Minutes of
The Lehman College Senate Meeting
Wednesday, December 6, 2023
Senate Meeting

Senators Present: Aisemberg, G.; Ali, T.; Alyafai, E.; Amargo, Z. A.; Augustin, J.; Barnes, B. A.; Brijmohan, S.; Brown, A. M.; Brown, K.; Burton-Pye, B.; Campeanu, S.; Diarra, F.; Dozier, J. L.; Fera, J.; Finger, R.; Ford, G.; Gonzalez, R.; Guerrero-Berroa, E.; Gumaneh, A.; Hargett, M. O.; Harrison, E.; Hernandez-Acevedo, B.; Hidalgo Rosa, N.; Holtzman, B.; Hurley, D.; Huston, C.; Hydara, A.; Hyman, D.; Jabbi, K.; Jimenez, M.; Kamara, F.; Levy, T.; Loscocco, P.; Machado, E.; MacKillop, J.; Manier, D.; Marianetti, M.; Markens, S.; Moalem, L.; Mohorcich, J.; Neumayer, C.; Neundorff, H.; Nguyen, T.; O'Boy, D.; O'Neil, C.; Oberlin, D.; Ohmer, S.; Parmar, R.; Payan, J. J.; Prince, P.; Qafleshi, D.; Reynoso, K.; Rotolo, R.; Ruiz, E.; Schlesinger, K.; Silva-Puras, J.; Sissoko, G.; Sofianos, E.; Stopler, M.; Toro, C.; Turcios Orellana, D.; Vargas, A.; Wang, E.; Waring, E.; White, A.; Wills-Jackson, C.; Wright, C. T.; Yavuz, D.

Senators Absent: Alaka Yusuf, M.; Austin, L.; Banks, R.; Baraldi, C.; Bishop, S.; Bonner, T.; Chen-Hayes, S.; Contreras, M. G.; Davila, C. G.; Delgado, F.; Dest, A.; Gerry, C.; Hinton, C.; McBride, T.; McClendon, L.; McKenna, C.; Mills, P.; Murphy, B.; Neira Sanchez, I. M.; Palmer, C.; Quinones, J.; Roldos, M. I.; Schwittek, D.; Sisselman-Borgia, A.; Smith, S.; Spence, N.; Stein Smith, S.; Vann, M.; Wright, J.; Zahin, Z.; Zhao, L.

The College Senate Chair, Prof. Joseph Fera, presided over the College Senate in the absence of the president. The meeting was called to order at 3:55 p.m.

Prof. Fera thanked all for attending the final meeting of the year. He gave a special thanks to faculty, staff, and students for attending the College Senate in person and for maintaining quorum throughout the semester—a rare achievement of late among the University's governance bodies, since the shift to virtual meetings due to the COVID-19 pandemic of 2020. Prof. Fera shared his appreciation to all for their attendance and wished all a wonderful and happy holiday season.

1. Action Items

a. Approval of the Minutes

There was a motion to move the November 1, 2023, minutes to the floor for discussion; the motion was seconded. There were no questions or comments. Prof. Fera moved to a vote. The minutes of the November 1, 2023, College Senate was approved by unanimous voice vote.

See Attachment I

b. Undergraduate Curriculum Committee

Professor Lynn Rosenberg presented proposals for curriculum changes in the following Departments: Computer Science, English, Health Promotion and Nutrition Sciences, Sociology, and Biological Sciences with the exception of the Pathways designation for a new course—BIO 174. There were some questions for clarification regarding the curricular changes in the Biological Sciences Department, in particular BIO 181. Some were concerned that the changes would be problematic, as the course was a requirement for other degrees outside of the Biological Sciences Department. Prof. Rosenberg clarified that the change was a change in hours for the instructor, as opposed to a change in credit. Prof. Rosenberg also noted that for new courses, curricular changes—such as a Pathways designation—could not be requested for a new course until the course is (1) approved by the Lehman College Senate and (2) appears in the Academic University Report Detail (AURD), where proposals require CUNY approval. There were no additional comments. Prof. Fera moved to a vote. All of the presented proposals were approved by majority voice vote.

See Attachment II

The next meeting was scheduled for Wednesday, February 7, 2024, at 1:00 p.m. Proceeding this date, the committee is scheduled to meet on Wednesdays at 1:00 p.m. via Zoom on the following dates: March 6, 2024, April 3, 2024, and May 1, 2024.

c. Graduate Studies Committee

Ms. Takiyah Ali presented proposals for curriculum changes in the following Departments: Accounting; Biological Sciences; Counseling, Leadership, Literacy, and Special Education; Exercise Sciences and Recreation; and Finance, Information Systems, and Economics. Professor Fera opened the floor for discussion. There were no

questions or comments. Prof. Fera moved to a vote. All of the presented proposals were approved by unanimous voice vote.

See Attachment III

The next meeting was scheduled for Wednesday, February 7, 2024, at 11:00 a.m. via Zoom. Proceeding this date, the committee is scheduled to meet on Wednesdays at 11:00 a.m. via Zoom on the following dates: March 6, 2024, April 3, 2024, and May 1, 2024.

d. Committee on Admissions, Evaluations, and Academic Standards

Professor Sandra Campeanu presented a list of undergraduates and graduates to the College Senate for approval. She clarified that the body would be participating in a symbolic vote to approve the students of the list for graduation under the condition that the students successfully complete the College's degree requirements. There were no questions or comments. Professor Fera moved to a vote. The list was approved by unanimous voice vote.

See Attachment IV

2. <u>Announcements and Communications</u>

a. Report of the President—

There was no report.

b. Student Legislative Assembly—

The Vice President of Student Affairs and Chair of the Student Legislative Assembly (SLA), Ms. Tina Nguyen, updated everyone on the activities of the Student Government Association (SGA). She reported on upcoming events as well as reported on highlights from preceding events as follows: (1) a Thanksgiving dinner hosted by SGA with a successful turnout of over 230 students; (2) in collaboration with the Office of Campus Life,

certificates were awarded to sixty-three student clubs, a radio station, a school newspaper, and seventy outstanding students who completed modules of leadership with the Office of Campus Life; and (3) grab-and-go bags for students that would be distributed on December 12, 2023.

Ms. Nguyen concluded her report, wishing all a happy holiday.

3. <u>Reports of the Standing Committees–</u>

a. **Library, Technology, and Telecommunication**

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

See Attachment VI

b. **Campus Life and Facilities**

There was no report.

c. **Equity, Inclusion, Accessibility, and Anti-Racism**

Ms. Takiyah Ali reported on the November 27, 2023 meeting of the committee; she briefed that the overall focus of the meeting was the committee's goals and deliverables for the spring semester. Ms. Ali also informed that at the next meeting of the committee, there would be a discussion led by the committee's administrative representative and the Director of Compliance and Diversity, Martiza Rivera, regarding diversity and inclusion trainings and workshops for faculty and staff. Ms. Ali noted that next year, at the committee's next four meetings–scheduled January 8, February 5, March 4, and April 1—diversity and inclusion trainings and workshops would continue to be a focus, including the goals of the committee's subgroup.

The next meeting was scheduled for Monday, January 8, 2024, at 2:30 p.m. via Zoom.

d. **Budget and Long-Range Planning**

There was no report.

e. **Assessment**

Professor Devrim Yavuz reported on the November 6, 2023 meeting of the committee.

The next meeting was scheduled for Monday, December 11, 2023, at 4:00 p.m. via Zoom.

See Attachment VII

f. **Academic Freedom:**

There was no report.

g. **University Faculty Senate Report**

Mr. Stephen Castellano reported on the following meetings of the University Faculty Senate: September 19, 2023, October 24, 2023, and December 5, 2023.

The next Plenary Session was scheduled for February 20, 2024, at 6:30 p.m. Proceeding this date, the University Faculty Senate is scheduled to meet on Tuesdays at 6:30 p.m. on the following dates: February 20, 2024, April 2, 2024, and May 7, 2024.

See Attachment VIII

h. **Governance Committee**

Professor Joseph Fera reported on the changes to the College Senate agenda. He noted how the Governance Committee considered changing the order of the agenda for quite some time, as the previous structure of the agenda was not beneficial to the transaction of business; in particular, due to quorum concerns. Prof. Fera went on to inform that as the Governance Committee is charged with preparing the agenda for each College Senate meeting, it was the committee's decision to have action items appear first on the agenda. He explained that the

change would not only allow action items to be transacted without a loss of quorum, but that the change would allot time for important discussions to continue without interruption. He also assured that for dynamic situations, such as late reports, the agenda items that appear at the start of a College Senate meeting would accurately reflect the business of the day; that action items would still be provided to attendees in advance of the meetings; and that new business items that require a vote by the College Senate body would appear under action items accordingly.

The next meeting was scheduled for Wednesday, December 13, 2023, at 2:00 p.m. via Zoom.

Unfinished Business

There was no unfinished business to report.

New Business

Professor Joseph Fera informed of two informational items: (1) the Guidebook for Tenure, CCE, and Promotion and (2) the COACHE Infographic.

Regarding item one (1): Prof. Fera informed, on behalf of the Faculty, Personnel, and Budget Committee (FP&B)—a committee that does not fall under the purview of the Lehman College Senate—that the Guidebook for Tenure, CCE, and Promotion would be available on the following website: https://www.lehman.edu/academic-personnel/tenure-promotion.php. He urged all faculty with questions and concerns to reach out to their Department Chair regarding the Guidebook. Prof. Fera also shared that, as a way to monitor the policy and practices of tenure and promotion, the FP&B voted to approve a resolution to create an adhoc committee of the FP&B.

Regarding item two (2): Professors Rebab Abi-Hanna and Jeanette Graulau shared the information received from the Collaborative on Academic Careers in Higher Education (COACHE).

See Attachment X

ADJOURNMENT

There was a motion to adjourn the meeting, it was seconded. The meeting was adjourned at 5:16 p.m.

Respectfully submitted:

Cynthia Cessant

Senate Meeting –

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on 11/01/23 (7of 7 members in attendance):

1. Sociology Department
   - DAT 311/SOC 356-New course with cross listing
   - SOC 349/DAT 310-New course with cross listing added to current course
   - DAT 312/SOC 355-New course with cross listing added to DAT 312
2. Health Promotion and Nutrition Sciences Department
   - Health Education and Promotion B.S.-Degree requirements, description, credits, course options, HEA Dual credit
   - HEA 300-Title, description
   - HEA 440-Title, description
   - HEA 470-Title, description
   - HEA 450-New course
   - HEA 330-New course
   - HEA 350-New course
   - HEA 267-Liberal arts designation
   - HEA 302-Liberal arts designation
   - HEA 310-Liberal arts designation
   - HEA 309-Liberal arts designation
3. English Department
   - English B.A. MHC-English, B.A-Degree Requirements
   - ENG 346-Prerequisite
   - ENW 300-Prerequisite
4. Biology Department
   - Biology B.S.-Degree requirements
   - BIO 303-Description, pre or corequisite, title
   - BIO 471-New course
   - BIO 181-Hours, description
   - BIO 182-Hours, description
   - BIO 230-Description, pre or corequisite

- BIO 489-Description
- BIO 490-Prerequisite, Description
- BIO 174-New course
- BIO 311-Pre/Corequisite
- BIO 312-Pre/Corequisite
- BIO 229-New course
- BIO 317-New course
- BIO 184-Pathways Designation

5. Computer Science Department
   - CMP 465-New Course

Next meeting: February 7th, 2024

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Biology B.S.
Hegis number: 0401.00
Program code: 34022
Effective term: Fall 2024

1. **TYPE OF CHANGE:** Degree Requirements

2. **FROM:**
Biology, B.S. (~~39~~-~~78~~ credit major)

The required courses and credits are distributed as follows:

Prerequisites * (~~34~~-~~38~~ credits):

		credits
BIO 166	Principles Of Biology: Cells And Genes	4
BIO 167	Principles Of Biology: Organisms	4
CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5
CHE 168	General Chemistry II	4
CHE 169	General Chemistry Laboratory II	1.5
PHY 166	General Physics I	5
PHY 167	General Physics II	5
~~MAT 175~~	~~Calculus I~~	~~4~~
~~MAT 155~~	~~Calculus I Laboratory~~	~~1~~

**Bio 166 And Bio 167 Can Be Used To Fulfill General Education Requirements. Both Are Prerequisites To All Other Biology Courses.*
~~Mat 175: Depending On Mathematics Placement, Students May Need To Complete The Pre-Requisite Mat 172, 4 Credits.~~
Students Who Complete Any Or All Of The Pre-Requisite Courses Before Declaring The Major May Complete The Major In Less Than 7~~7~~

Foundation (Required) Courses (~~19~~ Credits):
Biology (~~7~~ Credits):

		Credits
BIO 238	Genetics	4
BIO 240	Biostatistics	3

Organic Chemistry (12 Credits):

		Credits
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture Ii	4
CHE 235	Organic Chemistry Laboratory Ii	2

At Least 2~~0~~-2~~1~~ Credits In One Of The Following Tracks:

Biomedical Sciences At Least 21 Credits

Select Courses From Lists: A, B, And C
At Least 12 Credits From List A:

		Credits
BIO 228	Mammalian Physiology	4
BIO 267	Comparative Anatomy Of Vertebrates	4
BIO 331	Experimental Microbiology	4

BIO 333	Endocrine Physiology	4
BIO 350	Introduction To Immunology	4
BIO 400	Biological Chemistry	4
BIO 410	Cell Physiology And Biochemistry	4
BIO 411	Principles Of Virology	2
BIO 415	Medical Microbiology	4
BIO 420	Molecular Biology	4

At Least 8 Credits From List B:

		Credits
BIO 241	Evolution, Species, And Biogeography	3
BIO 268	Vertebrate Embryology	4
BIO 311	Parasitology	3
BIO 312	Parasitology Laboratory	2
BIO 320	Neural Development: From Genes And Cells To Brains	3
BIO 321	Neural Development Laboratory	2
BIO 330	Plant Physiology	4
BIO 336	Marine Biology Lectures	3
BIO 338	Genetics Of Man	4
BIO 339	Ecology	4
BIO 340	Human Body And Brain	3
BIO 341	Human Body And Brain Laboratory	2

~~BIO 401~~	~~Biological Systematics~~	~~4~~
BIO 406	Biochemistry of Differentiation	3
~~BIO 431~~	~~Comparative Animal Physiology~~	~~4~~
BIO 435	Neurophysiology	3
BIO 465	Microbial Physiology And Genetics	4

At Least 1 Credit From List C:

		Credits
BIO 450	Biology Seminar	1
BIO 489	Introduction To Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490	Honors In Biological Sciences	3

Organismic Sciences At Least 21 Credits

Select Courses From Lists A, B, And C
At Least 12 Credits From List A:

		Credits
BIO 241	Evolution, Species, And Biogeography	3
BIO 268	Vertebrate Embryology	4
BIO 311	Parasitology	3
BIO 312	Parasitology Laboratory	2
BIO 320	Neural Development: From Genes And Cells To Brains	3
BIO 321	Neural Development Laboratory	2

BIO 330	Plant Physiology	4
BIO 336	Marine Biology Lectures	3
BIO 338	Genetics Of Man	4
BIO 339	Ecology	4
BIO 340	Human Body And Brain	3
BIO 341	Human Body And Brain Laboratory	2
~~BIO 401~~	~~Biological Systematics~~	~~4~~
BIO 406	Biochemistry of Differentiation	3
~~BIO 431~~	~~Comparative Animal Physiology~~	~~4~~
BIO 435	Neurophysiology	3
BIO 465	Microbial Physiology And Genetics	4

At Least 8 Credits From List B:

		Credits
BIO 228	Mammalian Physiology	4
BIO 267	Comparative Anatomy Of Vertebrates	4
BIO 331	Experimental Microbiology	4
BIO 333	Endocrine Physiology	4
BIO 350	Introduction To Immunology	4
BIO 400	Biological Chemistry	4
BIO 410	Cell Physiology And Biochemistry	4

BIO 411	Principles Of Virology	2
BIO 415	Medical Microbiology	4
BIO 420	Molecular Biology	4

At Least 1 Credit From List C:

		Credits
BIO 450	Biology Seminar	1
BIO 489	Introduction To Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490	Honors In Biological Sciences	3

Brain Sciences At Least 2~~0~~ Credits

Select Courses From Lists: A, B, And C
At Least 1~~3~~ Credits From List A:

		Credits
BIO 228	Mammalian Physiology	4
BIO 320	Neural Development: From Genes And Cells To Brains	3
BIO 321	Neural Development Laboratory	2
BIO 340	Human Body And Brain	3
BIO 341	Human Body And Brain Laboratory	2
BIO 435	Neurophysiology	3

At Least 1 Credit From List B:

		Credits

BIO 450	Biology Seminar	1
BIO 489	Introduction To Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490	Honors In Biological Sciences	3

~~6-9~~ Credits From List C:

		Credits
PSY 166	General Psychology	3
PSY 308	Motivation And Emotion	3
PSY 310	Psychology Of Learning	3
PSY 312	Psychology Of Memory	3
PSY 314	Cognitive Psychology	3
PSY 317	Psychology Of Sensation And Perception	3
PSY 366	Clinical Neuropsychology	3

Psy 166 Can Be Used To Fulfill General Education Requirements And Is A Prerequisite To All Other Psy Courses. Students Who Complete Psy 166 Before Declaring The Major Only Need To Complete 6 Credits In This Area.

~~Bioenvironmental Sciences~~ At Least ~~21~~ Credits

Select Courses From Lists: A, B, And C ~~Or D~~
At Least ~~14~~ Credits From List A:

		Credits
BIO 241	Evolution, Species, And Biogeography	3
~~BIO 246~~	~~Growth And Development Of Higher Plants~~	~~4~~

BIO 270	Invertebrate Zoology	3
BIO 271	Invertebrate Zoology Laboratory	2
BIO 330	Plant Physiology	4
BIO 331	Experimental Microbiology	4
BIO 336	Marine Biology Lectures	3
BIO 339	Ecology	4
BIO 400	Biological Chemistry	4
BIO 420	Molecular Biology	4

At Least 1 Credit~~s~~ From List B:

		Credits
BIO 450	Biology Seminar	1
BIO 489	Introduction To Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490	Honors In Biological Sciences	3

~~Either At Least 6 Credits In Geospatial Sciences From List C:~~

		~~Credits~~
~~GEP 204~~	~~Basic Mapping: Applications And Analysis~~	~~3~~
	~~Or~~	
~~GEO 101~~	~~Dynamic Earth~~	~~3~~
	~~Or~~	

~~GEH 101~~	~~An Introduction To Geography~~	~~3~~
	~~And~~	
~~GEP 205~~	~~Principles Of Geographic Information Science~~	~~3~~
	~~And~~	
~~GEP 321~~	~~Introduction To Remote Sensing~~	~~4~~
	~~Or~~	
~~GEP 3750~~	~~Data Acquisition And Integration Methods For Gis Analysis~~	~~3~~

~~Or 6 Credits From List D:~~

		~~Credits~~
~~POL 3600~~	~~Political Demography~~	~~3~~
~~POL 366~~	~~Global Political Economy~~	~~3~~
~~POL 368~~	~~Global Environmental Politics~~	~~3~~
~~POL 343~~	~~International And Regional Organizations~~	~~3~~

3. **TO:**
Biology, B.S. (33-79 Credit Major)

The Required Courses And Credits Are Distributed As Follows:
Prerequisites * (33 - 35 Credits):

		Credits
BIO 166	Principles Of Biology: Cells And Genes	4
BIO 167	Principles Of Biology: Organisms	4
CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5

CHE 168	General Chemistry II	4
CHE 169	General Chemistry Laboratory II	1.5
PHY 166	General Physics I	5
PHY 167	General Physics II	5
MAT 172 or MAT 171 (4) and MAT 108 (2)	Precalculus 4-6	4

**BIO 166 and BIO 167 can be used to fulfill general education requirements. Both are prerequisites to all other biology courses.*
Students can complete MAT 172, 4 credits or the combined substitute (MAT 171 (4) and MAT 108) (2)
** BIO 240 has MAT 175 and MAT 155 as prerequisites. MAT 328 has MAT 128 as a prerequisite.
Students who complete any or all of the pre-requisite courses before declaring the major may complete the major in less than 77 credits.
A grade of C or higher is recommended for all courses in the prerequisite list.

Foundation (Required) Courses (23-24 Credits)
Biology (11-12 Credits):

		Credits
BIO 238	Genetics	4
BIO 240	Biostatistics	3
OR		
MAT 328	Techniques in Data Science	4

** BIO 240 has MAT 175 and MAT 155 as prerequisites. MAT 328 has MAT 128 as a prerequisite.

Organic Chemistry (12 Credits):

		Credits

CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2

At Least 21-22 Credits In One Of The Following Tracks:

Biomedical Sciences At Least 21 Credits

Select Courses From Lists: A, B, And C
At Least 12 Credits From List A:

		Credits
BIO 228	Mammalian Physiology	4
BIO 267	Comparative Anatomy Of Vertebrates	4
BIO 303	Molecular Genetics	4
BIO 331	Experimental Microbiology	4
BIO 333	Endocrine Physiology	4
BIO 350	Introduction To Immunology	4
BIO 400	Biological Chemistry	4
BIO 410	Cell Physiology and Biochemistry	4
BIO 411	Principles Of Virology	2
BIO 415	Medical Microbiology	4
BIO 420	Molecular Biology	4
BIO 431	Comparative Animal Physiology	4

At Least 8 Credits From List B:

		Credits
BIO 229	Astrobiology	4
BIO 241	Evolution, Species, And Biogeography	3
BIO 268	Vertebrate Embryology	4
BIO 311	Parasitology	3
BIO 312	Parasitology Laboratory	2
BIO 317	Drugs, Brain and Behavior	3
BIO 320	Neural Development: From Genes And Cells To Brains	3
BIO 321	Neural Development Laboratory	2
BIO 330	Plant Physiology	4
BIO 336	Marine Biology Lectures	3
BIO 338	Genetics Of Man	4
BIO 339	Ecology	4
BIO 340	Human Body And Brain	3
BIO 341	Human Body And Brain Laboratory	2
BIO 406	Biochemistry of Differentiation	3
BIO 425	Ichthyology	3
BIO 426	Ichthyology Laboratory	2
BIO 435	Neurophysiology	3

BIO 465	Microbial Physiology And Genetics	4

At Least 1 Credit From List C:

		Credits
BIO 440	Biology Journal Review	2
BIO 450	Biology Seminar	1
BIO 489	Introduction To Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490	Honors In Biological Sciences	3

Organismic Sciences At Least 21 Credits

Select Courses From Lists A, B, And C
At Least 12 Credits From List A:

		Credits
BIO 229	Astrobiology	4
BIO 241	Evolution, Species, And Biogeography	3
BIO 268	Vertebrate Embryology	4
BIO 317	Drugs, Brain and Behavior	3
BIO 311	Parasitology	3
BIO 312	Parasitology Laboratory	2
BIO 320	Neural Development: From Genes And Cells To Brains	3
BIO 321	Neural Development Laboratory	2

BIO 330	Plant Physiology	4
BIO 336	Marine Biology Lectures	3
BIO 338	Genetics Of Man	4
BIO 339	Ecology	4
BIO 340	Human Body And Brain	3
BIO 341	Human Body And Brain Laboratory	2
BIO 406	Biochemistry of Differentiation	3
BIO 425	Ichthyology	3
BIO 426	Ichthyology Laboratory	2
BIO 435	Neurophysiology	3
BIO 465	Microbial Physiology And Genetics	4

At Least 8 Credits From List B:

		Credits
BIO 228	Mammalian Physiology	4
BIO 267	Comparative Anatomy Of Vertebrates	4
BIO 303	Molecular Genetics	4
BIO 331	Experimental Microbiology	4
BIO 333	Endocrine Physiology	4
BIO 350	Introduction To Immunology	4
BIO 400	Biological Chemistry	4

BIO 410	Cell Physiology and Biochemistry	4
BIO 411	Principles Of Virology	2
BIO 415	Medical Microbiology	4
BIO 420	Molecular Biology	4
BIO 431	Comparative Animal Physiology	4

At Least 1 Credit From List C:

		Credits
BIO 440	Biology Journal Review	2
BIO 450	Biology Seminar	1
BIO 489	Introduction To Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490	Honors In Biological Sciences	3

Brain Sciences At Least 21 Credits

Select Courses From Lists: A, B, And C
At Least 14 Credits From List A:

		Credits
BIO 228	Mammalian Physiology	4
BIO 320	Neural Development: From Genes And Cells To Brains	3
BIO 321	Neural Development Laboratory	2
BIO 340	Human Body And Brain	3

BIO 341	Human Body And Brain Laboratory	2
BIO 400	Biological Chemistry	4
BIO 420	Molecular Biology	4
BIO 435	Neurophysiology	3

At Least 1 Credit From List B:

		Credits
BIO 440	Biology Journal Review	2
BIO 450	Biology Seminar	1
BIO 489	Introduction To Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490	Honors In Biological Sciences	3

At least 6 Credits From List C:

		Credits
PSY 166	General Psychology	3
PSY 308	Motivation And Emotion	3
PSY 310	Psychology Of Learning	3
PSY 312	Psychology Of Memory	3
PSY 314	Cognitive Psychology	3
PSY 317	Psychology Of Sensation And Perception	3

PSY 366	Clinical Neuropsychology	3

Psy 166 Can Be Used To Fulfill General Education Requirements And Is A Prerequisite To All Other Psy Courses. Students Who Complete Psy 166 Before Declaring The Major Only Need To Complete 6 Credits In This Area.

Bio-Data Sciences At Least 22 Credits

Select Courses From Lists: A, B, And C
At Least 12 Credits From List A:

		Credits
BIO 241	Evolution, Species, And Biogeography	3
BIO 242	Flowering Plants	4
BIO 270	Invertebrate Zoology	3
BIO 271	Invertebrate Zoology Laboratory	2
BIO 303	Molecular Genetics	4
BIO 330	Plant Physiology	4
BIO 331	Experimental Microbiology	4
BIO 336	Marine Biology Lectures	3
BIO 339	Ecology	4
BIO 400	Biological Chemistry	4
BIO 420	Molecular Biology	4
BIO 425	Ichthyology	3
BIO 426	Ichthyology Laboratory	2
BIO 503	Topics In Urban Ecology	4

At Least 1 Credit From List B:

		Credits
BIO 440	Biology Journal Review	2
BIO 450	Biology Seminar	1

BIO 489	Introduction To Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490	Honors In Biological Sciences	3

9 Credits in Geospatial, Environmental and Data Science From List C:

3 credits from:

GEP 205	Principles of Geographic Information Science	3
GEP 3060	Raster Applications	3
GEP 375	Data Acquistion Gis	3
GEO 340	Natural Hazards and Disasters: A Multidisciplinary Approach	3
ENV 235	Conservation of The Environment	3

6 credits from

GEH 245	Introduction to Quantitative Methods of Geography	3
SOC 348	Reasoning with Data	3
DAT 310	Data Visualization	3

Students that take MAT 128, MAT 328 to satisfy the math requirement and take GEH 245, SOC 348, and DAT 310 to satisfy List C for the Bio-Data Sciences track would earn a minor in Data Science.

BS To M.S. Dual Credit Opportunity
Undergraduate Students Majoring In Biology With 90 Or More Credits And A Minimum (3.0) Cumulative Index And (3.5) Index In The Major May Be Permitted To Enroll In Up To 8 Credits Of Graduate Coursework In Preparation For The M.S. Degree In Biology. The Student Must Receive Permission From The Department To Take Graduate Courses Prior To Registration.

4. **Rationale (Explain How This Change Will Impact Learning Outcomes Of The Department And Major/Program):**
1) Changed the prerequisites for the major to replace MAT 175 with MAT 172. MAT 172 is a corequisite for the general chemistry courses. Addition of MAT 172 to the list will clarify that students must take precalculus together with their chemistry courses as prerequisites for the major. 2) Using statistical tools to extract new information is a critical skill for biology majors. Statistics is now a required course for most health-professional schools, but a few schools continue to require calculus. We changed the Foundation courses to give students an option for learning data analysis and representation. Those that require calculus for health-professional schools, can take BIO 240 and its pre and co-requisites calculus courses. Those that do not require calculus can take MAT 328 and its prerequisite to learn data analysis and extraction. 3) The proposed policy permitting those with a 3.5 major GPA to take graduate-level courses will allow eligible students to show their competency for entering the M.S. program in Biological Sciences or other professional training schools. 4) Changed the

electives for list C of the Bioenvironmental track to enable students to earn a minor a Data Sciences and changed the name of the track to better represent the data-focused training that students would receive by completing the coursework. The changes are in line with a request from the SNSS division to incorporate data science minor into NSS majors, so students graduate with a vital skill for the job market. 5) Added new courses to the electives for list A and list B of the Biomedical and Organismic tracks and removed courses that are no longer taught by the department from those lists.

5. **Date of Departmental Approval:** April 3, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *description, pre or corequisite, title*

2. **From:** ~~Strikethrough~~ the changes

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 303
Course Title	~~Molecular Genetics~~
Description	Gene structure, organization, and expression. Experimental methods ~~used for studying genes and their products.~~
Pre/ Co Requisites	BIO 166 and BIO 167 ~~and one BIO course at the 200 level or above (NOT BIO 230)~~
Credits	4
Hours	5
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:** Underline the changes

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 303
Course Title	Data Mining and Bioinformatics
Description	Gene structure, organization, and expression. Experimental methods with a focus on the principles of biological data mining as it relates to bioinformatics.
Pre/ Co Requisites	BIO 166 and BIO 167 and BIO 238
Credits	4
Hours	5
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
The title and description changes will provide more clarity on the focus of the course. Bioinformatics is an important subdiscipline of Biology and essential for any 21st century curriculum. In addition, the course can be included in the newly proposed Data Sciences track, thereby expanding course options for students pursuing that track. BIO 238 (Genetics) has been added as a pre-requisite since it is an essential foundation course and will provide the necessary background for students to learn the material.

5. **Date of departmental approval:** 10/11/2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *Hours, description*

2. **From:** ~~Strikethrough~~ the changes

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 181
Course Title	Anatomy and Physiology I
Description	~~(Open only to students majoring in Nursing; Dietetics, Foods, and Nutrition; Health Education; and Biology. Students majoring in Biology who have completed BIO 181 and BIO 182 can use those courses in place of BIO 228).~~ Study of human anatomy and physiology. Lecture topics include cell structure and function, tissues, and the study of the skeletal, muscular, nervous, and endocrine systems. Laboratory exercises ~~complement the lecture material~~ with the use of a workbook, models, and animal preparations. Note: This course satisfies either Life & Physical Science or Scientific World requirement in the CUNY 2013 Gen Ed requirements at Lehman.
Pre/ Co Requisites	
Credits	4
Hours	~~5~~ (3 lecture, 2 lab)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	____ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science

	____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society __X__ Scientific World

3. **To:** Underline the changes

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 181
Course Title	Anatomy and Physiology I
Description	Study of human anatomy and physiology. Lecture topics include cell structure and function, tissues, and the study of the skeletal, muscular, nervous, and endocrine systems. Laboratory workshops apply knowledge with the us of a workbook for problem-solving models, and animal preparations. Note: Students majoring in Biology who have completed BIO 181 and BIO 182 can use those courses in place of BIO 228. Note 2: This course satisfies either Life & Physical Science or Scientific World requirement in the CUNY 2013 Gen Ed requirements at Lehman.
Pre/ Co Requisites	
Credits	4
Hours	6 (3 lecture, 2 lab, 1 recitation)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	____ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science

	____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society __X__ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
We are proposing to add an hour of recitation to the course. During recitation, students will learn and discuss case studies and practice what they have learned in lecture. In these active-learning sessions, students will be guided to solve problems using their knowledge gained from lecture and the skills they have acquired in the lab. We think that recitation will contribute to engagement and retention as students will have greater opportunities for group learning and discussions of problems.

5. **Date of departmental approval:** March 29, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *Course hours, description, prerequisite*

2. **From:** ~~Strikethrough~~ the changes

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 182
Course Title	Anatomy and Physiology II
Description	Continuation of BIO 181. Lecture topics include the cardiovascular, respiratory, digestive, renal, endocrine, and reproductive systems. Emphasis is given to the physiological functioning of these systems. ~~Note: The course cannot fulfill any requirements within the BIO major or BIO minor.~~ Note: This course satisfies either Life & Physical Science or Scientific World requirement in the CUNY 2013 Gen Ed requirements at Lehman.
Pre/ Co Requisites	BIO 181
Credits	4
Hours	~~5~~ (3 lecture,2 lab)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	____ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible

	____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society __X__ Scientific World

3. **To:** Underline the changes

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 182
Course Title	Anatomy and Physiology II
Description	Continuation of BIO 181. Lecture topics include the cardiovascular, respiratory, digestive, renal, endocrine, and reproductive systems. Emphasis is given to the physiological functioning of these systems. Laboratory workshops apply knowledge with the use of workbook for problem-solving, models, and animal preperations. Note: Students majoring in Biology who have completed BIO 181 and BIO 182 can use those courses in place of BIO 228. Note 2: This course satisfies either Life & Physical Science or Scientific World requirement in the CUNY 2013 Gen Ed requirements at Lehman.
Pre/ Co Requisites	Prerequisite: Bio 181, Grade of C or higher
Credits	4
Hours	6 (3 lecture, 2 lab, 1 recitation)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	____ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures

	____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society __X__ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
1) We are proposing to add an hour of recitation to the course. During recitation, students will learn and discuss case studies and practice what they have learned in lecture. In these active-learning sessions, students will be guided to solve problems using their knowledge gained from lecture and the skills they have acquired in the lab. We think that recitation will contribute to engagement and retention as students will have greater opportunities for group learning and discussions of problems.
2) Data have been provided to show that BIO 181 students with Fs register for BIO 182. With insufficient background in anatomy and physiology, these students are likely to also fail BIO 182. This delays their graduation and prevents them from applying to nursing programs.

5. **Date of departmental approval:** March 29, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Biology
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 471
Course Title	Research In Molecular Microbiology
Description	A project-based laboratory course that trains students in applying their knowledge of biology and chemistry to develop independent research skills used in academia or industry. Students will learn to develop an experimental protocol based on scientific journal articles, carry out experiments, interpret data, and communicate their results.
Pre/ Co Requisites	Prerequisites: BIO166, BIO167, BIO 238, BIO 331, CHE 232, and CHE 233
Credits	2
Hours	4
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__x_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **Rationale:**
Although many laboratory techniques are taught in various biology courses, students often display difficulty integrating them. This project-based laboratory course is designed to prepare students for jobs in academia or industry by training them in applying their knowledge and skills from other courses to complete projects like those performed in a research environment.

4. **Learning Outcomes (By the end of the course students will be expected to):**
- Understand and follow common research laboratory protocols and chemical safety rules
- Master basic experimental approaches through repeated practices
- Analyze a biological phenomenon to determine the biological cause
- Conduct background search
- Formulate a testable hypothesis
- Design experimental approaches to test the hypothesis
- Analyze and present data to support the hypothesis
- Create a presentation to communicate study results

5. **Date of Departmental Approval:** 10/11/2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *Course description, pre or corequisite*

2. **From:** ~~Strikethrough~~ the changes

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 230
Course Title	Microbiology
Description	~~(Open only to students majoring in Nursing; Dietetics, Foods, and Nutrition; Health Education; and Physical Education.)~~ A survey of microbes and their structure, chemical composition, cultivation, ecology, and metabolism; special emphasis on applied aspects (infectious diseases and human resistance, food and industrial microbiology, biotechnology) Note: The course cannot fulfill any requirements within the BIO major or BIO minor).
Pre/ Co Requisites	PREREQ: Two semesters of 100-level biology.
Credits	4
Hours	6 (2 lecture, 4 lab)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity

	____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:** Underline the changes

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 230
Course Title	Microbiology
Description	A survey of microbes and their structure, chemical composition, cultivation, ecology, and metabolism; special emphasis on applied aspects (infectious diseases and human resistance, food and industrial microbiology, biotechnology) Note: The course cannot fulfill any requirements within the BIO major or BIO minor).
Pre/ Co Requisites	PREREQ: Two semesters of 100-level biology, Grade of C or higher
Credits	4
Hours	6 (2 lecture, 4 lab)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
Data have been provided to show that BIO 182 students with Fs register for BIO 230. With insufficient background in anatomy and physiology, these students are likely to also fail BIO 230. This delays their graduation and prevents them from applying to nursing programs.

5. **Date of departmental approval:** April 3, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 489
Course Title	Introduction to Experimental Biology
Description	Individual laboratory investigation for advanced students, under the guidance of a faculty member. Sponsorship of a faculty member is required. ~~Students are required to create and present a poster describing their work at annual meetings that are held either within or outside of Lehman College.~~ Sponsorship of a faculty member is required. 1 Credit (may be repeated for a maximum 3 credits).
Pre/ Co Requisites	Pre-requisites: Departmental permission and 15 BIO credits
Credits	1
Hours	1
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 489
Course Title	Introduction to Experimental Biology
Description	Individual laboratory investigation for advanced students, under the guidance of a faculty member. The course will provide cognitive and technical skills to prepare students for independent laboratory investigation. Sponsorship of a faculty member is required. (may be repeated for a maximum 3 credits).
Pre/ Co Requisites	Pre-requisites: Departmental permission and 15 BIO credits.
Credits	1
Hours	1
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
Production of data to render a final poster is not a realistic goal within the time limit for the course.

