student teaching in the middle and high school grades, plus conferences.
Pre/ Co Requisites	Completion of appropriate Content Area Teaching Methods course(s), with a B or better; maintenance of overall GPA of at least 3.0; submission of scores on the EAS Teacher Certification Examination to the Division Office; Departmental permission ; and approval from the Professional Development Network Coordinator. ESC 471
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. <u>To:</u> Underline the changes	
Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Student Teaching
Course Prefix & Number	ESC 470
Course Title	Student Teaching in the Middle and High School Grades
Description	One semester of full-time supervised student teaching, minimum two experiences totaling 14 weeks (or other approved experiences). Student teaching in the middle and high school grades, plus conferences.
Pre/ Co Requisites	<u>Departmental permission</u> ; Completion of appropriate Content Area Teaching Methods course(s), with a B or better; maintenance of overall GPA of at least 3.0; submission of scores on the EAS Teacher Certification Examination to the Division Office; and approval from the Professional Development Network Coordinator.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The co-requisite of ESC 471 has been removed. This will offer advisors more scheduling flexibility to meet student and program needs.

5. Date of departmental approval: 9/24/2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Pre and co-requisites

2. **From:** ~~Strike through the changes~~

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Student Teaching
Course Prefix & Number	ESC 471
Course Title	Student Teaching Seminar
Description	Current issues and challenges of student teaching in middle and high schools. Weekly seminar and assigned in-school activities required. Required state certification student teaching assessments supported through the course.
Pre/ Co Requisites	PREREQ: ESC 414 ; Departmental permission. COREQ: ESC 470 and ESC 463 .
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To: Underline the changes

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Student Teaching
Course Prefix & Number	ESC 471
Course Title	Student Teaching Seminar
Description	Current issues and challenges of student teaching in middle and high schools. Weekly seminar and assigned in-school activities required. Required state certification student teaching assessments supported through the course.
Pre/ Co Requisites	PREREQ: Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

All pre- and co-requisites have been removed except departmental permission. This will offer advisors more scheduling flexibility to meet student and program needs.

5. Date of departmental approval: 9/24/2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:** ~~Strike through the changes~~

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Middle and High School Education (ESC)
Course Prefix & Number	ESC 476
Course Title	ESC 476 Fieldwork 1
Description	Field work 1
Pre/ Co Requisites	NA
Credits	1
Hours	15
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Middle and High School Education (ESC)
Course Prefix & Number	ESC 476
Course Title	ESC 476 Fieldwork 1
Description	Field Work 1
Pre/ Co Requisites	<u>Departmental permission.</u>
Credits	1
Hours	15
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

Extraneous students are registering for the course including individuals outside of the MHSE minor looking for one credit. All of our other ESC courses are placed on CF as "permission required" even though they do not explicitly say it in the course descriptions.

5. **Date of departmental approval:** 10/21/2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** Corequisite

2. **From:**

Department(s)	Music, Multimedia, Theatre, And Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music
Course Prefix & Number	MSP 210
Course Title	Instruction in Principal Instrument or Voice Private Instruction
Description	Intensive study of one instrument or voice. Instruction with a member of the Music faculty. Note: Students who study with a private teacher approved by the Department of Music and who can demonstrate satisfactory progress by audition may petition the department to receive 1 to 6 credits.
Pre/ Co Requisites	Department Permission.
Credits	1 (maximum 8 credits)
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Music, Multimedia, Theatre, And Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music
Course Prefix & Number	MSP 210
Course Title	Instruction in Principal Instrument or Voice Private Instruction
Description	Intensive study of one instrument or voice. Instruction with a member of the Music faculty. Note: Students who study with a private teacher approved by the Department of Music and who can demonstrate satisfactory progress by audition may petition the department to receive 1 to 6 credits.
Pre/ Co Requisites	Department Permission. <u>Student must be a declared music major</u> <u>Co-requisites depend on the area of study: Voice: minimum of 2 semesters of either MSP 100, MSP 201, or MSP 202. Violin, viola, cello, acoustic bass: minimum of 2 semesters of MSP 204. Woodwinds or brass: minimum of 2 semesters of either MSP 203 or MSP 204. Piano: minimum of 2 semesters from either MSP 100, MSP 201, MSP 202, MSP 205, MSP 207, or MSP 209. Percussion: minimum of 2 semesters of either MSP 203, MSP 204, MSP 207, MSP 208, or MSP 209. Guitar: minimum of 2 semesters of either MSP 100, MSP 200, MSP 201, MSP 202, MSP 205, MSP 207, or MSP 209.</u>
Credits	1 (maximum 8 credits)
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

Providing more specific information on the pre and/or corequisites required for department permission.

5. **Date of departmental approval:** 01/24/2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF PSYCHOLOGY

CURRICULUM CHANGE

Name of Program and Degree Award: Psychology, BA
 Hegis Number: 2001.00
 Program Code: 34033
 Effective Term: Fall, 2021

1. **Type of Change:** Change in Degree Requirements

2. **From:**

Psychology, B.A. (35-Credit Major)

Students are required to consult with Department advisers for guidance and approval of course selection. The required courses and credits are distributed as follows:

Credits (35)

~~14 credits in required courses:~~

		Credits
PSY 166	General Psychology	3
PSY 226	Statistical Methods in Psychology	4
PSY 305	Experimental Psychology I	4
PSY 348	History of Psychology	3

~~6 credits in one 3-credit course from each of two of the following three options:~~

Option 1:

		Credits
PSY 217	Child Psychology	3
PSY 218	Psychology of Adolescence	3
PSY 219	Psychology of Adulthood and Aging	3

Option 2:

		Credits
PSY 234	Abnormal Psychology	3
	Or	
PSY 255	Theories of Personality	3

Option 3:

		Credits
PSY 240	Industrial/Organizational Psychology	3
	Or	
PSY 260	Social Psychology	3

~~6 credits in one 3-credit course from each of two of the following three options:~~

Option 1:

		Credits
PSY 310	Psychology of Learning	3
PSY 245	Psychological Testing and Assessment	3

Option 2:

		Credits
PSY 314	Cognitive Psychology	3
PSY 317	Psychology of Sensation and Perception	3

Option 3:

		Credits
PSY 316	Physiological Psychology	3
PSY 366	Clinical Neuropsychology	3

~~9 credits in additional PSY courses:~~

		Credits
PSY	Three 200-, 300-, or 400-level Psychology courses	

~~Students planning to pursue graduate study in psychology and related fields should consult with Department faculty. The Department encourages students to participate in faculty research programs.~~

Departmental Honors

Students who wish to qualify for Departmental honors are required to complete:

		Credits
PSY 485	Independent Study in Psychology	3
PSY 495	Honors Research in Psychology	3

PSY 485: May be used to fulfill the requirements of the major.

PSY 495: PSY 495 is an addition to the courses required for the psychology major.

3. To:

Psychology, B.A. (35 - 45 Credit Major)

Students are required to consult with Department advisers for guidance and approval of course selection. Students planning to pursue graduate study in psychology and related fields should consult with Department faculty. The Department encourages students to participate in faculty research programs.

