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4 **Minutes of**
5 **Lehman College Senate Meeting**
6 **Wednesday, February 7, 2018**
7
8

9 **Senators Present:** Acevedo, J.; Alborn, T.; Amend, A.; Arias Bueno, M.; Assoumanou, S.; Atif, I.;
10 Austin, L.; Baba, N.; Badillo, D.; Bergmann, R.; Bhuiya, S.; Budescu, M.; Burt, K.; Burton-Pye, B.;
11 Campeanu, S.; Capote, N.; Cheng, H.; Clark, V.; Conner, P.; Crawford, S.; Cruz, J.; Deckman, S.;
12 DiBello, M.; Encarnacion, D.; Farrell, R.; Fayne, H.; Fera, J.; Forde, A.; Jordan, S.; Latimer, W.;
13 Machado, E.; Magdaleno, J.; Mak, W.; Manier, D.; Marianetti, M.; Markens, S.; Martín, Ó.;
14 Mathew, J.; Mayi, A.; McKenna, C.; McNeil, C.; Pettipiece, D.; Phillips, M.; Prince, P.; Prohaska,
15 V.; Rampersaud, W.; Rice, A.; Rosario, Y.; Sabab Sawonto, M.; Sailor, K.; Sarmiento, R.;
16 Schlesinger, K.; Scott, K.; Sen, G.; Sisselman, A.; Tananbaum, D.; Trimarchi, Y.; Ulysse, V.;
17 Wangerin, R.; Wynne, B.; Yates, S.; Yavuz, D.

18
19 **Senators Absent:** Ali, T.; Bayne, G.; Bazile, S.; Blachman, S.; Cabrera, S.; Calderon, P.; DiRaimo,
20 S.; Doyran, M.; Eleyinafe, O.; Eshun, Y.; Feliz, M.; Finger, R.; Gerry, C.; Gilles, Z.; Gomez, E.;
21 Graulau, J.; Gyeabour, K.; Hyman, D.; Jeronimo, C.; Johnson, M.; MacKillop, J.; Marshall, A.;
22 McCabe, J.; Munch, J.; Nolli Gasper, S.; Oh, H.; Okechukwu, I.; Registe, K.; Rivera-McCutchen,
23 R.; Salazar, S.; Sauane, M.; Shanley, D.; Singh, S.; Sosnovskiy, O.; Trujillo, K.; Valentine, R.;
24 Wright, C.
25
26

27 The meeting was called to order by President José L. Cruz at 3:36 p.m.
28

29 **1. Approval of the Minutes**

30 The minutes of the December 6, 2017 Senate meeting were approved by unanimous voice vote.
31

32 **2. Announcements and Communications**

33 **a. Report of the President**

34 Dr. Cruz was saddened to announce the passing of Yoryi Dume, a gifted and talented
35 undergraduate of Lehman College. He also shared his recollection of Yoryi, as he happened
36 upon the student one day in the Office of Prestigious Awards. Dr. Cruz expressed that his
37 immediate impression of Yoryi was that of a *universitario*—one who understands the idea
38 of a university and the power that knowledge has, not only for self-discovery, but also for
39 the transformation of communities. Dr. Cruz asked all to pause for a moment of silence in
40 memory of Yoryi Dume.

41 Dr. Cruz also announced that he would be working on a resolution with the Committee on
42 Admissions, Evaluations and Academic Standards to award Yoryi Dume with a posthumous
43 degree. He reminded all that resources were available and information circulated for
44 students, faculty, and staff who wish to avail themselves of professional counseling services,
45 in consideration of the passing of Yoryi Dume.

46
47 *Dr. Cruz has additional reports, which are incorporated to these minutes by reference,*
48 *posted to the Senate website.*

49
50 *See Attachment I*

51
52 **b. Student Legislative Assembly—**

53 Mr. Jose Acevedo welcomed all to the first meeting of the spring semester. He thanked Dr.
54 Cruz for his recognition of Yoryi Dume.

55
56 Mr. Acevedo communicated that the Student Legislative Assembly has been committed to
57 finding a solution to the issue of free hours in the Library. He also informed all that many
58 student senators have had to resign from their position, as class schedules have interfered
59 with their ability to attend Senate. Mr. Acevedo explained that proposals for a solution are
60 underway and urged all to contact him on the matter with any new ideas.