5. **Date of departmental approval:** 02/01/2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites and Description

2. **From:**

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 490
Course Title	Honors in Biological Sciences
Description	Independent laboratory investigation for advanced students, under the guidance of a faculty member (minimum of 90 hours). Students are required to create and present a poster of their research at annual meetings that are held either within or outside of Lehman College. ~~Sponsorship of a faculty member is required.~~ Note: Required for Honors in Biological Sciences
Pre/ Co Requisites	Pre-requisites: GPA of 3.0 or better, ~~completion of at least one semester of BIO 489~~, and department permission
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society

	____ Scientific World

3. **To:**

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 490
Course Title	Honors in Biological Sciences
Description	Independent laboratory investigation for advanced students, under the guidance of a faculty member (minimum of 90 hours). Students are required to create and present a poster of their research at annual meetings that are held either within or outside of Lehman College. Note: Required for Honors in Biological Sciences, Sponsorship of a faculty member,
Pre/ Co Requisites	Pre-requisites: GPA of 3.0 or better, 18 BIO credits, and department permission
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
The prerequisite of BIO 489 makes it harder for students interested in getting research experience to enroll in BIO 490. By removing BIO 489 as a prerequisite, we will enable more students who meet the GPA eligibility to demonstrate that they qualify for graduating with honors.

5. **Date of departmental approval:** 02/01/2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 174
Course Title	Scientific Problem-Solving
Description	Understanding how the human brain works and learning how to train it for solving problems and making decisions.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **Rationale:**

The course is designed to teach Lehman students of any major how to think through problems by a developing and applying a strategy commonly used in consulting firms for solving complex problems. Students have difficulty solving scientific problems. The goal is to train them on how the brain works to strategize solving personal problems, then teach them how to use the same strategy for solving scientific problems.

4. **Learning Outcomes (By the end of the course students will be expected to):**
   - Learn to gather, interpret, and assess information from a variety of sources and points of views to solve personal and scientific problems.
   - Demonstrate the ability to think critically and analytically by using probabilities to make decisions.
   - Create e-portfolios to show a strategy for working through a personal or scientific problem.

5. **Date of Departmental Approval:** 02/01/2023

OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *Pre/Co Requisites*

2. **From:**

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 311
Course Title	Parasitology
Description	The study of parasitic organisms, their life cycles, the diseases thecause, and the treatments of these diseases in humans.
Pre/ Co Requisites	Prerequisite: BIO 166 and BIO 167 and one BIO course at 200 level or above. ~~Corequisite: BIO 312~~
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Require _____ English Composition _____ Mathematics ____ Science ____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 311
Course Title	Parasitology
Description	The study of parasitic organisms, their life cycles, the diseases they cause, and the treatments of these diseases in humans.
Pre/ Co Requisites	Prerequisite: BIO 166 and BIO 167 and one BIO course at 200 level or above.
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
1) Removal of BIO 312 lab as a corequisite will allow students the flexibility to take the lecture and lab courses in different semesters. The change will make it easier for students to schedule their courses.

5. **Date of departmental approval:** 09/28/2022

OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *Pre/Co Requisites*

2. **From:**

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 312
Course Title	Parasitology Laboratory
Description	Microscopic identification of life cycle stages of parasites. Diagnostic testing of animal parasites covered in BIO 311
Pre/ Co Requisites	Prerequisite: BIO 166 and BIO 167, and one BIO course at the 200 level or above. Corequisite: BIO 311
Credits	2
Hours	4 (lab)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **To:**

Department(s)	Biological Sciences

Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 312
Course Title	Parasitology Laboratory
Description	Microscopic identification of life cycle stages of parasites. Diagnostic testing of animal parasites covered in BIO 311
Pre/ Co Requisites	Prerequisite: BIO 166 and BIO 167 and one BIO course at 200 level or above Pre OR Corequisite: BIO 311
Credits	2
Hours	4 (lab)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
The addition of BIO 311 as Pre or Corequisite will allow students the flexibility to take the lecture course either within the same semester as the lab or a semester before taking the lab. The change will make it easier for students to schedule their courses.

5. **Date of departmental approval:** 09/28/22

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 229
Course Title	Astrobiology
Description	Introduction to the emerging field of Astrobiology which is concerned with the origin, evolution, and distribution of life in the Universe. Topics include the molecular and cellular structures of life, the co-evolution of life and a planet, the habitability of planetary bodies, the search for extraterrestrial life, the impact of spaceflight on human health and physiology, and the role of space exploration research and technologies in advancing our understanding of plant science and agriculture, the environment, and climate change. Laboratory exercises complement lecture topics and teach basic laboratory skills and techniques.
Pre/Co Requisites	BIO 166 and BIO 167
Credits	4
Hours	6 (2, lecture; 4, lab)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

2. **Rationale:**
This proposed course for biology majors will expand and reinvigorate the Bioenvironmental track and provide an exciting new elective course option for other tracks within the major. The course is topical as there is a growing interest among the scientific community and public at large in space exploration and the possibility of extraterrestrial life, as well as the future viability of humans living on a planet that is undergoing climate change and subject to other environmental threats. An understanding of how life may co-evolve on other planets may provide insights into the evolution of life on our home planet, earth.

3. **Learning Outcomes (By the end of the course students will be expected to):**
- Describe how the emerging field of astrobiology may address fundamental questions related to the phenomenon of life in its cosmic context.
- Describe the molecular and cellular basis of life, energy requirements for life, the origins of life on earth, the co-evolution of life and a planet, and the habitability of planetary systems
- Identify the impact of spaceflight on human health and physiology.
- Identify the role and importance of space exploration in generating spin-off technologies that have led to notable advancements in the fields of energy and environment, climate science, crop science, and health and medicine.
- Demonstrate competency in interpreting and assessing quantitative data in various formats (i.e., graphs and tables).

4. **Date of Departmental Approval:** 12/07/22

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 317
Course Title	Drugs, Brain and Behavior
Description	Introduction to neuropharmacology, including therapeutic drugs such as anti-anxiety, antidepressant, and antipsychotic drugs, as well as psychoactive drugs of abuse. Biological basis of drug addiction, animal research, and emerging treatments for mental illness and neurodegenerative disease.
Pre/ Co Requisites	Prerequisites: BIO 166 and BIO 167 and BIO 238, and BIO 228, and CHE 232-233
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**
BIO 317 has been running successfully as an experimental course.
Knowledge of neuroscience, neurochemistry and pharmacology is relevant for students

interested in the pharmaceutical industry, research, and the medical field. This course will provide a foundation in neuroscience for more advanced courses in the department. The course will introduce students to classical and current research and literature in neuropharmacology.

4. **Learning Outcomes (By the end of the course students will be expected to):**
   - Explain the neurochemical and molecular biology underlying neuronal communication (basic neuropharmacology, neurotransmitter systems, pharmacodynamics, route of drug administration, dose response and drug metabolism and elimination).
   - Explain how drugs alter various aspects of behavior, including cognition and mood.
   - Distinguish between drug use/abuse/ and physical and psychological drug dependence.
   - Explain the development of the nervous system and its relevance to psychiatric and neurodegenerative disease, and the effectiveness of drug therapies in treating psychiatric/neurodegenerative disorders.
   - Describe the neurobiological and neurochemical explanations proposed for psychiatric/neurodegenerative disorders.
   - Describe the importance of behavioral neuroscience research in humans and laboratory animals to development of drug treatment, understanding neurological disorders and behavior.
   - Demonstrate quantitative literacy skills through the articulation of dose-response curves, drug metabolism, and elimination.
   - Demonstrate critical thinking skills by reading and assessing scientific literature.
   - Demonstrate written and oral communication skills through individual and group presentations.

5. **Date of Departmental Approval:** March 29, 2023

CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	BIO 184
Course Title	Plants and People
Department(s)	Biological Sciences
Discipline	Biology
Credits	3
Contact Hours	4
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	An introduction to the world of plants and how human history was influenced by them.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

X current course ☐ revision of current course ☐ a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required	Flexible	
☐ English Composition	☐ World Cultures and Global Issues	☐ Individual and Society
☐ Mathematical and Quantitative Reasoning	☐ US Experience in its Diversity	☐ Scientific World
☒ Life and Physical Sciences	☐ Creative Expression	

Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:	☐ Waiver requested
If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.	
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

Learning Outcomes **In the left column explain the course assignments and activities that will address the learning outcomes in the right column.**	
I. Required Core (12 credits)	
A. English Composition: Six credits A course in this area must meet all the learning outcomes in the right column. A student will:	
	• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
	• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.
B. Mathematical and Quantitative Reasoning: Three credits A course in this area must meet all the learning outcomes in the right column. A student will:	
	• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	• Represent quantitative problems expressed in natural language in a suitable mathematical format.
	• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	• Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits A course in this area must meet all the learning outcomes in the right column. A student will:	
The lab portion of the course illustrates the progression of plant-related techniques in research over time. Starting with taxonomy and agriculture, all the way through testing and developing a commercial product. Throughout the semester students will have the opportunity to apply what they've learned through plant dissections and propagation techniques, as well as creating their own medicinal ointments and tinctures.	• Identify and apply the fundamental concepts and methods of a life or physical science.
Students will investigate ancient and modern techniques in tincture making, running antioxidant and antibacterial analysis on their final products. Students will hypothesize which methods are more effective in yielding positive results and present their findings as a group research paper.	• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
Group discussions will be the foundation of classroom activities and two larger group projects will be assigned. The first group project critically evaluates extraction methods based on data from lab activities. The second group project will encompass everything learned through the semester. Students will work in teams to propose a pitch for a new plant-based good for product development. As part of this presentation, students will need to investigate the history of traditional uses for this plant, current research evidence on its efficacy, generate a plan for commercial development, and defend why this is a beneficial product for the consumer market.	• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
A written report will be due for the extraction methods laboratory activities requiring data tables and graphs. The plant product pitch will require students to apply what they've learned about human relationships with plants, plant technology and research, and the public literature to construct a development plan for a plant product. Students will present their projects to each other at the end of the semester.	• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
Throughout the semester the students will learn about the implications of plant research and learn to demystify fake news to identify quality sources of information. In-class discussions, as well as group projects, will have students exercise the new terminology they learn, as well as apply scientific approaches and critical thinking to problem solving.	• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
II. Flexible Core (18 credits) Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
A. World Cultures and Global Issues	
A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.

	• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	• Analyze the historical development of one or more non-U.S. societies.
	• Analyze the significance of one or more major movements that have shaped the world's societies.
	• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	• Explain and evaluate the role of the United States in international relations.
	• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	
A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	• Demonstrate knowledge of the skills involved in the creative process.
	• Use appropriate technologies to conduct research and to communicate.

D. Individual and Society A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	• Examine how an individual's place in society affects experiences, values, or choices.
	• Articulate and assess ethical views and their underlying premises.
	• Articulate ethical uses of data and other information resources to respond to problems and questions.
	• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

BIO 184 Plants and People Fall 2023
Tuesdays 9-11:40 AM, Davis Hall 226
1.5-hour lecture, 2.5-hour lab (3 Credits)

Instructor: Dr. Sarah Moroianu
Email: SMoroianu@X.edu
Office: Davis Hall Room 232
Office Hours: X

An introduction to the world of plants and how human history was influenced by them. Students will learn about the route of discovery by identifying plants, use traditional techniques of making tinctures and ointments in lab, and familiarize themselves with modern methods for testing wild plants for new potential drugs. A final project will apply what we have learned into a pitch on a new plant product for commercial use.

Learning goals

- An understanding of the intertwined relationship between human society and the plant kingdom
- A knowledge of basic plant science covering plant anatomy and function, propagation and cultivation
- Ability to distinguish between scientific findings and fake fads in plant product research and marketing
- Attain skills necessary to produce graphs, analyze results, and conduct literature reviews to write reports
- Critically evaluate ancient and modern experimental methods used to make herbal medicine
- Understand the progress of identifying an unknown plant and developing a commercialized product
- Students learn to effectively communicate results of their research to any audience
- Fluency in critical terminology and regulations surrounding quality botanical products

Course meeting times
Class will meet twice a week. Once on Tuesdays for a two-hour lecture, and again on X for a two hour lab.

Textbook information:
Suggested course book
Levetin, E., and K. McMahon. (2011). Plants and Society, 6th ed. McGraw-Hill Publishers, Boston.*
**purchase not required for course*

Laboratory manual: No purchase required; copies of each lab will be provided for the student a week in advance of each lab session.

Schedule for Lecture and Lab Fall 2023

Week of	Class Lecture	Lab Exercise	Assignments
8/28	Beginnings: Philosopher's, scientists, and fundamentals of plant curiosity	Logistics of Laboratory Report Preparation + Botanical Terminology	
9/4 (no Monday class)	Diversity of Plants: Evolution from water to land	Plant morphology; Monocots and dicots; Microscopy	
9/11 (no Friday class)	Plant Biology: Understanding what affects plant production and health	The Plant Cells and Tissues	
9/18	Food and Foraging: History of early human settlements	Plant Sexual Propagation I: Seed viability and seed germination	
9/25	**Exam 1**	Plant Asexual Propagation II: Leaf & stem cuttings	Optional: Extra Credit Due
10/2	War and Famine: Dependency on plants and control	Textiles Investigation: Dyes & fibers	
10/9 (Tuesday is Monday)	The State of Agriculture: Current practices and food production	**Lab Practical I**	
10/16	Plants and medicine I: Ancient uses and systems	Chromatography and Plant Extractions (tinctures)	
10/23	Plants and medicine II: Current science and body systems	Early Medicine Making (ointments)	
10/30	**Exam 2**	Plant Propagation and Tincture Final Results	Optional: Extra Credit Due
11/6	Plant Products I: From field to pharmacy, product development	Antibiotic and Antioxidant Testing	Extractions Report Due
11/13	Plant Products II: Marketing fads and dietary supplements	Supermarket Investigation	
		11/20 – Thanksgiving Week-	
11/27	Plants and You: Diet, nutrigenomics and future of plant technology	Preserving a Specimen and Field Techniques	Supermarket Survey Due
12/4	Plant Products Pitch Presentations // Final	**Lab Practical II**	Plant Product Presentations

Grading policy:

Percentage	Activity
15%	Unit 1 Exam
15%	Unit 2 Exam
15%	Unit 3 Exam (cumulative)
12%	Final Plant Product Pitch
10%	Lab practical I
10%	Lab practical II
8%	Plant Extractions Report
5%	Lab notebook
5%	Attendance
5%	Participation

Grading Breakdown:

93%	**A**	**83%**	**B**	**73%**	**C**	**63%**	**D**
90%	**A-**	**80%**	**B-**	**70%**	**C-**	**59%**	**F**
87%	**B+**	**77%**	**C+**	**67%**	**D+**		

F – student has attended regularly and completed all or most of the exams and assignments and has no passing grade in the course.

INC - student has attended regularly, completed most of the exams and assignments, and has a passing grade in the course but is missing only one assignment or the final exam.

WU – student stopped attending class, missed more than one exam or assignment, and did not show up for the final exam.

NOTE: When a student does not attend class three times in a row, faculty should email and text the student to ensure there is a track record of communication.

Submitting assignments policies

All assignments summited through blackboard

Late submissions:

No late work accepted; all assignments are provided at the start of the semester. Should a scheduling issue arise please inform the professor as soon as possible.

Taking exams or making up missing exams:

Exam dates are provided at the start of the semester. Should students have a scheduling conflict or emergency, inform your professor as soon as possible to see if there is an opportunity to take the exam

earlier/later depending on the time conflict. Make-up exams due to emergencies require doctors note or other documentation supporting why the student was unable to attend the exam.

Technology in the classroom (laptops, cell phones):

Laptops are permitted in lecture but should only be used for notetaking. Only hard copies of notes and materials are permitted in lab for your safety. There is a strict, no cellphone policy in lecture and lab to reduce distractions for your benefit.

Attendance policy

Strict attendance and punctuality will be enforced for this course as many in-class activities are discussion based on group work. Attendance and punctuality affect this as participation points cannot be earned outside of in-class meetings. In-class meetings will have regular group discussions and thus tardy students will pose as a distraction from other students who came on time. Students that miss a class may regain their attendance credit by submitting official documentation for their absence. This includes doctors' notes, ticket receipts (for travel), and team captain letters regarding athletic game meets. If you know that you will be missing a class and require an excused absence, see the professor as soon as you are aware of the conflict.

Student Disability

Lehman College is committed to providing access to all programs and curricula for all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441.

Student Resources

LEONARD LIEF LIBRARY http://www.lehman.edu/provost/library//LibraryHours.htm Mon – Th. 8-10:45, Fri 8-8:45, Sat 11-8:45, Sun 11-7:45 (718)-960-7766
IT CENTER http://www.lehman.edu/itr/academic-it-center.php Carmen Hall; Mon-Th. 8-10:45, Fri 8-5:45, Sat and Sun 8-4:45 718-960-1111 Printing and Computer use is available; Check website for holiday hours.

Lehman College Food Bank & Emergency Assistance

- If you are experiencing financial hardship and would like to see if you are eligible for an emergency grant, please visit the Student Affairs emergency grants website: lehman.edu/emergency-grants
- Students who have difficulty affording groceries or accessing sufficient food is urged to utilize the Herbert H. Lehman Food Bank, which is located in the Student Life Building, Room 108. The Food Bank is open Wednesdays 10am-8pm and Thursdays 10am-4pm. Make an appointment at: lehmanfoodbank.setmore.com

Academic integrity

Academic integrity is acting with honesty, respect, and responsibility in learning and in research. It is a moral code that binds us to do the right thing even when no one is looking.

Academic integrity is essential to any course, including this one _____. Students may fail to exhibit integrity by cheating, plagiarizing, obtaining unfair advantage, or falsifying records. In so doing, they hurt themselves, because they do not learn the material sufficiently and move on to later courses and careers as

impostors, assumed to have skills they do not yet possess. They hurt their classmates, because they cheapen their hard-won accomplishments and disrupt the class. And they hurt future students, because the reaction to cheating will be to create ever stricter testing conditions.

Examples of academic dishonesty include but are not limited to those shown at http://lehman.smartcatalogiq.com/2019-2021/Undergraduate-Bulletin/Academic-Services-and-Policies/Academic-Integrity. For example, cheating on an exam includes, but is not limited to: Consulting with others regarding the exam while it is ongoing (this includes tutors, classmates, people who took the class before and family members etc.) and posting exam questions online for others to answer while the exam is ongoing, and including posting exam questions to online tutoring services such as Chegg. For online or hybrid courses, academic dishonesty also includes communicating in any form electronically or otherwise during an exam, sharing answers with peers electronically, or sharing screenshots of exam questions. Copying and pasting answers from the internet and not writing in own words or paraphrasing another's written statements. Additional rules may apply to specific exams. If so, they will be listed in the instructions for the exam.

Academic dishonesty is a very serious issue and will not be tolerated for any lecture, lab, or research activity.

Cheating on an exam in this course: Should a student exhibit academic dishonesty, the instructor will inform the student of the suspicion, charges, and sanctions in writing. Any form of academic dishonesty will result in an F for the course, and a report to the College's Academic Integrity Officer, regardless of whether the cheating materially affected the score of the student in question.

Your pledge: To indicate that you understand academic integrity is central to the success of this course and your future success, you will be asked either to write out an honor statement during each exam or to confirm the receipt of this statement that has been approved and sponsored by the School of Natural and Social Sciences of Lehman College.

"I, _____ have read the syllabus and the statement of academic integrity. I understand that academic integrity is central to the success of myself and others during this and future courses. The work I present here in this exam/lab/homework is my own and is in my own words. I declare that I have fulfilled my responsibility as an honest student, and the work presented here is true representation of my ability in this course.

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

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

2.

Department(s)	Computer Science
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 465
Course Title	Technical Interview Preparation
Description	Professional development for software engineering and related tech careers. Includes: resume/cover letter, coding interviews, data structures/algorithm skills etc. for career advancement
Pre/ Co Requisites	PREREQUISITE: CMP 338 with a minimum grade of B- NOTE: Any student who does not have the prerequisite, may request permission to enroll from the department
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression

	____ Individual and Society ____ Scientific World

3. **Rationale:**
This course is designed to help students prepare for software engineering and related interviews in the tech industry.
This course will help students to:

- Build a professional portfolio so they can improve their chances at obtaining an interview at their dream company
- Sharpen their technical skills to succeed in the technical interview
- Refine their soft skills to make a better impression during the behavioral interview
- Gain the resources, comfort and confidence to move their career forward

Students can expect to learn best practices for writing resumes and cover letters, as well as developing their professional profile on LinkedIn and Github. Additionally, students will practice the soft skills needed to network like a pro and impress during the behavioral interview. Likewise, students will hone their knowledge of data structures and algorithms through applied problem solving and mock interviews, while learning best practices and problem solving strategies for coding interviews. As a result, students will be empowered with resources, sharpened skills, and increased confidence to propel their technical career forward.

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

1. Build a professional portfolio
    a. Resume
    b. Cover Letter
    c. LinkedIn
    d. Github
2. Improve the technical skills needed to succeed in technical interviews
    a. Problem Solving
    b. Data Structures and Algorithms
    c. Programming
    d. Whiteboarding
3. Demonstrate soft skills to make a better impression
    a. Develop a 30 second Pitch
    b. Ask Appropriate Questions
    c. Handle Mistakes
    d. Highlight Achievements
4. Demonstrate the skills, comfort, and confidence to propel their tech career
    a. Create a list of: Books, Videos, Communities, Articles
    b. Imposter Syndrome (Understand, Address, Overcome)
    c. Develop a Roadmap

5. **Date of Departmental Approval:** Thursday, October 19, 2023

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: Fall 2024

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

2. **From:**
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)

		Credits
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)
One course from the list of pre-1800 courses below.

		Credits
ENG 315	English Literature to 1800	3

~~ENG 318~~	~~British 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 credits

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

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

Complete at least 6 of the following Courses:
- ENW 310 - Principles of Creative Writing
- ENW 301 - Workshop in Poetry
- ENW 302 - Workshop in Fiction
- ENW 303 - Workshop in Creative Nonfiction
- ENW 308 - Workshop in Playwriting
  OR THE 308 - Playwriting
- ENW 309 - Workshop in Screenwriting
- ENW 364 - Topics in Creative Writing

- Workshops (9 credits: Choose three; repeatable for credit; must take at least two different genres. ENW 310 is prerequisite for all workshops.
- Choose two; repeatable for credit; no prerequisite.

Creative Writing Electives
Earn at least 6 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

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.

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.

Required courses and credits are distributed as follows:
ENGLISH CORE REQUIREMENTS (16 credits)

		Credits
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)
One course from the list of pre-1800 courses below.

		Credits
ENG 315	English Literature to 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

Or

One of the following: 3 credits

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

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 ENG 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, 346, 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
In addition to the 16-credit English CORE requirements, Creative Writing Majors are expected to take Required and Elective courses within their specialization.

Complete at least 6 of the following Courses:
- ENW 310 - Principles of Creative Writing
- ENW 301 - Workshop in Poetry
- ENW 302 - Workshop in Fiction
- ENW 303 - Workshop in Creative Nonfiction
- ENW 308 - Workshop in Playwriting
  OR THE 308 - Playwriting
- ENW 309 - Workshop in Screenwriting
- ENW 364 - Topics in Creative Writing

- Workshops (9 credits: Choose three; repeatable for credit; must take at least two different genres. ENW 310 is prerequisite for all workshops.
- Choose two; repeatable for credit; no prerequisite.

Creative Writing Electives
Earn at least 6 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.

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, 346, 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:**
Most of the indicated adjustments to the existing English BA Program are small changes that merely correct the English BA that was approved in 2021:

- A post-1800 course (ENG 318 – British Literature from 1800) was included erroneously in the pre-1800 Literature Requirement and has been removed.
- ENW 346 (Entrepreneurship for Writers) was accidentally omitted from the list of Professional Writing Major and minor elective options.
- The removal of a permissions requirement for most 300/400-level courses in the first paragraph of the English BA Program reflects the removal of permissions requirements in most ENG/ENW 300/400-level courses in earlier course change proposals approved last year by the Senate.

5. **Date of departmental approval:** May 9, 2022

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** *Change to prerequisite*

2. **From:** ~~Strikethrough~~ the changes

Department(s)	English
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] 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. NOTE: Non-majors/minors who wish to take this course should see an English advisor for permission
Pre/ Co Requisites	Declared English Major/Minor
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity

	____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:** Underline the changes

Department(s)	English
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] 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. NOTE: Non-majors/minors who wish to take this course should see an English advisor for permission
Pre/ Co Requisites	Declared English Major/Minor or Religious Studies Minor
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
This course is being added as an elective to the new Religious Studies minor. To streamline the experience for those minors and to make it possible for them to enroll in the course without special permission, we are revising the prerequisite to allow students enrolled in the Religious Studies minor to enroll in this course as well.

5. **Date of departmental approval:** October 12, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** *Change to prerequisite*

2. **From:** ~~Strikethrough~~ the changes

Department(s)	English
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	English
Course Prefix & Number	ENW 300
Course Title	Business Writing
Description	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. NOTE: Non-majors/minors who wish to take this course should see an English advisor for permission.
Pre/ Co Requisites	Declared English Major/Minor ~~or declared Professional Communications Minor or declared Business Major/Minor.~~
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society

	____ Scientific World

3. **To:** Underline the changes

Department(s)	English
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	English
Course Prefix & Number	ENW 300
Course Title	Business Writing
Description	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. NOTE: Non-majors/minors who wish to take this course should see an English advisor for permission.
Pre/ Co Requisites	Declared English Major/Minor, declared Professional Communications Minor, declared Business and Entrepreneurship for Creative Arts Professionals minor, declared Accounting Major/Minor, declared Management and Business Innovation Major/Minor, and declared Finance, Information Systems, and Economics Major/Minor.
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
These prerequisites do not reflect the current departmental structure of the School of Business. Since this course is required by all three departments in the School of Business, this change is necessary to streamline the experience of students majoring and minoring in these programs by allowing them to enroll in ENW 300 without special permission of the English Department. The same is true of the Business and Entrepreneurship for Creative Arts Professionals minor, which, while not requiring ENW 300, does include it as one of its electives.

5. **Date of departmental approval:** October 12, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Health Education and Promotion, B.S.
Hegis Number: 0837
Program Code: 02587
Effective Term: Fall 2024

1. **Type of Change:** Degree requirements and description; course credits; course options for HEA Dual Credit option

2. **From:**
Health Education and Promotion, B.S. (~~48-61.5~~ Credit Major)

~~Health education aims primarily to motivate individuals and groups in various settings to assume greater responsibility for their health by learning and adopting behaviors that promote health and prevent disease. This is a rapidly expanding field that has received added impetus from recent Federal legislation emphasizing disease prevention and health promotion as major priorities of national social policy.~~

~~The~~ program is designed to prepare students for careers ~~in community health education. Students will be able to develop, manage, and evaluate health education and promotion programs in a variety of settings where such programs are implemented. These include public and community agencies, business and industry, hospitals, and other types of clinical facilities.~~

The program includes two options~~, one in c~~ommunity ~~h~~ealth and ~~the other in c~~ommunity ~~h~~ealth and ~~n~~utrition. ~~Satisfactory completion of all program requirements in community health enables students to apply for certification as a~~ Health Education Specialist~~,~~ awarded by the National Commission for Health Education Credentialing.

Departmental Grading Policy:
Students must earn a C- or above in all courses required for the major and the minor. If a grade is lower, the student must repeat the course. D grades in courses for the major that are transferred in from another institution are acceptable.

Courses to be taken by all program majors (~~30-34~~ credits)

~~12~~ credits in ~~Department~~ courses:

		Credits
~~EXS 240~~	~~Nutrition and Health~~	~~3~~
HSD 266	The U.S. Health Care Delivery System	3
~~HSD 269~~	~~Fundamentals of Biostatistics for Health Professionals~~	~~3~~
~~HSD 306~~	~~Epidemiology~~	~~3~~

~~18~~ credits in Health Education and Promotion:

		Credits
HEA 249	Foundations of Health	3
HEA 267	Human Behavior and Health	3
HEA 300	~~Introduction to~~ Public Health	3
HEA 320	Health Counseling	3
HEA 400	Program Planning and Evaluation	3
HEA 437	Strategies in Community Health and Nutrition Education	3

~~*4-credit Pre-Requisite:*~~

~~MAT 132 is required to enroll in HSD 269 and is one of several pre-requisite MAT options for CHE 114. This course satisfies a General Education requirement.~~

Option 1: Community Health Specialization (~~48-53~~ credits)

Additional courses to be taken (~~18-19~~ credits)

~~14-15~~ credits in Health Education and Promotion:

		Credits
~~HEA 440~~	~~Seminar in Community Health~~	~~3~~
~~HEA 470~~	~~Internship in Community Health~~	~~3~~

HEA	HEA Electives	~~8-9~~

HEA electives: Chosen in consultation with the Advisor.

4 credits in Biological Sciences:

		Credits
BIO 183	Human Biology	4

BIO 183: ~~This course~~ also ~~satisfies~~ a General Education requirement.

Option 2: Community Health and Nutrition (~~57.5~~ 61.5 credits)

Additional courses to be taken (~~27.5~~ credits)

~~*12 credits in Dietetics, Foods, and Nutrition:*~~

		Credits
~~DFN 120~~	~~The Nature and Science of Food~~	~~3~~
~~DFN 220~~	~~Foods, Society, and Health~~	~~4~~
DFN 341	Nutrition Throughout the Life Cycle	3
~~DFN 472~~	~~Field Experience in Community Nutrition~~	~~2~~

~~*3 credits in Exercise Science:*~~

		~~Credits~~
~~EXS 264~~	~~Introduction to Exercise Science~~	~~3~~
~~EXS 265~~	~~Behavioral Aspects of Physical Activity~~	~~3~~

4.5 credits in Chemistry:

		Credits
CHE 114	Essentials of General Chemistry Lecture	3

CHE 115	Essentials of General Chemistry Laboratory	1.5

CHE 114, CHE 115: These courses also satisfy a General Education requirement.

8 credits in Biological Sciences:

		Credits
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4

BIO 181, BIO 182: These courses also satisfy a General Education requirement.

Dual Credit Option
Undergraduate students majoring in Health Education and Promotion with 72 or more credits and a minimum of a (3.0) cumulative index may be permitted to enroll in ~~graduate coursework for~~ the College's Fully Online M.A. degree in Health Education and Promotion. The following graduate courses may be taken in place of undergraduate courses with a maximum of ~~12~~ credits: HEA 620 (for HEA 320), any 500-~~level~~ HEA elective that is offered at the 300-level, HEA 623 (for HEA 400), HEA 670 (for HEA 470), and HEA 675 (for HEA 437). Written permission from both the academic undergraduate and graduate advisors must be secured by the student prior to registration.

3**. To:**
Health Education and Promotion, B.S. (57-62 Credit Major)

This program is designed to prepare students for careers that focus on health education, program planning, outreach, advocacy, and policy development around healthy living, disease prevention, and removing barriers to health equity. Graduates are employed in many professional sectors including community agencies, hospitals, government and health departments, schools, and universities.

The program includes two options: Community Health (Option 1) and Community Health and Nutrition (Option 2). Graduates (and eligible seniors) can sit for the Certified Health Education Specialist (CHES) exam, a nationally-recognized certification awarded by the National Commission for Health Education Credentialing.

Eligible majors can participate in the Dual-Credit Option and take up to 15 graduate-level credits towards the College's fully online, 33-credit M.A. degree in Health Education and Promotion.

Departmental Grading Policy:
Students must earn a C- or above in all courses required for the major and the minor. If a grade is lower, the student must repeat the course. D grades in courses for the major that are transferred in from another institution are acceptable.

Courses to be taken by all program majors (36 credits)

3 credits in HSD courses:

		Credits
HSD 266	The U.S. Health Care Delivery System	3

33 credits in Health Education and Promotion:

		Credits
HEA 249	Foundations of Health	3
HEA 267	Human Behavior and Health	3
HEA 300	Equity in Public Health	3
HEA 320	Health Counseling	3
HEA 330	Health Communication and Advocacy	3
HEA 350	Health Literacy and Numeracy	3
HEA 400	Program Planning and Evaluation	3
HEA 437	Strategies in Community Health and Nutrition Education	3
HEA 440	Seminar in Community Health Professional Preparation	3
HEA 470	Field Experience in Community Health	3
HEA	HEA Electives	3

HEA electives: Chosen in consultation with the Advisor.

Option 1: Community Health Specialization (57-61 credits)

Additional courses to be taken (21-25 credits)

17 credits in Health Education and Promotion:

		Credits
HEA 266	Research Techniques in Health Education	3
HEA 350	Health Literacy and Numeracy	3
HEA 450	CHES Exam Preparation	2
HEA	HEA Electives	9

HEA electives: Chosen in consultation with the Advisor.

4-8 credits in Biological Sciences:

		Credits
BIO 183	Human Biology	4
OR		
BIO 181	Anatomy and Physiology I	4
AND		
BIO 182	Anatomy and Physiology II	4

BIO 181, 182, and 183: These courses also satisfy a General Education requirement.

Option 2: Community Health and Nutrition (62 credits)

Additional courses to be taken (26 credits)

13.5 credits in Dietetics, Foods, and Nutrition:

		Credits
DFN 200	ServSafe Certification	1

DFN 250 OR	Food Science Laboratory	1.5
DFN 260	Food Culture Laboratory	1.5
DFN 221	Social and Cultural Determinants of Food and Health	2
DFN 246	Introduction to Nutrition	3
DFN 340	Community Nutrition and Food Justice	3
DFN 341	Nutrition Throughout the Life Cycle	3

4.5 credits in Chemistry:

		Credits
CHE 114	Essentials of General Chemistry Lecture	3
CHE 115	Essentials of General Chemistry Laboratory	1.5

CHE 114, CHE 115: These courses also satisfy a General Education requirement.

8 credits in Biological Sciences:

		Credits
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4

BIO 181, BIO 182: These courses also satisfy a General Education requirement.

Undergraduate students majoring in Health Education and Promotion with 72 or more credits and a minimum of a (3.0) cumulative index may be permitted to enroll in up to 15 graduate credits in the College's 33-credit Fully Online M.A. degree in Health Education and Promotion. The following graduate courses may be taken in place of undergraduate

courses with a maximum of 15 credits: HEA 620 (for HEA 320), any 500- or 600-level HEA elective that is offered at the 300-level, HEA 623 (for HEA 400), HEA 670 (for HEA 470), and HEA 675 (for HEA 437). Written permission from both the academic undergraduate and graduate advisors must be secured by the student prior to registration.

4. **Rationale:**
The changes in degree and (most) course requirements in this proposal reflect the current standards for the Health Education Specialist profession. The changes in this proposal:

1) align with the recently revised Areas of Responsibility set forth by the National Commission for Health Education Credentialing;
2) update the curriculum to better prepare students for the CHES (Certified Health Education Specialist) certification exam;
3) incorporate recent changes made to the DFN Program curriculum (that affect HEA Option II: Community Health and Nutrition);
4) extend course offerings to students participating in the HEA Dual Credit Option.

5. **Date of departmental approval:** October 17, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

1. Type of Change: *Course title and description*

2. From:

Department(s)	Health Promotion and Nutrition Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 300
Course Title	~~Introduction to~~ Public Health
Description	~~Science of community health. Prevention and control of disease, vital statistics, and current health problems.~~
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X__ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. To:

Department(s)	Health Promotion and Nutrition Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 300
Course Title	Equity in Public Health
Description	Examination of public health principles, history, and current systems in the US and globally with emphasis on social determinants of health and multi-level strategies.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No

Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. <u>Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program)</u>:
The proposed changes in title and description more accurately reflect the rigor of, and greater focus on health equity for, this 300-level course. Additionally, students who transfer from select CUNY community colleges have often taken a public health introductory course as part of their major. Completion of HEA core courses should generally take place at Lehman versus at the Community College level.

5. <u>Date of departmental approval</u>: October 17, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

1. Type of Change: *Course title and description*

2. From:

Department(s)	Health Promotion and Nutrition Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 440
Course Title	Seminar in Community Health
Description	~~Study of factors involved in the development, organization and administration of effective community health education programs. Overview of the Responsibilities and Competencies necessary for becoming a Certified HealthEducation Specialist (CHES).~~
Pre/ Co Requisites	Departmental permission
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. To:

Department(s)	Health Promotion and Nutrition Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 440
Course Title	Seminar in Community Health Professional Preparation
Description	Study and practice of professional standards, competencies, and skills in the field of health education and promotion.
Pre/ Co Requisites	Departmental permission
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No

Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. <u>Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program)</u>:
The proposed changes in course title and description more accurately reflect the focus on standards, competencies, and skills related to professional preparation in this course. The specific text in the course description related to the Certified Health Education Specialist (CHES) is covered in a proposed new course focusing on CHES exam preparation.

5. <u>Date of departmental approval</u>: October 17, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

1. Type of Change: *Course title and description*

2. From:

Department(s)	Health Promotion and Nutrition Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 470
Course Title	~~Internship~~ in Community Health
Description	Supervised placement and ~~on-the-job~~ community health training in public, private, or voluntary agency setting.
Pre/ Co Requisites	Prerequisite: HEA 400; HEA 437; Departmental permission
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. To:

Department(s)	Health Promotion and Nutrition Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 470
Course Title	Field Experience in Community Health
Description	Supervised placement and community health training in public, private, or voluntary agency setting.
Pre/ Co Requisites	Prerequisite: HEA 400; HEA 437; Departmental permission
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing	

Intensive, WAC, etc)	
General Education Component	__X__ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):
The proposed change in course title more accurately reflects students 'participation in professional experiences that may include an internship with an external agency. The title also allows for hours completed to cover certification and other opportunities such as training workshops to count towards the field experience.

5. Date of departmental approval: October 17, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

1. Type of Change: *New Course*

2.

Department(s)	Health Promotion and Nutrition Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 450
Course Title	CHES Exam Preparation
Description	Review and practical application of responsibilities and competencies covered on the Certified Health Education Specialist national certification exam.
Pre/ Co Requisites	Note: Students can take an HEA elective in lieu of this course with permission from HEA Advisor.
Credits	2
Hours	2
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. <u>Rationale</u>:
This proposed course is designed to prepare HEA students to take the Certified Health Education Specialist (CHES) exam either as eligible seniors or graduates.