The required courses and credits are distributed as follows:

Credits (35 - 45)

Required Courses (14 - 18 credits):

		Credits
PSY 166	General Psychology	3
PSY 226	Statistical Methods in Psychology*	4
PSY 305	Experimental Psychology I	4
PSY 348	History of Psychology	3

*The pre-requisite for PSY 226 is MAT 132 (4 credits), or MAT 172 (4 credits) or MAT 174 (4 credits) or MAT 175 (4 credits), any of which can be used to fulfill General Education requirements. Students who complete the pre-requisite before declaring the

major may complete the major in less than 42 credits. MAT 135 cannot be used to satisfy the pre-requisite for PSY 226.

Distribution Block 1 (6 credits)

Students must complete TWO courses, drawn from different options:

Option 1:

		Credits
PSY 217	Child Psychology	3
PSY 218	Psychology of Adolescence	3
PSY 219	Psychology of Adulthood and Aging	3

Option 2:

		Credits
PSY 234	Abnormal Psychology	3
PSY 255	Theories of Personality	3

Option 3:

		Credits
PSY 240	Industrial/Organizational Psychology	3
PSY 260	Social Psychology	3

Distribution Block 2 (6 credits)

Students must complete TWO courses, drawn from different options:

Option 1:

		Credits
PSY 310	Psychology of Learning	3
PSY 245	Psychological Testing and Assessment	3

Option 2:

		Credits
--	--	---------

PSY 314	Cognitive Psychology	3
PSY 317	Psychology of Sensation and Perception	3
Option 3:		
		Credits
PSY 316	Physiological Psychology	3
PSY 366	Clinical Neuropsychology	3

Psychology Free Electives (9 credits)

Students must complete at least THREE Psychology electives which may include any 200-, 300-, or 400-level Psychology course not completed to satisfy a required or distribution area previously listed. This area may include PSY 200 which was formerly PSY 165. PSY 485 may be used once as a Psychology Free Elective. PSY 495 cannot be used as a Psychology Free Elective.

Departmental Honors (3 - 6 credits)

Students who wish to qualify for Departmental honors are required to complete:

		Credits
PSY 485	Independent Study in Psychology	3
PSY 495	Honors Research in Psychology	3

PSY 485: May be used to fulfill the requirements of the major as a Psychology Free Elective.

4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):

The core degree requirements are not being changed. The proposed changes: edit language for more clarity; “unhide” a prerequisite and include it in the major; and, clarify that honors adds at least three, and in rare cases six, credits to the major.

5. Date of departmental approval: October 5, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF PSYCHOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Psychology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Psychology
Course Prefix & Number	PSY 226
Course Title	Statistical Methods in Psychology
Description	Descriptive and inferential statistics and their applications to the analysis and interpretation of psychological data. Among the topics discussed are central tendency, variability, correlation and regression, hypothesis testing, analysis of variance, power analysis, and the relationship of research design to statistics.
Pre/ Co Requisites	PSY 166, MAT 132 or MAT 172 or MAT 174 or MAT 175
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Psychology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Psychology
Course Prefix & Number	PSY 226
Course Title	Statistical Methods in Psychology
Description	Descriptive and inferential statistics and their applications to the analysis and interpretation of psychological data. Among the topics discussed are central tendency, variability, correlation and regression, hypothesis testing, analysis of variance, power analysis, and the relationship of research design to statistics.
Pre/ Co Requisites	PSY 166, MAT 132 or MAT 172 or MAT 174 or MAT 175, <u>and Upper Junior Status.</u>
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

The change in pre-requisite will ensure that students have sufficient background knowledge and skills to successfully complete the course. It will also improve on-time graduation by improving access for advanced standing students.

5. **Date of departmental approval:** October 5, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF PSYCHOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Psychology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Psychology
Course Prefix & Number	PSY 305
Course Title	Experimental Psychology I
Description	Theory and method of psychological experimentation and measurement as applied to the study of behavioral phenomena. Design and execution of selected experiments in such areas as learning, thinking, motivation, personality, and social behavior.
Pre/ Co Requisites	PSY166 and PSY 226
Credits	4
Hours	6 (2 lecture, 4 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Psychology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Psychology
Course Prefix & Number	PSY 305
Course Title	Experimental Psychology I
Description	Theory and method of psychological experimentation and measurement as applied to the study of behavioral phenomena. Design and execution of selected experiments in such areas as learning, thinking, motivation, personality, and social behavior.
Pre/ Co Requisites	PSY 166, PSY 226 and <u>Lower Senior Status</u>
Credits	4
Hours	6 (2 lecture, 4 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The change in pre-requisite will ensure that students have sufficient background knowledge and skills to successfully complete the course. It will also improve on-time graduation by improving access for advanced standing students.

5. Date of departmental approval: October 5, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF PSYCHOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Psychology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Psychology
Course Prefix & Number	PSY 485
Course Title	Independent Study in Psychology
Description	Individual research project (e.g., lab, library, or community oriented), under the direction of a member of the Psychology faculty. Written report required for each semester of work.
Pre/ Co Requisites	A 2.75 GPA, a 3.0 GPA in Psychology, instructor's and Departmental permission
Credits	3 (maximum 6 credits; only 3 credits may be applied to requirements of the major)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Psychology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Psychology
Course Prefix & Number	PSY 485
Course Title	Independent Study in Psychology
Description	Individual research project (e.g., lab, library, or community oriented), under the direction of a member of the Psychology faculty. Written report required for each semester of work.
Pre/ Co Requisites	<u>Department permission; 2.75 GPA; 3.0 GPA in Psychology; minimum 9 psychology credits completed at Lehman; instructor's permission.</u>
Credits	3 (maximum 6 credits; only 3 credits may be applied to requirements of the major)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

Change in pre-requisite adds a residency requirement to ensure that students have sufficient background knowledge and skills to successfully complete the course. Change in pre-requisite also establishes department permission as the key pre-requisite, but also provides explicit criteria for achieving that permission.

5. **Date of departmental approval:** October 5, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF PSYCHOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Description and Prerequisite

2. **From:**

Department(s)	Psychology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Psychology
Course Prefix & Number	PSY 495
Course Title	Honors Research in Psychology
Description	A preliminary outline for the student's independent research must be approved by a faculty screening committee that will include the student's Departmental adviser. Granting of credit will be contingent upon presentation of a report of the research at a Departmental seminar and the filing of the research paper in the Departmental office before the end of the senior year.
Pre/ Co Requisites	PSY 305, completion of 12 credits in Psychology, a 3.2 GPA, a 3.5 GPA in Psychology, and Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Psychology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Psychology
Course Prefix & Number	PSY 495
Course Title	Honors Research in Psychology
Description	<u>Empirical research project under the direction of a member of the Psychology faculty that makes an original intellectual or creative contribution to Psychology. Required for graduation with Honors in Psychology. Granting of credit will be contingent upon presentation of a report of the research at a Departmental seminar and the filing of a formal APA-style research paper in the Departmental office before the end of the senior year.</u>
Pre/ Co Requisites	<u>Department permission; PSY 485; 3.2 GPA; 3.5 GPA in Psychology; minimum 12 psychology credits completed at Lehman; instructor's permission; PSY 305 either pre- or co-requisite.</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

Change in description better reflects the learning goals of the course and makes explicit that this course is required for graduation with departmental honors. Change in pre-requisite adds a residency requirement to ensure that students have sufficient background knowledge and skills to successfully complete the course. Change in pre-requisite also establishes department permission as the key pre-requisite, but also provides explicit criteria for achieving that permission.