61
62 Mr. Acevedo also communicated that the Assembly is committed to finding additional
63 resources for students and has contacted Career Services in this effort.

64
65 **REPORTS OF STANDING COMMITTEES—**

66
67 **1. Graduate Studies**

68 Professor Janet Desimone presented proposals for curriculum changes in the Department of
69 Counseling, Leadership, Literacy and Special Education and the Department of Speech-Language-
70 Hearing Sciences. The proposals were approved by unanimous voice vote.

71
72 *See Attachment II*

73

74 The next meeting was scheduled for March 7, 2018 at 11:00 a.m. in Carman, B33.

75

76 **2. Governance Committee**

77 Mr. Jose Acevedo presented the slate of student nominees to fill vacancies on Senate Standing
78 Committees. Kiana Register and Shaffiou Assoumanou were nominated to serve on the
79 Governance Committee. Patrica Calderon and Issac Atif were nominated to serve on the Committee
80 on Admissions, Evaluation and Academic Standards. Shameen Bhuiya was nominated to serve on
81 the Library, Technology and Telecommunications Committee. Shovaine V. Singh was nominated
82 to serve on the Committee on Graduate Studies.

83 All nominees were approved by unanimous voice vote.

84

85 The next meeting was scheduled for February 22, 2018 at 1:00 p.m. in Carman 201.

86 **3. Committee on Admissions, Evaluations and Academic Standards**

87 There was no report. Professor Penny Prince informed all that the committee has begun working on
88 reviewing data provided by the administration regarding the issue of admissions/standards, and that
89 the committee is planning on starting a subcommittee to revisit the College's policies on admissions.
90 She urged all who were interested in participating to send her an email.

91

92 **4. Undergraduate Curriculum**

93 Professor Vincent Prohaska presented proposals for curriculum changes in the following
94 departments: Africana Studies; Chemistry; Earth, Environmental, and Geological Sciences; Health
95 Sciences; Languages and Literatures; Middle & High School Education; Physics & Astronomy;
96 Psychology; and Speech-Language-Hearing Sciences. All proposals were approved by unanimous
97 voice vote.

98

99 *See Attachment III*

100

101 The next meeting was scheduled for February 14th at 1:00 p.m. in SC 1405A.

102

103

104 **5. Academic Freedom**

105 There was no report. Professor David Manier reminded all that Hans-Joerg Tiede, a Senior Program
106 Officer at AAUP, would be giving a lecture on “Academic Freedom in the Age of Trump” on March
107 21, 2018 at 3:30 p.m. The location has yet to be determined.

108 Prof. Manier also brought to the attention of the Senate that, over winter break, the registration of
109 two students was “pending” in the Office of the Registrar, because “proof of citizenship” was
110 required.

111
112 Dr. Cruz indicated that he will be working with the Office of the Registrar to look into the matter.
113

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

115 Professor Stephen Castellano presented the report and discussed announcements from the Library,
116 Division of Information Technology, Blackboard, and Online Education.

117
118 *See Attachment IV*

119
120 **7. Campus Life and Facilities**

121 There was no report. Mr. Wil Rampersaud expressed that the committee will aim to address the
122 campus life and facilities-related issues discussed in the last meeting of the Senate.

123
124 The next meeting was scheduled for March 7th at 2:00 p.m. in Shuster B018.

125
126 **8. Budget and Long-Range Planning**

127 There was no report.
128

129 The next meeting was scheduled for February 21st at 3:30 p.m. in Shuster 336.
130

131 **9. University Faculty Senate Report**

132 Dr. Janette Tilley reported on the February 6th Plenary Session of the University Faculty Senate.
133

134 *See Attachment V*
135

136 The next meeting will be held on March 13th at 6:30 on the 9th floor of the Graduate Center.

137
138 Dr. Cruz followed Dr. Tilley's mention of Governor Cuomo's budget proposal, which would
139 require campuses to have a food pantry, by explaining that the College already has one in place,
140 and expressed that the emphasis will now be to tap into new resources that will allow the College
141 to expand the support it provides to students.

142
143 Dr. Cruz also informed all that there will be a campus celebration devoted to the 50th anniversary
144 of the College. He also indicated that a committee had been assembled to structure a series of
145 events that will allow all to celebrate the legacy of Lehman College.