The HEA Program's 2021-22 Self-Study concluded that the curriculum be revised to 1) emphasize the newly revised Eight Areas of Responsibility for Health Education Specialists, and 2) prepare majors for the nationally recognized Certified Health Education Specialist exam to bolster students 'professional preparation and advance their social mobility.

An option of taking an HEA elective in lieu of this course is in place for students who do not wish to formally prepare for/take this exam.

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

- Possess, interpret, and apply knowledge related to the Eight Areas of Responsibility for Health Education Specialists
- Be prepared to take the national credentialing Certified Health Education Specialist exam.

5. <u>Date of Departmental Approval</u>: October 17, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

1. Type of Change: *New Course*

2.

Department(s)	Health Promotion and Nutrition Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 330
Course Title	Health Communication and Advocacy
Description	Theory and methods of health communication and advocacy to inform, empower, and effect policy change in health promotion.
Pre/ Co Requisites	HEA 249
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. Rationale:
This proposed course is designed to 1) align the HEA curriculum with the profession's newly revised Eight Areas of Responsibility for Health Education Specialists, and 2) prepare majors for the nationally recognized Certified Health Education Specialist exam.

HEA 249 is a prerequisite as it will provide foundational knowledge for this course.

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

- Describe the role of communication and its effects in promoting and maintaining health and wellness for all individuals
- Explain the correlation of theory and practice in health communication settings and campaigns.
- Identify barriers and strategies to target various audiences and health communities for health communication campaigns
- Develop effective written, oral, and graphical health messaging for communication skills necessary in public health contexts.
- Identify barriers, strengths, and interventions that strengthen community skills and action that will address health equity.
- Develop a plan to engage community members in understanding, addressing, and resolving health and environmental problems. recognizing the barriers and modes of communication between patients and providers.

5. Date of Departmental Approval: October 17, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

1. Type of Change: *New Course*

2.

Department(s)	Health Promotion and Nutrition Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 350
Course Title	Health Literacy and Numeracy
Description	Health literacy and numeracy and implications for populations at risk. Individual, institutional, and policy-level strategies will be explored
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. Rationale:
This proposed course is designed to 1) align the HEA curriculum with the profession's newly revised Eight Areas of Responsibility for Health Education Specialists, and 2) prepare majors for the nationally recognized Certified Health Education Specialist exam.

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

- Define health literacy and numeracy and importance of these skills in individual and community health promotion.
- Explain the educational and public health impact of low health literacy and numeracy on health knowledge, learning, behaviors and outcomes.
- Discuss the intersection of health disparities and health literacy within the context of the *Healthy People* initiative.
- Discuss barriers faced and skills required of populations with low health literacy.
- Discuss the components and role of cultural competency in building health literacy.
- Analyze the role of mass media and the Internet in health literacy.
- Identify practical strategies to improve health literacy as future health professionals, including individual, institutional and policy-based approaches.
- Apply the fundamentals of health literacy fundamentals through various learning activities.
- Evaluate efficacy of various health materials and programs focused on developing health literacy.
- Develop an action plan to increase health literacy in a health content area.

5. Date of Departmental Approval: October 17, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

1. Type of Change: *Liberal Arts Designation*

2. From:

Department(s)	Health Promotion and Nutrition Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 267
Course Title	Human Behavior and Health
Description	Psychological, social, and cultural determinants of health behavior, implications for educators in school and community settings, and conditions and phenomena that affect acceptance of health information.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes [~~X~~] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X__ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. To:

Department(s)	Health Promotion and Nutrition Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 267
Course Title	Human Behavior and Health
Description	Psychological, social, and cultural determinants of health behavior, implications for educators in school and community settings, and conditions and phenomena that affect acceptance of health information.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No

Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. <u>Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program)</u>:
This course has no prerequisites and focuses on the broader psychological, social, and cultural determinants (and implications) of health. It is therefore a course that students from any major could benefit academically and personally.

5. <u>Date of departmental approval</u>: October 17, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

1. Type of Change: *Liberal Arts Designation*

2. From:

Department(s)	Health Promotion and Nutrition Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 302
Course Title	Women and Health
Description	Physiological, psychological, political, and social determinants of the health and health care of women.
Pre/ Co Requisites	Two courses in the behavioral sciences
Credits	3
Hours	3
Liberal Arts	[ ] Yes [~~X~~] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X__ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. To:

Department(s)	Health Promotion and Nutrition Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 302
Course Title	Women and Health
Description	Physiological, psychological, political, and social determinants of the health and health care of women.
Pre/ Co Requisites	Two courses in the behavioral sciences
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No

Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. <u>Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program)</u>:
This course focuses on the determinants (psychological, political, and social) and implications of women's health and health care. It is therefore a course that students from any major could benefit academically and personally.

5. <u>Date of departmental approval</u>: October 17, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

1. Type of Change: *Liberal Arts Designation*

2. From:

Department(s)	Health Promotion and Nutrition Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 310
Course Title	Health and Aging
Description	The middle and later years of life. Physiological, psychological, and social aspects of the aging process. Examination of agencies and programs established to meet the health needs of the aged.
Pre/ Co Requisites	Two courses in the behavioral sciences.
Credits	3
Hours	3
Liberal Arts	[ ] Yes [~~X~~] No

Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X__ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. <u>To</u>:

Department(s)	Health Promotion and Nutrition Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 310
Course Title	Health and Aging
Description	The middle and later years of life. Physiological, psychological, and social aspects of the aging process. Examination of agencies and programs established to meet the health needs of the aged.
Pre/ Co Requisites	Two courses in the behavioral sciences.

Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):
This course has no prerequisites and focuses on the broader psychological, psychological, and social aspects of aging. It is therefore a course that students from any major could benefit academically and personally.

5. Date of departmental approval: October 17, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

1. Type of Change: *Liberal Arts Designation*

2. From:

Department(s)	Health Promotion and Nutrition Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 309
Course Title	Alcohol, Tobacco, and Other Drugs
Description	The use and abuse of alcohol, tobacco, and drugs. Emphasis on the physiological, psychological, and social effects.
Pre/ Co Requisites	Two courses in the behavioral sciences
Credits	3
Hours	3
Liberal Arts	[ ] Yes [~~X~~] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X__ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. To:

Department(s)	Health Promotion and Nutrition Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 309
Course Title	Alcohol, Tobacco, and Other Drugs
Description	The use and abuse of alcohol, tobacco, and drugs. Emphasis on the physiological, psychological, and social effects.
Pre/ Co Requisites	Two courses in the behavioral sciences
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No

Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. <u>Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program)</u>:
This course focuses on the broader psychological, psychological, and social aspects of alcohol, tobacco, and other drug use of aging. It is therefore a course that students from any major could benefit academically and personally.

5. <u>Date of departmental approval</u>: October 17, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of change:** New Courses with Cross-listing

2.

Department(s)	Sociology
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Data Science/Sociology
Course Prefix & Number	DAT 311/ SOC 356
Course Title	Reproducible Research
Description	Explores the theory and practice of reproducibility in science research, with a focus on the social and behavioral sciences.
Pre/ Co Requisites	One of: SOC 345, PSY 226, GEH 245, ECO 302, BBA 303, BIO 240, HSD 269, MAT 301, MAT 327, MAT 330. NOTE: Any student who does not have one of the prerequisites may request permission to enroll from the department.
Credits	4
Hours	4
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__x_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**
Reproducible research refers to a set of methodologies for documenting scientific research (data and methods) so that results can be reproduced by other scientific researchers. Through efforts such as the Open Science Framework, most scientific and social scientific disciplines are developing standards for documenting and practicing reproducible research. This course will introduce students to the concept and to implementation of reproducible practices. DAT 311 and SOC 356 are being introduced as cross-listed courses to allow Sociology students to take the course toward the major and to help to ensure that there is enough student enrollment to run the classes.

4. **Learning Outcomes (By the end of the course students will be expected to):**
- Define reproducible research.
- Explain the challenges and benefits of reproducible research.
- Assess the reproducibility of existing published research studies.
- Develop a research design that will maximize reproducibility.

5. **Date of Departmental Approval:**
Data Science Steering Committee: February 9, 2023
Sociology Department: November 30, 2022

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of change:** New Course with Cross-listing to existing course

2.

Department(s)	Sociology
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 349/DAT 310
Course Title	Data Visualization
Description	Introduction to the theory and practice of data visualization.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	___x_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **Rationale:**
This proposal adds a new Sociology course to be cross listed with DAT 310, which is an existing course in the Data Science minor. Sociology has been offering the class as a

special topics course in Sociology for the past several semesters, but we believe it should now be introduced as a permanent course.

4. **Learning Outcomes (By the end of the course students will be expected to):**
   1. Explain the principles of effective data visualization
   2. Interpret and evaluate data visualizations
   3. Identify the most appropriate visualization technique(s) for a given data summary
   4. Design and program exploratory and statistical visualizations of data

5. Date of Departmental Approval:
Sociology Department: November 30, 2022
Data Science Steering Committee: February 9, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of change:** New course with cross listing with DAT 312

2.

Department(s)	Sociology
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Data Science/Sociology
Course Prefix & Number	DAT 312/SOC 355
Course Title	Applied Intermediate Statistics
Description	Building on foundational statistical knowledge, explores intermediate topics focused on regression and its extensions and selected additional topics.
Pre/ Co Requisites	Any one of the following: SOC 345, PSY 226, GEH 245, ECO 302, BBA 303, BIO 240, HSD 269, MAT 301, MAT 327, MAT 330 NOTE: Any student who does not have one of the prerequisites may request permission to enroll from the department.
Credits	4
Hours	4
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__x_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society

	____ Scientific World

3. **Rationale:**
Lehman College has lacked a “second” statistics course for students who have completed the required statistics course for their majors. This Data Science course will include more challenging material focused on ordinary least squares regression with multiple independent variables, generalized linear models, and advanced usage of statistical software or programming languages. There is no calculus prerequisite for this course which also makes it distinct from advanced courses offered by Math (although Math does not offer a regression course, so this will also potentially be useful for math students). It will introduce foundational math concepts (e.g. matrix multiplication) as needed. Sociology is introducing a course to be cross listed with the Data Science course so that Sociology majors can take an intermediate statistics course toward the major. Cross-listing the course in Sociology will also help to ensure that there will be enough students enrolled in the classes to run the classes.

4. **Learning Outcomes (By the end of the course students will be expected to):**
- Perform data analyses using regression analysis and related approaches.
- Interpret the results of such analyses.
- Apply parametric and simulation-based approaches to estimating confidence intervals for regression.
- Assess whether a given model meets the assumptions of regression analysis.
- Apply common approaches for addressing the violation of assumptions.

5. **Date of Departmental Approval:**
Sociology Department: November 30, 2022
Data Science Steering Committee: February 9, 2023

Senate Meeting – December 6, 2023

Proposed Graduate Studies Report

Presenting proposals from the following departments for approval:

Department of Accounting
- Degree changes and adding distance learning format: MS, Accounting
- New course: ACC 712

Department of Biological Sciences
- New course: BIO 771

Department of Counseling, Leadership, Literacy and Special Education
- New course: EDL 722
- Course change: EDL 911; EDL 801-807
- Program description changes: MS, Organizational Leadership
- Program description and addition of distance learning format: MSEd, Counselor Education/School Counseling

Department of Exercise Sciences and Recreation
- Course change: EXS 670

Department of Finance, Information Systems and Economics
- Course change: MSB 712 (adding cross-listing with ACC 712)

Next meeting: **February 7, 2024, at 11 a.m.**

Wishing everyone a wonderful holiday season!

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ACCOUNTING

CURRICULUM CHANGE

Name of Program and Degree Award: Master of Science Degree in Accounting
Hegis Number: 0502.00
Program Code: 82493
Effective Term: Fall 2024

1. **Type of Change:** Degree changes; Adding distance learning format

2. **From:**
Accounting, MS

~~Students can earn a Master of Science Degree in Accounting (M.S.A.) whether or not their undergraduate degree was in that field. Those with a B.S. in Accounting from Lehman College or an equivalent undergraduate accounting degree from an accredited institution can earn an M.S.A. degree by completing a total of 30 graduate credits. Students holding undergraduate degrees in a field other than accounting or accounting degrees not equivalent to Lehman's B.S. in Accounting may have to take up to 60 credits in Accounting and Business courses in addition to the 30-credit M.S.A. course requirements. Students in the M.S.A. program must maintain a minimum GPA of 3.0.~~

~~Students who complete this program and earn their degree in Accounting will have completed all of the educational requirements for taking the CPA examination in New York State.~~

Major Requirements: Admissions

To be fully admitted to the M.S.A. program, applicants must have earned a minimum GPA of 3.0 (B) and have completed an undergraduate degree in accounting or its equivalent. ~~An equivalent undergraduate degree must include 36 credits in accounting, including Advanced Accounting, Cost Accounting, Taxation, and Auditing, in addition to 27 or 24 credits in business courses depending on whether they have completed ACC 348: Accounting Using Computer Systems or its equivalent. The 27-credit business courses are listed below with Lehman College courses fulfilling the business courses requirement shown in parentheses:~~

- ~~6 credits in Law:~~
  - ~~BBA 336 Business Law I 3~~
  - ~~BBA 337 Business Law II 3~~
  - ~~BBA 339 Commercial Transactions 3~~

- ~~BBA 340 Internet Law 3~~

- ~~6 credits in Economics:~~
  - ~~ECO 166 Introduction to Macroeconomics 3~~
  - ~~ECO 167 Introduction to Microeconomics 3~~
  - ~~BBA 168 Macroeconomic Foundations of Business 3~~
  - ~~BBA 169 Microeconomic Foundations of Business 3~~

- ~~6 credits in Finance:~~
  - ~~BBA 207 Principles of Finance 3~~
  - ~~BBA 308 Corporation Finance 3~~
  - ~~BBA 310 Security and Investment Analysis 3~~

- ~~6 credits in Quantitative Methods:~~
  - ~~BBA 303 Business Statistics I 3~~
  - ~~BBA 403 Intermediate Business Statistics II 3~~
  - ~~BBA 405 Management Decision Making 3~~
  - ~~ECO 302 Economic Statistics 3~~
  - ~~ECO 402 Econometrics 4~~

- ~~3 credits in Computer Science:~~
  - ~~(Not required if ACC 348 was included among the 36 accounting credits)~~

Students must also submit a statement of career objectives, two letters of recommendation, and if conditionally admitted, satisfy the specified conditions within one year. ~~GMAT is optional in support of application.~~

International Students must additionally obtain a minimum total score of 500 or equivalent on the TOEFL and comply with the applicable financial and visa requirements. International students who have earned their baccalaureate from a college or university in which the language of instruction was exclusively in English are exempted from the TOEFL requirement.

Admission Requirements for Non-Matriculated Students: Individuals who do not wish to enroll in the MSA degree program yet want to take graduate courses in accounting may do so provided that they meet all the admission requirements for matriculated students.

Major Requirements: Overall

Earn at least 30 credits
Earn a minimum GPA of 3.0

Major Requirements: Core Courses

Complete ALL of the following Courses:

- ACC 709 - Advanced Accounting Theory
- ACC 719 - Advanced Auditing

- ACC 750 - Advanced Taxation
- ACC 790 - Graduate Seminar in Accounting
- MSB 701 - Quantitative Analysis for Managers
- ~~MSB 702 - Economic Analysis for Managers~~
- MSB 703 - Computer-Based Information Systems for Managers
- ~~MSB 710 - Investment Analysis~~

~~Major Requirements - Electives~~

- ~~ACC 724 - Accounting for the S.E.C~~
- ~~ACC 751 - Estate and Gift Taxation~~
- ~~ACC 752 - Emerging Business Tech Trends~~
- ~~ACC 785 - Independent Graduate Study in Accounting~~
- ~~MSB 711 - Capital Budgeting~~
- ~~MSB 712 - Financial Statements Analysis~~
- ~~MSB 713 - International Financial Management~~

3. **To:**
Accounting, MS

The Master of Science Degree in Accounting (M.S.A.) program is registered with the N.Y.S. Education Department as meeting the 150 semester-hour educational requirement for C.P.A. candidates. Applicants to this program must have completed coursework equivalent to Lehman College's B.S. in Accounting. Students holding undergraduate degrees in a field other than accounting or accounting degrees not equivalent to Lehman's B.S. in Accounting will need to complete the equivalent coursework, prior to admission.

To earn the degree, students must complete a total of 30 graduate credits in accounting and business-related areas. Students in the M.S.A. program must maintain a minimum GPA of 3.0.

Major Requirements: Admissions

To be fully admitted to the M.S.A. program, applicants must have earned a minimum GPA of 3.0 (B) and have completed an undergraduate degree (B.S.) in accounting or its equivalent. Students graduating from Lehman College with a B.S. in Accounting (or its equivalent from other universities) meet the coursework requirements for M.S.A. admission. Students holding undergraduate degrees in a field other than accounting or accounting degrees not equivalent to Lehman's B.S. in Accounting can still gain admission to the M.S.A. program by completing the missing coursework equivalent to B.S. in Accountancy, prior to admission. An equivalent undergraduate degree to Lehman's B.S. in Accounting must include coursework in Accounting the areas of Financial Reporting, Managerial Accounting, Taxation, Auditing and Computer-Based Accounting) and Business related classes, as listed below:

Accounting Coursework:
The undergraduate degree must include 36 credits of accounting courses, or their equivalent. The below listed accounting courses at Lehman College, fulfill the Accounting Coursework requirement:

36 credits in Accounting:

- ACC 171 - Principles of Accounting I
- ACC 272 - Principles of Accounting II
- ACC 334 - Intermediate Accounting I
- ACC 335 - Intermediate Accounting II
- ACC 342 - Advanced Accounting
- ACC 348 - Computer-Based Accounting
- ACC 439 - Cost Accounting I
- ACC 440 - Cost Accounting II
- ACC 441 - Auditing
- ACC 442 - Introduction to Federal Taxation
- ACC 444 - Advanced Accounting Problems
- ACC 445 - Forensic Accounting
  OR ACC 446 - Nonprofit and International Accounting
  OR ACC 449 - Taxation of Business Entities

Business Coursework:
The undergraduate degree must include 27 credits of business courses, or their equivalent. The below listed business courses at Lehman College, fulfill the 27 credits business courses requirement:

- 6 credits in Law:
  - BBA 336 Business Law I
  - BBA 337 Business Law II

- 6 credits in Economics:
  - ECO 166 Introduction to Macroeconomics
  - ECO 167 Introduction to Microeconomics

- 6 credits in Finance:
  - BBA 207 Principles of Finance
  - BBA 308 Corporation Finance
  - BBA 310 Security and Investment Analysis

- 6 credits in Quantitative Methods:
  - BBA 303 Business Statistics I
  - BBA 403 Intermediate Business Statistics II

- 3 credits from the following:
  ENW 300 - Business Writing

Students must also submit a statement of career objectives, two letters of recommendation, and if conditionally admitted, satisfy the specified conditions within one year.

International Students must additionally obtain a minimum total score of 500 or equivalent on the TOEFL and comply with the applicable financial and visa requirements. International students who have earned their baccalaureate from a college or university in which the language of instruction was exclusively in English are exempted from the TOEFL requirement.

Admission Requirements for Non-Matriculated Students: Individuals who do not wish to enroll in the MSA degree program yet want to take graduate courses in accounting may do so provided that they meet all the admission requirements for matriculated students.

Major Requirements: Overall

Earn at least 30 credits
Earn a minimum GPA of 3.0

Major Requirements: Core Courses

Complete ALL of the following Courses:

- ACC 709 - Advanced Accounting Theory
- ACC 719 - Advanced Auditing
- ACC 750 - Advanced Taxation
- ACC 790 - Graduate Seminar in Accounting
- ACC 712 - Financial Statements Analysis
- MSB 701 - Quantitative Analysis for Managers
- MSB 703 - Computer-Based Information Systems for Managers

Major Requirements – Accounting Electives

6 credits from the following:

- ACC 724 - Accounting for the S.E.C
- ACC 751 - Estate and Gift Taxation
- ACC 752 - Emerging Business Tech Trends
- ACC 785 - Independent Graduate Study in Accounting

Major Requirements – Business Electives

3 credits from the following:

- MSB 702 - Economic Analysis for Managers
- MSB 710 – Investment Analysis
- MSB 711 - Capital Budgeting

100% of this program can be completed online.

4. **Rationale:**
The Master of Science in Accounting (M.S.A.) program needs to be revised to meet the updated requirements by New York State (NYS) to obtain the CPA-150E designation. Per the updated requirements, it is expected that a licensure-qualifying accounting program at the master's level shall include a minimum of 21 credits of accounting courses. To align with the updated NYS requirements, we are increasing the mandatory accounting courses from 4 (12 credits) to 7 (21 credits). The courses already exist. This adjustment affects the coursework necessary to attain the degree, specifically increasing the number of graduate-level accounting courses needed.

The removal of GMAT as an optional requirement for students is grounded in a commitment to promoting diversity, inclusivity, and a more holistic approach to evaluating applicants. It enables a more inclusive, comprehensive, and adaptable approach to evaluating applicants' qualifications.

We also are formally adding a distance learning format to the program. Now, all courses for the M.S.A. program can be completed online.

5. **Date of departmental approval:** 10/12/2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ACCOUNTING

CURRICULUM CHANGE

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

2.

Department(s)	Accounting
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	ACC/MSB 712
Course Title	Financial Statement Analysis
Description	Review of general principles governing the construction of financial statements; asset valuation, income determination and consolidated financial statements; characteristics of financial statements related to an understanding of analytical methods, including working capital, the statement of changes in financial position, and cash flow statements; examination of techniques used in analyzing solvency and the quality of earnings; forecasting techniques and implications; and impact of price level changes on financial statements and methods of financial statement analysis.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity

	____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**
The Master of Science in Accounting (M.S.A.) program needs to be revised to meet the updated requirements by New York State (NYS) to obtain the CPA-150E designation. Per the updated requirement, it is expected that a licensure-qualifying accounting program at the master's level shall include a minimum of 21 credits of accounting courses. As a result of this new requirement, we need to create a new course, ACC 712, to satisfy the accounting coursework requirement.

Also, ACC 712 will be cross-listed with MSB 712.

4. **Learning Outcomes (By the end of the course students will be expected to):**
- Describe investing and the role of fundamental analysis in investing.
- Explain financial statements that are the focus of fundamental analysis and use financial statements as an analysis tool.
- Apply dividend discounting and discounted cash flow valuation and methods to forecast future cash flow.
- Price (value) the book value of the equity (balance sheet) and price earnings (income statement).
- Explain how business activities are depicted in the financial statements and prepare the statements for applying the valuation (pricing) models.
- Reformulate the statement of owners' equity, the income statement, and the balance sheet.
- Analyze and reformulate the cash flow statement to capture the operating and financing activities.
- Apply an understanding of the analysis of growth and profitability to forecasting and valuation.

5. **Date of departmental approval:** 10/12/2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

Department(s)	Biological Sciences
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 771
Course Title	Research In Molecular Microbiology
Description	A project-based lab course that provides graduate students with practical research skills for their thesis and future science careers in academia or industry.
Pre/ Co Requisites	Departmental Permission
Credits	2
Hours	4
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__x_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **Rationale:**
Although many research skills are taught individually in various graduate biology courses as laboratory techniques, students often display difficulty integrating them. This project-based laboratory course is designed to prepare graduate students for their research-based thesis projects and future careers in academia or industry by training them to apply their knowledge and skills from other courses to complete projects similar to those performed in a research environment.

4. **Learning Outcomes (By the end of the course students will be expected to):**
- Analyze a biological phenomenon to determine the biological cause.
- Conduct a background search and formulate a testable hypothesis.
- Design experimental approaches to test the hypothesis.
- Analyze and present data to support the hypothesis.
- Understand and follow common research laboratory protocols and chemical safety rules.
- Master basic experimental approaches through repeated practices.
- Conduct small biological research projects independently.
- Create a presentation to communicate study results.
- Write a research paper to communicate experimental results.

5. **Date of Departmental Approval:** 10/11/2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 722
Course Title	Leading Effective Teams in Urban School Districts
Description	Examination of concepts, practices, and empirical research related to leading effective teams in urban school districts through critical change processes. Areas of focus will include adaptive leadership, communication, collaboration, capacity building, and organizational culture and climate. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
Pre/ Co Requisites	PREREQ: School leadership experience and/or permission of program coordinator
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity

	____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**
This course exists as an Experimental Course already and is being proposed as a new course now.

Feedback from the NYC Department of Education Office of Leadership, Professional Learning, and Continuous Improvement suggests that district-level leaders are typically underprepared in the areas of leading effective teams, which includes developing a positive climate and culture and building the capacity of adults in their teams. This course, which will be a required course in the Educational Leadership (School District Leader) Advanced Certificate program, aims to address this specific feedback, thereby making students who complete the program attractive candidates for district leadership roles in NYC and beyond.

4. **Learning Outcomes (By the end of the course students will be expected to):**
1. Demonstrate an understanding of current research and theory related to leading effective teams in the interest of equitable and racially just schools;
2. Discuss group dynamics and identify strategies for assigning effective group roles;
3. Recognize the importance of communication in cultivating a positive organizational culture and climate and identify tools to assess communication;
4. Acquire specific strategies to increase effective communication, overcome communication barriers, and use constructive feedback among members of the organization (leaders and subordinates alike); and
5. Apply problem-solving techniques.

5. **Date of Departmental Approval:** August 31, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 911
Course Title	Leaders as Scholars
Description	Examination of doctoral studies, resources, philosophical issues, tools, policies and procedures that will establish the framework for how the EdD prepares students to be scholar-practitioners through the application of practice-embedded research study. Provides foundation for developing a dissertation proposal, creating a problem statement and articulating the steps required to complete a doctoral dissertation in a planning worksheet.
Pre/ Co Requisites	
Credits	~~3~~
Hours	~~3~~
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible

	____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 911
Course Title	Leaders as Scholars
Description	Examination of doctoral studies, resources, philosophical issues, tools, policies and procedures thatwill establish the framework for how the EdD prepares students to be scholar-practitioners through the application of practice-embedded research study. Provides foundation for developing a dissertation proposal, creating a problem statement and articulating the steps required to complete a doctoral dissertation in a planning worksheet.
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression

	____ Individual and Society ____ Scientific World

4. **Rationale:**
When EDL 911 was submitted as a new course, it was submitted as a three-credit course, which is incorrect. The course was approved by NYSED as a four-credit course in the original new program proposal for the Ed.D., Organizational Leadership, Development and Change program and must be modified to correctly reflect this.

5. **Date of departmental approval:** September 27, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 801
Course Title	Holistic Leadership
Description	Foundational course where students study organizational psychology and the many aspects of leadership theory and practice, while exploring, identifying and developing their own leadership commitment, performance and transformational practices. ~~(Fieldwork hours required.)~~
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 801
Course Title	Holistic Leadership
Description	Foundational course where students study organizational psychology and the many aspects of leadership theory and practice, while exploring, identifying and developing their own leadership commitment, performance and transformational practices.
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale:**
These courses are not part of a certification program, and fieldwork is not required. After moving the Master of Science in Organizational Leadership (MSOL) program fully online and conducting an audit of the MSOL courses, the faculty has determined that fieldwork is no longer a necessary element in these courses.

5.**Date of departmental approval:** September 27, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 802
Course Title	Ethical Leadership
Description	Examination of complex issues confronting organizational leaders as they interact with various stakeholders. Managing conflicts of interests; implementing codes of conduct; and establishing roles of the leader in setting, maintaining and modeling ethical standards for an organization. ~~(Fieldwork hours required.)~~
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 802
Course Title	Ethical Leadership
Description	Examination of complex issues confronting organizational leaders as they interact with various stakeholders. Managing conflicts of interests; implementing codes of conduct; and establishing roles of the leader in setting, maintaining and modeling ethical standards for an organization.
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale:**
These courses are not part of a certification program, and fieldwork is not required. After moving the Master of Science in Organizational Leadership (MSOL) program fully online and conducting an audit of the MSOL courses, the faculty has determined that fieldwork is no longer a necessary element in these courses.

5. **Date of departmental approval:** September 27, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course description, title change

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 803
Course Title	Communication and ~~Team Work~~
Description	Strategies for communicating effectively as leaders of a group (small or large) and creating successful teams; identifying communication barriers; feedback mechanisms; strategic listening techniques; leading diverse teams; and effective team models. ~~(Fieldwork hours required.)~~
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 803
Course Title	Communication and Teamwork
Description	Strategies for communicating effectively as leaders of a group (small or large) and creating successful teams; identifying communication barriers; feedback mechanisms; strategic listening techniques; leading diverse teams; and effective team models.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale:**
These courses are not part of a certification program, and fieldwork is not required. After moving the Master of Science in Organizational Leadership (MSOL) program fully online and conducting an audit of the MSOL courses, the faculty has determined that fieldwork is no longer a necessary element in these courses. Also, corrected a typo from when first printed in the bulletin.

5. **Date of departmental approval:** September 27, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 804
Course Title	Leading for Strategic Change
Description	Examination of strategic change models, processes and methods. Topics include: aligning change initiatives with vision and mission; SWOT analyses; motivating teams effectively; and creating a culture conducive to change. ~~(Fieldwork hours required.)~~
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 804
Course Title	Leading for Strategic Change
Description	Examination of strategic change models, processes and methods. Topics include: aligning change initiatives with vision and mission; SWOT analyses; motivating teams effectively; and creating a culture conducive to change.
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale:**
These courses are not part of a certification program, and fieldwork is not required. After moving the Master of Science in Organizational Leadership (MSOL) program fully online and conducting an audit of the MSOL courses, the faculty has determined that fieldwork is no longer a necessary element in these courses.

5. **Date of departmental approval:** September 27, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 805
Course Title	Program Development and Evaluation
Description	Emphasis on research designs (theoretical and applied); needs assessment; data collection and analyses techniques; program development and review; grant proposals/funding; research reports; and continuous improvement through feedback loops. ~~(Fieldwork hours required.)~~
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 805
Course Title	Program Development and Evaluation
Description	Emphasis on research designs (theoretical and applied); needs assessment; data collection and analyses techniques; program development and review; grant proposals/funding; research reports; and continuous improvement through feedback loops.
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale:**
These courses are not part of a certification program, and fieldwork is not required. After moving the Master of Science in Organizational Leadership (MSOL) program fully online and conducting an audit of the MSOL courses, the faculty has determined that fieldwork is no longer a necessary element in these courses.

5. **Date of departmental approval:** September 27, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 806
Course Title	Managing Financial Resources
Description	Study of fundamental organizational fiscal management and exploration of universal financial challenges faced by non-profit organizations. Topics include fundraising; phases of successful capital campaigns; developing and managing board relations; seeking grant funding opportunities; and creating feasible and sustainable business plans. Students will learn the direct relationship between a robust financial management system and the sustainability of their organizations. ~~(Fieldwork hours required.)~~
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity

	____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 806
Course Title	Managing Financial Resources
Description	Study of fundamental organizational fiscal management and exploration of universal financial challenges faced by non-profit organizations. Topics include fundraising; phases of successful capital campaigns; developing and managing board relations; seeking grant funding opportunities; and creating feasible and sustainable business plans. Students will learn the direct relationship between a robust financial management system and the sustainability of their organizations.
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale:**
These courses are not part of a certification program, and fieldwork is not required. After moving the Master of Science in Organizational Leadership (MSOL) program fully online and conducting an audit of the MSOL courses, the faculty has determined that fieldwork is no longer a necessary element in these courses.

5. **Date of departmental approval:** September 27, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 807
Course Title	Leveraging Human Capital
Description	Study of the challenges and opportunities of leveraging human capital. Examination of the impact diversity has on an organization and its members. Focus on strategies for conflict resolution; supporting professional/career development; legal and regulatory procedures associated with supervising staff; maximizing volunteer opportunities; and long-term strategic growth and retention. ~~(Fieldwork hours required.)~~
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression

	____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 807
Course Title	Leveraging Human Capital
Description	Study of the challenges and opportunities of leveraging human capital. Examination of the impact diversity has on an organization and its members. Focus on strategies for conflict resolution; supporting professional/career development; legal and regulatory procedures associated with supervising staff; maximizing volunteer opportunities; and long-term strategic growth and retention.
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale:**

These courses are not part of a certification program, and fieldwork is not required. After moving the Master of Science in Organizational Leadership (MSOL) program fully online

and conducting an audit of the MSOL courses, the faculty has determined that fieldwork is no longer a necessary element in these courses.

5. **Date of departmental approval:** September 27, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: M.S., Organizational Leadership (MSOL)
Hegis Number: 2299.00
Program Code: 38541
Effective Term: Fall 2024

1**. Type of Change:** Program description

2. **From:**
MSOL Program Overview
The MSOL program prepares ~~candidates~~ to ~~assume leadership positions within a variety of fields, such as higher education, not-for-profit, community-based agencies, corporate, healthcare and government, and is not focused on Pre-K-12 leadership.~~

The courses emphasize ~~self-assessment~~ and reflection, critical thinking, ~~decision making~~ and ~~problem-solving, with extensive field-based experiences as a central component~~. The MSOL program provides knowledge of leadership roles and emphasizes interpersonal skills ~~in order~~ to accomplish its purpose of developing leaders capable of developing and sustaining successful, thriving organizations. This program offers practical tools to students, which immediately can be applicable in their respective places of work, and cultivates graduates who are knowledgeable and flexible to embrace a variety of leadership roles, communicate effectively, motivate staff, align individuals in cooperative efforts to meet organizational goals ~~and lead across the ever-evolving diversity landscape of the 21st century~~. ~~The MSOL program is based, in part, on the School of Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring and qualified leaders.~~

~~Students wishing to do so may complete the degree program entirely online. Please see Options One and Two listed below. The fully online option provides greater flexibility for candidates while maintaining the same rigorous academic standards as our hybrid/campus-based program.~~ Both options of the MSOL program can be completed in approximately one full year (12 months).

~~Masters Requirements –~~ Admission Requirements

~~Earn a minimum GPA of 3.0~~

- A baccalaureate degree from an accredited college or university.

- A minimum 3.0 (B) grade point average from a completed undergraduate degree program.

Recommendation, Resume & Essay

- Currently working or holding a substantial leadership role in a community or service-related organization.
- Two letters of recommendation: one must be from a current supervisor at the applicant's place of employment who can best evaluate the applicant's leadership potential; and one must be from either a faculty member from prior studies or a supervisor who can evaluate the applicant's potential for success as a graduate student and work ethic.
- A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships and service.
- A 500-word essay that discusses: a) why the applicant believes the Lehman MSOL is the right program for him/her; b) a description of his/her current (or most recent) role at work; c) a description of some of the challenges faced at work.

Interview

- Applicants who satisfy the preliminary admissions requirements will be invited to a group interview with the MSOL program coordinator.

Additional Comments:
Note: Students admitted fall semester.

~~Masters~~ Requirements – Master of Science

~~Earn a minimum GPA of 3.0~~
~~Earn at least 30 credits~~

Additional Comments:
MSOL Program Continuation Requirements

- Meet with Program Coordinator to plan courses and receive course approvals prior to or during registration each semester.
- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credits.
- Minimum 3.0 grade point average in all coursework
- Demonstrated evidence of ethics, as well as organizational, administrative, and collaborative skills, through group-based projects
- Satisfactory progress on action research project

MSOL Program Graduation Requirements

- Completion of 30 approved graduate credits of study in organizational leadership
- A minimum Grade Point Average of 3.0

- Successful completion of action research project.

~~Major Requirements –~~ Required Courses

OPTION ONE: ~~Hybrid/Campus Program~~

Fulfill ALL of the following requirements:
Semester I (Fall)
~~Complete ALL of the following Courses:~~
EDL 801 - Holistic Leadership
EDL 802 - Ethical Leadership
EDL 808 - Leadership Seminar I: Needs Assessment

Semester II (Winter)
~~Complete ALL of the following Courses:~~
EDL 803 - Communication and ~~Team Work~~

Semester III (Spring)
~~Complete ALL of the following Courses:~~
EDL 804 - Leading for Strategic Change
EDL 805 - Program Development and Evaluation
EDL 809 - Leadership Seminar II: Literature Research

Semester IV (Summer)
~~Complete ALL of the following Courses:~~
EDL 806 - Managing Financial Resources
EDL 807 - Leveraging Human Capital
EDL 810 - Leadership Seminar III: Implementation Plan

OPTION TWO: Online Program ~~(Courses offered as asynchronous or synchronous via video instruction.)~~

Fulfill ALL of the following requirements:
Semester I (Fall)
~~Complete ALL of the following Courses:~~
EDL 801 - Holistic Leadership
EDL 802 - Ethical Leadership
EDL 808 - Leadership Seminar I: Needs Assessment

Semester II (Winter)
~~Complete ALL of the following Courses:~~
EDL 803 - Communication and ~~Team Work~~

Semester III (Spring)
~~Complete ALL of the following Courses:~~
EDL 804 - Leading for Strategic Change
EDL 805 - Program Development and Evaluation

EDL 809 - Leadership Seminar II: Literature Research

Semester IV (Summer)
~~Complete ALL of the following Courses:~~
EDL 806 - Managing Financial Resources
EDL 807 - Leveraging Human Capital
EDL 810 - Leadership Seminar III: Implementation Plan

Additional Comments:
Registration for all courses requires program approval (coordinator or advisor).

~~Most courses require that students participate in 10-15 hours of fieldwork over the course of the semester.~~

3. **To:**
MSOL Program Overview
The MSOL program prepares students to develop their capacity for change-making, innovation, and leadership in a variety of organizational contexts, such as education, not-for-profit, healthcare, community-based agencies, corporate, and government.

The courses emphasize self-assessment and reflection, critical thinking, decision-making, and problem-solving. The MSOL program provides knowledge of leadership roles and emphasizes interpersonal skills to accomplish its purpose of developing leaders capable of developing and sustaining successful, thriving organizations. This program offers practical tools to students, which immediately can be applicable in their respective places of work, and cultivates graduates who are knowledgeable and flexible to embrace a variety of leadership roles, communicate effectively, motivate staff, and align individuals in cooperative efforts to meet organizational goals. The intentionally interdisciplinary curriculum caters to the needs of a broad variety of professions, so the MSOL program radically impacts the needs of not one, but several professions, through its experiential, interdisciplinary approach.