5. **Date of departmental approval:** October 5, 2020

**LEHMAN COLLEGE
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DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

Name of Program and Degree Award: Sociology, B.A.

Hegis Number: 2208.00

Program Code: 34034

Effective Term: Spring 2021

1. **Type of Change**: Change in Degree Requirements

2. **From**:

Sociology, B.A. (38-41 Credit Major)

The required courses and credits are distributed as follows:

Pre-requisite* (3 credits):

SOC 166 or any 200-level SOC course is a prerequisite for all 300- and 400-level courses, unless otherwise stated in the course description.

~~*SOC 166 and several 200-level SOC courses can be used to fulfill General Education requirements. Completion of either SOC 166 or any 200-level SOC course is a prerequisite for all other 300- and 400-level SOC courses, unless otherwise stated in the course description. Students who complete the pre-requisite before declaring the major may complete it in 38 credits.~~

CORE COURSES (20 credits)

All students are required to complete the following courses:

		Credits
SOC 300	The Sociological Imagination	4
SOC 301	Methods of Social Research	4
SOC 302	Sociological Theory	4
SOC 303	Advanced Methods of Social Research	4
SOC 345	Quantitative Analysis of Sociological Data	4

NOTES:

Students registering for SOC 300 and SOC 301 must have a Sociology Grade Point Average of C (2.0) or better.

Students registering for SOC 302 and all 400 level courses must have completed SOC 300 with a grade of C- (1.7) or better.

Students registering for SOC 303, SOC 345, and all 400 level courses must have completed SOC 301 with a grade of C- (1.7) or better.

COURSES IN STUDENT'S CONCENTRATION (18 credits)

Each student is required to complete a concentration in one of three separate tracks. At least 9 of these credits must be at the 300-400 level, and the remaining 9 credits may include any from the list of Sociology Courses in the Bulletin except for the Core Courses listed above. The tracks, detailed below, are (1) General Sociology, (2) Demography and Population Health, and (3) Education, Social Inequality and Urban Studies.

CONCENTRATIONS IN SOCIOLOGY**CONCENTRATION IN GENERAL SOCIOLOGY (18 credits)**

Students are required to take at least 18 additional credits in SOC courses chosen from the list of Sociology Courses in the Bulletin. At least 9 credits must be in SOC courses at the 300- or 400-level.

CONCENTRATION IN DEMOGRAPHY AND POPULATION HEALTH (18 Credits)**Required Courses (18 credits)**

18 Sociology credits, at least 9 credits of which must be chosen from the list below:

		Credits
SOC 319	Population and Society	3
SOC 320	Immigration and Adaptation	3
SOC 339	American Demography	4
SOC 305	Sociology of Health Care	3

Note: MAT 104 or higher is strongly recommended.

CONCENTRATION IN EDUCATION, SOCIAL INEQUALITY AND URBAN STUDIES (18 Credits)

Required Courses (18 credits)

18 Sociology credits, at least 9 credits of which must be chosen from the list below:

		Credits
SOC 309	Social Inequality	3
SOC 334	Urban Sociology in Global Perspective	3
SOC 336	Education and Inequality	3
SOC 335	Global and Cross-Cultural Perspectives on Education and Society.	3

DEPARTMENTAL HONORS

Students who wish to qualify for Departmental Honors are required to complete one 400 level sociology course with a grade of A or A- and receive a positive recommendation from the Department.

WOMEN'S STUDIES OPTION

See the **description of the program** contained later in the Bulletin.

3. To:**Sociology, B.A. (35-41 Credit Major)**

The required courses and credits are distributed as follows:

Pre-requisite* (3 credits):

SOC 166 or any 200-level SOC course is a prerequisite for all 300- and 400-level courses, unless otherwise stated in the course description.

CORE COURSES (20 credits)

All students are required to complete the following courses:

		Credits
SOC 300	The Sociological Imagination	4
SOC 301	Methods of Social Research	4
SOC 302	Sociological Theory	4

SOC 303	Advanced Methods of Social Research	4
SOC 345	Quantitative Analysis of Sociological Data	4

NOTES:

Students registering for SOC 300 and SOC 301 must have a Sociology Grade Point Average of C (2.0) or better.

Students registering for SOC 302 and all 400 level courses must have completed SOC 300 with a grade of C- (1.7) or better.

Students registering for SOC 303, SOC 345, and all 400 level courses must have completed SOC 301 with a grade of C- (1.7) or better.

COURSES IN STUDENT'S CONCENTRATION (18 credits)

Each student is required to complete a concentration in one of three separate tracks. At least 9 of these credits must be at the 300-400 level, and the remaining 9 credits may include any from the list of Sociology Courses in the Bulletin except for the Core Courses listed above. The tracks, detailed below, are (1) General Sociology, (2) Demography and Population Health, and (3) Education, Social Inequality and Urban Studies.

CONCENTRATIONS IN SOCIOLOGY**CONCENTRATION IN GENERAL SOCIOLOGY (18 credits)**

Students are required to take at least 18 additional credits in SOC courses chosen from the list of Sociology Courses in the Bulletin. At least 9 credits must be in SOC courses at the 300- or 400-level.

CONCENTRATION IN DEMOGRAPHY AND POPULATION HEALTH (18 Credits)**Required Courses (18 credits)**

18 Sociology credits, at least 9 credits of which must be chosen from the list below:

		Credits
SOC 319	Population and Society	3
SOC 320	Immigration and Adaptation	3
SOC 339	American Demography	4
SOC 305	Sociology of Health Care	3

Note: MAT 104 or higher is strongly recommended.

CONCENTRATION IN EDUCATION, SOCIAL INEQUALITY AND URBAN STUDIES (18 Credits)

Required Courses (18 credits)

18 Sociology credits, at least 9 credits of which must be chosen from the list below:

		Credits
SOC 309	Social Inequality	3
SOC 334	Urban Sociology in Global Perspective	3
SOC 336	Education and Inequality	3
SOC 335	Global and Cross-Cultural Perspectives on Education and Society.	3

DEPARTMENTAL HONORS

Students who wish to qualify for Departmental Honors are required to complete one 400 level sociology course with a grade of A or A- and receive a positive recommendation from the Department.

WOMEN'S STUDIES OPTION

See the description of the program contained later in the Bulletin.

4. Rationale:

This will not change the learning outcomes of the program. This change is being made to clarify transfer credits for courses deemed equivalent but that were 3 rather than 4 credits. This also allows students who took the earlier three-credit versions of some courses to not have to take extra courses to complete the credits required for the major.

5. Date of departmental approval: October 14, 2020

**LEHMAN COLLEGE
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DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of change:** Experimental Course

2.

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 181
Course Title	Introduction to Data Analysis Applications for Social Science
Description	Use of a specific programming language or application used in the social sciences.
Pre/ Co Requisites	NA
Credits	1
Hours	1
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The use of research software and programming languages is increasingly important

in social science. However, in depth and specific instruction is challenging in the context of classes on other topics (such as statistics or research methods). This class will give students who want a more focused learning opportunity. It will stand on its own but also potentially complement specific other courses that are offered. As a 1 credit, 100 level course it will not substitute for a course in the sociology major.

4. **Learning Outcomes:**

By the end of the course students will be expected to:

1. Use the software or programming language studied to import, curate and analyze data.
2. Write basic scripts, functions or other applicable code in the software or language.
3. Explain the distinctive features of the language or application.
4. Explain the use of the language or application in sociology.

5. **Date of Departmental Approval:** October 14, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of change** Experimental Course

2.

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Data science
Course Prefix & Number	DAT310
Course Title	Data Visualization
Description	An introduction to the theory and practice of data visulaization.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The creation of effective and accurate data visualizations is a central activity of data scientists and a key element of both data exploration and data communication. This

course will explore the theory and practice of data visualization including the role of perception and biases.

4. **Learning Outcomes:**

By the end of the course students should be able to:

- Understand the principles of effective data visualization
- Use a variety of visual techniques to investigate patterns in data
- Create data visualizations, including exploratory data, statistical inference, and interactive visualizations

5. **Date of Departmental Approval:** October 14, 2020

Date of Advisory Committee Approval: October 14, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

Name of Program and Degree Award: Interdisciplinary Minor in Data Science Methods and Applications

Effective Term: Spring 2021

1. **Type of Change:** Change in Degree Requirements

2. **From:**

Program Description: 15 to 18-Credit Minor in Data Science Methods and Applications

The 15 to 18-credit interdisciplinary minor in data science methods and applications is appropriate for students in majors across various disciplines who are interested in learning methods for working with big, complex, and/or "messy" data and application to real world topics. The minor provides students with interdisciplinary course work focused on obtaining, managing, analyzing, interpreting and communicating about data in all of its forms. Students will learn Python and R programming, as well as other languages used by data scientists.

Degree Requirements

Group 1 Required (9 Credits)

		Credits
MAT 128	Foundations of Data Science	3
MAT 328	Techniques in Data Science	4
SOC 348	Reasoning with Data	3

MAT 128: (prerequisite: ~~Score of 65 or higher on College Math section of Accuplacer exam or department permission.~~)

MAT 328: (prerequisite: MAT 128)

SOC 3470: (prerequisite: Completion of College Math Requirement; PHI 169 or a 200 level Sociology course; or by permission of Department.)

Group 2 (3-5 Credits)

Disciplinary Data Analysis Course

Select as appropriate:

		Credits
SOC 345	Quantitative Analysis of Sociological Data	4
PSY 226	Statistical Methods in Psychology	4
GEH 245	Introduction to Quantitative Methods of Geography	3
ECO 302	Economic Statistics	3
BBA 303	Business Statistics I	3
BIO 240	Biostatistics	3
HSD 269	Fundamentals of Biostatistics for Health Professionals	3
MAT 301	Applied Statistics and Computer Analysis for Social Scientists	3
MAT 327	Statistical Inference	4
MAT 330	Probability and Statistics	4

SOC 345: (prerequisite: SOC 301 with a grade of C- or better)

PSY 226: (prerequisite: PSY 166; and MAT 132 or MAT 172 or MAT 174 or MAT 175)

ECO 302: (prerequisite: ECO 166; and MAT 132 or MAT 171 or MAT 172 or MAT 174 or MAT 175)

BBA 303: (prerequisite: MAT 132 or MAT 171 or MAT 172 or MAT 174 or MAT 175)

BIO 240: (prerequisite: BIO 166 and BIO 167 and MAT 175)

HSD 269: (prerequisite: MAT 132 or its equivalent, or demonstrated competence in database manipulation, spreadsheet calculations, and word processing)

MAT 301: (prerequisite: MAT 132 and MAT 171)

MAT 327: (prerequisite: MAT 176)

MAT 330: (prerequisite: MAT 176), or another course approved by the program.

Group 3 Elective (3-4 credits)

One elective from this list:

		Credits
SOC 339	American Demography	4
GEP 330	Spatial Statistics and Advanced Quantitative Methods in Geography	3
GEP 360	Geovisualization and Analytic Cartography	4
ECO 402	Econometrics	4
CMP 414	Artificial Intelligence	4
MAT 327	Statistical Inference	4
MAT 349	Operations Research	4
CMP 446	Computational Tools for Bioinformatics	4

SOC 339: (prerequisite: SOC 301)

GEP 330: (prerequisite: GEP 204 or GEP 205 or instructor's permission. An introductory course in descriptive statistics is recommended.)

GEP 360: (prerequisite: GEP 204 or GEP 205 or Department Permission)

ECO 402: (prerequisite: ECO 302 or BBA 303)

CMP 414: (prerequisite: CMP 338)

MAT 327: (prerequisite: MAT 176)

MAT 349: (prerequisite: MAT 313 and CMP 167)

CMP 446: (prerequisite: BIO 166, CMP 167, and CMP 232)

Or course approved by the program. Independent studies must present a proposal that explains the relationship to data science.

Data Science students should be aware that graduate programs in Data Science, Biostatistics, and Data Analytics generally expect that students have completed at least Calculus 1, Linear Algebra, and Programming 1 (CMP 167) at the undergraduate level.

3. **To:**

Program Description: 15 to 18-Credit Minor in Data Science Methods and Applications

The 15 to 18-credit interdisciplinary minor in data science methods and applications is appropriate for students in majors across various disciplines who are interested in learning methods for working with big, complex, and/or "messy" data and application to real world topics. The minor provides students with interdisciplinary course work focused on obtaining, managing, analyzing, interpreting and communicating about data in all of its forms. Students will learn Python and R programming, as well as other languages used by data scientists.

Degree Requirements

Group 1 Required (9 Credits)

		Credits
MAT 128	Foundations of Data Science	3
MAT 328	Techniques in Data Science	4
SOC 348	Reasoning with Data	3

Students with extensive computer programming or mathematics experience may, with the approval of the course instructor or the program coordinator, substitute an additional data science elective for MAT 128.

MAT 128: (prerequisite: department permission.)

MAT 328: (prerequisite: MAT 128)

SOC 348: (prerequisite: Completion of College Math Requirement; PHI 169 or a 200 level Sociology course; or by permission of Department.)

Group 2 (3-5 Credits)

Disciplinary Data Analysis Course

Select as appropriate:

		Credits
SOC 345	Quantitative Analysis of Sociological Data	4
PSY 226	Statistical Methods in Psychology	4
GEH 245	Introduction to Quantitative Methods of Geography	3

ECO 302	Economic Statistics	3
BBA 303	Business Statistics I	3
BIO 240	Biostatistics	3
HSD 269	Fundamentals of Biostatistics for Health Professionals	3
MAT 301	Applied Statistics and Computer Analysis for Social Scientists	3
MAT 327	Statistical Inference	4
MAT 330	Probability and Statistics	4

SOC 345: (prerequisite: SOC 301 with a grade of C- or better)

PSY 226: (prerequisite: PSY 166; and MAT 132 or MAT 172 or MAT 174 or MAT 175)

ECO 302: (prerequisite: ECO 166; and MAT 132 or MAT 171 or MAT 172 or MAT 174 or MAT 175)

BBA 303: (prerequisite: MAT 132 or MAT 171 or MAT 172 or MAT 174 or MAT 175)

BIO 240: (prerequisite: BIO 166 and BIO 167 and MAT 175)

HSD 269: (prerequisite: MAT 132 or its equivalent, or demonstrated competence in database manipulation, spreadsheet calculations, and word processing)

MAT 301: (prerequisite: MAT 132 and MAT 171)

MAT 327: (prerequisite: MAT 176)

MAT 330: (prerequisite: MAT 176), or another course approved by the program.