Plus, students will learn alongside a cohort of peers and share in a learning community that will energize and excite them to become the leaders they are meant to be.

The MSOL program is a fully online program that offers students two format options:

- *Online-Synchronous*: Students engage in weekly class meetings using a web conferencing platform such as Zoom. Limited class lessons and materials may also be delivered asynchronously.

- *Online-Asynchronous*: Students learn from instruction that is not delivered in real-time or does not occur during a specific day or time. However, students still are provided many opportunities to interact with the instructor through the course management system, e-mail exchanges, online discussion forums and synchronous methods such as web conferencing. Students also actively engage with other cohort members through online discussions, group projects, and presentations.

The online options provide greater flexibility for students while still fostering community through the cohort model and maintaining rigorous academic standards. Both options of the MSOL program can be completed in approximately one full year (12 months).

Admission Requirements

Degree and GPA

- A baccalaureate degree from an accredited college or university.
- A minimum 3.0 (B) grade point average from a completed undergraduate degree program.

Recommendation, Resume & Essay

- Currently working or holding a substantial leadership role in a community or service-related organization.
- Two letters of recommendation: one must be from a current supervisor at the applicant's place of employment who can best evaluate the applicant's leadership potential; and one must be from either a faculty member from prior studies or a supervisor who can evaluate the applicant's potential for success as a graduate student and work ethic.
- A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service.
- A 500-word essay that discusses: a) why the applicant believes the Lehman MSOL is the right program for him/her; b) a description of his/her current (or most recent) role at work; c) a description of some of the challenges faced at work.

Interview

- Applicants who satisfy the preliminary admissions requirements will be invited to a group interview with the MSOL program coordinator.

Additional Comments:
Note: Students admitted fall semester only.

Program Requirements – Master of Science

Additional Comments:
MSOL Program Continuation Requirements

- Meet with Program Coordinator to plan courses and receive course approvals prior to or during registration each semester.
- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credits.
- Minimum 3.0 grade point average in all coursework.

- Demonstrated evidence of ethics, as well as organizational, administrative, and collaborative skills, through group-based projects.
- Satisfactory progress on action research project.

MSOL Program Graduation Requirements

- Completion of 30 approved graduate credits of study in organizational leadership.
- A minimum Grade Point Average of 3.0.
- Successful completion of action research project.

Required Courses

OPTION ONE: Online Program – Synchronous

Fulfill ALL of the following requirements:
Semester I (Fall)
EDL 801 - Holistic Leadership
EDL 802 - Ethical Leadership
EDL 808 - Leadership Seminar I: Needs Assessment

Semester II (Winter)
EDL 803 - Communication and Teamwork

Semester III (Spring)
EDL 804 - Leading for Strategic Change
EDL 805 - Program Development and Evaluation
EDL 809 - Leadership Seminar II: Literature Research

Semester IV (Summer)
EDL 806 - Managing Financial Resources
EDL 807 - Leveraging Human Capital
EDL 810 - Leadership Seminar III: Implementation Plan

OPTION TWO: Online Program – Asynchronous

Fulfill ALL of the following requirements:
Semester I (Fall)
EDL 801 - Holistic Leadership
EDL 802 - Ethical Leadership
EDL 808 - Leadership Seminar I: Needs Assessment

Semester II (Winter)
EDL 803 - Communication and Teamwork

Semester III (Spring)
EDL 804 - Leading for Strategic Change
EDL 805 - Program Development and Evaluation

EDL 809 - Leadership Seminar II: Literature Research

Semester IV (Summer)
EDL 806 - Managing Financial Resources
EDL 807 - Leveraging Human Capital
EDL 810 - Leadership Seminar III: Implementation Plan

Additional Comments:
Registration for all courses requires program approval (coordinator or advisor).

4. **Rationale:**
- The MSOL program was approved to be offered fully online in 2018. We are not currently offering a campus option and want the bulletin to accurately reflect the two program formats available: Online-Synchronous and Online-Asynchronous.
- The fieldwork component was never required and after conducting an audit of the MSOL courses, the faculty has determined that fieldwork is no longer a necessary element in the MSOL courses.
- Corrected typos and punctuation errors from when the description was first printed in the bulletin.
- Removed wording and headings that were repetitive or incorrect.

5. **Date of departmental approval**: September 27, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Counselor Education: School Counseling
Hegis Number: 0826.01
Program Code: 41528
Effective Term: Fall 2024

1. **Type of Change:** Program description; addition of distance education format

2. **From:**
Counselor Education: School Counseling

Overview
Lehman offers a 60-credit graduate program in Counselor Education: School Counseling (CE:SC). Graduates are eligible for initial and professional School Counselor Certification in New York State. ~~The three-year, part-time program is offered as a year-round, hybrid, cohort model.~~

ACCREDITATIONS:
Council for the Accreditation of Counseling and Related Educational Programs (www.cacrep.org) and CAEP, the Council for the Accreditation of Educator Preparation (www.caepnet.org).

MISSION:
The Lehman College Counselor Education program develops culturally competent, ethical, caring, data-informed professional school counselors in an urban educational framework. School counselor candidates promote social justice and human rights advocacy in their scholarly, clinical, assessment, evaluation, and school counseling program implementation practices. They develop academic, social-emotional, and career/college competencies for all students. School counselors help close achievement, opportunity, and attainment gaps. The Counselor Education program climate emphasizes collaboration, leadership, self-awareness, and mutual respect among diverse groups and includes anti-racist and anti-oppression practices in coursework and fieldwork.

PROGRAM OBJECTIVES:
1. Candidates demonstrate knowledge of professional school counseling interventions in the following: identity/ethics, counseling theories and techniques, group work, multicultural counseling, career counseling, human development, assessment, research and program evaluation,

leadership/advocacy/consultation, college access, and trauma/violence/chemical dependency skills with course artifacts.

2. Candidates demonstrate the ability to assess and implement American School Counselor Association (ASCA) National Model Framework for School Counseling Programs using artifacts including School Counseling Program Assessment, Action Plans, Results Reports, and Lesson Plan Outlines in practicum, internship, and school counseling program action research projects.
3. Candidates know and use evidence-based and data-informed practices in delivering, implementing, and evaluating school counseling programs and interventions to help close achievement, opportunity, and attainment gaps.
4. Candidates demonstrate excellent individual counseling, group counseling, school counseling core curriculum lesson plan development and implementation, and planning/advising for all students in pre-practicum, practicum, and internship experiences.
5. Candidates complete 50 hours of supervised pre-practicum, 100 hours of practicum and 600 hours of internship in K-12 schools.
6. Candidates demonstrate 11 appropriate dispositions for school counseling in culturally and linguistically diverse K-12 schools and in the graduate program**:** Respectful interactions; engaged and enthusiastic learning; effective listening and speaking skills; support peers; give meaningful and constructive feedback; receive feedback non-defensively; trustworthiness; warmth; kindness; affirm differences; professionalism.

EMPLOYMENT:
Graduates work as school counselors in K-12 public, private, and charter schools in metro New York City, nationwide, and internationally as well as in college access, affordability, and admission counseling; career counseling; and student affairs counseling positions.

Admission Requirements for Counselor Education: School Counseling

Note: The admission deadline is March 15 for students who wish to begin attending classes during the fall term. (CE:SC does not admit students for the spring term.)

- A completed bachelor's or master's degree from an accredited institution of higher education and original transcripts from all prior undergraduate and/or graduate institutions.
- A minimum 3.0 G.P.A. from a completed undergraduate or graduate degree program.
- Two letters of recommendation evaluating the applicant's potential as a professional counselor in areas of leadership, advocacy, collaboration, coordination, counseling, technology, and skills in affirming culturally diverse

student populations. These letters should be from persons such as college or university faculty, K-12 school personnel, and community and family agency personnel.
- A completed application, including a 1,000-word essay consisting of responses to questions found in the graduate admissions on-line application, for the Counselor Education program.
- Currently certified New York State teachers may submit a copy of their teaching certificate. (Note: A teaching certificate is NOT required to become a school counselor in New York State.)
- A résumé.

Candidates who satisfy the preliminary admissions requirements will be invited to a group interview and provide a writing assessment.

Counselor Education: School Counseling Continuation Requirements

- Meet with a faculty adviser to plan courses and receive course approvals prior to registration each semester.
- Maintain liability insurance through student membership in the American School Counselor Association or the American Counseling Association for coverage during all pre-practicum, practicum, internship, and fieldwork experiences.
- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credit hours.
- Completion in the first year of study mandated training workshops in:
  Child Abuse Identification & Reporting,
  School Violence Prevention, and
  DASA (Dignity for All Students Act): Prevention and Intervention of Harassment, Bullying, Cyberbullying & Discrimination in Schools.
- 18 credits in counseling courses with a minimum 3.0 GPA, a completed practicum supervision agreement form, and Clinical Coordinator permission prior to practicum placement.
- 36 credits in counseling courses with a minimum 3.0 GPA, a minimum B in EDG 707, Practicum in Counseling, a completed internship supervision agreement form, and Clinical Coordinator permission prior to internship placement.
- Demonstration of counseling, advocacy, leadership, consultation, multicultural competencies, and additional professional dispositions in all coursework and fieldwork.

Counselor Education: School Counseling Graduation (Degree) Requirements

- Completion of 60 graduate credits in the program
- A minimum Grade Point Average of 3.0 (B).
- Successful completion of two semesters of internship.

~~**M.S.Ed. Program in Counselor Education: School Counseling Course Overview**~~

19 Required Courses (total 57/60 credits):

	Credits
EDG 700 Professional Identity in School Counseling	3
EDG 701 Counseling Theories and Techniques	3
EDS 701 Understanding Individuals with Disabilities	3
EDG 702 Multicultural and Social Justice Counseling	3
EDG 703 Human Development in Counseling	3
EDG 704 Career Counseling	3
EDG 705 Group Counseling	3
EDG 706 Assessment in Counseling	3
EDG 707 Practicum in Counseling	3
EDG 708 Counseling Research, Program Development, and Evaluation	3
EDG 709 School/Community Leadership, Advocacy, Collaboration, and Consultation	3
EDG 731 Sexuality Counseling in Schools and Families	3
EDG 732 Crisis, Substance Misuse, and Trauma Counseling	3
EDG 734 Bilingual Counseling in Schools and Communities	3
EDG 735 Family Counseling and School/Community Partnerships	3
EDG 738 Brief Counseling of Children and Adolescents	3
EDG 739 College Access Counseling	3
EDG 743 Internship in K-12 School Counseling I	3
EDG 744 Internship in K-12 School Counseling II	3

ONE Elective Course required for 3/60 credits (all 3-credit courses):

EBS 701 Issues in Bilingualism	3
EBS 760 The Bilingual Child with Mild to Moderate Learning and Behavior Problems	3
EDG 736 Parenting in Diverse Family Structures	3
EDG 737 Couples Counseling: Theories and Techniques	
EDR 605 Professional Writing for Educators	3

To:
Counselor Education: School Counseling, M.S.Ed. Program (60 Credits) (Campus or Online Options)

Overview
Lehman offers two options for earning a 60-credit graduate program in Counselor Education: School Counseling (CE:SC). Graduates are eligible for initial and professional School Counselor Certification in New York State.

ACCREDITATIONS:
Council for the Accreditation of Counseling and Related Educational Programs (www.cacrep.org) and CAEP, the Council for the Accreditation of Educator Preparation (www.caepnet.org).

MISSION:
The Lehman College Counselor Education program develops culturally competent, ethical, caring, data-informed professional school counselors in an urban educational framework. School counselor candidates promote social justice and human rights advocacy in their scholarly, clinical, assessment, evaluation, and school counseling program implementation practices. They develop academic, social-emotional, and career/college competencies for all students. School counselors help close achievement, opportunity, and attainment gaps. The Counselor Education program climate emphasizes collaboration, leadership, self-awareness, and mutual respect among diverse groups and includes anti-racist and anti-oppression practices in coursework and fieldwork.

PROGRAM OBJECTIVES:
1. Candidates demonstrate knowledge of professional school counseling interventions in the following: identity/ethics, counseling theories and techniques, group work, multicultural counseling, career counseling, human development, assessment, research and program evaluation, leadership/advocacy/consultation, college access, and trauma/violence/chemical dependency skills with course artifacts.

2. Candidates demonstrate the ability to assess and implement American School Counselor Association (ASCA) National Model Framework for School Counseling

Programs using artifacts including School Counseling Program Assessment, Action Plans, Results Reports, and Lesson Plan Outlines in practicum, internship, and school counseling program action research projects.

3. Candidates know and use evidence-based and data-informed practices in delivering, implementing, and evaluating school counseling programs and interventions to help close achievement, opportunity, and attainment gaps.
4. Candidates demonstrate excellent individual counseling, group counseling, school counseling core curriculum lesson plan development and implementation, and planning/advising for all students in pre-practicum, practicum, and internship experiences.
5. Candidates complete 50 hours of supervised pre-practicum, 100 hours of practicum and 600 hours of internship in K-12 schools.
6. Candidates demonstrate 11 appropriate dispositions for school counseling in culturally and linguistically diverse K-12 schools and in the graduate program**:** Respectful interactions; engaged and enthusiastic learning; effective listening and speaking skills; support peers; give meaningful and constructive feedback; receive feedback non-defensively; trustworthiness; warmth; kindness; affirm differences; professionalism.

EMPLOYMENT:
Graduates work as school counselors in K-12 public, private, and charter schools in metro New York City, nationwide, and internationally as well as in college access, affordability, and admission counseling; career counseling; and student affairs counseling positions.

Admission Requirements for Counselor Education: School Counseling

Note: The admission deadline is March 15 for students who wish to begin attending classes during the fall term. (CE:SC does not admit students for the spring term.)

- A completed bachelor's or master's degree from an accredited institution of higher education and original transcripts from all prior undergraduate and/or graduate institutions.
- A minimum 3.0 G.P.A. from a completed undergraduate or graduate degree program.
- Two letters of recommendation evaluating the applicant's potential as a professional counselor in areas of leadership, advocacy, collaboration, coordination, counseling, technology, and skills in affirming culturally diverse student populations. These letters should be from persons such as college or university faculty, K-12 school personnel, and community and family agency personnel.

- A completed application, including a 1,000-word essay consisting of responses to questions found in the graduate admissions on-line application, for the Counselor Education program.
- Currently certified New York State teachers may submit a copy of their teaching certificate. (Note: A teaching certificate is NOT required to become a school counselor in New York State.)
- A résumé.

Candidates who satisfy the preliminary admissions requirements will be invited to a group interview and provide a writing assessment.

Counselor Education: School Counseling Continuation Requirements

- Meet with a faculty adviser to plan courses and receive course approvals prior to registration each semester.
- Maintain liability insurance through student membership in the American School Counselor Association or the American Counseling Association for coverage during all pre-practicum, practicum, internship, and fieldwork experiences.
- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credit hours.
- Completion in the first year of study mandated training workshops in:
  Child Abuse Identification & Reporting,
  School Violence Prevention, and
  DASA (Dignity for All Students Act): Prevention and Intervention of Harassment, Bullying, Cyberbullying & Discrimination in Schools.
- 18 credits in counseling courses with a minimum 3.0 GPA, a completed practicum supervision agreement form, and Clinical Coordinator permission prior to practicum placement.
- 36 credits in counseling courses with a minimum 3.0 GPA, a minimum B in EDG 707, Practicum in Counseling, a completed internship supervision agreement form, and Clinical Coordinator permission prior to internship placement.
- Demonstration of counseling, advocacy, leadership, consultation, multicultural competencies, and additional professional dispositions in all coursework and fieldwork.

Counselor Education: School Counseling Graduation (Degree) Requirements

- Completion of 60 graduate credits in the program
- A minimum Grade Point Average of 3.0 (B).
- Successful completion of two semesters of internship.

<u>Students wishing to do so may complete the degree program entirely online. Please see Options One and Two listed below. The fully online option provides greater flexibility for candidates while maintaining the same rigorous academic standards as our</u>

hybrid/campus-based program. Both options of the M.S.Ed. program can be completed in approximately 3 years

OPTION ONE: Hybrid/Campus Program

Combination of synchronous and asynchronous instruction with some campus meetings.

19 Required Courses (total 57/60 credits):

	Credits
EDG 700 Professional Identity in School Counseling	3
EDG 701 Counseling Theories and Techniques	3
EDS 701 Understanding Individuals with Disabilities	3
EDG 702 Multicultural and Social Justice Counseling	3
EDG 703 Human Development in Counseling	3
EDG 704 Career Counseling	3
EDG 705 Group Counseling	3
EDG 706 Assessment in Counseling	3
EDG 707 Practicum in Counseling	3
EDG 708 Counseling Research, Program Development, and Evaluation	3
EDG 709 School/Community Leadership, Advocacy, Collaboration, and Consultation	3
EDG 731 Sexuality Counseling in Schools and Families	3
EDG 732 Crisis, Substance Misuse, and Trauma Counseling	3
EDG 734 Bilingual Counseling in Schools and Communities	3
EDG 735 Family Counseling and School/Community Partnerships	3
EDG 738 Brief Counseling of Children and Adolescents	3
EDG 739 College Access Counseling	3

EDG 743 Internship in K-12 School Counseling I 3

EDG 744 Internship in K-12 School Counseling II 3

ONE Elective Course required for 3/60 credits (all 3-credit courses):

EBS 701 Issues in Bilingualism

EBS 760 The Bilingual Child with Mild to Moderate Learning and Behavior Problems

EDG 736 Parenting in Diverse Family Structures

EDG 737 Couples Counseling: Theories and Techniques

EDR 605 Professional Writing for Educators

OPTION TWO: Online Program (Courses offered as asynchronous and/or synchronous via video instruction).

19 Required Courses (total 57/60 credits):

Credits

EDG 700 Professional Identity in School Counseling 3

EDG 701 Counseling Theories and Techniques 3

EDS 701 Understanding Individuals with Disabilities 3

EDG 702 Multicultural and Social Justice Counseling 3

EDG 703 Human Development in Counseling 3

EDG 704 Career Counseling 3

EDG 705 Group Counseling 3

EDG 706 Assessment in Counseling 3

EDG 707 Practicum in Counseling 3

EDG 708 Counseling Research, Program Development, and Evaluation 3

EDG 709 School/Community Leadership, Advocacy, Collaboration, and Consultation 3

EDG 731 Sexuality Counseling in Schools and Families 3

EDG 732 Crisis, Substance Misuse, and Trauma Counseling	3
EDG 734 Bilingual Counseling in Schools and Communities	3
EDG 735 Family Counseling and School/Community Partnerships	3
EDG 738 Brief Counseling of Children and Adolescents	3
EDG 739 College Access Counseling	3
EDG 743 Internship in K-12 School Counseling I	3
EDG 744 Internship in K-12 School Counseling II	3

ONE Elective Course required for 3/60 credits (all 3-credit courses):

EBS 701 Issues in Bilingualism	3
EBS 760 The Bilingual Child with Mild to Moderate Learning and Behavior Problems	3
EDG 736 Parenting in Diverse Family Structures	3
EDG 737 Couples Counseling: Theories and Techniques	
EDR 605 Professional Writing for Educators	3

4. **Rationale:**
The addition of the distance learning program for the MSEd in Counselor Education: School Counseling (CE:SC) program provides greater flexibility for candidates who hold full-time positions, working in a school or other professional environment. The CE:SC online candidates are expected to adhere to the same academic standards and requirements as our campus-based candidates and the curriculum for the online CE:SC program does not differ from the campus-based program. The same course descriptions, credit and hour requirements, learning objectives, prerequisites, and any other curricular requirements apply to our online CE:SC program to ensure that this online program meets the same rigorous academic standards as our campus-based one. The mode of delivery differs, with the new delivery format being mainly asynchronous (with select fieldwork seminars being delivered in a synchronous format).

5. **Date of departmental approval:** May 3, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Exercise Sciences and Recreation
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 670
Course Title	Research Practicum in Applied Exercise Science
Description	Minimum of 120 hours in a research-based setting on an applied exercise-related topic.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	[X] Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Exercise Sciences and Recreation

Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 670
Course Title	Research Practicum in Applied Exercise Science
Description	Minimum of 120 hours in a research-based setting on an applied exercise-related topic. May be repeated for a maximum of six credits.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale:**
A primary goal of the Human Performance and Fitness program is to ensure that students become evidence-based fitness professionals. Inherent to this goal is that students are proficient in understanding and interpreting exercise-related research. Being directly involved in a research-based setting provides keen insights into the research process that cannot be appreciated without experience in this realm.

This course allows graduate students to engage in research, but based on feedback from the students there is a need for additional exposure in this area. Thus, we deem it important to extend opportunities in research by allowing students to repeat this course twice, so they can maximize their research-related experience. This will be particularly important for students who aspire to a career as a college professor or researcher, which comprises about half of the current students in the program. Acceptance into the top Ph.D. programs is very competitive in exercise science and having substantial

research experience can be a determining factor for admission. Moreover, students in the thesis option will benefit from gaining additional experience in research before carrying out their study, and thus be better prepared for their thesis research.

The proposed course change is to allow EXS 670 to be repeated twice for a maximum of six credits.

5. **Date of departmental approval:** 10/31/23

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF FINANCE, INFORMATION SYSTEMS AND ECONOMICS

CURRICULUM CHANGE

1. **Type of Change:** Adding cross-listing attribute

2. **From:**

Department(s)	Finance, Information Systems and Economics
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	MSB 712
Course Title	Financial Statement Analysis
Description	Review of general principles governing the construction of financial statements; asset valuation, income determination and consolidated financial statements; characteristics of financial statements related to an understanding of analytical methods, including working capital, the statement of changes in financial position, and cash flow statements; examination of techniques used in analyzing solvency and the quality of earnings; forecasting techniques and implications; and impact of price level changes on financial statements and methods of financial statement analysis.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity

	____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Finance, Information Systems and Economics
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	ACC/MSB 712
Course Title	Financial Statement Analysis
Description	Review of general principles governing the construction of financial statements; asset valuation, income determination and consolidated financial statements; characteristics of financial statements related to an understanding of analytical methods, including working capital, the statement of changes in financial position, and cash flow statements; examination of techniques used in analyzing solvency and the quality of earnings; forecasting techniques and implications; and impact of price level changes on financial statements and methods of financial statement analysis.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale:**
The Master of Science in Accounting program needs to be revised to meet the updated requirements by New York State to obtain the CPA-150E designation. Per the updated requirements, it is expected that a licensure-qualifying accounting program at the master's level shall include a minimum of 21 credits of accounting courses. As a result of this new requirement, we need to cross-list MSB 712 to ACC 712 to satisfy the accounting coursework requirement.

5. **Date of departmental approval:** 9/11/2023

Committee on Admissions, Evaluations and Academic Standards (CAEAS) Report

Senate Meeting: December 6, 2023

The committee reviewed graduation lists for undergraduate and graduate students, by email. A quorum of email votes were received and the committee voted unanimously to approve the graduation lists, pending satisfactory completion of all graduation requirements. The committee now brings the graduation lists to the Senate floor for a vote.

Library Technology and Telecommunications Committee Report

Next Meeting: TBA

Location: ZOOM

Library

- Library is pleased that First Floor will be open until Midnight during Final Exam Period: **December 13 – 19**. Other Library services – Circulation-Reserve, Reference, access to stacks – will not be available beyond 9:00 PM. 24-7 Virtual Chat always accessible to support student research.
- Public Safety is available to escort members of Lehman community to closest subway or parking lot. Please contact Public Safety, x8228, to arrange escort. Only Gates 5 and 8 will be open.
- Library encourages faculty to submit eBooks requests early for Spring 2024 courses in order to expedite processing and timely accessibility. Library's Stephen Walker is the contact person for additional information.

Information Technology

- On December 6th, a Holiday Season Cyber Security Advisory and Training Reminder mail was sent from the ITR.Announce email address. Please remember to remain vigilant in safeguarding your personal information and the digital infrastructure of Lehman.
- Our Lehman College Cybersecurity course is up on Bb. Look for the course on your Bb Homepage. The course takes about 45-minutes to complete. There is a Cyber Security Course for students as well. The student course will take about 30 minutes to complete.
- On November 30th, an email was sent to Faculty and Staff by VP Edi Ruiz with the subject "Urgent: Antivirus Installation for Office Desktops and College-Owned Laptops" We urge you to read the email. It is critical that all Office Desktops and College-Owned Laptops get Cortex XDR installed.
- 4. Please be in the lookout for an email from Provost Jorge Silva-Puras with updates on the LMS Transition. As indicated on that email, the LMS Transition Working Group which includes the 27 nominees, including 20 full-time faculty, will meet this December.
- Lehman College was well represented at the CUNY IT Conference. Lehman was awarded the IT Collaboration Award for the CUNY Transfer Explorer.

Blackboard

- CUNY's central Brightspace environment is complete. This means that schools in Transition Group 1 are able to being to customize their Brightspace environment.

Lehman is in Transition Group 4 and will be transitioning to Brightspace in the Summer of 2025. Lehman Courses are scheduled to be migrated to Brightspace in Spring 2025.

- Faculty should have access to Brightspace to create a course and being to experiment with the new LMS. Instructions to create a course may be found on the CUNY LMS TRANSITION website.
- Brightspace Basics, a 4-workshop series will be offered next month through the start of the Fall 2024 semester. This series is for schools in Groups 1 and 2. Groups 3 and 4 will be offered at a later date. As soon as we have more details we will share with everyone.

Online Education

- Office of Online Ed will be offering their Preparation for Teaching Online Workshop January 8th through 21st. Details are found on the OLE webpage.
- Several Generative AI Teaching and Learning Workshops will be offered in January. A Faculty Forum on 1/17, Essentials of Generative AI and Syllabus Language on January 23th. Instructional Strategies with Generative AI on January 24th, Student Do's and Don't's with Generative AI on February 2nd and Academic Integrity in AI Times on February 14th.
- Lehman's Center for Teaching and Learning is under construction now and is scheduled to open in Fall 2024. The Center will be led by Olena Zhadko. Director of Online Education and Alison Abreu, Associate Director of Educational Development.

LEHMAN COLLEGE

Committee on Assessment
Report to the Senate

December 6, 2023

The Committee on Assessment met on November 6, 2023

- ✓ Given the presence of new members, the committee sought nominations for its chairperson. Devrim Yavuz has been selected for the current academic year.

- ✓ Associate Provost Victor Brown and Assessment Manager Donald Sutherland discussed plans to create and disseminate a survey of the Lehman College community as part of assessment and the next Middle States accreditation visit. Committee members stressed the importance in getting input for questions and the survey population from stakeholders, in getting the committee members involved, and in using the expertise of Lehman College faculty with surveys. Donald Sutherland has started contacting people in waves to get feedback. The survey is expected to be deployed in January or February, 2024.

- ✓ We discussed the concern that came from the Senate floor during its November 2023 meeting. The committee found that the message that went directly to general education instructors was an oversight; the office for institutional effectiveness will correct it. Committee members voted to emphasize that requests for participating in assessment activities should go out with the knowledge of the committee, Deans, Associate Deans, Chairs and Assessment Coordinators, thus ensuring more rigorous general education assessment while respecting the contractual agreement that faculty have with the University.

  Committee members discussed the importance of promoting greater awareness with the general education schedule that was developed following Middle States visit:

  https://www.lehman.cuny.edu/institutional-effectiveness/documents/General-Education-Assessment-Plan-Fall-2020.pdf

Next meeting: December 11, 2023, via zoom

USF Lehman Representatives Report for Lehman College Senate, Fall 2023, Prepared by Naomi Zack, delivered by Stephen Castellano, Dec. 5, 2023.

The UFS met on September 19, October 24, and December 5. Resolutions were passed on Sept 19 and Oct. 24 but not on Dec. 5, because there was no quorum.

Please consult the UFS website for the UFS calendar, which is frequently updated and the USF website for materials on all meetings (agendas and minutes)
https://www1.cuny.edu/sites/cunyufs/

Meeting Discussions and Resolutions

Sept. 19

- Changes to Academic Integrity Policy, especially about the use of Artificial Intelligence in classrooms were discussed and approved by universal acclamation.

- Executive Vice Chancellor and University Provost Wendy Hensel provided brief updates on CUNY's online initiative, the ongoing Learning Management System migration (from Blackboard to Brightspace), and the most recent status of the university's transfer policy. She noted that she will continue to seek faculty input and will return to the UFS in the spring for further updates. (from the minutes)

Oct. 24

- Chancellor Felix Matos Rodríguez acknowledged the successful recent of over 500 new full-time faculty lines and that new faculty lines in STEM fields is currently being considered. He also celebrated the recent launch of the new Strategic Plan and outlined the process by which it was drafted and adopted, and discussed the ongoing enrollment challenges the University has and continues to face and noted several initiatives at work to remedy them, viz., that the application numbers for fall 2023 and spring 2024 are promising and that CUNY was waiving the application fee for the current month (October 2023). He then took questions related to CUNY's stance on academic freedom, the ongoing fiscal challenges the University faces and some decisions being considered on the campuses to meet them, the status of the collective bargaining agreement, the equity challenges associated with CUNY contingent faculty, enhancing diversity throughout the University (especially with regard to retention of faculty of color), the status of presidential searches, the ongoing conversation over the medical school, and possible services for students in light of recent global events. (from the minutes)

- Prof. Jeruzalmi brought a resolution on protecting student identities to the body for its support. After some discussion the body voted unanimously in support. (from the minutes).

Dec. 5

- Senior Vice Chancellor for Budget and Finance and CFO, Sheif Soliman discussed the current unsustainable situation of CUNY's first quarter in terms of the structural deficit (income does not cover expenses). There have been improvements: deficit for fiscal 2022 of 232 million; deficit of 153 million for fiscal 2023; and deficit of 128 million projected for fiscal 2024. This upward trend is believed to be due to an increase in enrollments post-pandemic and there has also been an increase of 68,000 in enrollment. But pandemic-related federal grants that were paid to individual CUNY institutions are now gone and reserves are limited. Also, the City of New York has in effect (through a PEG or Program to Eliminate Gap) announced a 5 % cut in funding with another 5% possible in April 2024. The structural deficit is not sustainable, because unlike the US federal government that can create more money, local governments cannot run deficits. (from the meeting)

- Victoria Chevalier (Medgar Evers) of the UFS Academic Freedom Committee led a discussion about a letter and plans in progress to meet with CUNY Counselor and Chancellor about a statement supporting freedom of speech and freedom of expression. (from the meeting)

Governance Committee Report
December 6, 2023

1. Senate Agenda Changes
    a. Bylaws: Function of the Governance Committees
    b. In Discussion Since Formation of New Standing Committees
    c. Action Items First, Announcements Second
    d. Will Monitor and Tweak As Necessary
    e. Questions?

2. Next Governance Meeting is Wednesday, December 13th at 2pm.

LEHMAN COLLEGE

COACHE Task Force Members:
Rabab Abi-Hanna, Gary Ford, Jeannette Graulau, Deborah Sanders, Victor Brown, Alison Abreu, Don Sutherland

COACHE 2023 Survey Results

Comparison with 'peers' John Jay, Brooklyn, Hunter, North Carolina Central, University of Houston and 'cohort' of 86 'generally similar' colleges.

Areas of Strength

appreciation and recognition

Pre-tenure, tenured and non-tenure track faculty feel good about this aspect.

52% response rate

Thanks!!

departmental collegiality and quality

Faculty of all ranks feel good about this aspect.

leadership

Lehman in 30% top of cohort in 3 areas

departmental
divisional
faculty

Good Job!

⚠ Areas of Concern

facilities & work resources

trust governance

senior leadership

clarity tenure expectations

tenure policies

2 best aspects of working at Lehman

quality of colleagues + support of colleagues

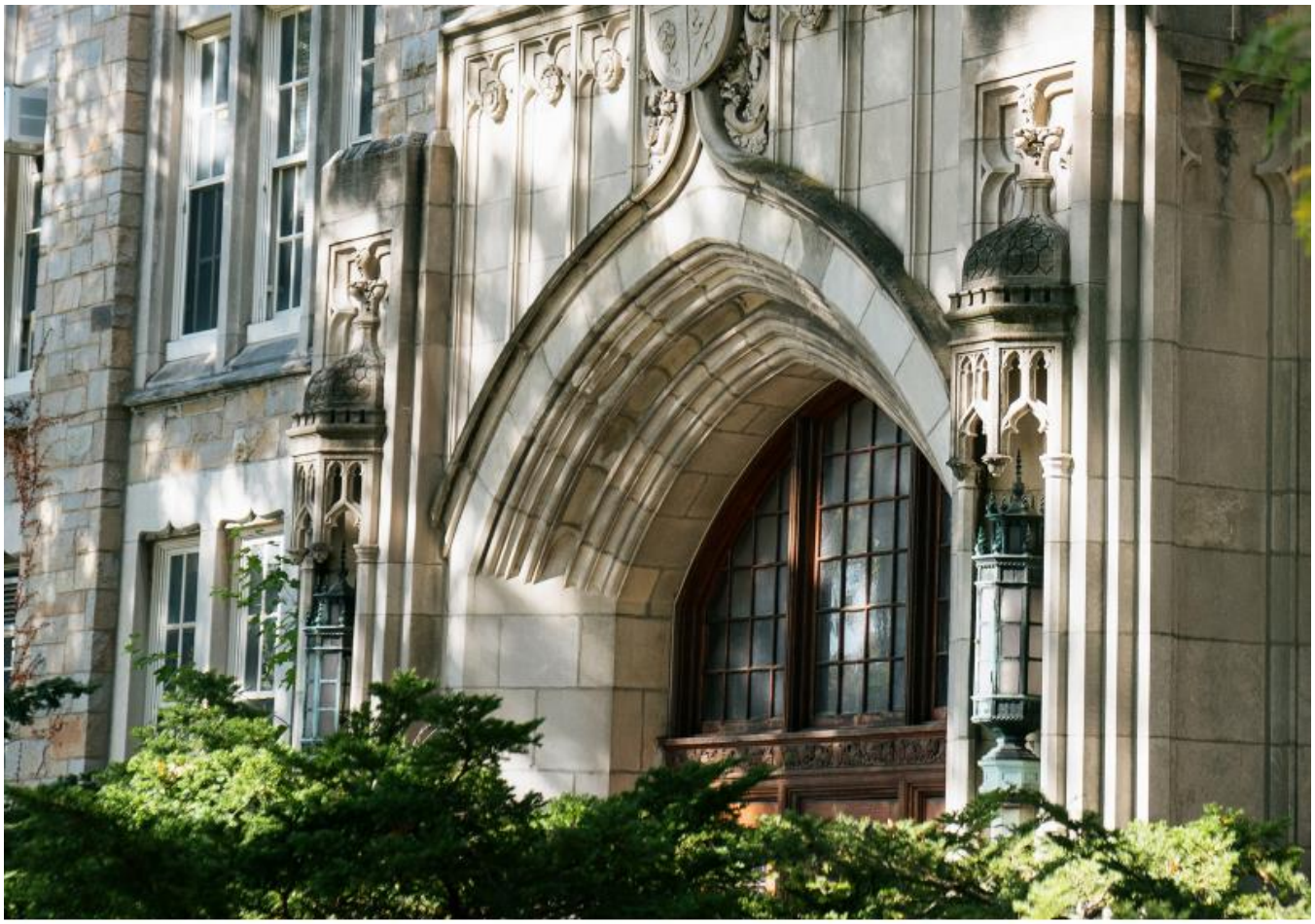
Worst aspects

quality of facilities

compensation

too much service assignments

teaching load



LEHMAN COLLEGE | CUNY

Guidebook for Tenure/CCE* and Promotion

*Certificate of Continuous Employment

FALL 2023

Click to Return to Table of Contents

Guidebook for Tenure/CCE and Promotion

Approved by the Faculty Personnel and Budget Committee May 23, 2023

This Guidebook offers recommendations to assist individual faculty and instructional staff, their chairs, and the committees involved in personnel decisions in preparing someone to be successful in pursuing tenure, a CCE, and/or promotion.

This Guidebook is a consolidated electronic source that faculty and instructional staff, their chairs, and committees can access to help guide them and navigate the policies and processes at Lehman College in pursuing tenure, CCE, and/or promotion. The purpose is to outline the processes, critical deadlines, and best practices, rather than describing every single aspect of the Tenure, Promotion, and CCE process.

This handbook is not a comprehensive legal document and does not supersede CUNY and/or Lehman College policy, governance plans, procedures, or bylaws. It is rather a guide crafted with input from School Deans, Academic Department Chairs, the Office of the Provost and Academic Affairs and Student Success, and entities of Lehman College. Questions about an individual's application for tenure and/or promotion or CCE should be directed to the faculty member's chair or dean.

This Guidebook is a work in progress. Your input is encouraged and greatly appreciated.