Group 3 Elective (3-4 credits)

One elective from this list:

		Credits
SOC 339	American Demography	4
GEP 330	Spatial Statistics and Advanced Quantitative Methods in Geography	3
GEP 360	Geovisualization and Analytic Cartography	4
ECO 402	Econometrics	4

CMP 414	Artificial Intelligence	4
MAT 327	Statistical Inference	4
MAT 349	Operations Research	4
CMP 446	Computational Tools for Bioinformatics	4

SOC 339: (prerequisite: SOC 301)

GEP 330: (prerequisite: GEP 204 or GEP 205 or instructor's permission. An introductory course in descriptive statistics is recommended.)

GEP 360: (prerequisite: GEP 204 or GEP 205 or Department Permission)

ECO 402: (prerequisite: ECO 302 or BBA 303)

CMP 414: (prerequisite: CMP 338)

MAT 327: (prerequisite: MAT 176)

MAT 349: (prerequisite: MAT 313 and CMP 167)

CMP 446: (prerequisite: BIO 166, CMP 167, and CMP 232)

Or course approved by the program. Independent studies must present a proposal that explains the relationship to data science.

Data Science students should be aware that graduate programs in Data Science, Biostatistics, and Data Analytics generally expect that students have completed at least Calculus 1, Linear Algebra, and Programming 1 (CMP 167) at the undergraduate level.

4. Rationale:

These changes do not change the learning outcomes. Some students entering the minor already have extensive programming experience which makes MAT 128 an inappropriate course for them. This is particularly true for students who are computer science majors. This change allows them to substitute an additional elective for MAT 128. There is a minor change to an incorrect course number in a note. There is a change in the description of prerequisites for MAT 128 to reflect the fact that the Accuplacer exam is no longer used for placement.

5. Date of departmental approval: October 14, 2020

Date of advisory committee approval: October 14, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 309
Course Title	Social Inequality
Description	A comparative analysis of the inequalities of class, race, ethnicity, religion, and gender in contemporary societies.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 309
Course Title	Social Inequality
Description	A comparative analysis of the inequalities of class, race, ethnicity, religion, and gender in contemporary societies.
Pre/ Co Requisites	<u>SOC 166 or any 200 level SOC course.</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

This change appends SOC 166 or any 200 level SOC course as a prerequisite for all 300 and 400 level Sociology courses. The prerequisite is already in the Bulletin so this change aligns the course description with the description of degree requirements.

5. Date of departmental approval: 2/27/19

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 319
Course Title	Population and Society
Description	Theoretical approaches to population studies and their empirical applications. Causes and consequences of births, deaths, and migration internationally and in the U.S. and their influences on population size, change, composition and distribution.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 319
Course Title	Population and Society
Description	Theoretical approaches to population studies and their empirical applications. Causes and consequences of births, deaths, and migration internationally and in the U.S. and their influences on population size, change, composition and distribution.
Pre/ Co Requisites	<u>SOC 166 or any 200 level SOC course.</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

This change appends SOC 166 or any 200 level SOC course as a prerequisite for all 300 and 400 level Sociology courses. The prerequisite is already in the Bulletin so this change aligns the course description with the description of degree requirements.

5. Date of departmental approval: 2/27/19

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 334
Course Title	Urban Sociology in Global Perspective
Description	Political-economic and socio-cultural dimensions of the global urban transformation.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 334
Course Title	Urban Sociology in Global Perspective
Description	Political-economic and socio-cultural dimensions of the global urban transformation.
Pre/ Co Requisites	<u>SOC 166 or any 200 level SOC course.</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

This change appends SOC 166 or any 200 level SOC course as a prerequisite for all 300 and 400 level Sociology courses. The prerequisite is already in the Bulletin so this change aligns the course description with the description of degree requirements.

5. Date of departmental approval: 2/27/19

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 352
Course Title	Selected Topics in Social Research
Description	Issues and problems in social research. Extensive use of computer applications.
Pre/ Co Requisites	SOC 301
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 352
Course Title	Selected Topics in Social Research
Description	Issues and problems in social research. Extensive use of computer applications.
Pre/ Co Requisites	<u>SOC 166 or any 200 level SOC course and SOC 301.</u>
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

This change appends SOC 166 or any 200 level SOC course as a prerequisite for all 300 and 400 level Sociology courses. The prerequisite is already in the Bulletin so this change aligns the course description with the description of degree requirements.

5. Date of departmental approval: 2/27/2019

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 354
Course Title	Philosophy of the Social Sciences
Description	Study of some of the problems involved in the social sciences. Possible topics include the structure of theories in the social sciences, methods of inquiry, the nature of human action, and the relationship between knowledge in the social and natural sciences.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 354
Course Title	Philosophy of the Social Sciences
Description	Study of some of the problems involved in the social sciences. Possible topics include the structure of theories in the social sciences, methods of inquiry, the nature of human action, and the relationship between knowledge in the social and natural sciences.
Pre/ Co Requisites	<u>SOC 166 or any 200 level SOC course</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

This change appends SOC 166 or any 200 level SOC course as a prerequisite for all 300 and 400 level Sociology courses. The prerequisite is already in the Bulletin so this change aligns the course description with the description of degree requirements.

5. Date of departmental approval: 2/27/19

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 312
Course Title	Sociology of Economic Development
Description	The interrelationship between social factors and economic development. Issues examined include socio-political change, industrialization, economic policy, globalization, sustainability, and inequality.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 312
Course Title	Sociology of Economic Development
Description	The interrelationship between social factors and economic development. Issues examined include socio-political change, industrialization, economic policy, globalization, sustainability, and inequality.
Pre/ Co Requisites	<u>SOC 166 or any 200 level SOC course.</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

This change appends SOC 166 or any 200 level SOC course as a prerequisite for all 300 and 400 level Sociology courses. The prerequisite is already in the Bulletin so this change aligns the course description with the description of degree requirements.

5. Date of departmental approval: 2/27/19

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 322
Course Title	Sociology of Gender and Reproduction
Description	Reproductive issues from birth control and the medicalization of childbearing to fetal and neonatal health, infertility, and new reproductive and genetic technologies. Emphasis on the influence of gender and race on reproductive politics, ideologies, and practices.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 322
Course Title	Sociology of Gender and Reproduction
Description	Reproductive issues from birth control and the medicalization of childbearing to fetal and neonatal health, infertility, and new reproductive and genetic technologies. Emphasis on the influence of gender and race on reproductive politics, ideologies, and practices.
Pre/ Co Requisites	<u>SOC 166 or any 200 level SOC course.</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

This change appends SOC 166 or any 200 level SOC course as a prerequisite for all 300 and 400 level Sociology courses. The prerequisite is already in the Bulletin so this change aligns the course description with the description of degree requirements.

5. Date of departmental approval: 2/27/19

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 338
Course Title	Race and Ethnicity in Society
Description	Sociological perspectives on race and ethnic relations in the United States and other societies.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 338
Course Title	Race and Ethnicity in Society
Description	Sociological perspectives on race and ethnic relations in the United States and other societies.
Pre/ Co Requisites	<u>SOC 166 or any 200 level SOC course</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

This change appends SOC 166 or any 200 level SOC course as a prerequisite for all 300 and 400 level Sociology courses. The prerequisite is already in the Bulletin so this change aligns the course description with the description of degree requirements.

5. Date of departmental approval: 2/27/19

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 333
Course Title	Sociology of Disability
Description	The role of social, political, economic and historical factors that have produced the condition of disability. Ways in which disability parallels and often overlaps with other minority statuses.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 333
Course Title	Sociology of Disability
Description	The role of social, political, economic and historical factors that have produced the condition of disability. Ways in which disability parallels and often overlaps with other minority statuses.
Pre/ Co Requisites	<u>SOC 166 or any 200 level SOC course.</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

This change appends SOC 166 or any 200 level SOC course as a prerequisite for all 300 and 400 level Sociology courses. The prerequisite is already in the Bulletin so this change aligns the course description with the description of degree requirements.

5. Date of departmental approval: 2/27/2019

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SPEECH LANGUAGE HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:** ~~Strikethrough~~ the changes

Department(s)	Speech Language Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	SPV
Course Prefix & Number	SPV 321
Course Title	Language Acquisition
Description	Study of speech, language, and communication skills in typically developing children. Exploration of gender, multicultural, multilinguistic, and socioeconomic variations in language development. Analysis of the processes involved in language learning and use and the foundations of language and literacy from infancy through the school-age years to complex language development over the lifespan.
Pre/ Co Requisites	SPV 245 (LNG 245); SPV 246 (LNG 160); SPV 228; SPV 247 (LNG 247); a 2.7 average across the four pre-requisite courses; departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:** Underline the changes

Department(s)	Speech Language Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	SPV
Course Prefix & Number	SPV 321
Course Title	Language Acquisition
Description	Study of speech, language, and communication skills in typically developing children. Exploration of gender, multicultural, multilinguistic, and socioeconomic variations in language development. Analysis of the processes involved in language learning and use and the foundations of language and literacy from infancy through the school-age years to complex language development over the lifespan.
Pre/ Co Requisites	SPV 245 (LNG 245) <u>and</u> SPV 246 (LNG 160) <u>and</u> SPV 228 <u>and</u> SPV 247 (LNG 247) <u>and</u> a 2.7 average across the four pre-requisite courses
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

This change does not impact learning outcomes. Students will be able to register directly without department permission as long as they have the prerequisites and the minimum GPA of 2.7 in the four 200 level prerequisite courses.

5. **Date of departmental approval:** 10/16/20

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SPEECH LANGUAGE HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:** ~~Strike through~~ the changes

Department(s)	Speech Language Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	SPV
Course Prefix & Number	SPV 326
Course Title	Speech Pathology 1: Functional Disorders
Description	Nature, etiology, assessment, and treatment of speech disorders (specifically articulation and fluency) and language disorders in preschool children, school-age children, and adolescents. Issues concerning multiculturalism and multilingualism are included.
Pre/ Co Requisites	SPV 321 or LNG 330; SPV 245 or LNG 245, SPV 247 or LNG 247, Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Speech Language Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	SPV
Course Prefix & Number	SPV 326
Course Title	Speech Pathology 1: Functional Disorders
Description	Nature, etiology, assessment, and treatment of speech disorders (specifically articulation and fluency) and language disorders in preschool children, school-age children, and adolescents. Issues concerning multiculturalism and multilingualism are included.
Pre/ Co Requisites	SPV 321 or LNG 330 <u>and</u> SPV 245 or LNG 245 <u>and</u> SPV 247 or LNG 247
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

This change does not impact learning outcomes. Students will be able to register directly without department permission as long as they have the prerequisites and the minimum GPA of 2.7 in the four 200 level prerequisite courses.

5. **Date of departmental approval:** 10/16/20

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SPEECH LANGUAGE HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:** ~~Strike through~~ the changes

Department(s)	Speech Language Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	SPV
Course Prefix & Number	SPV 327
Course Title	Speech pathology II: Organic Disorders
Description	Nature, etiology, assessment, and treatment of cleft palate, voice disorders, aphasia, cerebral palsy, and other neurological disorders.
Pre/ Co Requisites	SPV 321 or LNG 330, SPV 245 or LNG 245, SPV 247 or LNG 247, Departmental permission.
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Speech Language Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	SPV
Course Prefix & Number	SPV 327
Course Title	Speech pathology II: Organic Disorders
Description	Nature, etiology, assessment, and treatment of cleft palate, voice disorders, aphasia, cerebral palsy, and other neurological disorders.
Pre/ Co Requisites	<u>SPV 245 or LNG 245 and SPV 247 or LNG 247 and SPV 228 and SPV 246 or LNG 246 and a 2.7 average across the four pre-requisite courses.</u>
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

This change does not impact the learning outcomes of the department. SPV 321 language acquisition is not needed for students to succeed successfully in completion of this course. Students will be able to register directly without department permission as long as they have the prerequisites and the minimum GPA of 2.7 in the four 200 level prerequisite courses

5. Date of departmental approval: 10/16/20

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SPEECH LANGUAGE HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:** ~~Strike through the changes~~

Department(s)	Speech Language Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	SPV
Course Prefix & Number	SPV 349
Course Title	Speech and Hearing Sciences
Description	Foundations in the physics and bioacoustics of speech production and perception, measurement of fundamental quantities, the anatomy and physiology of the central auditory pathways, and introduction to psychoacoustics and theories of speech production and speech perception; and application to typical speech and hearing and communication differences and disorders.
Pre/ Co Requisites	SPV 245; SPV 246; SPV 228; SPV 247 and a 2.7 average across the four pre-requisite courses; departmental permission.
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Speech Language Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	SPV
Course Prefix & Number	SPV 349
Course Title	Speech and Hearing Sciences
Description	Foundations in the physics and bioacoustics of speech production and perception, measurement of fundamental quantities, the anatomy and physiology of the central auditory pathways, and introduction to psychoacoustics and theories of speech production and speech perception; and application to typical speech and hearing and communication differences and disorders.
Pre/ Co Requisites	SPV 245 <u>and</u> SPV 246 <u>and</u> SPV 228 <u>and</u> SPV 247 and a 2.7 average across the four pre-requisite courses.
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

This change will not impact the learning outcomes of the department. Students will be able to register directly without department permission as long as they have the prerequisites and the minimum GPA of 2.7 in the four 200 level prerequisite courses.

5. **Date of departmental approval:** 10/16/20

Committee on Admissions, Evaluations and Academic Standards (CAEAS) Report

Senate Meeting: December 2, 2020

The CAEAS committee met on November 18 at 1-2:30pm and had a quorum present.