Click to Return to Table of Contents

Table Of Contents

Section 1: Areas of Evaluation and Forms of Documentation

1.1 AREAS OF EVALUATION 6
1.2 LEHMAN COLLEGE *CURRICULUM VITAE* 6
1.3 SCHOLARSHIP/CREATIVE WORK AND POTENTIAL FOR FUTURE SCHOLARSHIP/CREATIVE WORK 6
1.4 PEER REVIEWED VS. NON-PEER-REVIEWED SCHOLARSHIP/CREATIVE WORK 8
1.5 TEACHING AND TEACHING EFFECTIVENESS 9
1.6 COURSES TAUGHT AND STUDENT EVALUATIONS 10
1.7 SERVICE TO THE DEPARTMENT, SCHOOL, COLLEGE, CUNY, PROFESSION, AND COMMUNITY 11
1.8 SINCE LAST PERSONNEL ACTION VS. PRIOR TO LAST PERSONNEL ACTION 12
1.9 DIGITAL FILE OF EVIDENCE (E.G., FACULTY SUCCESS AKA DIGITAL MEASURES) 13
1.10 ANNUAL EVALUATIONS 14
1.11 UNDERSTANDING COMMITTEE VOTING ON TENURE, PROMOTION, AND CCE 15

Section 2: Procedures for Faculty Pursuing Tenure (Seven-Year Clock)

2.1 OVERVIEW 17
2.2 PREPARING FOR REAPPOINTMENTS 17
2.3 DRAFTING A STATEMENT ON SCHOLARSHIP/CREATIVE WORK, TEACHING, AND SERVICE 17
2.4 TIMETABLE FOR TENURE (SEVEN-YEAR CLOCK) 18
2.5. YEAR 1 AND YEAR 2: FIRST REAPPOINTMENT REVIEW TO SECOND YEAR OF SERVICE AND SECOND REAPPOINTMENT REVIEW TO THIRD YEAR OF SERVICE 20
2.6 YEAR 3: THIRD REAPPOINTMENT REVIEW TO THE FOURTH YEAR OF SERVICE 21
2.7 YEAR 4 AND 5: FOURTH AND FIFTH REAPPOINTMENT REVIEWS TO THE FIFTH AND SIXTH YEARS OF SERVICE 22
2.8 YEAR 6 AND YEAR 7: SIXTH REAPPOINTMENT TO SEVENTH YEAR OF SERVICE AND PREPARATIONS FOR TENURE REVIEW 23
2.9 PREPARING THE DOSSIER OF SCHOLARSHIP/CREATIVE WORK FOR EXTERNAL REVIEWERS 24
2.10 EXTERNAL REVIEWERS 24
2.11 PREPARING THE DIGITAL FILE OF EVIDENCE FOR THE DEPARTMENT P&B AND TPCCE COMMITTEE 27
2.12 ROLE OF THE PROVOST'S OFFICE IN PREPARING THE DIGITAL FILE OF EVIDENCE 28
2.13 TENURE REVIEW BY THE DEPARTMENT P&B IN YEAR 7 28
2.14 THE CHAIR'S REPORT 29
2.15 TENURE REVIEW BY THE COMMITTEE ON TENURE, PROMOTION AND CCE (TPCCE) IN YEAR 7 29
2.16 TENURE REVIEW BY THE FACULTY P&B IN YEAR 7 30

Click to Return to Table of Contents

2.17 TENURE REVIEW BY THE PRESIDENT IN YEAR 7 31
2.18 YEAR 8: TENURE ELIGIBILITY DATE 32
2.19 OTHER QUESTIONS ABOUT TENURE 32

Section 3: Procedures for Faculty Pursuing Certificate of Continuous Employment (CCE) (Five-Year Clock)

3.1 OVERVIEW 33
3.2 PREPARING FOR REAPPOINTMENTS 33
3.3 TIMETABLE FOR THE CERTIFICATE OF CONTINUOUS EMPLOYMENT (CCE) (FIVE-YEAR CLOCK) 34
3.4 YEAR 2 AND YEAR 3: SECOND AND THIRD YEAR REAPPOINTMENT REVIEWS TO THE THIRD AND FOURTH YEARS OF SERVICE 36
3.5 DEAN'S PRE-CCE REVIEW AND SCHOOL EXECUTIVE COMMITTEE REVIEW 36
3.6 PREPARING FOR CCE REVIEW IN YEAR 5 37
3.7 CCE REVIEW BY THE DEPARTMENT P&B IN YEAR 5 37
3.8 CCE REVIEW BY THE COMMITTEE ON TENURE, PROMOTION, AND CCE (TPCCE) IN YEAR 5 38
3.9 CCE REVIEW BY THE FACULTY P&B IN YEAR 5 39
3.10 CCE REVIEW BY PRESIDENT IN YEAR 5 40
3.11 YEAR 6: CCE ELIGIBILITY DATE 40
3.12 OTHER QUESTIONS ABOUT FACULTY MEMBERS WITH A CCE 41

Section 4: Procedures for Faculty Pursuing Promotion from Assistant to Associate Professor and from Associate Professor to Professor, and Professor to Distinguished Professor

4.1 OVERVIEW 42
4.2 PREPARING FOR PROMOTION 42
4.3 CRITERIA OF EVALUATION FOR PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR 43
4.4 CRITERIA OF EVALUATION FOR PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR 44
4.5 STATEMENT ON SCHOLARSHIP/CREATIVE WORK, TEACHING, AND SERVICE 45
4.6 TIMETABLE FOR ASSISTANT PROFESSOR APPLYING FOR PROMOTION TO ASSOCIATE PROFESSOR IN THE SAME YEAR AS GOING UP FOR TENURE 46
4.7 APPLYING FOR PROMOTION TO ASSOCIATE PROFESSOR BEFORE TENURE 46
4.8 TIMETABLE FOR ASSOCIATE PROFESSOR APPLYING FOR PROMOTION TO PROFESSOR 46
4.9 PREPARING THE DOSSIER OF SCHOLARSHIP/CREATIVE WORK FOR EXTERNAL REVIEWERS 49
4.10 PREPARING THE DIGITAL FILE OF EVIDENCE FOR THE DEPARTMENT P&B AND TPCCE COMMITTEE 53
4.11 ROLE OF THE PROVOST'S OFFICE IN PREPARING THE DIGITAL FILE OF EVIDENCE 53
4.12 PROMOTION REVIEW BY THE DEPARTMENT P&B 54
4.13 THE CHAIR'S REPORT 54

Click to Return to Table of Contents

4.14 PROMOTION REVIEW BY THE COMMITTEE ON TENURE, PROMOTION, AND CCE (TPCCE) 55
4.15 PROMOTION REVIEW BY THE FACULTY P&B 56
4.16 PROMOTION REVIEW BY THE PRESIDENT 57
4.17 OTHER QUESTIONS ABOUT PROMOTION 57
4.18 PROMOTION TO DISTINGUISHED PROFESSOR 58

Section 5. Procedures for College Laboratory Technicians (CLTs) Pursuing Tenure and Promotion from CLT to Senior CLT, and from Senior CLT to Chief CLT

5.1 OVERVIEW 61
5.2 ANNUAL EVALUATION 61
5.3 PREPARING FOR REAPPOINTMENTS 62
5.4 TIMETABLE FOR TENURE FOR CLT (FIVE-YEAR CLOCK) 62
5.5 YEAR 6: TENURE ELIGIBILITY DATE 64
5.6 PROMOTION 65
5.7 PROMOTION FROM CLT TO SENIOR CLT 66
5.8 PROMOTION FROM SENIOR CLT TO CHIEF CLT 67
5.9 TIMETABLE FOR PROMOTION FROM SENIOR CLT AND CHIEF CLT 68
5.10 OTHER QUESTIONS ABOUT TENURE AND PROMOTION 70

Appendices

APPENDIX 1. 71
APPENDIX 2. 72
APPENDIX 3. ANNUAL FACULTY EVALUATION CONFERENCE REPORT. 75
APPENDIX 4. ANNUAL CLT EVALUATION CONFERENCE REPORT. 78
APPENDIX 5. CO-AUTHORSHIP CHART 80
APPENDIX 6. P&B ELECTIONS RUBRIC. 81
APPENDIX 7. TENURE AND PROMOTION FLOWCHART 82

Click to Return to Table of Contents

Section 1: Areas of Evaluation and Forms of Documentation

1.1 Areas of Evaluation

Faculty who are tenure-track and/or applying for promotion (i.e., Assistant Professors and/or Associate Professors) are evaluated in the following three areas (the "three legs of the stool"):

(a) Scholarship/Creative Work and Potential for Future Scholarship/Creative Work
(b) Teaching and Teaching Effectiveness
(c) Service to the Department, School, College, CUNY, Profession, the Public, and Professional Communities

Faculty who are pursuing a Certificate of Continuous Employment (a CCE) (Lecturers and Instructors) are evaluated on areas (b) and (c), though they may include evidence of area (a).

For information on the areas of evaluation for tenure-track College Laboratory Technicians (CLTs), who may also apply for promotion to Senior CLT and Chief CLT, see Section 5 of this Guidebook.

1.2 Lehman College *Curriculum Vitae*

A faculty member documents evidence of their work from year to year using the Lehman College *Curriculum Vitae* (C.V.). The most up-to-date C.V. template can be found on the Office of the Academic Personnel website:

https://www.lehman.edu/academic-personnel/digital-measures.php

1.3 Scholarship/Creative Work and Potential for Future Scholarship/Creative Work

Faculty are expected to provide evidence of their scholarship/creative work and their potential for future scholarship/creative work in some of the ways listed below. This section of the Guidebook is adapted

Click to Return to Table of Contents

from sources from Lehman College and CUNY and from the City College Policies and Guidelines for Reappointment, Tenure and Promotion (September 2021).[1]

Expectations for and decisions about the type, scope, and quality of scholarship/creative work are specific to the discipline, or disciplines in the case of interdisciplinary work. The faculty member should confer with their department P&B regarding these expectations.

I. Books, articles, book chapters, reviews, etc., which should be grouped as follows:

(1) Books (monographs or edited collections or textbooks): sole authorship, co-authors (if any), co-editors (if any), title, publisher, and publication date. If a book is under consideration or under contract with a publisher, relevant supporting documentation must be supplied. There should be an indication of the faculty member's role or percentage contribution if not sole authored.
(2) Peer-reviewed articles: sole authorship, co-authors (if any), title, journal title, volume, date, and page numbers. There should be an indication of the faculty member's role or percentage contribution if not sole authored.
(3) Book chapters: sole authorship, co-authors (if any), book title, editor(s), publisher, date, and page number(s) of chapter. The nature of the book should be specified (part of a series in which editors invite contributions, a symposium proceeding, etc.). There should be an indication of the faculty member's role or percentage contribution if not sole authored.
(4) Editor of a journal (including guest editing and *ad hoc* editor of an issue of a journal).
(5) Translations (books, book chapters, or articles).
(6) Book reviews or articles that assess others' work.
(7) Other articles or contributed presentations, including long-form or short-form journalism.
(8) Invited and peer-reviewed presentations, listing the institution or organization and, if appropriate, symposium or meeting title, and divided into local/regional and national/international.
(9) Digital work posted to online venues, including videos, providing the nature of the work (e.g., invited, juried, selected competitively, as appropriate, with a description of procedures for selection), sponsoring organizations and/or other relevant information that will provide perspective on the relative stature of the venue.
(10) Research grants and contracts, with the faculty member's role or percentage of contribution, sponsoring organization, grant or contract title, and amount of award and period, indicating which grants are internal/institutional and which are external.

II. Creative Works:

(1) Venues of public or digital/online exhibitions, displays, screenings or performances, paintings, installations, sculptures, feature films, documentaries, plays, musical compositions, including the nature of the venue (e.g., invited, juried, selected competitively, as appropriate, with a description of procedures for selection), sponsoring organizations and/or other relevant information that will provide perspective on the relative stature of the venue.
(2) Critical reviews, with authors, publication titles, and dates.
(3) Articles or feature write-ups referring to the work, with authors, publication

[1] https://www.ccny.cuny.edu/sites/default/files/2021-09/PoliciesAndGuidelinesForReappointmentTenureAndPromotion-RevisedSeptember2021.pdf

Click to Return to Table of Contents

titles and dates.
(4) Grants and contracts, with role and/or percentage of contribution, sponsoring organization, grant or contract title, amount of award and period, and indicating which grants are internal/institutional and which are external.

III. Evidence of research in progress leading towards scholarly publications or creative works.

The faculty member should also make clear the status of scholarship/creative work.

Published work: In the section of the C.V. for "**Publications/Creative Works**", all published/released work should contain the year of publication/release, the number of pages or specific page-numbers (if applicable), and stable URLs (when available).

The faculty member should also provide relevant information, such as solo vs. collaborative authorship; peer-reviewed or non-peer-reviewed status; print or digital and/or online publication (in the case of publications); form of release: streaming platform, CD, DVD, etc. (in the case of films, plays, musical compositions, etc.), the quality of the journal, the journal acceptance rate, the journal impact factor, etc., may also be included.

For any co-authored work, the faculty member's role and contribution should be indicated. If necessary, the following chart can be added to the publications section of the C.V.[2]

Co-authored publication	Author contribution	Peer-reviewed / Invited / Non-Peer-Reviewed

Unpublished work: All work not yet published/released should be included in the final sections of the C.V. under "**Unpublished Work**" ("Works accepted", "Works submitted", "Works in progress", "Research in progress", and "Exhibitions/productions in preparation"). The reference for work that has yet to be published must include the status – submitted for review, resubmitted for review, under review, accepted for publication, under contract, in press, etc. Individual publishers may offer different levels of manuscript status, but a list of common forms of publication status and their definitions can be found in Appendix 1.

1.4 Peer reviewed vs. Non-peer-reviewed Scholarship/Creative Work

[2] See Appendix 5 for an example of this co-authorship chart.

Click to Return to Table of Contents

All published/released work in the section on Publications/Creative Works should be divided into "**Peer-Reviewed**" and "**Non-Peer-Reviewed**." 'Peer-reviewed' means that a work has been read, evaluated (in the form of written comments to the author), and approved for publication or release, by other expert scholars or practitioners in the discipline, normally anonymously. Specific evaluation criteria for peer reviewed work will differ by discipline. The AAUP Handbook: Best Practices for Peer Review (2016)[3] explains that different disciplines work with distinct materials and methods, and so will bring different criteria and conventions to the evaluation process.

If a faculty member wants to indicate venues where their publications have been reviewed or discussed, they shall provide complete bibliographical information for reviews and/or discussions.

"**Presentations**" should be listed starting with the most recent and be divided into local/regional and national/international.

1.5 Teaching and Teaching Effectiveness

There are a variety of ways to evaluate teaching. The most common tools used to evaluate teaching are:

(a) Student Evaluations of Teaching and Learning (SETLs).
(b) Peer teaching observations.
(c) Portion of faculty member's Statement about teaching (or a Teaching Statement)
(d) Sample syllabi, assignments, exams, rubric, etc.

At the end of each academic year, the faculty member must upload Student Evaluations of Teaching and Learning (SETLs) for each course section they have taught to their digital file of evidence (e.g., Digital Measures). The faculty member also provides, in a summary chart in the Lehman College C.V., the mean and median scores for the instructor and for the course from the SETLs (sections 5.1 and 5.2, respectively). See Section 1.9 of this Guidebook below.

Tenure-track faculty members should be observed teaching every semester by faculty members from a panel of faculty observers that has been approved by the department P&B. The observer must submit a written observation report within one week of the teaching observation. A post-observation conference must be scheduled within two weeks of the receipt of the written observation report. During the post-observation conference, a record of the discussion of the conference shall be prepared in memorandum form for submission to the department Chair. Both the observation report and the memorandum of the post-observation conference shall be uploaded to the faculty's digital file by the faculty member (e.g., DM).[4]

Tenured faculty may also be observed teaching by a member of the department. See Section 4.2 of this Guidebook.

[3] https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1020&context=scholcom
[4] https://psc-cuny.org/contract/article-18-professional-evaluation/

Click to Return to Table of Contents

The CUNY Recognizing and Rewarding Excellence in Teaching Task Force[5] recommends the use of a comprehensive variety of assessment tools to value and assess teaching and pedagogy in reappointment, tenure/CCE, and promotion processes. In addition to student evaluations and peer observations, tools for assessing teaching can include:

(a) Strategic mapping
(b) Rubrics
(c) Teaching statements
(d) Student pass/fail and retention rates
(e) Descriptions of innovative instructional activities, assessment of instruction and student learning, and dissemination
(f) Curriculum design and program development
(g) Products of professional development on enhanced instruction, e.g., Open Educational Resources (OER)
(h) Annual lists of mentees and descriptions of mentored projects and student advising activities

1.6 Courses Taught and Student Evaluations

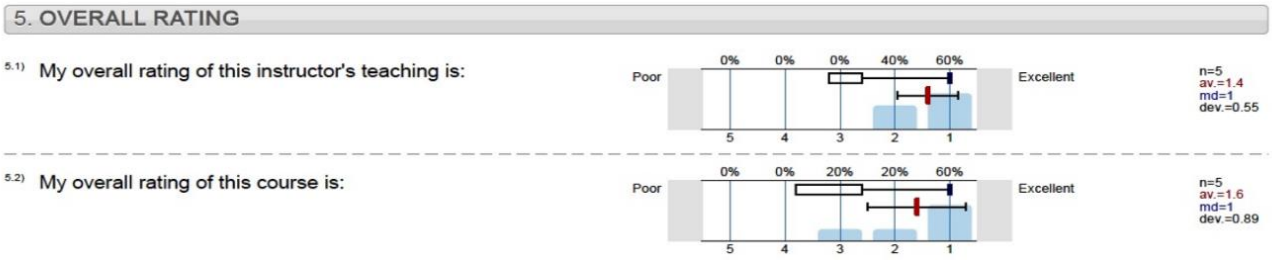
In the section of the C.V. for "**Courses Taught**", the faculty member should put only *one* entry of each course that they have taught at Lehman or the CUNY Graduate Center (teaching outside CUNY under the Multiple Position policy is not included in this section), along with the semester that the faculty member *first* taught the course. Cross-listed courses, and courses that meet with other courses, should be listed *together*. For example:

AAS 352	Toni Morrison	Spring, 2016	Lehman
AAS (HIU) 349	The Harlem Renaissance	Fall, 2010	Lehman
LEH 301	African American Lives	Spring, 2014	Lehman

At Lehman, the student evaluation platform used is the Student Evaluation of Teaching and Learning (SETL). The relevant sections of the SETL for the C.V. are sections 5.1 and 5.2:

[5] https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/academics/faculty-affairs/faculty-affairs-advisory-board/Recognizing-and-Rewarding-Teaching-Task-Force-Presentation-1.pdf

Click to Return to Table of Contents



In the section of the C.V. for "**Student Evaluations**," the faculty member should enter their **mean** (average) score and their **median** score from section **5.1** (overall rating of instructor), and their **mean** (average) score and their **median** score from section **5.2** (overall rating of course), for *each course section* taught since their last personnel action, along with the semester that the section was taught and the number of responses to the evaluation out of the number of students registered for *that section*.

The listing of student evaluations using the SETLs should look like this[6]:

Course	**Semester**	**SETL 5.1 Mean**	**SETL 5.1 median**	**SETL 5.2 mean**	**SETL 5.2 median**	**Number of responses**
ART 422	Spring 2022	1.45	1	1.55	1	11/17
CGI 422	Spring 2022	1.6	1	1.6	2	5/9
ART 703	Spring 2022	1.86	1	1.6	2	7/12

It is possible to add more pages to this last section of the C.V. if there are multiple sections over many years of teaching.

1.7 Service to the Department, School, College, CUNY, Profession, and Community

The service section of the C.V. is divided into "**Service to Department**," "**Service to School**," "**Service to Lehman College**," "**Service to Profession**," and "**Community Service**." It is possible to add further sections for service including, e.g., Service to CUNY. Each section should be filled in where possible.

Service includes efforts related to work within the institution (the department, the school, the College, and CUNY) and contributions to the discipline, profession, and communities.

[6] Scores given here are fictitious.

Click to Return to Table of Contents

(a) Service to the institution: All full-time faculty members are expected to share broad responsibilities to the institution, so work in departmental and college committees should be considered in overall evaluations. This can also include participation in other regular administrative activities such as governance, registration, advisement, library, and cultural activities. In applied professions, service might include program accreditation efforts involving the collection of student data and reporting.
(b) Service to the discipline and profession, and community: This could include serving on review panels, editorial panels, journals, presses, and/or agencies for whom the faculty member is a reviewer; conference and panel planning; inviting speakers; etc.

It is recommended that a faculty member provide information on the service roles and responsibilities that they hold in each committee or organization to illustrate the kind of work and the level of leadership. This helps the Department P&B committee members understand the level of work involved in the service.

Artifacts of service might include:

(a) An email from a committee chair or a letter indicating the faculty member's involvement and contribution.
(b) Certificate of recognition.
(c) Conference program materials with name of faculty member (e.g., list of proposal reviewers program/conference organizers, board members).
(d) Meeting agendas and/or meeting minutes that reflect attendance.
(e) Peer review profile on e.g., Web of Science or similar site.
(f) Listed as reviewer in peer reviewer list provided by publisher or journal.

1.8 Since Last Personnel Action vs. Prior to Last Personnel Action

Work completed *since* the last personnel action (e.g., since being hired, in the case of a faculty member going up for tenure) is included in the C.V. in the section "**(since last personnel action)**." Work completed *prior to* the last personnel decision (e.g., prior to being hired, in the case of a faculty member going up for tenure) is included in the C.V. in the section "**(prior to last personnel action)**." The same is true for "**Academic and Professional Honors**," "**Presentations**," and "**Student Evaluations**," which are also divided into "(prior to last personnel action)" and "(since last personnel action)."

If a faculty member on a tenure-track line is awarded promotion before tenure, all work since the faculty member was hired is nevertheless considered when the faculty member goes up for tenure.

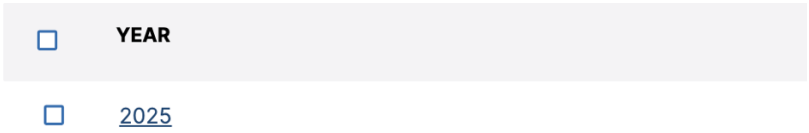
In the section of the C.V. for "**Grants**," all grants received should be included under "**Current**" and "**Completed**," depending on whether the grant is currently underway or has been completed. Grants applied for but not received should be included in "**Applied but not funded**." It should also be clear which grants are internal/institutional and which are external.

Click to Return to Table of Contents

1.9 Digital File of Evidence (e.g., Digital Measures)

Everything listed on the C.V. (scholarship/creative work, teaching, service) must be backed up by evidence. The faculty member regularly collects and posts evidence of all work listed on the C.V. in a digital file of evidence which, at Lehman, is Digital Measures (DM). The list of documents to be included in the digital file and the person responsible for posting different kinds of evidence/documentation can be found in Appendix 2 of the Guidebook.

The most commonly used sections of the DM file are (i) Tenure/Promotion/CCE/Reappointment Material, (ii) Intellectual Contributions, and (iii) Artistic and Professional Performances and Exhibits. The faculty member should enter only the *future year* they are going up for tenure and/or promotion in the Tenure/Promotion/CCE/Reappointment Material section of their DM file.



However, *each year* they should upload evidence of their wok in the Intellectual Contributions and/or Artistic and Professional Performances and Exhibits, as well as their student evaluations (SETLs) by semester.

In the year that they are going up for tenure and/or promotion, this digital file should include a copy of their Lehman C.V., their Statement, all annual evaluations since their last personnel action (uploaded by the Chair), their pre-tenure review (uploaded by Chair), their Fellowship and Scholar Incentive Award materials (if applicable), their teaching observations since their last personnel action, their Evidence and Examples of Teaching Materials, and their Student Evaluations (SETLs) from each year that they have been teaching since their last personnel action. The list of items to be included in the digital file of evidence and the person responsible for posting different kinds of evidence can be found in Appendix 2 of the Guidebook.

All scholarship/creative work completed *since* the last personnel action is included in the digital file of evidence. Work completed *prior* to the last personnel action is not uploaded to the digital file because it was work considered for the last personnel action (e.g., being hired to the position) and cannot be used again, or it is left in the old digital file of evidence. For example, if the faculty member had an article that was used for the evaluation of their work for tenure and promotion to Associate Professor in the past, that article is not uploaded to the digital file for the next personnel action of promotion to Professor.

If a faculty member has successfully applied for promotion using the digital file of evidence in the past, then all of that evidence of work remains in the old digital file of evidence under the old year. In applying for promotion in a future year, only evidence of work since the last promotion is included

Click to Return to Table of Contents

under the new year. For example, in the case of a faculty member who went up for tenure and promotion to Associate Professor in 2015, and who is applying for promotion to Professor in 2025, the two Tenure/Promotion/CCE/Reappointment Material files would appear as follows in Digital Measures:

1.10 Annual Evaluations

All untenured faculty members and Lecturers without a CCE, and all **tenured faculty members other than tenured (full) Professors**, must receive an evaluation at least once a year. This means that **all Associate Professors, whether tenured or untenured, must receive an annual evaluation at least once a year, including Department Chairs who are Associate Professors**. For tenured (full) Professors, and Lecturers with a CCE, the College retains the discretion as to whether the faculty member should receive an evaluation.[7]

Additionally, untenured College Laboratory Technicians (CLTs) should receive an evaluation at least once a year. The template for the Annual CLT Conference Evaluation can be found in Appendix 4 of this Guidebook.

Toward the end of each academic year, the Department Chair (or Chair designee) conducts the faculty member's annual evaluation on the basis of documents that have been uploaded to the faculty member's digital file of evidence (e.g., DM).

The Lehman College Annual Faculty Evaluation Conference Report form can be found under Faculty Forms on the Office of Academic Personnel webpage at https://www.lehman.edu/academic-personnel/faculty-forms.php. See Appendix 4 of this Guidebook for the Annual College Laboratory Technicians (CLT) Evaluation Conference Report form.

An evaluation conference should be scheduled before the end of the spring semester. In advance of the conference, the Chair reviews the documents that have been uploaded by the faculty member to their digital file that year (e.g., updated Lehman College C.V., publications, creative works, SETLs, teaching materials). At the evaluation conference, the Chair discusses the faculty member's academic performance and professional progress for that year and cumulatively to date, as well as goals for the upcoming year. Following the conference, the Chair writes a "**summary of the conference with the**

[7] https://psc-cuny.org/contract/article-18-professional-evaluation/

Click to Return to Table of Contents

faculty member," and writes an "**Evaluation of teaching, scholarship, and service**," which "**should provide an action plan for any evaluation areas that need improvement**."[8] In addition, the chair chooses a rating of "**Satisfactory / Needs Improvement / Unsatisfactory**."[9]

The summary of the conference, the evaluation, and the statement of goals by the Chair must be completed within 10 days of the conference and is signed and sent to the faculty member for their signature (required) and comments (optional). The signed evaluation is uploaded to the digital file of evidence (e.g., DM) by the Chair with a copy to the faculty member.

1.11 Understanding Committee Voting on Tenure, Promotion, and CCE

Committees including the Department P&B and the F P&B Committee on TPCCE include faculty who have been elected to the committee according to faculty governance guidelines. Appendix 6 to the Guidebook includes information about who is eligible to vote for membership on the Department P&B and who is eligible to serve on the Department P&B. The Department P&B committee is elected by those in the department who have faculty status (Professor, Associate Professor, Assistant Professor, or Lecturer) or Instructional status (CLT, Senior CLT, or Chief CLT) or HEO status (aHEO, HEa, HEA, HEO). Members of the TPCCE Committee are elected by the voting members of the Faculty P&B representing the Schools according to the Faculty P&B Committee on Committee guide.

Votes for each personnel action are conducted and recorded separately. Therefore, if the faculty member is applying for both tenure and promotion, the vote by secret ballot for tenure is recorded separately from the vote by secret ballot for promotion.

Each eligible voting member of these committees has one vote. Members who are not eligible to vote are those who are recused from voting (e.g., because they are the faculty member being voted on). Each faculty member's recusal needs be documented separately with the record of the vote in the minutes of the meeting. The Department P&B vote is also included in the Chair's Report (see section 2.14).

Each eligible voting member has three options: vote 'Yes,' vote 'No,' or abstain from voting. The votes as well as the abstentions from voting are reported in the committee minutes in this order.

A positive vote is a "simple majority" of 'Yes' votes of the eligible voting members (i.e., excluding those who are recused from voting).

For example, the following is a **positive** vote:

(3-1-1) = 3 'Yes' votes; 1 'No' vote; 1 abstention from voting.

[8] https://www.lehman.edu/academic-personnel/faculty-forms.php
[9] Ibid.

Click to Return to Table of Contents

A negative vote is anything below a majority of 'Yes' votes (of the eligible voting members), i.e., (i) a majority of 'No' votes, or (ii) an equal number of 'Yes' votes and 'No' votes, or (iii) an equal number of 'Yes' votes and 'No' votes and abstentions, or (iv) a majority of 'No' votes and abstentions.

For example, the following majority of 'No' votes and abstentions is a **negative** vote:

(2-2-1) = 2 'Yes' votes; 2 'No' votes; 1 abstention from voting.

Since a majority of 'Yes' votes is required for a positive vote, a tie vote is considered a negative vote. For example, the following tie is a **negative** vote:

Prof. X is recused from voting.
(2-2-0) = 2 'Yes' votes; 2 'No' votes; 0 abstentions from voting.

Click to Return to Table of Contents

Section 2: Procedures for Faculty Pursuing Tenure (Seven-Year Clock)

2.1 Overview

The tenure-track process for faculty follows a seven-year timetable. It begins with a faculty member's appointment to a tenure-track position (Assistant Professor or Associate Professor) for a full year of service, which is their first year of service. This is followed by six (6) annual reappointments. In Year 7, if the tenure decision is in the faculty member's favor, the faculty member is reappointed to their eighth (8th) year of service as a tenured faculty member.

This section includes a timetable for tenure, the areas of evaluation, and the procedures of the tenure process as well as recommendations for what the faculty, chairs, and relevant committees should do for each step of the process.

2.2 Preparing for Reappointments

Faculty are evaluated for promotion in the following three areas (the "three legs of the stool"):

(a) Scholarship/creative work and professional growth
(b) Teaching effectiveness
(c) Service to the department, school, college, CUNY, the public, and professional communities

For explanations of these three areas, see Section 1.1 of the Guidebook.

The faculty member is responsible for three activities in preparing for the reappointment review conducted from year to year by the Department P&B:

(a) Preparing an updated C.V. using the Lehman College C.V. template.
(b) Completing an annual evaluation process following the guidance of their Department Chair within the timeline outlined in CUNY policy
(c) Uploading evidence of scholarship/creative work, teaching, and service to their digital file of evidence (e.g., DM), along with their updated C.V.

2.3 Drafting a Statement on Scholarship/Creative Work, Teaching, and Service

The Statement on Scholarship/Creative Work, Teaching, and Service (hereafter, 'Statement') is a 2-7 page statement (approximately 2 pages for each area) written by the faculty member describing their

Click to Return to Table of Contents

research interests and their philosophy of teaching. This is an opportunity for the faculty member to talk about their work in their own voice. It is recommended that a draft of the Statement, which can be briefer, be shared with external reviewers when applying for tenure and/or promotion.

It is recommended that the faculty member begin drafting the Statement early in their careers because it helps articulate their research and scholarship goals early. This can inform how faculty plan to use their reassigned time as well as setting goals for teaching and service. The Statement can be revised as time goes on and will serve as a foundation for the final Statement submitted for tenure review in Year 7.

2.4 Timetable for Tenure (Seven-Year Clock)

The timetable below provides an overview of the seven-year tenure clock. It is followed by a description of each year of the process.

The table below includes references to four committees involved in decision making at different stages of the tenure process.

Committees:

- **Department P&B**: Department Personnel & Budget Committee (tenured/tenure-track faculty members & Chair). Only one member can be untenured.
- **FP&B:** Faculty Personnel & Budget Committee (President, Provost, College Counsel, Deans, Chairs. (NB: only chairs can vote).
- **SEC**: School Executive Committee (Chairs & Dean) or **LEC**: or Library Executive Committee (Chairs and Chief Librarian).
- **TPCCE Committee**: FP&B committee on Tenure, Promotion, and Certificate of Continuous Employment (chairs are elected by the FP&B to represent different schools).

Click to Return to Table of Contents

Timetable:

Year of Servi	Appointment	Fall Semester	Spring Semester	Reappointment Notification Deadline Date
Year 1	Initial Appointment		1st Reappointment Review (P&B to FP& for second year of service.	April 1 If negative P&B vote, appeal to School Executive Committee (SEC)
Year 2	First Reappointmen	2nd Reappointment Review (P&B FP&B) for third year of service.		Dec. 1 If negative P&B vote, appeal to SEC
Year 3	Second Reappointment	3rd Reappointment Review (P&B FP&B) for fourth year of service.	Pre-Tenure Review by Dean after Annual Evaluation.	Dec. 1 If negative P&B vote, appeal to SEC
Year 4	Third Reappointme	4th Reappointment Review School Executive P&B to School Executive Committee to FP&B for a fifth yea of service.		August/September If negative P&B vote and negative SEC vote, the decision goes to the President
Year 5	Fourth Reappointment	5th Reappointment Review (P&B FP&B) to a sixth year of service		Dec. 1 If negative P&B vote, appeal to SEC
Year 6	Fifth Reappointmen	6th Reappointment Review (P&B F P&B) to a seventh year of servic	Department P&B vote on list of potential external reviewers (4-6 from faculty member, 4-6 from P&B). Prepare dossier for external reviewers (e.g., Dropbox folder), including Lehman	Dec. 1 If negative P&B vote, appeal to Provost.

Click to Return to Table of Contents

			C.V., scholarship/creative work, and Statement on Scholarship/Creative Work, Teaching, and Service. Chair (or Dean) sends dossier to external reviewers.	
Year 7	Sixth Reappointment	Before start of fall semester, upload all final materials to digital file of evidence (e.g., DM), including updated Lehman C.V., scholarship/creative work, and Statement on Scholarship/Creative Work, Teaching, and Service. 7th Reappointment Review Tenure Review P&B to TPCCE Committee to FP&B to President to Board of Trustees		Dec. 1 May appeal a negative P&B vote or negative TPCCE Committee vote. Only one appeal with respect to the negative P&B vote or a negative TPCCE vote, prior to final appeal to President.
Year 8	7th Reappointment Tenure Eligibility Date			

2.5. Year 1 and Year 2: First Reappointment Review to Second Year of Service and Second Reappointment Review to Third Year of Service

Once the faculty member is appointed to a tenure-track position (Assistant Professor or Associate Professor) for a full year of service, the seven-year clock starts. Note that a faculty member's seven-year tenure clock may start later than the year in which they are hired, if, for example, they are hired as an Instructor while they are still finishing their terminal degree (e.g., hired while they are still ABD ("All But Dissertation")), or if they are hired to start teaching after the academic year has begun (e.g., they

Click to Return to Table of Contents

start teaching in the spring). Their seven-year tenure clock starts in their **first full year of service as a tenure-track Assistant Professor or Associate Professor**.

Faculty are evaluated in the three areas of evaluation described in Section 1 of the Guidebook each consecutive year. The faculty member should be expanding the evidence of scholarship/creative work, teaching, and service, because annual reappointments are progressively rigorous.

The first reappointment review occurs in the early part of the spring semester of the first year of service. The first reappointment is to the second year of service.

Q. What is the approval process for the first reappointment, and who is part of the approval process?

Human Resources, in consultation with the Office of the Provost, sends a notification to the department that the faculty member is ready to be considered for reappointment (to their second year of service). The faculty member, in consultation with the Department Chair, uploads an updated Lehman C.V. and documentation of scholarship/creative work, teaching, and service to the college's digital file of evidence (e.g., DM). The Department Personnel and Budget Committee (Department P&B) will vote to reappoint the faculty member to their second year of service based on the evidence in the areas of teaching, service, and scholarship.

Q. How is a reappointment decision communicated to the faculty member?

If reappointed, the faculty member will receive a reappointment letter from the department and is asked to sign and date it. If a faculty member is hired on September 1st, they will be notified by April 1st. If a faculty member is hired on Feb 1, they will be notified by May 1st.

Q. What happens if the decision by a Department P&B is non-reappointment?

In the case of a non-reappointment vote by a Department P&B, the faculty member can appeal to the School Executive Committee (SEC).

2.6 **Year 3**: Third Reappointment Review to the Fourth Year of Service

Reviews for subsequent reappointments beginning in Year 3 are progressively rigorous. Faculty continue to be evaluated based on the areas of evaluation outlined in Section 1 of the Guidebook. In the third reappointment to the fourth year of service and beyond, a faculty member should be able to demonstrate that they have realized some of their scholarship/creative work potential. Similarly, standards of teaching performance should be revised upwards to reflect their greater experience. Each consecutive year, the faculty member should be building and expanding on the evidence of scholarship, teaching, and service.

In year 3, the Dean has an advisory role referred to as the **Dean's Pre-Tenure Review.**

In Year 3, it is recommended that the Department Chair complete the annual evaluation early in the spring semester to provide time for the Dean to complete the pre-tenure review. Once the Chair has completed the faculty member's annual evaluation and the faculty member has signed it and it has been

Click to Return to Table of Contents

uploaded to the digital file of evidence (e.g., DM) by the Chair, the School Dean reviews the faculty member's cumulative file. No documentation in addition to the three years' worth of documentation is required unless the faculty member desires to add a statement.

The Dean writes a memorandum if they believe the total academic performance of the faculty member is not sufficiently set forth in the Chair's third-year evaluation. That said, according to the 2018 memo from EVC Rabinowitz, "We anticipate that it will almost always be the case that there is some additional guidance that a Dean will want to bring to a faculty member' s attention, and that a written memo will be prepared except in exceptional circumstances."

Thus, in most cases, it is common practice for the Dean to prepare a draft memorandum for the Department Chair that specifies the strengths and weaknesses of the faculty member's total academic performance in light of the criteria for tenure consistent with established University policies. After discussing the draft with the chair, the Dean sends the draft memorandum to the faculty member and invites the faculty member to meet and discuss the memorandum. A faculty member can request that both the Dean and Chair be included in the meeting. This meeting should take place before the end of the spring semester. If the meeting cannot take place within this time, the faculty member and/or the Dean should reach out to the College's Labor Designee to discuss scheduling.

Within ten (10) days after the meeting, the Dean shall send a final memorandum to the Department Chair with a copy to the faculty member. The Department Chair has the faculty member initial the Dean's memorandum solely to show receipt of the dean' s memorandum and place it in the faculty member's digital file of evidence (e.g., DM).

2.7 Year 4 and 5: Fourth and Fifth Reappointment Reviews to the Fifth and Sixth Years of Service

In year 4, the School's Executive Committee plays a role in the reappointment to the fifth year of service.

At the beginning of the fourth year, each Department P&B will vote on a faculty member's fourth reappointment to their fifth year of service. The School Executive Committee will then meet and examine the Lehman College C.V. of the faculty members recommended and not recommended by their departments for the fourth reappointment to their fifth year of service. The School Executive Committee takes into consideration the vote of the Department P&B and looks for evidence that reappointment to the fifth year of service for a given faculty member is in the best interest of the Department, the School, and the College. As it does its work, the Committee may ask for oral reports from the Department Chair and the School Dean, review the faculty members' files in the online repository, and/or call for additional materials from the faculty members.

Click to Return to Table of Contents

For tenure-track library faculty, the Library Executive Committee (LEC) serves to review, evaluate, and make recommendations for the fourth reappointment to their fifth year of service [10]

The Chair-members of the School Executive Committee/Library Executive Committee vote on the faculty member's fourth reappointment to a fifth year of service by secret ballot. The School Dean/Chair of Library Executive Committee will inform the members of the School Executive Committee of the results of the voting.

The School Executive Committee/Library Executive Committee may or may not want to offer advice concerning a given faculty member's file. The Committee's advice (if available) shall be forwarded by the School Dean to the faculty member. The School Executive Committee/Library Executive Committee minutes will record only the names of the faculty members discussed and the Committee's final vote.

Q. What if there is a negative vote in Years 4 or 5?

In Year 4, if there is a negative Department P&B vote on reappointment review and a negative vote by the Chair-members of the SEC or members of the LEC, then the decision goes to the President. It is not sent to the FP&B.

In Year 5, if there is a negative Department P&B vote on the reappointment review, the faculty member can appeal to the School Executive Council/Library Executive Committee with the School Dean/Chair of the LEC as a voting member.

2.8 Year 6 and Year 7: Sixth Reappointment to Seventh Year of Service and Preparations for Tenure Review

The recommended timetable to prepare for the tenure review begins in Year 6 and continues into Year 7.

Middle of spring semester of 6th year:

(a) Faculty member provides the Department P&B with their list of potential reviewers, and the Department provides the P&B with its own list of potential reviewers. It is recommended that 8-12 potential reviewers be provided, 4-6 from the faculty member, and 4-6 from department. The P&B votes to approve the list of 8-12 potential reviewers.
(b) Faculty member updates their digital file of evidence (e.g., DM).

End of spring semester of 6th year

(a) The Chair (or Dean)[11] contacts 4 reviewers, 2 from each group, and asks if they are willing to write letter; if anyone cannot commit to writing a letter, another potential reviewer on the list is contacted until at least 4 commit.

[10] The Library Executive Committee has five (5) members consisting of one (1) department chair from each of the four (4) schools elected for a term of three (3) years and the Chief Librarian as a voting ex-officio member and chair of the committee.

[11] According to the *Guidelines for External Evaluation*, "A dean or provost (or their designee) should solicit the evaluation letters, not the candidate or the candidate's chair." However, the practice at Lehman College is that either the Chair or the Dean solicits letters from external reviewers.

Click to Return to Table of Contents

(b) A separate dossier of scholarship/creative work (only) for external reviewers is prepared by faculty member in consultation with the Chair and Dean.
(c) The dossier is sent to the external reviewers by the Chair (or Dean) with solicitation letter, providing a deadline of early or mid-August.

Summer, before the fall semester of 7th year

(a) Faculty member should update their digital file of evidence (e.g., DM) with any new evidence.
(b) The Chair (or Dean) uploads the external reviewer letters to the digital file (e.g., DM).

Beginning of fall semester of 7th year

(a) Department P&B votes on tenure. The P&B should have reviewed all outside reviewer letters along with the faculty member's file before voting on tenure.

2.9 Preparing the Dossier of Scholarship/Creative Work for External Reviewers

The faculty member will work with the Department Chair and Dean to prepare a separate dossier of scholarship/creative work, a subset of the complete digital file of evidence, that will be sent to external reviewers, who will be asked to review the faculty member's scholarship/creative work (only). This dossier is often entirely digital (e.g., Dropbox) although hard copies of this dossier may be requested by external reviewers.

The dossier is a subset of the contents of the digital file of evidence and should include:

(a) Statement on Scholarship/Creative Work, Teaching, and Service (or, alternatively, a Statement on Scholarship/Creative Work only). The Statement is optional for the dossier, but highly recommended, because it gives the reviewer context for the scholarship from the faculty member's perspective. This is an opportunity for the faculty member to talk about their work in their own voice.
(b) The faculty member's scholarship/creative work **since the last personnel action** (i.e., material not used for an earlier personnel action). This can include copies of books, articles, and book chapters, etc.; electronic portfolios of paintings or photographs (or links to them); films (or links to them); musical compositions (or links to them); etc. The faculty member should meet with the Department Chair and Dean to determine what scholarship/creative work should be sent to reviewers.
(c) C.V. in Lehman College format.

2.10 External Reviewers

Click to Return to Table of Contents

The digital file of evidence (e.g., DM) that goes to the FP&B committee on TPCCE must include at least 4 letters from external reviewers.

In the middle of the spring semester of the sixth year, a list of **8-12** potential external reviewers should be provided to the Department P&B for a vote. **4-6** should be provided by the faculty member. The other **4-6** should come from the department – from the Chair and other members of the department, depending on the area(s) of specialization of the faculty member. Approving 8-12 potential reviewers better ensures a return of at least 4 letters and the chance to avoid delays (e.g., having to go back to the Department P&B to vote on more potential reviewers).

Under no circumstances should the faculty member contact anyone from their own list or the department's list about a letter. The faculty member will also not be informed as to which external reviewers from their own list or the department's list have been contacted about writing a letter.

The lists of potential reviewers should not include collaborators, such as co-authors; mentors of the faculty member, such as dissertation advisors; or mentees, such as former students.

Even though the only CUNY requirement is that external reviewers be from outside CUNY, it is recommended the pool of reviewers represent a scope of institutions beyond a local/regional area. Reviewers representing "peer-aspirant" institutions should be a consideration in the selection process. It is recommended that the department and faculty member choose reviewers who will understand Lehman's institutional context and expectations for scholarship/creative work as they comment about faculty member's scholarship/creative work contributions to their disciplines. If a reviewer is selected from an institution where expectations for tenure differ significantly from what is expected at Lehman, it will be important to provide the reviewer with contextual information about Lehman's workload and tenure expectations.

Ideally, external reviewers should be individuals who are (full) Professors, but they should at least be tenured and at the Associate Professor level.

It is recommended that the faculty member let the Chair and the Department P&B know if there is any pertinent information related to the faculty member's discipline/area of scholarship that would be helpful for them to know as they generate a list of outside reviewers.

Q. How and when are letters from external reviewers solicited?

After the Department P&B has voted on the list of external reviewers and determined the order in which each reviewer should be contacted (until a sufficient number have agreed), the Chair (or Dean) will contact them by e-mail.

The Chair initially contacts at least four (4) potential reviewers by e-mail, two (2) from the faculty member's list, and two (2) from the department's list, inquiring whether they will agree to write letters. Normally, a C.V. is sent with these e-mail requests. The recommendation for having 8-12 potential reviewers approved by the P&B guarantees that the Chair will be able to identify 4 reviewers even if many on the initial list decline. However, the decision on the total number of potential reviewers is determined by the department P&B.

Should any reviewers contacted by the Chair decline the e-mail invitation, the Chair moves down the respective list in the manner discussed and agreed to by the P&B. Even with reviewers declining to write

Click to Return to Table of Contents

letters, the Chair should try to ensure that there are agreements from at least two reviewers from the faculty member's list, and two reviewers from the department's list. Once a reviewer has agreed over email, they should be sent a solicitation letter, normally attached to an email, along with a dossier of scholarship/creative work, and provided with a deadline of early or mid-August.

All external reviewer letters are confidential. For purposes of confidentiality, an external reviewer is not to contact the faculty member, and the faculty member is not to contact a reviewer, after the reviewer has agreed to the Chair's request for a letter.

Q. What information should the solicitation letter to reviewers contain?

External reviewer letters are for the sole purpose of soliciting expert advice on the quality of the faculty member's scholarship/creative work and their professional trajectory. The letter should clearly state the action(s) under consideration, e.g., tenure and promotion, or tenure (only) if a person has been promoted before tenure and is only applying for tenure.

Letter content may vary by department, but it is highly recommended that the solicitation letter reference the CUNY standard for tenure and/or promotion and should ask the reviewers to describe their relationship to the faculty member—if and how they know them. A solicitation letter may also provide other context, like teaching load, if the Chair believes this is appropriate.

At CUNY, solicitation letters are supposed to include a request that the reviewers state explicitly whether they recommend tenure and/or promotion. However, in practice, this may be up to the discretion of the Chair as not all departments wish to include this request. That said, all reviewers should be asked to include examples of the quality and quantity of the faculty member's scholarship/creative work and how it compares to scholarship in the discipline. It is recommended the solicitation letter ask the reviewer to comment on:

(a) The significance and originality of the faculty member's scholarship/creative work, and the impact or potential for impact on the discipline; and
(b) The appropriateness of the methodology used to create the work and the quality and appropriateness of the outlets used to disseminate it.

It is recommended that in addition to contact information and institutional affiliation, information is gathered regarding the reviewers' areas of expertise. A Chair can ask for a reviewer's C.V. along with their letter, or might provide some information using other sources, e.g., the reviewer's institutional webpage, so that TPPCE committee have some information on the reviewer's background and expertise in completing the review.

Q. When should the letters from the external reviewers arrive?

It is vital that the external reviewers' letters arrive on time for the vote of the Department P&B. The letters are also important for the Chair's Report, since the Chair's Report includes content from the letters regarding the faculty member's scholarship and creative work. The Department P&B vote and the Chair's Report will not be completed on time if the letters do not arrive on time.

Click to Return to Table of Contents

Letters from external reviewers should arrive before the beginning of the fall of the seventh year of service, in time for the first Department P&B meeting, which is typically in late August. ***To that end, external reviewers should be given a deadline of no later than early August for their letters***.

All letters received, whether positive or negative, must be uploaded by the Chair (or Dean) to the faculty member's digital file of evidence (e.g., DM).

2.11 Preparing the Digital File of Evidence for the Department P&B and TPCCE Committee

Q. Who uploads evidence to the faculty member's digital file of evidence (e.g., DM)?

The faculty member's digital file of evidence is prepared by the faculty member (non-confidential items) and Chair or Dean (confidential items as well as annual evaluations) in order to present the file to the Department's P&B committee and the TPCCE committee.

Non-confidential documents uploaded by the faculty member to the digital file of evidence:

- Lehman College format C.V.
- Statement on Scholarship/Creative Work, Teaching, and Service
- Copies of scholarship/creative work (since last personnel action)
- Co-authorship statement (if necessary)
- Teaching evaluations (e.g., Student Evaluations of Teaching and Learning (SETLs) (all years since last personnel action))
- Teaching observations
- Teaching materials (syllabi, study guides, etc.)

Confidential documents uploaded by the Dean or designee and Chair to the digital file of evidence:

- Annual evaluations (signed)
- Dean's pre-tenure review
- Letters from external reviewers along with their C.V.'s
- List of external reviewers indicating which are from the faculty member and which are from department
- Chair's Report (or report of senior colleague), with the record of the vote of the Department P&B

Q. What scholarship/creative work can be included in the digital file of evidence?

All work completed between the time a faculty member is hired (last personnel action) to the time that the file is due to be reviewed for tenure is included in the digital file. Work completed prior to being hired is not considered in the tenure review process, because it was work considered for the hiring.

Work completed prior to being hired is listed in the Lehman College format C.V. in the section on items "prior to last personnel action."

Click to Return to Table of Contents

Q. Can letters of support in addition to external reviewer letters be included in the digital file of evidence? For example, letters of support from colleagues?

There cannot be letters of support included in the digital file of evidence for individuals seeking tenure. The external reviewer letters are the only letters that should be uploaded by the chair to the digital file of evidence, in the confidential section of the file.

2.12 Role of the Provost's Office in Preparing the Digital File of Evidence

The complete digital file of evidence, including the external reviewer letters, is reviewed by a member of the Provost's Office for completeness in advance of being shared with the Department P&B committee for a vote.

2.13 Tenure Review by the Department P&B in Year 7

Once the external reviewer letters have been received, the Department P&B will review the faculty member's entire file of evidence, including scholarship/creative work since the last personnel action, the letters from the external reviewers, annual evaluations, the pre-tenure review, SETLs, teaching observations, etc., and vote by secret ballot on whether to grant tenure.

Each eligible voting Department P&B member has one vote. Members of the Department P&B committee who are not eligible to vote are those who are recused from voting. Each eligible voting Department P&B member has three options: vote 'Yes', vote 'No', or abstain from voting. A positive vote for reappointment is a majority of 'Yes' votes of the eligible voting members of the Department P&B (i.e., excluding those who are recused from voting). A negative vote is anything below a majority of 'Yes' votes of the eligible voting members, i.e., (i) a majority of 'No' votes, or (ii) an equal number of 'Yes' votes and 'No' votes, or (iii) an equal number of 'Yes' votes and 'No' votes and abstentions, or (iv) a majority of 'No' votes and abstentions. See Section 1.11 of this Guidebook.

Q. What happens in the case of a positive vote from the Department P&B?

If the vote is positive, the file of evidence is forwarded to the committee on Tenure, Promotion, and Certificate of Continuous Employment (TPCCE) along with the chair's report. The faculty member is not notified.

Q. What happens in the case of a negative vote from the Department P&B?

All faculty have the right to appeal a negative vote for tenure from the Department P&B. The Department Chair should notify the individual of the negative vote within 48 hours, in writing (e.g., by e-mail). All that is required, to appeal a negative Department P&B vote, is to write a letter to the chair of the TPCCE committee appealing the negative decision within 10 days of being notified of the

Click to Return to Table of Contents

decision. If a faculty member chooses to appeal the negative vote, then the TPCCE committee reviews the file and votes, the same as in the case of a positive vote.

2.14 The Chair's Report

After the Department P&B vote, in the case of a positive vote, or an appeal by the faculty member after a negative vote, the Chair summarizes the faculty member's scholarship/creative work, teaching, and service in the Chair's Report. The Report should include relevant comments from the external reviewers about the faculty member's scholarship/creative work, as well as summaries of teaching and service from the Chair. The report should capture the thinking of the Department P&B as a whole, as well as that of the Chair. The report also includes the vote of the P&B committee members, and the date of the vote, along with any necessary comments to explain the vote. It is recommended these reports be 5-7 pages long.

The Chair's Report is uploaded to the faculty member's digital file of evidence (e.g., DM). Both the letters and the Chair's Report are confidential and **cannot** be viewed by the faculty member.

2.15 Tenure Review by the Committee on Tenure, Promotion and CCE (TPCCE) in Year 7

After a positive vote by the Department P&B, or after an appeal of a negative vote of the Department P&B by the faculty member, the digital file of evidence goes to the Committee on Tenure, Promotion, and CCE (TPCCE).

The TPCCE committee meets with the Provost at the beginning of the academic year to be charged with their task and to elect a chair. The committee then begins deliberations.

[Don't forget that in cases in which a faculty member got a negative vote from the department P&B and is appealing, the TPCCE Committee has to vote to accept the appeal. The Committee has always agreed to accept the appeal (so far as anyone can remember), but there still has to be a vote to do so.]

The committee members review and evaluate the digital file. In addition to reviewing the file, the TPCCE committee meets with each faculty member's Chair (or senior faculty member) and Dean. The TPCCE committee drafts questions in advance of the meeting for the Chair and the Dean. The Chair and the Dean present on the faculty member and answer the committee's questions.

Once all presentations and meetings are completed, the TPCCE committee members vote by secret ballot on each faculty member's promotion.

Each eligible voting TPCCE committee member has one vote. Members of the TPCCE committee who are not eligible to vote are those who are recused from voting. Each eligible voting TPCCE member has three options: vote 'Yes', vote 'No', or abstain from voting. A positive vote is a majority of 'Yes' votes of the eligible voting members of the TPCCE (i.e., excluding those who are recused from voting). A

Click to Return to Table of Contents

negative vote is anything below a majority of 'Yes' votes of the eligible voting members, i.e., (i) a majority of 'No' votes, or (ii) an equal number of 'Yes' votes and 'No' votes, or (iii) an equal number of 'Yes' votes and 'No' votes and abstentions, or (iv) a majority of 'No' votes and abstentions. See Section 1.11 of this Guidebook.

The TPCCE committee vote is recorded, and the chair of the committee prepares a summary of the faculty member's file, as well as the results of the votes of the Department P&B and the TPCCE committee, to be presented to the full Faculty P&B.

The TPCCE committee vote is recorded, and the chair of the committee prepares a summary of the faculty member's file, as well as the results of the votes of the Department P&B and the TPCCE committee, to be presented to the full Faculty P&B.

Q. What happens in the case of a positive vote from the TPCCE committee after a positive vote from the Department P&B?

If the vote is positive, the file of evidence is forwarded to the FP&B committee for a vote. The faculty member is **not** notified.

Q. What happens in the case of a negative vote from the TPCCE, or a mixed vote of the Department P&B and the TPCCE committee?

- If there is a negative Department P&B vote **but** a **positive** vote from the TPCCE Committee the file of evidence is forwarded to the FP&B committee for a vote, as there was only one negative vote.
- If there is a **positive** department P&B vote **but** a **negative** vote from the TPCCE Committee, the file of evidence is forwarded to the FP&B committee for a vote, as there was only one negative vote.

Q. What happens in the case of a negative vote from the TPCCE after a negative vote of the Department P&B (followed by an appeal to the TPCCE committee)?

- In general, if there are two negative votes (by department P&B and by TPCCE), a file does not advance. As a result, if there is a negative Department P&B vote **and** a negative vote from the TPCCE committee, the file of evidence is **not** forwarded to the FP&B committee for a vote, as there were two negative votes. The file is automatically forwarded to the President, without the need for an appeal by the faculty member. There is no Faculty P&B vote. See Appendix 7 for the Tenure and Promotion Flowchart.

2.16 Tenure Review by the Faculty P&B in Year 7

After two positive votes by the Department P&B and by the TPCCE Committee, or after one positive vote by the Department P&B and a negative vote by the TPCCE Committee, or after a negative vote by the Department P&B followed by an appeal by the faculty member and a positive vote by the TPCCE Committee, the faculty member's file is shared with the Faculty P&B committee. The chair of the

Click to Return to Table of Contents

TPCCE committee presents a summary of the faculty member's promotion file to the entire members of the FP&B, which also includes the President, and the Provost, for consideration, discussion, and a vote. Only the chairs are eligible to vote, however.

Each eligible voting Faculty P&B member (from the chairs) has one vote. Members of the Faculty P&B committee who are not eligible to vote are those who are recused from voting. Each eligible voting Faculty P&B member has three options: vote 'Yes', vote 'No', or abstain from voting. A positive vote is a majority of 'Yes' votes of the eligible voting members of the Faculty P&B (i.e., excluding those who are recused from voting). A negative vote is anything below a majority of 'Yes' votes of the eligible voting members, i.e., (i) a majority of 'No' votes, or (ii) an equal number of 'Yes' votes and 'No' votes, or (iii) an equal number of 'Yes' votes and 'No' votes and abstentions, or (iv) a majority of 'No' votes and abstentions. See Section 1.11 of the Guidebook.

Q. What happens in the case of a positive vote from the Faculty P&B?

If the vote is positive, the file of evidence is forwarded to the President. The faculty member **is notified** by the Provost.

Q. What happens in the case of a negative vote for tenure from the Faculty P&B?

All faculty have the right to appeal a negative vote for tenure from the Faculty P&B to the President. The Provost notifies the faculty member of the negative vote within 48 hours, in writing (e.g., by e-mail). The faculty member has the option to appeal in writing to the President. In order to appeal a negative Faculty P&B vote to the President, the faculty member must submit a signed appeal within 10 calendar days of being notified of the vote. If a faculty member chooses to appeal the negative vote, then the President reviews the complete file. See Appendix 8 for the Tenure and Promotion Flowchart.

2.17 Tenure Review by the President in Year 7

A faculty member's digital file comes to the President in the case of a positive vote of the TPCCE committee, or in the case of an appeal by the faculty member of a negative vote by the TPCCE committee, or in the case of a negative vote of the Department P&B followed by an appeal by the faculty member and a negative vote by the TPCCE committee.

In the case of a positive FP&B vote, the President reviews the file and decides whether to recommend, or not recommend, promotion to the Board of Trustees.

In the case of a negative vote by the TPCCE committee and an appeal by the faculty member, the President reviews the file and decides whether to uphold the denial of promotion or reverse the denial of promotion and recommend promotion to the Board of Trustees.

In the case of a negative vote of the Department P&B followed by an appeal by the faculty member and a negative vote by the TPCCE committee, the President reviews the file and decides whether to uphold

Click to Return to Table of Contents

the denial of promotion or reverse the denial of promotion and recommend promotion to the Board of Trustees.

2.18 **Year 8**: Tenure Eligibility Date

A faculty member's Tenure Eligibility Date, the date tenure becomes effective, occurs in the beginning of the eighth (8th) year of service. This date is seven years after the initial appointment if there are no breaks in service.

If the initial appointment to the tenure-track title occurs after September 30 of the first academic year (for example, in the spring semester), then the tenure clock starts in the following academic year.

Please contact Human Resources to confirm the CCE eligibility upon your initial appointment or upon a break in service.

2.19 Other questions about tenure

Q. Can a faculty member apply for tenure before the seventh year of service (i.e., early tenure)?

The Statement on Academic Personnel Practice says the following about applying for tenure before the seventh year, i.e., early tenure: "only in exceptional cases may tenure be granted before that time: when appointment to the faculty at the University requires the continuation of tenure previously awarded by another institution of higher learning; when a prestigious fellowship valuable to the college concerned interrupts continuous service during the probationary period; or when some extraordinary reason indicates that the college would be well served by the early grant of tenure."[12]

Given the high expectations related to early tenure, conversations regarding early tenure should take place between the faculty member and their Chair and Dean, as well as the Provost.

Q. *In those cases where early tenure is sought, but denied, can the faculty member be reappointed and go up for tenure in the seventh year of service?*

Applying for early tenure and being denied early tenure does not affect the regular tenure process for the faculty member.

Q. Where can a faculty member go for more information about the tenure process?

An excellent source of additional information is the Office of Academic Personnel webpage at https://www.lehman.edu/academic-personnel/tenure-promotion.php

[12] https://www.lehman.edu/academic-personnel/tenure-promotion.php

Click to Return to Table of Contents

Section 3. Procedures for Faculty Pursuing Certificate of Continuous Employment (CCE) (5-Year Track)

3.1 Overview

There are three lines that require a Certificate of Continuous Employment (CCE):

(a) Lecturers
(b) Lecturers (Doctoral Schedule)
(c) Instructors

The CCE process for Lecturers and Instructors[13] follows a 5-year timetable. It begins with the appointment to a CCE track position, which is the first year of service. This is followed by four (4) annual reappointments. In Year 5, if the CCE decision is successful, the faculty member is reappointed to their 6th year of service as a faculty member with a Certificate of Continuous Employment (CCE) and becomes a permanent member of the college.

This section includes a timetable for CCE, the areas for evaluation, and the steps of the CCE process that include recommendations for what the faculty, chairs, and relevant committees need to do for each step of the process.

3.2 Preparing for Reappointments

Faculty pursuing a CCE are evaluated in the areas of teaching and service. Scholarship/creative work is not a required for a CCE; however, it can be included where appropriate.

The areas of teaching and service are the same as those described in Section 1 of the Guidebook. A faculty member pursuing a CCE will also use the Lehman College C.V. and document evidence of teaching and service (and scholarship/creative work if applicable) in a digital file of evidence (e.g., DM) as described in Part 1 of this Guidebook. A faculty member pursuing a CCE will participate in the annual evaluation process described in Part 2 of this Guidebook.

A faculty member in a CCE line is responsible for three activities in preparing for the reappointment review conducted from year to year by the Department P&B:

(a) Preparing an updated C.V. using the Lehman College C.V. template

[13] By 'Instructors' is meant those who are intended to be Instructors and Instructors Nursing Science. Faculty who are hired as Instructors because they have not completed their doctorate, and who will become tenure-track Assistant Professors as soon as they have completed their doctorate, are tenure-track faculty.

Click to Return to Table of Contents

(b) Uploading evidence of teaching and service (and scholarship/creative work, if applicable) to their digital file of evidence (DM)
(c) Completing an annual evaluation process following the guidance of their Department Chair within the timeline outlined in CUNY policy (see Section 1.11 regarding the Annual Evaluation)

3.3 Timetable for the Certificate of Continuous Employment (CCE) (Five-Year Clock)

The timetable below provides an overview of the five-year CCE-clock.
The table below includes references to four committees involved in decision making at different stages of the tenure process.

- **Department P&B**: Department Personnel & Budget Committee (tenured/tenure-track faculty members & Chair). Only one member can be untenured.
- **FP&B:** Faculty Personnel & Budget Committee (President, Provost, College Counsel, Deans, Chairs. (NB: only chairs can vote).
- **SEC**: School Executive Committee (Chairs & Dean) or **LEC**: or Library Executive Committee (Chairs and Chief Librarian).
- **TPCCE Committee**: FP&B committee on Tenure, Promotion, and Certificate of Continuous Employment (chairs are elected by the FP&B to represent different schools).

Click to Return to Table of Contents

Timetable:

Year of Service	Appointment	Fall Semester	Spring Semester	Reappointment Notification Deadline Date
Year 1	Initial Appointment		1st Reappointment Review (P&B to FP&B) for second year of service	April 1 If negative P&B vote, appeal to School Executive Committee (SEC)
Year 2	1st Reappointment		2nd Reappointment Review P&B to FP&B for third year of service. Pre-CCE Review by Dean after Annual Evaluation	April 1 If negative P&B vote, appeal to SEC
Year 3	2nd Reappointment	3rd Reappointment Review by School Executive Committee P&B to SEC to FP&B for fourth year of service		August/September If negative P&B vote and negative SEC vote, the decision goes to the President
Year 4	Third Reappointment	4th Reappointment Review P&B to FP&B to a fifth year of service		Dec. 1 If negative P&B vote, appeal to SEC
Year 5	Fourth Reappointment	Before the start of fall semester, upload all final materials to digital file of evidence (e.g., DM), including updated Lehman C.V, and Statement on Teaching and Service. CCE Review P&B to TPCCE Committee to FP&B to President to		Dec. 1 May appeal a negative P&B vote or negative TPCCE Committee vote. Only one appeal with respect to the negative P&B vote or a negative TPCCE vote, prior to final appeal to President.

Click to Return to Table of Contents

		Board of Trustees		
Year 6	5th Reappointment CCE Eligibility Date			

The processes for initial appointment and annual reappointments for Years 1-5 on the CCE-clock are similar to those described in the Section 2 of the Guidebook for tenure; however, because of the shorter clock, the pre-CCE review by the Dean takes place at the end of Year 2 and the presentation and vote by the School Executive Committee takes place at the beginning of Year 3.

3.4 Year 2 and Year 3: Second and Third Year Reappointment Reviews to the Third and Fourth Years of Service

Annual evaluation of Lecturer and Instructor titles and Pre-CCE Review as well as SEC review follow the same procedure as Pre-Tenure Review of Professorial titles but do so one year earlier in the process (in Years 2 and 3, not Years 3 and 4).

3.5 Dean's Pre-CCE Review and School Executive Committee Review

In the spring of Year 2, the Dean's pre-CCE review follows the same procedures described in Section 2.6 of this Guidebook for the Dean's pre-tenure review.

In Year 2, it is recommended that the Department Chair complete the annual evaluation early in the spring semester to provide time for the Dean to complete the pre-tenure review.

At the beginning of Year 3, the Department P&B votes on the faculty member's third reappointment to their fourth year of service. The School Executive Committee (SEC) will then meet and review the Lehman College C.V. of the faculty member in order to vote on faculty member's third reappointment to their fourth year of service. The SEC takes into consideration the vote of the Department P&B and looks for evidence that reappointment to the fourth year of service is in the best interest of the Department, the School, and the College. As it does its work, the Committee may ask for oral reports from the

Click to Return to Table of Contents

Department Chair and the School Dean, review the faculty member's digital file of evidence (e.g., DM), and/or call for additional materials from the faculty member.

The Chair-members of the School Executive Committee shall vote on faculty member for their third reappointment to their fourth year of service by secret ballot. The Dean will inform the members of the SEC of the results of the voting. The SEC may or may not want to offer advice concerning a given faculty member's record. The Committee's advice (if available) shall be forwarded by the School Dean to the faculty member. The School Executive Committee minutes will record only the names of the faculty members discussed and the Committee's final vote.

3.6 Preparing for CCE Review in Year 5

One difference between the tenure process and the CCE process is that letters from external reviewers are not required for the CCE review.

Letters of support from colleagues are not required for the CCE evaluation process. However, individuals seeking a CCE, in consultation with their Chairs, may solicit individuals who can write letters of support, which the Chair can upload to their digital file of evidence.

Faculty members should prepare a Statement on Teaching and Service and upload it to their digital file of evidence (e.g., DM).

3.7 CCE Review by the Department P&B in Year 5

The faculty member's complete digital file of evidence is reviewed by a member of the Provost's Office for completeness in advance of being shared with the Department P&B committee for a vote.

The Department P&B will review the faculty member's entire file of evidence, including Statement on Teaching and Service and any letters of support, annual evaluations, SETLs, teaching observations, etc., as well as any scholarship/creative work, and vote by secret ballot on whether to award a CCE.

Voting on CCE by the Department P&B is the same as voting on tenure by the Department P&B (see Section 2.12 of this Guidebook). A positive vote is a majority of 'Yes' votes of the eligible voting members of the Department P&B (i.e., excluding those who are recused from voting). A negative vote is anything below a majority of 'Yes' votes of the eligible voting members, i.e., (i) a majority of 'No' votes, or (ii) an equal number of 'Yes' votes and 'No' votes, or (iii) an equal number of 'Yes' votes and 'No' votes and abstentions, or (iv) a majority of 'No' votes and abstentions. See Section 1.11 of the Guidebook.

After the Department P&B vote, in the case of a positive vote, the Chair summarizes the faculty member's teaching and service in the Chair's Report. The report may include comments from letters of

Click to Return to Table of Contents

support about the faculty member's teaching and service. The report also includes the vote of the P&B committee members, along with any necessary comments to explain the vote. It is recommended that these reports be 2-5 pages.

The Chair's Report is uploaded to the faculty member's digital file of evidence (e.g., DM). The Chair's Report is confidential and **cannot** be viewed by the faculty member.

Q. What happens in the case of a positive vote from the Department P&B?

If the vote is positive, the file of evidence is forwarded to the committee on Tenure, Promotion, and Certificate of Continuous Employment (TPCCE) along with the chair's report. The faculty member is **not** notified.

Q. What happens in the case of a negative vote from the Department P&B?

All faculty have the right to appeal a negative vote for tenure from the Department P&B. The Department Chair should notify the individual of the negative vote within 48 hours, in writing (e.g., by e-mail). All that is required, in order to appeal a negative Department P&B vote, is to write a letter to the chair of the TPCCE committee appealing the negative decision within 10 days of being notified of the decision. If a faculty member chooses to appeal the negative vote, then the TPCCE committee can reviews the file and votes, the same as in the case of a positive vote.

After a positive vote by the Department P&B, or after an appeal of a negative vote of the Department P&B by the faculty member, the digital file of evidence goes to the College's Faculty P&B committee on Tenure, Promotion, and CCE (TPCCE).

3.8 CCE Review by the Committee on Tenure, Promotion, and CCE (TPCCE) in Year 5

After a positive vote by the Department P&B, or after an appeal of a negative vote of the Department P&B by the faculty member, the digital file of evidence goes to the Committee on Tenure, Promotion, and CCE (TPCCE).

The TPCCE committee meets with the Provost at the beginning of the academic year to be charged with their task and to elect a chair. The committee then begins deliberations.

The file of the faculty member is discussed at the committee meetings, and the committee drafts questions for the Chair and the Dean, who will meet with the committee prior to their vote on tenure. Once all presentations and meetings are completed, the committee members vote by secret ballot.

Voting on CCE by the TPCCE committee is the same as voting on CCE by the Department P&B. A positive vote is a majority of 'Yes' votes of the eligible voting members of the TPCCE committee (i.e., excluding those who are recused from voting). A positive vote is a majority of 'Yes' votes of the eligible voting members of the TPCCE (i.e., excluding those who are recused from voting). A negative vote is

anything below a majority of 'Yes' votes of the eligible voting members, i.e., (i) a majority of 'No' votes, or (ii) an equal number of 'Yes' votes and 'No' votes, or (iii) an equal number of 'Yes' votes and 'No' votes and abstentions, or (iv) a majority of 'No' votes and abstentions. See Section 1.11 of the Guidebook.

The TPCCE committee vote is recorded, and the chair of the committee prepares a summary of the faculty member's file, as well as the results of the votes of the Department P&B and the TPCCE committee, to be presented to the full Faculty P&B.

Q. What happens in the case of a positive vote from the TPCCE committee after a positive vote from the Department P&B?

If the vote is positive, the file of evidence is forwarded to the FP&B committee for a vote. The faculty member is **not** notified.

Q. What happens in the case of a negative vote from the TPCCE, or a mixed vote of the Department P&B and the TPCCE committee?

- If there is a negative Department P&B vote **but** a **positive** vote from the TPCCE Committee the file of evidence is forwarded to the FP&B committee for a vote, as there was only one negative vote.
- If there is a **positive** department P&B vote **but** a **negative** vote from the TPCCE Committee, the file of evidence is forwarded to the FP&B committee for a vote, as there was only one negative vote.

Q. What happens in the case of a negative vote from the TPCCE after a negative vote of the Department P&B (followed by an appeal to the TPCCE committee)?

- If there is a negative Department P&B vote **and** a negative vote from the TPCCE committee, the file of evidence is **not** forwarded to the FP&B committee for a vote, as there were two negative votes. The file is automatically forwarded to the President, without the need for an appeal by the faculty member. There is no Faculty P&B vote. See Appendix 8 for the Tenure and Promotion Flowchart.

3.9 CCE Review by the Faculty P&B in Year 5

After two positive votes by the Department P&B and by the TPCCE Committee, or after one positive vote by the Department P&B and a negative vote by the TPCCE Committee, or after a negative vote by the Department P&B followed by an appeal by the faculty member and a positive vote by the TPCCE Committee, the faculty member's file is shared with the Faculty P&B committee. The chair of the TPCCE committee presents a summary of the faculty member's file of evidence to the entire members of the FP&B, which also includes the President, and the Provost, for consideration, discussion, and a vote. Only the chairs are eligible to vote, however.

Click to Return to Table of Contents

Once all faculty members for promotion have been presented and discussed, the voting members of the Faculty P&B (the chairs) vote by secret ballot on each faculty member. Members of the FP&B will vote on the faculty member's eligibility for a CCE after their independent review of the file of evidence and after hearing the presentation of the faculty member's case by the Chair of the TPCCE to the members of the FP&B.

Q. What happens in the case of a positive vote from the Faculty P&B?

If the vote is positive, the file of evidence is forwarded to the President. The faculty member **is notified** by the Provost.

Q. What happens in the case of a negative vote from the Faculty P&B?

All faculty have the right to appeal a negative vote for CCE from the Faculty P&B to the President. The Provost notifies the faculty member of the negative vote within 48 hours, in writing (e.g., by e-mail). In order to appeal a negative Faculty P&B vote to the President, the faculty member should to the President appealing the negative decision within 10 days of being notified of the decision. If a faculty member chooses to appeal the negative vote, then the President reviews the complete file. See Appendix 8 for the Tenure and Promotion Flowchart.

3.10 CCE Review by President in Year 5

A faculty member's digital file comes to the President in the case of a positive vote of the TPCCE committee, or in the case of an appeal by the faculty member of a negative vote by the TPCCE committee, or in the case of a negative vote of the Department P&B followed by an appeal by the faculty member and a negative vote by the TPCCE committee.

In the case of a positive FP&B vote, the President reviews the file and decides whether to recommend, or not recommend, promotion to the Board of Trustees.

In the case of a negative vote by the TPCCE committee and an appeal by the faculty member, the President reviews the file and decides whether to uphold the denial of promotion or reverse the denial of promotion and recommend promotion to the Board of Trustees.

In the case of a negative vote of the Department P&B followed by an appeal by the faculty member and a negative vote by the TPCCE committee, the President reviews the file and decides whether to uphold the denial of promotion or reverse the denial of promotion and recommend promotion to the Board of Trustees.

3.11 Year 6: CCE Eligibility Date

Click to Return to Table of Contents

A faculty member's CCE Eligibility Date, the date a CCE becomes effective, occurs in the beginning of the sixth (6^{th}) year of service. This date is five years after the initial appointment if there are no breaks in service.

If the initial appointment to the CCE-track title occurs after September 30 of the first academic year (for example, in the spring semester), then the CCE clock starts in the following academic year.

Please contact Human Resources to confirm the CCE eligibility upon your initial appointment or upon a break in service.

3.12 Other questions about faculty members with a CCE

Q. Can a faculty member with a CCE be promoted?

If a Lecturer completes a doctorate, there is a change of salary schedule to a Lecturer Doctoral Schedule (Doctoral Lecturer). This is referred to as a "change of salary schedule" rather than a "promotion," but it does have implications for their salary.

Q. What happens if a faculty member with a CCE is hired as a tenure-track Assistant Professor?

If an Instructor or a Lecturer with a CCE is hired as a tenure-track Assistant Professor, they go on leave from their Lecturer position for the seven-year tenure cycle. If they are tenured, they remain in the professorial line. If they do not get tenure, they revert to being a faculty member with a CCE.