The committee heard a proposal to revise the Admission Criteria for incoming Freshman students, beginning for the Fall 2021 admission cycle. The committee voted unanimously to approve the proposal. The resolution is now brought to the Senate floor for a vote.

The committee also heard a proposal from the Student Legislative Assembly for a resolution supporting a credit/no credit option for the fall 2020 and spring 2021 semesters. While such a policy must be approved by the CUNY Board of Trustees in order to take effect, CAEAS was asked for their support with this proposal. Of the 7 CAEAS members present at the time of voting, 4 voted in favor of supporting the proposal and 3 abstained from voting. As such, the proposal passes and, therefore, CAEAS endorses the resolution. This resolution will be presented to Senate by the Student Legislative Assembly.

Lastly, on November 24, CAEAS received the graduation lists for undergraduate and graduate students hoping to graduate at the end of the semester. CAEAS members voted, by email, to approve all graduation candidates pending satisfactory completion of all graduation requirements. A quorum was reached by email and the votes were unanimously in favor of approval. The graduation lists are now brought to the Senate floor for a vote.

Lehman College Senate

RESOLUTION TO ADOPT REVISED FRESHMAN ADMISSION CRITERIA FOR FALL 2021

WHEREAS, the Board of Trustees passed a resolution on July 30 2020 to suspend the use of standardized tests such as SAT and ACT for determination of admission to CUNY colleges; and

WHEREAS, an analysis of several recent cohorts' application data was conducted to determine which admission criteria provide the best prediction of success at Lehman; and

WHEREAS, the administrations of Regents exams have recently been suspended and their administrations moving forward are uncertain, resulting in the inability to consider Regents exams as predictors for the Fall 2021 admission cycle; and

WHEREAS, the method used to count credit units has changed; and

WHEREAS, the first group of applicants for Fall 2021 appear to have inflated grades; and

WHEREAS, the Committee on Admissions, Evaluation and Academic Standards has reviewed the proposed revisions and approves adoption of these revised Freshman Admission criteria;

NOW, THEREFORE BE IT RESOLVED that the Lehman College Senate adopts the following freshman admission criteria:

Index = $3.3 \times \text{English GPA} + 3.1 \times \text{Social Studies GPA} + 3.8 \times \text{Math Credits} + 0.3 \times \text{Overall GPA} - 321.4$, with a minimum cutoff for this index of 260 and minimum English and Social Studies averages of 75.



Library Technology and Telecommunications Committee Report

Meeting Date: November 24, 2020

Next Meeting: TBA

Location: ZOOM

Attendance: Ronald Bergmann, Stephen Castellano, Sherry Deckman, Michelle Ehrenpreis, Jennifer McCabe, Kenneth Schlesinger, Jennifer Van Allen, Nadine Zerphey

Reports:

Library

- CUNY's Office of Library Services has added links to eBooks [including textbooks] in Library's OneSearch that reference a print copy in our collection. These are available to borrow in increments of hours or days through the Open Library. This service includes eBooks and textbooks from other CUNY Libraries. To maintain appropriate owned-to-loaned ratio – campus libraries cannot currently feature Open Library Project links in their records if they offer open physical book lending - which at this time Lehman does not. Open Library is accessible via Library's Databases A-Z List under O. Please search within Library's OneSearch for print books we have to determine whether they're available online through the Open Library. If you have additional questions - please e-mail the Library or contact us via 24-7 Virtual Chat.
- Library offers scanning services on a limited basis. Faculty wishing to have materials scanned may reach out to Library's Access Services Unit.
- Library Chat is available 24/7. Please visit Library website to chat with a librarian
- Due to COVID-19 Concerns, the Library Curbside Pick up program is suspended.

Information Technology

- The IT Help Desk has fulfilled more than 40,000 requests for service since the start of the remote learning in March and continue to provide support seven days a week for most of the semester.
- Along with several college offices, as an added service to the community, the Help Desk has now added the Live Agent feature of the Lehman Chatbot. This feature enables students to chat with an agent when during business hours, Both students and staff like this feature because it provides questions and answers in real-time.
- VP Ron Bergmann presented the draft 2021 IT Roadmap to the Library Technology Committee. The IT Roadmap is a planning document, based on broad input, that

provides a sense of the technology directions that IT will be undertaking as we become more digital. Among the highlights in the roadmap are: the creation of an Office of Digital Inclusion, enhancing classroom technologies and "Anywhere Operations," and, with Media Relations, the redesign of the Lehman website and migration to a new content management system.

Blackboard

- Bb Upgrade is coming on December 27th-December 28th. The upgrade is a back-end upgrade and there will be no changes to the user interface. I am presently participating in user acceptance testing of the upgrade.
- Camtasia and Snagit are now available to faculty. These platforms will provide faculty to lecture directly to a powerpoint presentation while showing the instructor's image on screen. Camtasia is a screen recording platform. Snagit will provide instructors with the ability to capture images from the internet and insert them in their classes. Please feel free to e-mail me and I will provide the license key and download location.

Online Education

- Preparation for Online Teaching Workshops will be offered on December 4th and December 10th. For more information, please contact: online.education@lehman.cuny.edu
- Register for the Online Essentials Webinar coming up on December 3rd and 10th. For more information, please contact: online.education@lehman.cuny.edu

Lehman Senate Budget Committee Report

Based on committee meeting on 11/18/2020

Membership and attendance of Joint committee of Senate and FP&B Budget and Long-Range Planning

Senators

Haiping Cheng
Mia Budescu

Alexander Nunez Terres

Alison Behrman(**Leslie Grubler**)

Rick DesRochers

Ruth Wangerin

FP&B members

Brian Murphy
Dene Hurley

Paula Loscocco

Marie Marianetti

Wesley Pitts

Carl Mazza

Administration

Peter Nwosu
Rene Rotolo

Bethania Ortega

Students

Jameila Morgan

Bold font indicate the presence

Guests: PAMELA.MILLS; ROBERT.FARRELL, Brandon Begarly, Susan Ebersole, R. Claire, Zenab Louche

The Budget committee meeting was called to order at 1:10 pm by Haiping Cheng on Nov. 18, 2020

- **Approval of meeting minutes**
 - 10/27/2020 minutes

- **Lehman Foundation report:** VP Ebersole
 - Lehman Foundation income and expenses (details on slides)
 - Campaign For Lehman (details on slides)

- **Provost report/Grant Office Report:** Brandon Begarly, Director, Grants and Contracts
 - Internal reorganization to improve service
 - Enhance external Grant and contract funding (details on slides)
 - External engagement and representation

- **Budget update:** VP Rotolo and Budget Director Ortega
 - No change since last update on Oct 27, 2020.