Q. Is a faculty member with a CCE eligible to go on sabbatical leave?
An Instructor or a Lecturer with a CCE is eligible to go on sabbatical leave. For forms and information, please go to https://www.lehman.edu/academic-personnel/faculty-forms.php

Click to Return to Table of Contents

Section 4. Procedures for Faculty Pursing Promotion from Assistant Professor to Associate Professor, Associate Professor to Professor, and Professor to Distinguished Professor

4.1 Overview

Unlike tenure, there is no cycle for promotion. Hence, there is no such thing as 'early' or 'late' promotion. Promotion and tenure are separate and distinct. Votes on promotion and tenure are separate and distinct acts.

There are two kinds of promotion for faculty members:

- Assistant Professor to Associate Professor
- Associate Professor to Professor[14]

The decision about which year to apply for promotion rests with the faculty member. Nevertheless, at least since the introduction of the seven-year tenure cycle, an Assistant Professor normally applies for promotion to Associate Professor in the same year of service that they go up for tenure, which is to say, in their seventh year of service. If they apply for promotion in the same year as tenure, then they go up in the **fall** of that year, in which case tenure and promotion to Associate Professor are considered concurrently.

There is also no cycle of promotion from Associate Professor to Professor. The decision about which year to apply for promotion to Professor rests with the faculty member. The faculty member should make the decision to apply for promotion to full Professor in consultation with their Department Chair and School Dean. Promotion to Professor is possible for those who excel in their discipline are recognized as outstanding teachers, who contribute substantial service to their profession and the life of the College, and whose reputation brings credit to the College and the University.

When an Associate Professor applies for promotion to Professor, then they go through the promotion process in the **spring** of that year. They must notify their Department Chair and the School Dean by **September 1st** of that year. However, it is recommended that they notify their Chair and Dean in the spring of the previous year of their intention to apply for promotion the following year.

This section includes a timetable for promotion, the areas of evaluation, the criteria for evaluation, and the procedures of the promotion process as well as recommendations for what the faculty, chairs, and relevant committees should do for each step of the process.

4.2 Preparing for Promotion

Once the faculty member is appointed to the position of Assistant Professor or appointed to the position of Associate Professor (with or without tenure), this counts as the first year of service in that position.

[14] The staff title of 'Professor' is sometimes referred to as 'full Professor' to disambiguate it from Assistant and Associate Professor.

Click to Return to Table of Contents

An Assistant Professor must complete at least one year of service before applying for promotion to Associate Professor. An Associate Professor must complete at least one year of service before applying for promotion to Professor.

In each year of service as an Assistant Professor or Associate Professor, a faculty member receives an annual evaluation. For more on annual evaluations, see Section 1.11 of this Guidebook.

A faculty member is responsible for three activities in preparing for the annual evaluation:

1. Preparing an updated C.V. using the Lehman C.V. template.
2. Uploading evidence of teaching, service, and scholarship/creative work to their digital promotion file (e.g., Digital Measures).
3. Completing an annual evaluation process following the guidance of their Department Chair within the timeline outlined in CUNY policy.

4.3 Criteria of Evaluation for Promotion from Assistant Professor to Associate Professor

The three areas (the "three legs of the stool") for evaluation for promotion from Assistant Professor to Associate Professor are the following (for explanations of these three areas, see Sections 1.2-1.4 of the Guidebook):

(a) Scholarship/Creative Work and Potential for Future Scholarship/Creative Work. Faculty members are expected to offer evidence of scholarly/creative contributions to their disciplines. Achievements should be evaluated on the basis of publications of scholarly work in professional journals, or reports of scientific experimentation, scholarly books and monographs, creative work, performance or show or exhibition credits, and evidence of works in progress. See Section 1.2 of the Guidebook.

(b) Teaching Effectiveness. Evaluation of teaching effectiveness shall include peer teaching observations, assessment of the faculty member's effort, success in developing new methods and materials suited to the needs of students, assessment of student evaluations, and non-classroom efforts, such as academic advisement. See Section 1.3 of the Guidebook. The Lehman C.V. includes a section where the faculty member documents their average and median scores received on course evaluations (5.1 and 5.2 on SETLs, respectively). It is also recommended that comments made by students in the course evaluations be included in annual evaluations, by the Chair, to help illustrate the instructor's effectiveness. See Section 1.9 of the Guidebook.

(c) Service to the Department, School, College, University, and Profession. As all full-time faculty members share broad responsibilities to the institution, work in departmental and college committees should be considered in overall evaluations. Although it is understood that not all junior faculty members will have an opportunity to serve on Department P&B committees, or on college-wide committees, their evaluation should consider evidence of any contribution to committees**,** and their participation in other regular administrative activities such as governance, registration, advisement, library, and cultural activities. A faculty member may also offer

Click to Return to Table of Contents

> evidence of pertinent and significant community and public service in support of reappointment. See Section 1.4 of this Guidebook.

For promotion from Assistant Professor to Associate Professor, the CUNY Code of Practice Regarding Instructional Staff Titles says the following:

> For promotion or appointment to the rank of associate professor, the candidate must possess the qualifications for an assistant professor, must have obtained the Ph.D. or an equivalent degree from an accredited university, and in addition he/she must possess a record of significant achievement in his/her discipline or profession…[15] There shall be evidence that his/her alertness and intellectual energy are respected outside his/her own immediate academic community. There shall be evidence of his/her continued growth and of continued effectiveness in teaching. Longevity and seniority alone shall not be sufficient for promotion.[16]

It is recommended that when documenting service, the faculty member provide information on their roles and responsibilities to illustrate the kind of work and their level of leadership. Documentation that may be included as evidence of service in a promotion file could include: an email from a committee chair or an official letter indicating the faculty member's involvement and contribution; a certificate of recognition; or conference program materials with their name and role (e.g., proposal reviewers, program/conference organizers, board members).

Institutions of higher education are expected to contribute their services to the welfare of the community. Although such activities are a matter of individual discretion and opportunity, evaluation of a faculty member for promotion should recognize pertinent and significant professional activities on behalf of the public. However, the absence of this contribution should not act to the disadvantage of any faculty member for promotion.

4.4 Criteria of Evaluation for Promotion from Associate Professor to Professor

For promotion from Associate Professor to Professor, the three areas of evaluation are the same as the three areas of evaluation for promotion to Associate Professor: scholarship/creative work, teaching, and service (the "three legs of the stool").

For promotion from Associate Professor to Professor, the CUNY Code of Practice Regarding Instructional Staff Titles says the following:

> For promotion or appointment to the rank of professor, the candidate must possess the qualifications for an associate professor, and in addition a record of exceptional intellectual, educational, or artistic achievement and an established reputation for excellence in teaching and

[15] "… or as a college or university administrator." While very rare, this statement allows for the possibility of a (tenured or untenured) Assistant Professor being assigned to a college or university administrator role, e.g., an interim Associate Dean, but does not generally refer to being assigned to roles such as department chair, program coordinator or program director, or committee chair, which would be included under service.

[16] CUNY Code of Practice Regarding Instructional Staff Titles, Section 1.2.3. Code of Practice Title Descriptions and Qualifications.

Click to Return to Table of Contents

> scholarship in his/her discipline. There shall be evidence of his/her continued growth and the judgment on promotion shall consider primarily evidence of achievement in teaching and scholarship following the most recent promotion. Longevity and seniority alone shall not be sufficient for promotion.[17]

As stated above, the three areas of evaluation are the same for promotion to Associate Professor to Professor. However, it is recommended, for promotion to full professor, that:

- Rather than merely having good teaching evaluations, faculty applying for promotion to Professor should provide evidence of having engaged in the creation of courses for the program/major, should have helped or led efforts to redesign curricula, to create new degree programs, certificates, etc.
- Service be viewed as leadership within the discipline, college, and university. In addition, leadership positions in the department be adopted.
- There is evidence of a national and international reputation in the discipline.

Q. Are annual evaluations required for promotion from Associate Professor to Professor?

Associate Professors are required to have annual evaluations, even after tenure. See Section 1.11 of the Guidebook.

4.5 Statement on Scholarship/Creative Work, Teaching, and Service

It is recommended that the faculty member begin drafting a Statement on Scholarship/Creative Work, Teaching, and Service (hereafter, 'Statement') for their promotion. The Statement helps the faculty member to articulate their goals early on, which can inform how they plan to use their (pre-tenure or post-tenure) reassigned time, as well as their teaching and service. It can be revised as time goes on and serves as a foundation for the Statement submitted for promotion from Assistant Professor to Associate Professor or from Associate Professor to full Professor. For more on the Statement, see Section 2.3 of the Guidebook.

As with tenure, the faculty member is responsible for uploading non-confidential documents annually to their digital promotion file (e.g., Digital Measures), in particular their scholarship/creative work, their teaching evaluations (e.g., SETLs), and an updated C.V. When applying for promotion, they are also responsible for uploading their Statement (about scholarship/creative work, teaching, and service).

[17] Ibid.

Click to Return to Table of Contents

4.6 Timetable for Assistant Professor applying for Promotion to Associate Professor in the same year as going up for Tenure

Faculty members normally apply for promotion from Assistant Professor to Associate Professor at the same time as they go up for tenure, that is, in the **fall semester of their 7th year of service**. If a faculty member is doing this, then the timeline and the steps to take are the same steps as those for tenure. See the timeline chart for tenure in Section 2.4 of the Guidebook.

4.7 Applying for Promotion to Associate Professor Before Tenure

If an Assistant Professor decides to apply for promotion to Associate Professor *before* tenure, then they must notify their Department Chair and Dean by **September 1st** of the year they intend to apply for promotion.

However, it is recommended that they notify their Chair and Dean in the spring of the previous year of their intention to apply for promotion the following year. **The faculty member should make the decision to apply for promotion before tenure in consultation with their Department Chair and Dean.**

In such a case, the suggested timetable for promotion is the same as that of promotion from Associate Professor to full Professor.

4.8 Timetable for Associate Professor applying for Promotion to Professor

A recommended timeframe to consider for promotion from Associate Professor to Professor is 4-10 years after promotion (or appointment) to Associate Professor, with the understanding that this is suggested and not binding (Associate Professors might apply earlier than this, for example). This timeframe should allow for new/additional project(s) after the first promotion or appointment, as well as paid sabbatical leaves and sufficient teaching evaluations. Under the PSC-CUNY contract, faculty members hired after 2019 also receive 6 hours of reassigned time after promotion to Associate Professor, to be used in the first two years after tenure.

Associate Professors are required to receive annual evaluations. Chairs and Deans should engage Associate Professors to plan activities that support promotion to Professor. This should include discussions of the steps to promotion at the annual evaluation with the Chair (or designee). Sabbatical leaves, including Fellowship and Scholar Incentive Awards, for tenured Associate Professors are another

Click to Return to Table of Contents

way of supporting faculty. It is, however, understood that these are awarded as part of a competitive process, based on merit.

Faculty should be encouraged to look upon the rank of Associate Professor as a step on the way to the rank of Professor – to see promotion to Associate Professor as the first promotion, and to see promotion to Professor as the second promotion, and for the second promotion to be expected in the normal course of a faculty member's career.

If an Associate Professor decides to apply for promotion to Professor, they must notify their Department Chair and Dean by **September 1st** of the year they intend to apply for promotion. However, it is recommended that they notify their Chair and Dean in the spring of the previous year of their intention to apply for promotion the following year. The faculty member should make the decision to apply for promotion before tenure in consultation with their Department Chair and Dean.

The following timetable for promotion from Associate Professor to Professor is suggested. In the spring semester of the year *before* applying for promotion:

- Faculty member provides the Department P&B with their list of potential reviewers, and the Department provides the P&B with its own list of potential reviewers. It is recommended that 8-12 potential reviewers be provided, 4-6 from the faculty member, and 4-6 from the department. The P&B votes to approve the list of 8-12 potential reviewers.
- A Dossier of Scholarship/Creative Work is prepared by the faculty member in consultation with the Chair and the Dean. The dossier can be digital (e.g., Dropbox folder).
- The Chair (or Dean)[18] contacts 4 reviewers (2 from the faculty member list and 2 from the Department list) and asks them if they are willing to write letter; if someone cannot commit to writing a letter, another potential reviewer on the list is contacted.
- The Dossier of Scholarship/Creative Work is sent to external reviewers by the Chair (or Dean), along with a Lehman College C.V. and Statement on Scholarship/Creative Work, Teaching, and Service (or, alternatively, a Statement on Scholarship/Creative Work only), and a solicitation letter.

Fall semester of the year applying for promotion:

- Faculty member updates their digital file of evidence (e.g., DM) with all final non-confidential materials for promotion, including updated Lehman College C.V., scholarship/creative work, Statement on Scholarship/Creative Work, Teaching, and Service, and materials about Teaching and Service
- Chair collects letters from external reviewers

January of the year the faculty member is applying for promotion:

- Digital file of evidence (e.g., DM) is updated by Chair with confidential external reviewer letters

Beginning of spring semester:

[18] See Note 10 above.

Click to Return to Table of Contents

- Department P&B reviews digital file of evidence and votes on promotion
- Department Chair uploads Chair's Report with record of vote to digital file of evidence

Timetable:

Year of Service	Appointment	Fall Semester	Spring Semester	Notification Deadline Date
Year 1	Initial Appointme Associate Profess			
Year before promotion			Recommended: Department P&B vote on list of potential external reviewers (4-6 from faculty member, 4-6 from P&B). Prepare dossier for external reviewers (e.g., Dropbox folder), including Lehman C.V., scholarship/creative work, and Statement on Scholarship/Creative Work, Teaching, and Service. Chair (or Dean) sends dossier to external reviewers.	
Year of promotion		(If not already done) Declare intention to apply for promotion by September 1). (If not already done) P&B vote, dossier preparation (e.g., Dropbox); Chair (or Dean) sends dossier to external reviewers (see Spring semester, above). By the end of the fall semester, upload all final materials to digital file of evidence (e.g., DM), including updated Lehman C.V., scholarship/creative work, and Statement on Scholarship/Creative Work, Teaching, and Service.	Promotion Review: Department P&B vote (recorded in Chair's Report) followed by TPCCE Committee vote followed by FP&B committee vote followed by President's recommendation Followed by Board of Trustees vote.	Negative Department P&B committee vote? May appeal to TPCCE Committee. Combined negative Department P&B committee vote and TPCCE committee vote? May appeal to the President. At least one positive vote (Department P&B or TPCCE), goes to FP&B committee for vote. Decision from President by April.

Click to Return to Table of Contents

Year after promotion	Professor			

4.9 Preparing the Dossier of Scholarship/Creative Work for External Reviewers

When applying for promotion the faculty member will work with the Department Chair to prepare a separate Dossier of Scholarship/Creative Work that will be sent to external reviewers, which is a subset of the contents of the complete promotion file. This dossier is often entirely digital (e.g., Dropbox) although hard copies of this dossier may be requested by external reviewers.

Q. Who prepares the separate Dossier of Scholarship/Creative Work for external reviewers?

The faculty member will work with the Chair to prepare a separate dossier of their Scholarship/Creative Work that will be sent to external reviewers, who will be asked to review the faculty member's scholarship/creative work (only).

Q. What is included by the faculty member in the separate Dossier of Scholarship/Creative work sent to external reviewers?

The dossier is a subset of the contents of the larger promotion file and should include:

(a) Statement on Scholarship/Creative Work, Teaching, and Service (or, alternatively, a Statement on Scholarship/Creative Work only). The Statement is optional but highly recommended because it gives the reviewer a context of the Scholarship/Creative work from the faculty member's perspective. This is an opportunity for the faculty member to talk about their work in their own voice.
(b) The faculty member's scholarship/creative work **since the last personnel action (i.e., not used for an earlier personnel action)**. This can include copies of books, articles, and book chapters, portfolios of paintings or photographs (or links to them), films (or links to them), musical compositions (or links to them), etc. See Section 1.2 of the Guidebook. The faculty member should meet with the department chair to determine what scholarship/creative work should be sent to the reviewers.
(c) Complete C.V. in Lehman College format.

Q. What is the responsibility of the faculty member and what is the role of the department P&B in selecting a pool of potential external reviewers?

The digital file of evidence (e.g., DM) that goes to the FP&B committee on TPCCE must include at least 4 letters from external reviewers.

Click to Return to Table of Contents

Before applying for promotion, a list of **8-12** potential external reviewers should be provided to the Department P&B for a vote. **4-6** should be provided by the faculty member. The other **4-6** should come from the department – from the Chair and other members of the department, depending on the area(s) of specialization of the faculty member. Approving 8-12 potential reviewers better ensures a return of at least 4 letters and the chance to avoid delays (e.g., having to go back to the Department P&B to vote on more potential reviewers).

Under no circumstances should the faculty member contact anyone from their own list or the department's list about a letter. The faculty member will also not be informed as to which external reviewers from their own list or the department's list have been contacted about writing a letter.

The lists of potential reviewers should not include collaborators, such as co-authors; mentors of the faculty member, such as dissertation advisors; or mentees, such as former students. For more information, see Appendix 7. Tenure and Promotion Flowchart.

Even though the only CUNY requirement is that external reviewers be from outside CUNY, it is recommended the pool of reviewers represent a scope of institutions beyond a local/regional area. Reviewers representing "peer-aspirant" institutions should be a consideration in the selection process. It is recommended that departments and faculty members choose reviewers who will understand Lehman's institutional context and expectations as they comment about faculty members' scholarly contributions to their disciplines. If a reviewer is selected from an institution where scholarship/creative work expectations differ significantly from what is expected by the department at Lehman, it will be important to provide the reviewer with contextual information about Lehman's workload and expectations.

For promotion from Assistant Professor to Associate Professor, external reviewers should be individuals who are full Professors, but they at least need to be *tenured and at the Associate Professor level*. For promotion from Associate Professor to Professor, external reviewers need to be *tenured and at the (full) Professor level.*

It is recommended that the faculty member let the Department Chair and the Department P&B know if there is any pertinent information related to the faculty member's discipline/area of scholarship/creative work that would be helpful for them to know as they generate a list of external reviewers.

Q. How and when are letters from external reviewers solicited?

After the Department P&B has voted on the list of external reviewers and recommended the priority of external reviewers to be contacted, the Chair (or Dean) will contact them by e-mail.

The Chair initially contacts at least four (4) potential reviewers by e-mail, two (2) from the faculty member's list, and two (2) from the department's list, inquiring whether they will agree to write a letter. Normally, a C.V. is sent with the e-mail. The recommendation for having 8-12 potential reviewers approved by the P&B guarantees that the Chair will be able to identify 4 reviewers even if many on the initial list decline. However, the decision on the total number of potential reviewers is determined by the department.

Should any reviewers contacted by the Chair decline the e-mail invitation, the Chair moves down the respective list. Even with reviewers declining to write letters, the Chair should try to ensure that there are agreements from at least two reviewers from the faculty member's list, and two reviewers from the department's list. Once a reviewer has agreed over email, they should be sent a solicitation letter,

Click to Return to Table of Contents

normally attached to an email, along with a dossier of scholarship/creative work, and provided with a deadline of early or mid-August.

Reviewers receive the dossier of the faculty's member's scholarship/creative work, which is often a digital dossier (e.g., Dropbox) with copies of articles and book chapters, portfolios of paintings or photographs (or links to them), films (or links to them), musical compositions (or links to them), etc., as well the faculty member's CV and Statement on Scholarship/Creative work, Teaching, and Service (if the Statement is included in the dossier).

All external reviewer letters are confidential. For purposes of confidentiality, an external reviewer is not to contact the faculty member, and the faculty member is not to contact reviewers.

Q. What information should the solicitation letter to reviewers contain?

The purpose of soliciting an external reviewer letter is to have an external reviewer provide expert advice on the quality of the faculty member's scholarship/creative work and their trajectory. The external reviewer letter should clearly state the action(s) under consideration, i.e., promotion. External reviewer letters are for the sole purpose of soliciting expert advice on the quality of the faculty member's scholarship/creative work and their professional trajectory. The letter should clearly state the action under consideration, i.e., promotion.

Letter content may vary by department, but it is highly recommended that the solicitation letter reference the CUNY standard for promotion and should ask the reviewers to describe their relationship to the faculty member—if and how they know them. A solicitation letter may also provide other context, like teaching load, if the Chair believes this is appropriate.

In CUNY, chairs are advised to include in the letters a request that the reviewers state explicitly whether they recommend tenure and/or promotion. However, in practice, this will beup to the discretion of the Chair as not all departments wish to include this request. That said, all reviewers should be asked to include evidence of the quality and quantity of the faculty member's scholarship/creative work and how it compares to scholarship in the discipline. It is recommended the solicitation letter ask the reviewer to comment on:

(a) The significance and originality of the faculty member's scholarship/creative work, and the impact or potential for impact on the discipline; and
(b) The appropriateness of the methodology used to create the work and the quality and appropriateness of the outlets used to disseminate it.

It is recommended that in addition to contact information and institutional affiliation, information is gathered regarding the reviewers' areas of expertise. A Chair can ask for a reviewer's C.V. along with their letter, so that TPPCE committee have some information on the reviewer's background and expertise in completing the review.

Q. If a faculty member has scholarship/creative work from before they were hired, or from before their last promotion (i.e., prior to the last personnel action of being hired),is this excluded from consideration for promotion?

Click to Return to Table of Contents

Scholarship/creative work published prior to the last personnel action is excluded from consideration for promotion and not included in the Dossier of Scholarship/Creative Work. As it says in the CUNY Statement on Academic Personnel Practice: "The candidate shall present evidence of scholarly achievement following the most recent promotion."[19] However, if the faculty member has already been promoted before tenure, and is going up for tenure only, the scholarship/creative work included in the file of evidence for promotion before tenure can also be included in the file of evidence for tenure and can be included in the dossier of scholarship/creative work sent to external reviewers.

Q. When should the letters from the external reviewers arrive?

In the case of an Assistant Professor applying for promotion to Associate Professor at the same time as tenure, letters from external reviewers should arrive by **the end of the summer**. To that end, external reviewers should be given at least two months to complete their letter, and a deadline for their letter of no later than early August.

In the case of an Associate Professor applying for promotion to full Professor, letters from external reviewers should arrive by **the end of the fall semester**. To that end, external reviewers should be given at least two months to complete their letter, and a deadline for their letter of no later than early December.

It is vital that the external reviewers' letters to arrive on time for the vote of the Department P&B and for the Chair's Report, since an important part of the Chair's Report includes content from the letters regarding the faculty member's scholarship/creative work. The Chair's report will not be completed on time for the TPCCE committee if the letters do not arrive on time.

All letters received, whether positive or negative, must be uploaded by the Dean to the faculty member's digital file of evidence.

Q, Can individuals who served as external reviewers for a candidate for an earlier personnel action be invited to review the candidate's scholarship/creative works for a new personnel action, e.g., application for promotion to professor?

Yes, there may be compelling reasons to have an external reviewer for an earlier personnel action to be invited to review for a new personnel action.

Q. Can letters of support other than external reviewer letters be included in the promotion file? For example, letters from colleagues or students?

There cannot be other letters of support included in the promotion file.

[19] https://www.csi.cuny.edu/sites/default/files/pdf/facultystaff/handbook/Appendix_E_BOHE_Academic_Personnel_Practice_CUNY.pdf

Click to Return to Table of Contents

4.10 Preparing the Digital File of Evidence for the Department P&B and TPCCE Committee

Q. Who uploads evidence to the faculty member's digital file of evidence (e.g., DM)?

The faculty member's digital file of evidence is prepared by the faculty member (non-confidential items) and Chair or Dean (confidential items as well as annual evaluations and pre-tenure review) in order to present the file to the Department's P&B committee and the TPCCE committee.

Non-confidential documents uploaded by the faculty member to the digital file of evidence:

- Lehman College format C.V.
- Statement on Scholarship/Creative Work, Teaching, and Service
- Copies of scholarship/creative work (since last personnel action)
- Co-authorship statement (if necessary)
- Teaching evaluations (e.g., Student Evaluations of Teaching and Learning (SETLs) (all years since last personnel action))
- Teaching observations
- Teaching materials (syllabi, study guides, etc.)

Confidential documents uploaded by the Dean or designee and Chair to the digital file of evidence:

- Annual evaluations (signed)
- Dean's pre-tenure letter (signed)
- Letters from external reviewers along with their C.V.'s
- List of external reviewers indicating which are from the faculty member and which are from department
- Chair's Report (or report of senior colleague), with the record of the vote of the Department P&B

Q. What scholarship/creative work can be included in the digital file of evidence?

All work completed since the faculty member was hired (last personnel action), for promotion from Assistant Professor to Associate Professor, and all work completed since the faculty member was previously promoted (last personnel action), for promotion to Professor, is included in the digital file. Work completed prior to being hired or the previous promotion is not considered in the promotion review process, because it was work considered for the hiring or previous promotion process.

Work completed prior to being hired or promoted is listed in the Lehman College format C.V. in the section on items "prior to last personnel action."

4.11 Role of the Provost's Office in Preparing the Digital File of Evidence

The complete digital file, including confidential documents, is reviewed by a member of the Provost's Office for completeness in advance of being shared with the Department P&B committee for a vote.

Click to Return to Table of Contents

4.12 Promotion Review by the Department P&B

Once the digital file of evidence is complete, the Department P&B will review the faculty member's entire file, including scholarship/creative work, the letters from the external reviewers, the annual evaluations, SETLs, teaching observations, etc., and vote by secret ballot on whether to grant promotion and forward the faculty member's file to the TPCCE committee for consideration. The secret ballot vote is a vote by all of the members of the Department P&B who are eligible to vote on the promotion.

Each eligible Department P&B member has one vote. Members of the Department P&B committee who are not eligible to vote are those who are recused from voting. Each eligible Department P&B member has three options: vote 'Yes,' vote 'No,' or abstain from voting. A positive vote is a majority of 'Yes' votes of the eligible voting members of the Department P&B (i.e., excluding those who are recused from voting). A negative vote is anything below a majority of 'Yes' votes of the eligible voting members, i.e., (i) a majority of 'No' votes, or (ii) an equal number of 'Yes' votes and 'No' votes, or (iii) an equal number of 'Yes' votes and 'No' votes and abstentions, or (iv) a majority of 'No' votes and abstentions. See Section 1.11 of this Guidebook.

Q. What happens in the case of a positive vote from the Department P&B?

If the Department P&B vote on promotion is positive, the file is forwarded to the Tenure, Promotion, and Certificate of Continuous Employment (TPCCE) committee along with the Chair's Report. The faculty member is not notified.

Q. What happens in the case of a negative vote from the Department P&B?

All faculty have the right to appeal a negative vote from the Department P&B for promotion. The Department Chair should notify the individual of the negative vote within 48 hours, in writing (e.g., by e-mail). All that is required, in order to appeal a negative Department P&B vote, is to write a letter to the chair of the TPCCE committee appealing the negative decision within 10 days of being notified of the decision by the Department Chair. If a faculty member chooses to appeal, then the TPCCE committee reviews the file and votes, the same as in the case of a positive vote.

4.13 The Chair's Report

After the Department P&B vote, in the case of a positive vote, or an appeal by the faculty member after a negative vote, the Chair summarizes the faculty member's scholarship/creative work, teaching, and service in the Chair's Report. The Report will include comments from the external reviewers about the faculty member's scholarship/creative work, as well as summaries of teaching and service from the Chair. The report also includes the vote of the P&B committee members, along with any necessary comments to explain the vote. It is recommended that these reports be 2-7 pages.

Click to Return to Table of Contents

The Chair's Report is uploaded to the faculty member's digital file of evidence (e.g., DM). Both the letters and the Chair's Report are confidential and **cannot** be viewed by the faculty member.

Q. Can the chair show the Chair's Report to the rest of the Department P&B?

The Chair's Report can be shared with the rest of the Department P&B, although this is not required.

4.14 Promotion Review by the Committee on Tenure, Promotion, and CCE (TPCCE)

After a positive vote by the Department P&B, or after an appeal of a negative vote of the Department P&B by the faculty member, the digital file of evidence goes to the Committee on Tenure, Promotion, and CCE (TPCCE).

The TPCCE committee meets with the Provost at the beginning of the academic year to be charged with their task and to elect a chair. The committee then begins deliberations.

The committee members review and evaluate the digital file. In addition to reviewing the file, the TPCCE committee meets with each faculty member's Chair (or senior faculty member) and Dean. The TPCCE committee drafts questions in advance of the meeting for the Chair and the Dean. The Chair and the Dean present on the faculty member and answer the committee's questions.

Once all presentations and meetings are completed, the TPCCE committee members vote by secret ballot on each faculty member's promotion.

Each eligible voting TPCCE committee P&B member has one vote. Members of the TPCCE committee who are not eligible to vote are those who are recused from voting. Each eligible voting TPCCE member has three options: vote 'Yes,' vote 'No,' or abstain from voting. A positive vote is a majority of 'Yes' votes of the eligible voting members of the TPCCE (i.e., excluding those who are recused from voting). A negative vote is anything below a majority of 'Yes' votes of the eligible voting members, i.e., (i) a majority of 'No' votes, or (ii) an equal number of 'Yes' votes and 'No' votes, or (iii) an equal number of 'Yes' votes and 'No' votes and abstentions, or (iv) a majority of 'No' votes and abstentions. See Section 1.11 of this Guidebook.

The TPCCE committee vote is recorded, and the chair of the committee prepares a summary of the faculty member's file, as well as the results of the votes of the Department P&B and the TPCCE committee, to be presented to the full Faculty P&B.

Q. What happens in the case of a positive vote from the TPCCE committee after a positive vote from the Department P&B?

If the vote is positive, the file of evidence is forwarded to the FP&B committee for a vote. The faculty member is **not** notified.

Click to Return to Table of Contents

Q. What happens in the case of a negative vote from the TPCCE, or a mixed vote of the Department P&B and the TPCCE committee?

- If there is a negative Department P&B vote **but** a **positive** vote from the TPCCE Committee the file of evidence is forwarded to the FP&B committee for a vote, as there was only one negative vote.
- If there is a **positive** department P&B vote **but** a **negative** vote from the TPCCE Committee, the file of evidence is forwarded to the FP&B committee for a vote, as there was only one negative vote.

Q. What happens in the case of a negative vote from the TPCCE after a negative vote of the Department P&B (followed by an appeal to the TPCCE committee)?

- If there is a negative Department P&B vote **and** a negative vote from the TPCCE committee, the file of evidence is **not** forwarded to the FP&B committee for a vote, as there were two negative votes. The file is automatically forwarded to the President, without the need for an appeal by the faculty member. There is no Faculty P&B vote. See Appendix 8 for the Tenure and Promotion Flowchart.

4.15 Promotion Review by the Faculty P&B

After two positive votes by the Department P&B and by the TPCCE Committee, or after one positive vote by the Department P&B and a negative vote by the TPCCE Committee, or after a negative vote by the Department P&B followed by an appeal by the faculty member and a positive vote by the TPCCE Committee, the faculty member's file is shared with the College's Faculty P&B committee (FP&B). The chair of the TPCCE committee presents a summary of the faculty member's promotion file to the entire members of the FP&B, which also includes the President, and the Provost, for consideration, discussion, and a vote. Only the chairs are eligible to vote, however.

Once all faculty members for promotion have been presented and discussed, the voting members of the Faculty P&B (the chairs) vote on each faculty member by secret ballot. Members of the FP&B will vote on the faculty member's eligibility for promotion after their independent review of the file of evidence and after hearing the presentation of the faculty member's case by the Chair of the TPCCE to the members of the FP&B.

In the case of a positive FP&B vote, the faculty member is notified about the vote of the FP&B by the Provost.

In the case of a negative FP&B vote, the faculty member is notified about the vote of the FP&B by the Provost. The faculty member has the right to appeal this decision to the President. The President will then review the complete file.

Click to Return to Table of Contents

4.16 Promotion Review by the President

A faculty member's digital file comes to the President in the case of a positive vote of the TPCCE committee, or in the case of an appeal by the faculty member of a negative vote by the TPCCE committee, or in the case of a negative vote of the Department P&B followed by an appeal by the faculty member and a negative vote by the TPCCE committee.

In the case of a positive FP&B vote, the President reviews the file and decides whether to recommend, or not recommend, promotion to the Board of Trustees.

In the case of a negative vote by the TPCCE committee and an appeal by the faculty member, the President reviews the file and decides whether to uphold the denial of promotion or reverse the denial of promotion and recommend promotion to the Board of Trustees.

In the case of a negative vote of the Department P&B followed by an appeal by the faculty member and a negative vote by the TPCCE committee, the President reviews the file and decides whether to uphold the denial of promotion or reverse the denial of promotion and recommend promotion to the Board of Trustees.

4.17 Other questions about promotion

Q. Is it possible for an Assistant Professor to go up for tenure but not apply for promotion to Associate Professor?

While it is possible for an Assistant Professor to go up for tenure but not apply for promotion to Associate Professor, this is strongly discouraged. Tenured Assistant Professors, like tenured Associate Professors, should receive annual evaluations, and should discuss applying for promotion to Associate Professor with their Chairs in their annual evaluation conference.

Q. Where can the faculty member go for more information about promotion?

- The website of the Office of Academic Affairs–Tenure, Promotion and CCE contains more information about promotion: *https://www.lehman.edu/academic-personnel/tenure-promotion.php*
- *Manual of General Policy–Article V: Policy 5.01 Academic Personnel Practice.*
- *Article IX: Organization and Duties of Faculty Departments (note: Section 9.6 Promotions)*
- *PSC-CUNY Contract https://psc-cuny.org/cuny-contract*

Click to Return to Table of Contents

4.18 Promotion to Distinguished Professor

Q. What is the position of Distinguished Professor?

The position of Distinguished Professor is the highest academic honor that CUNY can offer its faculty. According to the Bylaws of the CUNY Board of Trustees, a Distinguished Professor "must be a person of outstanding merit and accomplishment in his/her field." Additional criteria were specified by the CUNY Vice Chancellor for Academic Affairs in a 1985 memorandum to the CUNY presidents as follows: "Whether from CUNY or elsewhere, each candidate should have a national reputation as a scholar, an acknowledged status as one of the leaders in his or her field of specialization, and a record of innovative, sustained, and influential research; or, in the case of the creative and performing arts, major contributions of works to the visual arts, music, theater, film, dance, or literature." According to the Revised Guidelines for the Selection and Review of Distinguished Professors (2017), the title of Distinguished Professor is conferred on an individual by the University Board of Trustees in recognition of exceptional scholarly achievement. The purpose of these appointments is "to recruit new faculty or retain existing faculty whose appointments enrich the University, especially when candidates require special incentives to influence their decision to accept an offer or to remain within the University. These appointments are expected to contribute to CUNY's commitment to recruit and retain an excellent faculty representing a rich diversity of gender and ethnicity."

Distinguished Professors have a reduced teaching load and have a supplemental salary amount to their salary as Professor.[20]

The number of Distinguished Professors at CUNY is limited to 300 under the terms of the collective bargaining agreement. Although Distinguished Professors are expected to teach and provide service to their departments and the College, the honor of being a Distinguished Professor is granted solely on the basis of scholarship/creative work. To quote from the *Revised Guidelines*: "The primary purpose of the awards is to recruit or retain outstanding faculty. Distinguished Professorships are reserved for faculty with records of exceptional performance by national and international standards of excellence in their profession. There must be substantial evidence of this exceptional performance, including significant quantities of high-quality work in areas of importance in their disciplines. In addition to superb scholarship, Distinguished Professors are expected to participate in appropriate teaching and service roles in their colleges. However, this honor is granted solely in recognition of the quality and impact of a nominee's scholarship."

Distinguished Professors are voted on for reappointment every year. In addition, every five years Distinguished Professors are reviewed by the Distinguished Professor Committee. This committee is an annually elected committee consisting of department chairs who hold the position of Professor.

Q. Who is eligible to be nominated for the position of Distinguished Professor?

[20] See footnote to the salary schedule for Professors in the PSC CUNY salary schedule: https://psc-cuny.org/content/salary-schedules-full-time-faculty-and-research-series/.

Click to Return to Table of Contents

Faculty who already hold the position of Professor, either at CUNY or elsewhere, may be nominated for Distinguished Professor.

Q. What is the process for nominating someone to be a Distinguished Professor?

There is both a College process and a University process for nominating someone to be a Distinguished Professor.

The College process is as follows. First, the faculty member consults with their Department Chair and Dean about being nominated for Distinguished Professor. With their support, the faculty member provides their Department Chair with an up-to-date Lehman College CV and "representative samples of the candidate's scholarly and/or creative work, as appropriate, and any additional evidence of exceptional performance by national and international standards of excellence" (*Revised Guidelines*), which may be in the form of a digital dossier (e.g., Dropbox). This dossier can include pdfs of books, articles, manuscripts in press, award letters, etc., as well as musical compositions, works of art, etc. The faculty member also provides the Chair with the names of potential external reviewers (8-10 is recommended). These potential external reviewers must be "full professors or people of comparable standing outside the academy who are widely recognized authorities in the nominee's field and can provide objective analyses of the nominee's qualifications" (*Revised Guidelines*).

The Chair consults with the department and comes up with more names of potential external reviewers (8-10 is recommended). The Department P&B votes on the complete list of potential external reviewers (16-20) and recommends the priority of external reviewers to be contacted. The Chair (or designee) contacts the potential evaluators and secures agreement for at least ten (10) letters of evaluation from external reviewers. The Chair (or designee) then sends the faculty member's dossier to the external reviewers (this can be done electronically), along with a letter soliciting an evaluation. This letter of solicitation "should be neutral in tone and should not suggest that referees extol the nominee and his/her work."[21]

When all of the letters from the external reviewers have arrived, the Chair uploads them to the faculty member's file of evidence (e.g., Digital Measures). The faculty member by then will have uploaded their dossier to their file of evidence (e.g., Digital Measures), along with their C.V. If they wish, they may add a Statement about Scholarship/Creative Work.

The Department P&B reviews the faculty member's file of evidence, including the letters from the external reviewers, and votes by secret ballot on nominating the faculty member to be a Distinguished Professor. The P&B members' eligibility to vote for nominating the faculty member is the same as that for promotion to Professor. After the P&B vote, the Chair writes a Chair's Report about the faculty member's file, including the vote of the P&B, and uploads the report to the faculty member's file of evidence.

The file of evidence is forwarded to the College's Distinguished Professor Committee. The Distinguished Professor Committee reviews the file and votes by secret ballot on nominating the faculty member to be a Distinguished Professor. The file is then forwarded to the Faculty P&B. The Faculty P&B reviews the file and then votes by secret ballot on nominating the faculty member to be a Distinguished Professor. If the vote for Distinguished Professor is positive, then the President writes a letter of nomination, and the Provost (Chief Academic Officer) writes a letter in support of the President's nomination.

[21] See Checklist for Distinguished Professor Nominations (2022): https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/alumni-students-faculty/faculty/distinguished-professors/include/checklist/DP_Submission-Checklist-FINAL-2022-11.pdf

Click to Return to Table of Contents

The Chair creates a digital file, e.g., a Dropbox folder, and uploads the solicitation letter, the letters from external reviewers, the list of all external reviewers and a copy of a C.V. for each external reviewer, the Chair's Report, "documentation of votes by all committees including dates, committee names, and vote totals and processes used up to the point of submission of the case from the college", as well as the letters from the President and the Provost, and a draft resolution for the Board of Trustees to appoint the faculty member as a Distinguished Professor. This file of evidence will be reviewed by the Provost's Office to make sure that it is complete.

The University process is as follows:

> After the College-level process is completed and the materials are forwarded to the Executive Vice Chancellor and University Provost's Office, the Executive Vice Chancellor and University Provost will request additional supporting materials if the external evaluations are deemed insufficient. The Executive Vice Chancellor and University Provost forwards each nomination to a Distinguished Professor Selection Committee. The Selection Committee will then meet and evaluate the candidates' portfolios, making recommendations to the Executive Vice Chancellor and University Provost, who will send the final recommendations to the Chancellor for review and submission to the Board Committee on Faculty, Staff, and Administration, including the Executive Vice Chancellor and University Provost, with eventual approval required by the University Board of Trustees. Because every effort will be made to avoid conflicts of interest in the composition and conduct of each Selection Committee, members of a Selection Committee should disclose any ties to the nominee under discussion at the beginning of deliberations. The Executive Vice Chancellor and University Provost may ask members to recuse themselves if there is a reasonable concern that a member's ties with a nominee would compromise the Committee's deliberations.[22]

Q. What is the timetable for nominating someone to be a Distinguished Professor?

The deadline for a College completing the process of nominating someone to be a Distinguished Professor in order to get a vote by the Board of Trustees in the same academic year is **November 1**. All committee votes must be completed before that date. If the College process is not completed by that date, the vote of the Board of Trustees will be taken in the following academic year.

Q. Where can I go if I have more questions about the position of Distinguished Professor?

For answers to more questions about nominations to be Distinguished Professor, see these FAQ's on the CUNY webpage about Distinguished Professors:

https://www.cuny.edu/alumni-students-faculty/faculty/distinguished-professors/faqs/

[22] Manual of General Policy: https://policy.cuny.edu/policyimport/manual_of_general_policy/article_v/policy_5.062/text/index.html#Navigation_Location

Click to Return to Table of Contents

Section 5: Procedures for College Laboratory Technicians (CLTs) Pursuing Tenure and Promotion from CLT to Senior CLT, and from Senior CLT to Chief CLT

5.1 Overview

According to the PSC-CUNY Handbook for College Laboratory Technicians (CLTs), full-time CLT positions are tenure-bearing, non-teaching Instructional Staff positions, providing technical support in CUNY laboratories, studios, theaters and other technical and technological areas.

There is a distinction between the administrative title of College Laboratory Technician (CLT) and the functional title.

"One's *administrative title* (CLT title series title) is the contractual payroll title in which you are employed or hired. One's *functional title* is more informal and more accurately reflects day-to-day activities. Job descriptions for CLTs holding the same title often vary because their functional responsibilities are different. A CLT job description is specific to the department and college where the person is employed."[23]

The CUNY Code of Practice provides general information regarding the CLT title series, general title definitions, and qualifications.[24]

The tenure process for CLT's follows a 5-year timetable. It begins with the appointment to a tenure-track position, which is the first year of service. This is followed by four (4) annual reappointments. In Year 5.1, if the CLT is awarded tenure, they are reappointed to their 6th year of service as a tenured CLT.

This section includes a timetable for tenure and the steps of the tenure process, including what the faculty, chairs, and relevant committees need to do at each step of the process.

5.2 Annual Evaluation

CLTs pursuing tenure are evaluated annually by their Department Chair on how well they have performed their CLT duties. The Lehman College Annual CLT Conference Report can be found in Faculty Forms on the Office of Academic Personnel webpage at https://www.lehman.edu/academic-personnel/faculty-forms.php (see Appendix 4 of the Guidebook for Annual CLT Evaluation Conference Report).

[23] https://2022.psc-cuny.org/sites/default/files/CLT%20handbook%20Final%204th%20edition%202017.pdf
[24] http://www1.cuny.edu/sites/onboard/wp-content/uploads/sites/4/Code-of-Practice-Title-Descriptions-and-Qualifications-UPDATED1-16-15_01212015.pdf

Click to Return to Table of Contents

An evaluation conference with the CLT should be scheduled before the end of the spring semester. At the evaluation conference, the Chair discusses the CLT's performance of their CLT duties for that year and cumulatively to date, as well as any action plan for the upcoming year. Following the conference, the Chair writes a "summary of the conference with the staff member" and writes an "Evaluation of department job responsibilities," as well as "Goals agreed upon for the upcoming year." This evaluation "should provide an action plan for any evaluation areas that need improvement."[25] In addition, the chair chooses a rating of "Satisfactory / Needs Improvement / Unsatisfactory."[26]

The summary of the conference, the evaluation, and the statement of goals by the Chair must be completed within 10 days of the conference and is signed and sent to the CLT for their signature (required) and comments (optional). The signed evaluation is uploaded to the CLT's digital file of evidence (e.g., DM) by the Chair with a copy to the CLT.

5.3 Preparing for Reappointments

A CLT is responsible for two activities in preparing for the reappointment review conducted from year to year by the Department P&B:

(a) Preparing an updated C.V. using the Lehman College C.V. template and uploading their updated C.V. to their digital file of evidence (e.g., Digital Measures)
(b) Completing an annual evaluation process following the guidance of their Department Chair within the timeline outlined in CUNY policy (see Section 1.11 regarding the Annual Evaluation).

5.4 Timetable for Tenure CLT (Five-Year Clock)

The timetable below provides an overview of the five-year tenure clock for CLTs.

The table below includes references to four committees involved in decision making at different stages of the tenure process.

[25] https://www.lehman.edu/academic-personnel/faculty-forms.php
[26] Ibid.

Click to Return to Table of Contents

- **Department P&B**: Department Personnel & Budget Committee (tenured/tenure-track faculty members & Chair). Only one member can be untenured.
- **FP&B:** Faculty Personnel & Budget Committee (President, Provost, College Counsel, Deans, Chairs. (NB: only chairs can vote).
- **SEC**: School Executive Committee (Chairs & Dean) or **LEC**: or Library Executive Committee (Chairs and Chief Librarian).
- **TPCCE Committee**: FP&B committee on Tenure, Promotion, and Certificate of Continuous Employment (chairs are elected by the FP&B to represent different schools).

Timetable:

Year of Servi	Appointment	Fall Semester	Spring Semester	Reappointment Notification Deadline Date
Year 1	Initial Appointment		1st Reappointment Review P&B to FP&B for second year of service	April 1 If negative P&B vote, appeal to School Executive Committee (SEC)
Year 2	First Reappointmen	2nd Reappointment Review P&B to FP&B for third year of service.	Pre-Tenure Review by Dean after Annual Evaluation	April 1 If negative P&B vote, appeal to SEC
Year 3	Second Reappointment	3rd Reappointment Review by School Executive Committee P&B to SEC to FP&B for fourth year of service		April 1 If negative P&B vote an negative SEC vote, appe to President.

Click to Return to Table of Contents

Year 4	Third Reappointme	4th Reappointment Review P&B to FP&B to a fifth year of service		April 1 If negative P&B vote, appeal to SEC
Year 5	Fourth Reappointment	Before start of fall semester, upload all final materials to digital file of evidence (e.g., DM), including updated Lehman C.V, and Personal Statement. 5th Reappointment Review Tenure Review P&B to TPCCE Committee to FP&B to President to Board of Trustees		Dec. 1 May appeal a negative P&B vote or negative TPCCE Committee vote. Only one appeal with respect to the negative P&B vote or a negative TPCCE vote, prior to final appeal to President.
Year 6	5th Reappointment Tenure Eligibility Date			

The processes for initial appointment and annual reappointments for Years 1-5 on the five-year tenure clock are similar to those described in the **Section 3 of the Guidebook** for the five-year CCE clock; however, for CLTs there is no pre-tenure review by the Dean and there is no review by the School Executive Committee.

It is recommended that CLTs going up for tenure prepare a Personal Statement and upload it to their digital file of evidence (e.g., DM).

Since letters from external reviewers are not required for tenure for CLTs, as with the CCE process, CLTs seeking a tenure, in consultation with their Chairs, may solicit individuals who can write letters of support, which the Chair can upload to their digital file of evidence (e.g., DM).

5.5 Year 6: Tenure Eligibility Date

Click to Return to Table of Contents

A CLT's Tenure Eligibility Date, the date tenure becomes effective, occurs in the beginning of the sixth (6^{th}) year of service. This date is five years after the initial appointment if there are no breaks in service.

If the initial appointment to the tenure-track CLT title occurs after September 30 of the first academic year (for example, in the spring semester), then the tenure clock starts in the following academic year.

Please contact Human Resources to confirm the CCE eligibility upon your initial appointment or upon a break in service.

5.6 Promotion

CLTs go up for tenure contractually. They are not automatically promoted to Senior CLT in conjunction with their tenure action. A CLT may, however, apply for promotion to Senior CLT at the same time that they go up for tenure. According to the PSC-CUNY Handbook for College Laboratory Technicians:

> A CLT seeking promotion to Senior or Chief CLT must submit a written notification of intent to apply for promotion to their Chair… A promotion to a higher title is based on the needs of the department and is not granted simply for excellent performance. The College must approve a newly developed or greatly expanded job description before a position at the higher rank can be established; then a candidate can be considered for promotion into the position. The new position must meet CUNY's standard for the title sought. The Code of Practice does not deem longevity and seniority as sufficient reasons for promotion or appointment to a higher title."[27]

There are two kinds of promotion for CLTs:

- CLT to Senior CLT
- Senior CLT to Chief CLT

In the case of promotion for CLTs, in addition to the campus-level approval of a promotion, the approval by CUNY Office of Human Resources is needed. Without the approval of the promotion/change in title from CUNY OHRM, only tenure can be awarded to a CLT.

To promote a CLT to a Senior CLT requires a reclassification e-PRF with supporting documents. The requisite College and OHRM approvals are needed. For this, Old and New Job Description, and Lehman IRC approvals are required.

These steps towards reclassification can take place concurrently with the P&B, TPCCE & F P&B review and approval process.

After all Lehman approvals are completed, documents need to be sent to the CUNY OHRM for the final CUNY approval. The documents to go to CUNY include:

[27] https://2022.psc-cuny.org/sites/default/files/CLT%20handbook%20Final%204th%20edition%202017.pdf

Click to Return to Table of Contents

- Current organizational chart and Proposed organizational chart
- Updated Lehman College C.V.
- Justification for promotion
- Non-Teaching Instructional Staff Action form
  (Form https://www.lehman.cuny.edu/human-resources/documents/2018/non-teaching-instructional-staff-action-form-updated.pdf)

Q. Can a CLT go up for tenure and not apply for promotion to Senior CLT?

A CLT may go up for tenure and not apply for promotion to Senior CLT. However, the decision should be made in consultation with their Chair. Tenured CLTs should receive annual evaluations and should discuss applying for promotion to Senior CLT with their Chairs in their annual evaluation conference.

5.7 Promotion from CLT to Senior CLT

The CUNY Code of Practice provides the following definition of a College Laboratory Technician:

"7.1 Title Definition: A college laboratory technician shall perform laboratory functions and other technical duties of a highly skilled nature which are reasonably related to such functions, but which are nevertheless non-teaching. A college laboratory technician, for example, shall provide lecture support in the form of set-ups of equipment displays and demonstrations and laboratory support for experiments and for research. Each department shall develop a specific job description which will be related to the laboratory or technical requirements of the department. Where appropriate, the technician shall exercise some supervision."

"7.2 Qualifications: For appointment as a college laboratory technician, a person, in addition to possessing knowledge and skills related to the discipline, shall be a high school graduate possessing one of the following sets of minimum additional qualifications: (a) four (4) years of work or experience appropriate to the requirements of the department at a level of competence comparable to that indicated by apprenticeship in the skilled trades, or (b) an associate degree from an accredited institution and a minimum of two (2) years of experience of the type described above, or (c) a bachelor's degree from an accredited institution in an area appropriate to the duties to be performed, or (d) an appropriate combination of at least four (4) years of education and work experience beyond high school. The candidate shall have the personal characteristics needed to work effectively with students and staff."

The CUNY Code of Practice provides the following definition of a Senior College Laboratory Technician:

"8.1 Title Definition: A senior college laboratory technician shall, through technical or administrative skills, assume, under faculty or executive direction, clearly defined supervisory functions or perform complex technical functions in laboratories or technical areas. These functions shall be clearly defined, in a job description, as requiring substantially greater skills, ability, and experience or responsibility than those of a college laboratory technician. Duties may include maintenance, fabrication, modification, and repair of laboratory equipment, writing of purchase specifications, and coordination of the physical

Click to Return to Table of Contents

preparation of laboratories. A senior college laboratory technician shall be able to use professional judgment regarding the use of materials related to specific classes and shall have organizational and logistical skills to enable a variety of needs to be met simultaneously."

"8.2 Qualifications: For appointment as senior college laboratory technician, a person shall have the qualifications, skills, and abilities of a college laboratory technician and a minimum of four additional years of experience and/or education at a level of competence at least equal to that of a college laboratory technician; appropriate technical skills, and the ability to direct, train, and supervise subordinate laboratory personnel. Longevity and seniority shall not be sufficient for promotion or appointment to this title."

It is recommended that a CLT applying for promotion to Senior CLT prepare a Personal Statement and upload it to their digital file of evidence (e.g., DM).

Since letters from external reviewers are not required for promotion for CLTs, CLTs seeking a promotion, in consultation with their Chairs, may solicit individuals who can write letters of support, which the Chair can upload to their digital file of evidence (e.g., DM).

5.8 Promotion from Senior CLT to Chief CLT

The decision about which year to apply for promotion from Senior CLT to Chief CLT rests with the non-teaching CLT.

If a Senior CLT decides to apply for promotion to Chief CLT, they must notify their Department Chair and Dean by **September 1st** of the year they intend to apply for promotion. However, it is recommended that they notify their Chair and Dean in the spring of the previous year of their intention to apply for promotion the following year. The Senior CLT should make the decision to apply for promotion before tenure in consultation with their Department Chair and Dean. Note that in addition to the campus-level approval of a promotion, the approval by CUNY Office of Human Resources of a promotion is needed.

The CUNY Code of Practice provides the following definition of a Chief Laboratory Technician:

"9.1 Title Definition. A chief college laboratory technician shall perform duties in either or both of the following areas: (1) direction or direction and training of other laboratory or technical personnel under general faculty or executive supervision; (2) performance of highly specialized work requiring significant theoretical knowledge, scientific and technical expertise, professional judgment, and insight in one of the fields of laboratory or applied science.

Direction of other laboratory and technical personnel may be exercised by a single person in a large department with managerial responsibility over a significant number of technicians, or the interdepartmental responsibilities of a single person may require equivalent managerial duties. Highly

specialized work performed by a chief college laboratory technician may include development of research designs and fabrication, modification, repair, maintenance and operation of highly complex research or technical equipment. The job description must define clearly the exceptional nature of the duties, including the number and level of personnel supervised and/or the technical tasks assigned."

"9.2 For appointment as a chief college laboratory technician, a person shall have the qualifications and all of the skills of a senior college laboratory technician and, in addition, a minimum of four (4) additional years of appropriate experience related to the job at a level at least equal to that of a senior college laboratory technician. A master's degree from an accredited institution in an area appropriate to the duties to be performed may substitute for one year of experience. Unique technical expertise clearly above that expected of senior technicians in a department or division shall be required. Longevity and seniority shall not be a basis for appointment or promotion to this title."

It is recommended that a Senior CLT applying for promotion to Chief CLT prepare a Personal Statement and upload it to their digital file of evidence (e.g., DM).

Since letters from external reviewers are not required for promotion for CLTs, Senior CLTs seeking a promotion to Chief CLT, in consultation with their Chairs, may solicit individuals who can write letters of support, which the Chair can upload to their digital file of evidence (e.g., DM).

5.9 Timetable for Promotion from Senior CLT and Chief CLT

Click to Return to Table of Contents

Timetable:

Year of Service	Appointment	Fall Semester	Spring Semester	Notification Deadline Date
Year 1	Initial Appointment Senior CLT			
Year of promotion		(Declare intention to apply for promotion by September 1.) By the end of the fall semester, upload all final materials to digital file of evidence (e.g., DM), including updated Lehman C.V., and Personal Statement.	Promotion Review: Department P&B vote (recorded in Chair's Report) followed by TPCCE Committee vote followed by FP&B committee vote followed by President's recommendation Followed by Board of Trustees vote.	Negative Department P&B committee vote? May appeal to TPCCE Committee. Combined negative Department P&B committee vote and TPCCE committee vote? May appeal to the President. At least one positive vote (Department P&B or TPCCE), goes to FP&B committee for vote. Decision from President by April.
Year after promotion	Chief CLT			

After Campus level approvals, the extra step in the promotion process, the approval by CUNY OHRM to Senior CLT, will be needed. These steps towards reclassification can take place concurrently with the P&B, TPCCE & F P&B review and approval process.

After all Lehman approvals are completed, documents need to be sent to the CUNY OHRM for the final CUNY approval. The documents to go to CUNY include:

- Current organizational chart and Proposed organizational chart
- Updated Lehman College C.V.
- Justification for promotion

Click to Return to Table of Contents

- Non-Teaching Instructional Staff Action form
  (Form https://www.lehman.cuny.edu/human-resources/documents/2018/non-teaching-instructional-staff-action-form-updated.pdf)

5.10 Other questions about tenure and promotion

Q. Is a CLT with tenure eligible to go on sabbatical leave?

"Full-time tenured CLTs are entitled to apply for sabbatical leaves (Fellowship Awards) on the same basis as teaching instructional staff. Such leaves are granted for purposes such as study, writing, research, and the carrying out of creative projects or public services of reasonable duration."[28]

Q. Is it possible for CLT with tenure to be a substitute on faculty line?

Once a CLT has tenure, it is possible for them to be a substitute on a faculty line (substitute Lecturer or substitute Assistant Professor).

[28] PSC-CUNY Handbook for College Laboratory Technicians. https://2022.psc-cuny.org/sites/default/files/CLT%20handbook%20Final%204th%20edition%202017.pdf

Click to Return to Table of Contents

Appendices

Appendix 1.

Common Forms of Pre-Publication Status & Definitions

Publishers vary in the terminology that they use to describe the status of a manuscript that is not yet published. Supporting documentation uploaded to your file of evidence – such as the correspondence you have received from the editor or press – will give the best determination of the status of a manuscript. There are some common terms that you can consider as you are referencing work that has not yet been published on your C.V., but it is a good idea to reach out to the publisher if you have questions about which terminology to use.

Submitted/Under Review – The manuscript has been submitted to a publisher (book or journal, etc.) and the publisher has notified the author that it is going through the peer review process.

Revise and Resubmit – The publisher has acknowledged that the manuscript has potential but will require the work to go through a further round of the peer review process due to the need for major revisions.

Under Contract – The publisher has issued a contract for a manuscript to be delivered, at which point it will be reviewed.

Accepted for Publication -- The publisher has notified the author that the manuscript will be published, though it may require some revisions, and general publication date has been established.

In Press/Forthcoming – The manuscript has been accepted for publication and galley proofs are either being prepared or have been sent to the author to proofread and copyedit. There is also often an anticipated publication date.

Click to Return to Table of Contents

Appendix 2.

Key Documents to be Uploaded to the Digital File of Evidence (e.g., Digital Measures)

Below are some types of evidence uploaded by the faculty member (some of which have templates such as the CV and Annual Evaluation—see links in earlier sections of the document):

Required
Statement on Scholarship/Creative Work, Teaching, and Service
Lehman College Curriculum Vitae
Annual Evaluations
Peer Teaching Observations
Student Evaluations of Teaching and Learning (SETLs)
Teaching Materials - Syllabi, Course Outlines, Assignments, etc.
Evidence of scholarship (e.g., PDFs of papers and publications)
Evidence of Service (e.g., letters, certificates)

Recommended
Co-authorship Statement (if necessary)
Reassigned Time Plan

Who uploads what to the file of evidence (e.g., Digital Measures)?

File Uploads	**Responsible Person**
Chair's Report [please include the date].	Confidential – prepared by Chair.
Dept. P&B Vote on Tenure [please include the date of the vote].	Confidential – recorded in Chair's Report where applicable.
Dept. P&B Vote on Promotion [please include the date of the vote].	Confidential – recorded in Chair's Report where applicable.
Dept. P&B Vote on CCE [please include the date of the vote].	Confidential – recorded in Chair's Report where applicable.

Click to Return to Table of Contents

List of External Reviewers divided into those selected by faculty member and those by dept. and approved by vote of P&B C.V.'s of External Reviewers Letters from External Reviewers (Minimum of 4 letters total [2 from dept. list and 2 from faculty member list])	Confidential – uploaded by Dean or designee (e.g., Chair)
Copy of the solicitation letter sent to the External Reviewers [one [1] letter only of the 4 sent].	Confidential – uploaded by Dean or designee (e.g., Chair)
C.V. [Lehman College Format] Collaboration Statement, and, as applicable, Collaboration Attestation letter	Uploaded by Faculty Member and reviewed with Chair. For co-authored pubs, please include a Collaboration Statement. and, as applicable, Collaboration Attestation letter.
Statement on Scholarship/Creative Work, Teaching, and Service	Uploaded by Faculty Member.
Annual Evaluation	Uploaded by Chair.
Dean's pre-tenure letter/Dean's pre-CCE letter	Uploaded by Chair.
Concurrence Letters	Uploaded by Faculty Member.
Observations	Uploaded by Faculty Member and/or Chair.
Evidence of Teaching [Syllabi, etc.]	Uploaded by the Faculty Member. Should align with SETLs and the courses listed as taught in the CV.
SETLs	Uploaded by Faculty Member.

Click to Return to Table of Contents

This page intentionally left blank.

Click to Return to Table of Contents

Appendix 3. Annual Faculty Evaluation Conference Report.

LEHMAN COLLEGE
Annual Faculty Evaluation Conference Report

Faculty Name: _____
Faculty Rank: _____

Evaluation Period: July 1, 20_____ to June 30, 20 _____

Process:

Summary of conference, formal evaluation and statement of goals – completed within 10 days of the conference by department chair (or designee). Sent to faculty for response (optional) and signature within 10 days. When signed, the completed evaluation is uploaded by the chair to Digital Measures.

Completion checklist:

Upload Chair Evaluation to Digital Measures ☐ Date: _____

Copy to faculty ☐ Date: _____

Chair Signature:_____ Date: _____

Faculty Signature: _____ Date: _____

Click to Return to Table of Contents

Chair's Annual Evaluation

Include (a) Summary of conference with faculty member; (b) Evaluation of teaching, scholarship, and service; and (c) Goals agreed upon for the upcoming year. Evaluation should provide an action plan for any evaluation areas that need improvement.

Rating: ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

Click to Return to Table of Contents

Faculty comments (optional):

Click to Return to Table of Contents

Appendix 4. Annual CLT Evaluation Conference Report.

LEHMAN COLLEGE
Annual CLT Evaluation Conference Report

Staff Member's Name: _____
Title: _____

Evaluation Period: July 1, 20_____ to June 30, 20 ___

Process:

Summary of conference, formal evaluation and statement of goals – completed within 10 days of the conference by department chair (or designee). Sent to non-teaching instructional staff for response (optional) and signature within 10 days. When signed, the completed evaluation is uploaded by the chair to Digital Measures.

Completion checklist:

Upload Chair Evaluation to Digital Measures ☐ Date: _____

Copy to Staff Member ☐ Date: _____

Chair Signature:_____ Date: _____

Staff Member Signature: _____Date: _____

Click to Return to Table of Contents

Chair's Annual Evaluation

Include (a) Summary of conference with staff member; (b) Evaluation of department job responsibilities and (c) Goals agreed upon for the upcoming year. Evaluation should provide an action plan for any evaluation areas that need improvement.

Rating: ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

Staff Member comments (optional):

Click to Return to Table of Contents

Appendix 5. Co-authorship chart.

Co-authored publication	Author contribution	Peer-reviewed / Invited / Non-Peer-Reviewed

Example of co-authorship chart.

Publication (most recent first)	Author contribution	Peer Review status
Espinosa & Ascenzi-Moreno (2021). Rooted in Strength: Using Translanguaging to Grow Multilingual Readers and Writers Scholastic. https://www.amazon.com/Rooted-Strength-Translanguaging-Multilingual-Readers/dp/1338753878	50% [224 pages]	Scholastic Book 2021
Velasco, P. & Espinosa, C. (2021). Introduction to Classroom Practices for Multilingual Learners and the Next Generation English Language Arts Learning Standards http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/01-ngls-instructional-samples-introduction-final-a.pdf New York State Department of Education.	50%	NY State Department of Education Public document
Espinosa, C. and Ascenzi-Moreno, L. (2021). Translanguaging as a transformative force in literacy. *Language Magazine*. Retrieved from https://www.languagemagazine.com/2021/04/01/translanguaging-as-a-transformative-force-in-literacy/	50%	Invited by Editor
Lehner-Quam, A., West, R. & Espinosa, C. (2020). Developing and Teaching with a Diverse Children's Literature Collection at an Urban Public College: What Teacher Education Students Know and Ways Their Knowledge Can Grow about Diverse Books, Behavioral & Social Sciences Librarian, 36 (4), pp. 171-208, DOI: 10.1080/01639269.2017.1775762	33%	Peer reviewed

Click to Return to Table of Contents

Appendix 6. P&B Elections Rubric.

P&B Elections Rubric, April 15, 2020.

Revised, April 10, 2023

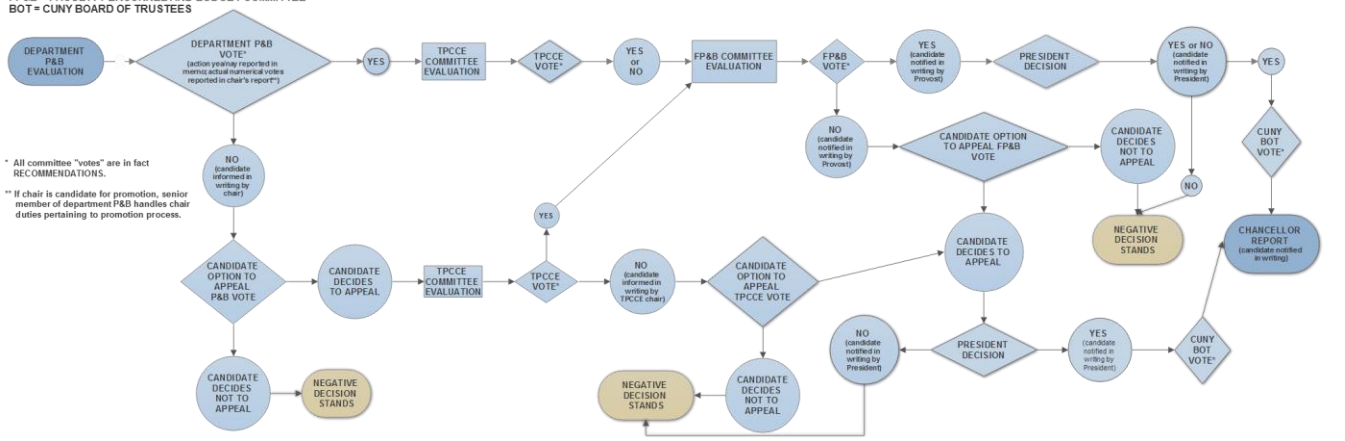
Title/Rank	Has Faculty "Rank" Yes or No	Has Faculty "Status" Yes or No	Eligible to Serve as Chair Yes or No	Eligible to VOTE for Chair Yes or No	Eligible to Serve on P&B Yes or No	Eligible to Vote for P&B Members Yes or No Per Lehman Governance
Professor (tenured)	Yes	Yes	Yes	Yes	Yes	Yes
Associate Professor (tenured)	Yes	Yes	Yes	Yes	Yes	Yes
Assistant Professor (tenured)	Yes	Yes	Yes	Yes	Yes	Yes
Untenured Associate Professor	Yes	Yes	No	Yes	Yes, with # limited.	Yes
Untenured Assistant Professor	Yes	Yes	No	Yes	Yes, with # limited.	Yes
Lecturer (Certificated)	No	Yes	No	Yes **Lehman Governance**	No	Yes
Lecturer (Not Certificated)	No	Yes	No	Yes **Lehman Governance**	No	Yes
Instructor	No	Yes	No	Yes **Lehman Governance**	No	Yes
Distinguished Professor (tenured)	No	Yes	Yes	Yes	Yes	Yes
Distinguished Lecturer	No	Yes	No	Yes **Lehman Governance**	No	Yes
Clinical Professor	No	Yes	No	Yes **Lehman Governance**	No	Yes
HEO	No	No	No	No	No	Yes
CLT - Tenured	No	No	No	No	No	Yes
CLT - Untenured	No	No	No	No	No	Yes
Substitutes	No	No	No	No	No	No

Click to Return to Table of Contents

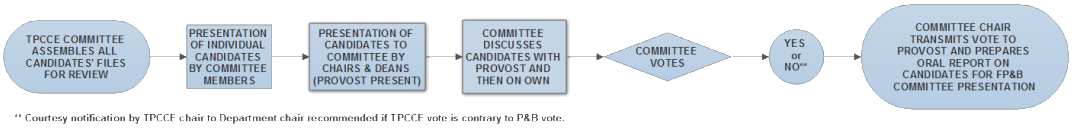
Appendix 7. Tenure and Promotion Flowchart

LEHMAN COLLEGE - TENURE, CERTIFICATE OF CONTINUOUS EMPLOYMENT, AND PROMOTION PROCESS - OVERVIEW:

CCE = CERTIFICATE OF CONTINUOUS EMPLOYMENT (LECTURER/CLT)
P&B = DEPARTMENT PERSONNEL AND BUDGET COMMITTEE
TPCCE = TENURE, PROMOTION, AND CERTIFICATE OF CONTINUOUS EMPLOYMENT COMMITTEE
FP&B = FACULTY PERSONNEL AND BUDGET COMMITTEE
BOT = CUNY BOARD OF TRUSTEES

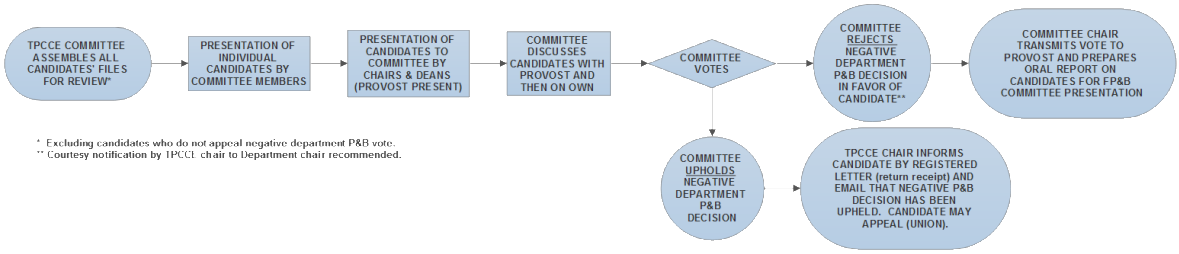


TPCCE COMMITTEE PROCESS WHEN DEPARTMENT P&B SUPPORTS CANDIDATE TENURE AND/OR PROMOTION:



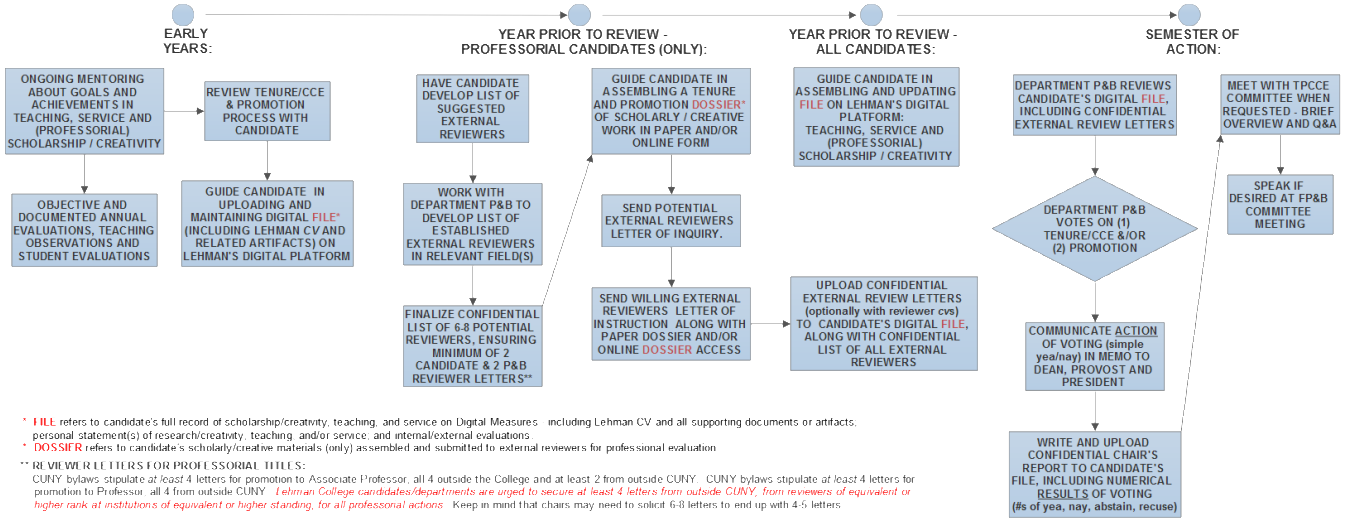
** Courtesy notification by TPCCE chair to Department chair recommended if TPCCE vote is contrary to P&B vote.

TPCCE COMMITTEE PROCESS WHEN DEPARTMENT P&B DOES NOT SUPPORT CANDIDATE TENURE AND/OR PROMOTION:



* Excluding candidates who do not appeal negative department P&B vote.
** Courtesy notification by TPCCE chair to Department chair recommended.

TENURE / CCE AND PROMOTION PROCESS - CHAIR ROLE

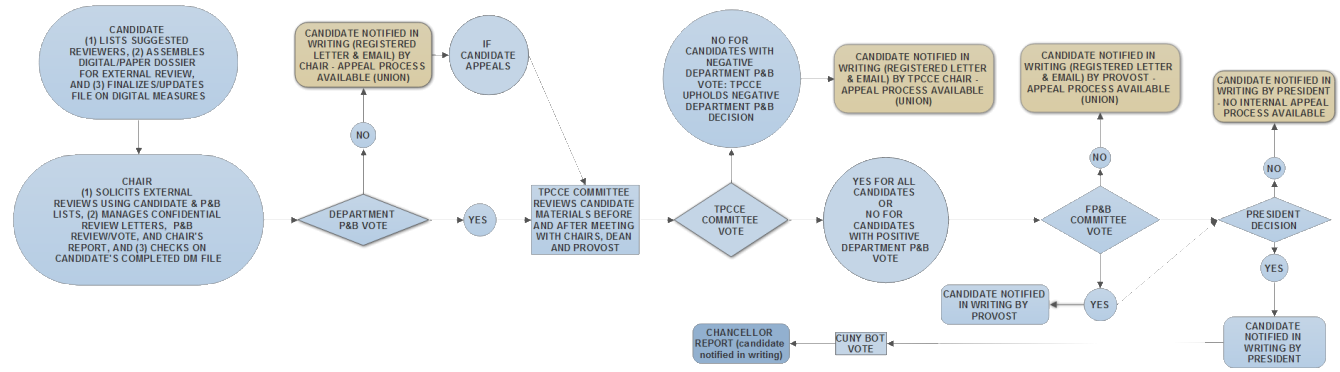


* FILE refers to candidate's full record of scholarship/creativity, teaching, and service on Digital Measures including Lehman CV and all supporting documents or artifacts, personal statement(s) of research/creativity, teaching and/or service, and internal/external evaluations.
* DOSSIER refers to candidate's scholarly/creative materials (only) assembled and submitted to external reviewers for professional evaluation.

** REVIEWER LETTERS FOR PROFESSORIAL TITLES:
CUNY bylaws stipulate *at least* 4 letters for promotion to Associate Professor, all 4 outside the College and at least 2 from outside CUNY. CUNY bylaws stipulate *at least* 4 letters for promotion to Professor, all 4 from outside CUNY. *Lehman College candidates/departments are urged to secure at least 4 letters from outside CUNY, from reviewers of equivalent or higher rank at institutions of equivalent or higher standing, for all professorial actions.* Keep in mind that chairs may need to solicit 6-8 letters to end up with 4-5 letters.

Click to Return to Table of Contents

TENURE / CCE AND PROMOTION PROCESS - CANDIDATE ROLE



Click to Return to Table of Contents