- **Personnel trend** Budget Director Bethania Ortega
 - details on slides

Lehman College Foundation report 11-1-2020

GIFT INCOME SUMMARY	FY18 TOTAL as of 6.30.18		FY19 TOTAL as of 6.30.19		FY20 TOTAL as of 6.30.20		FY21 TOTAL* as of 11.1.2020	
	Programs & Departmental	Inst. Advancement	Programs & Departmental	Inst. Advancement	Programs & Departmental	Inst. Advancement	Programs & Departmental	Inst. Advancement
CASH (include pledge payments)								
Alumni	\$102,395	\$128,130	\$29,946	\$185,542	\$21,446	\$147,653	\$3,085	\$26,617
Friends	\$286,808	\$189,856	\$198,899	\$152,392	\$51,433	\$301,164	\$2,686	\$89,465
Faculty and Staff	\$48,082	\$125,286	\$49,633	\$21,782	\$60,621	\$51,660	\$2,743	\$9,137
Corporation and Foundation	\$1,378,288	\$670,891	\$383,352	\$810,868	\$434,024	\$762,719	\$348,440	\$465,840
Retirees	\$4,933	\$14,214	\$77,655	\$3,199	\$4,262	\$8,531	\$5,000	\$1,345
Fundraising Consortia (e.g. United Way)	\$0.00	\$7,298	\$0.00	\$318	\$0	\$663	\$0	\$0
Subtotals	\$1,820,506	\$1,135,675	\$739,485	\$1,174,101	\$571,785	\$1,272,390	\$361,954	\$592,404
Grand Totals	\$2,956,181		\$1,913,586		\$1,844,175		\$954,358	

EXPENSES (includes all expenditures absorbed by the Foundati	Overall FY18	Overall FY19	Overall FY20	Overall FY21
Operational	\$943,700	\$363,803	\$211,451	\$131,965
Scholarships (Foundation and Departmental)	\$854,281	\$568,710	\$574,976	\$434,790
Programs and College Support	\$791,505	\$756,730	\$1,300,762	\$367,779
Total Expenses	\$2,589,486.00	\$1,689,243.00	\$2,087,189.14	\$934,534.07

Campaign for Lehman

Based on Nov 18, 2020 report

Commitments	FY20	FY21	FY22	FY23	FY24	
Food Pantry	31,9k	44.0K	0	0	0	
Micro-Grants	180.9k	189.0K	100.0K	100.0K	0	
Scholarships	81.6k	104.0K	70.0K	20.0K	20.0K	
General Ops	79.0k	101.7K	50.0K	0	0	
Total (Oct 2020)						1,172K

Lehman College grant activities summary

Based on Nov 18, 2020 Grant office report

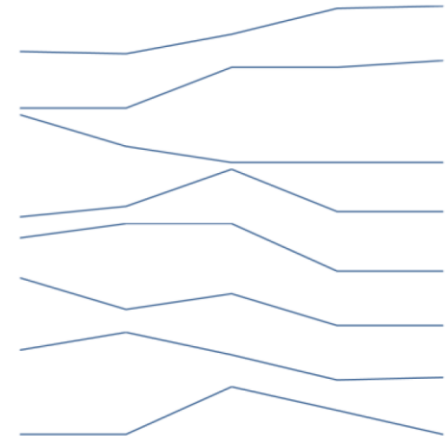
Year	2018	2019	2020
Grant submitted	30	36	43
\$ amount submitted	\$34.9M	\$25.1M	\$25.5M
Number of awards	31	25	26
\$ amount awarded	\$4.7M	\$3.4M	\$7.9M

>Lehman rank 5th amount CUNY senior colleges for grant amount based on expenditure

>Lehman rank 8th amount all CUNY colleges for grant amount based on expenditure

Lehman College - Staffing Analysis Report (Draft)

Full-Time Employee Hcount	FY 17	FY 18	FY 19	FY 20	FY 21*	Total I/(D)	Percent I/(D)
I&DR Teaching	349	348	357	369	370	21	6%
I&DR Support	151	151	169	169	172	21	14%
Academic Support	51	49	48	48	48	(3)	-6%
Student Services	92	94	101	93	93	1	1%
Maintenance & Operation	116	119	119	109	109	(7)	-6%
General Administration	59	57	58	56	56	(3)	-5%
General Institutional Services	105	112	103	93	94	(11)	-10%
SEEK	9	9	11	10	9	-	0%
Total Full-Time	932	939	966	947	951	19	2.0%



ECP's (included in total)	27	25	26	27	28	-	0%
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- Source: CUNY's 2020 YE Financial Report; FY21 heacount based on the last payroll in October; Faculty count excludes 8 GC FTE

- I&DR Support includes COAS, CLT's, and HEO series for I&DR (Academic departments only); Other areas include HEO Series, CLT's, Civil Service (Gittleson series, Custodial Assistants, Security Officers, and Skilled Trades)

Lehman College - Staffing Analysis Report (Draft)

	FY 17	FY 18	FY 19	FY 20	Total I/(D)	Percent I/(D)	
Tax-Levy Budget (000's)	111,231	96,417	103,979	116,004	4,773	4%	
<i>*Budget excludes Centrally Managed funds.</i>							
PS Regular (net of ECP)	\$85,533	\$73,136	\$74,295	\$80,182	(5,351)	-6%	
<i>Percent of the Tax Levy Budget</i>	77%	76%	71%	69%			
ECP's	\$4,699	\$4,161	\$4,677	\$4,761	62	1%	
<i>Percent of the Tax Levy Budget</i>	4%	4%	4%	4%			
PS Adjunct (P/T Faculty)	14,148	14,364	15,727	\$17,596	3,448	24%	
<i>Percent of the Tax Levy Budget</i>	13%	15%	15%	15%			

Next Budget committee meeting,
Feb. 24, 2021, 1-2:30pm

Best of luck to all student Senators
Happy holidays to everyone

Academic Assessment Committee Report

Lehman College, The City University of New York

Victor M. Brown, Ph.D., M.B.A., Associate Provost for Academic Programs and Educational Effectiveness

Assessment Management System

- No further developments.
 - ✓ The New York State Comptroller is weighing decision on the latest information from Lehman justifying *Improve* by Nuventive.
- Dropbox will be used for 2022 AY plans and reports.

2019-2020 Assessment Report

- Prepared by the Office of Assessment and Educational Effectiveness and shared with the college community.
- Report is organized around General Education, Academic, and Administrative and Educational Units (AES) Assessments and includes:
 - ✓ Discussion of the college's new and uniform 6-step assessment process
 - ✓ Update on the assessment management system,
 - ✓ College's scaling out of assessment activities and the support infrastructure in place will enhance its overall capacity for continuous improvement and increase its ability to fulfill its mission and achieve its goals

2021 AY Assessment Plan Submission

Submissions are still underway

- General Education: Two ILOs: 'Critical Thinking' and 'Multicultural Perspective'
 - ✓ Cover Required Core, Flexible Core and College Option
 - ✓ ~27 courses; Over 17 faculty
- Academic Departments: 63% submitted plans
- AES Units: 58% submitted plans
- All plans are being reviewed and feedback provided

Assessment for 2021AY

Academic Assessment Council is collaborating with Assessment Liaisons to develop:

- ✓ Outcomes that are specific, clear, and concise
 - ✓ Outcomes that are measurable
 - ✓ Pre-determined targets for success
 - ✓ Guidance material on the writing of assessment outcomes
- Provide additional support in upcoming workshops

Assessment Workshop

November 19th Assessment Workshop

“Developing Measures and Metrics for Assessing Student Performance”

Next Meeting

December 8th at 2:00 PM