146
147
148 Old Business----None.

149
150 New Business----None.

151
152 **ADJOURNMENT**

153 The meeting was adjourned at 4:28 p.m.

154 Respectfully submitted:

155
156 Dennis DaCosta



President's Report Lehman College Senate

José Luis Cruz

February 7, 2018

I hope you all had a great winter break and are ready for the challenging but crucial work that lies ahead during the coming months.

Federal and State Updates

Last week, I was in Washington, D.C. to testify on accountability in higher education before the U.S. Senate Committee on Health, Education, Labor and Pensions (HELP), as Congress seeks to reauthorize the Higher Education Act. My testimony is available [here](#). I will share updates on the reauthorization as it moves through the legislative process.

In state news, the Governor's budget for Fiscal Year 2019, released last month, provides CUNY senior colleges with a \$90.8 million increase over last year's budget. On the operating side, the proposal includes \$31.3 million to recognize tuition increases, and \$43.5 million to cover fringe benefit cost increases. On the capital side, the proposal recommends \$284.2 million for critical maintenance funding for senior colleges. While the proposed increases are welcomed, concerns remain about them being sufficient to cover all of our operational expenses. Lehman College will continue to advocate for resources in the coming weeks and we'll keep you posted on the budget negotiations.

Lehman's 50th Anniversary

We will officially kick off our 50th Anniversary in April with two prestigious events: the Lehman Lecture on April 10, and our Gala, which will take place on April 11. John B. King, president of The Education Trust and a former U.S. Secretary of Education, will deliver the Lehman Lecture, which will be held on campus. And we are delighted that actress, producer and activist Kerry Washington will join us at the Gala, accepting our Award for Artistic Achievement. Our other honorees will be Phyllis and Ivan Seidenberg, both Lehman alumni, who will receive the Distinguished Alumnus Award. Joanne and Christopher Stavrou will receive our Medal for Business, Cultural and Civic Leadership. Finally, we will award a special President's Medal to Edith and Herbert H. Lehman, to be accepted by their granddaughter Wendy Lehman Lash.

Agreement with Eight Mexican Universities

Last month, we signed an agreement with eight of Mexico's top public universities, with the expectation that these agreements will lead to student and faculty exchange opportunities as well as bilateral research projects. The Statement of Shared Interests (SSI) is an unprecedented agreement between Mexican universities and the Jaime Lucero Mexican Studies Institute at CUNY, housed at Lehman. For more information about the agreement and the participating universities, follow this link.

The day after the signing, I participated in a television interview with representatives from three of the schools on Pura Política, a Spanish-language news program on NY1 Noticias.

Academic Momentum Planning Summit

Lehman was proud to host CUNY's Academic Momentum Planning Summit last month. The event brought together representatives from the various colleges and Complete College America to refine plans to boost graduation rates and cut time to degree. There are several groups working on a number of related projects at Lehman, under the auspices of the Office of the Provost.

Faculty Retreat

More than 100 Lehman faculty, administrators and staff visited Wave Hill for this day-long event last month, where they learned about new College initiatives and networked with colleagues. Thanks to the Office of the Provost for organizing such an interesting and informative event.

Faculty Emeritus Update

The Faculty Planning and Budget Committee approved a recommendation for emeritus status for Richard Blot, associate professor of Anthropology, effective January 27, 2018.

Searches

Our search for the position of Provost/Senior Vice President for Academic Affairs and Student Success is progressing. The first candidate, Dr. DoVeanna Fulton, was on campus last week. Our second candidate is Dr. Harriet Fayne, Lehman's interim provost. She will be interviewed by the search committee and participate in our campus open forum this week. You will be notified when other candidates are scheduled to visit Lehman. Postings and advertisements have been circulated for various deans' positions (School of Education, School of Arts and Humanities, School of Continuing and Professional Studies). And our search for a Vice President for Institutional Advancement/Executive Director of the Lehman College Foundation is continuing. The search committee has interviewed three candidates, with more interviews being scheduled for the coming weeks.

For real-time updates, follow me on Twitter, @LehmanPresident.

Governance Committee Report

The Student Legislative Assembly nominated the following student senators to serve in the following committees:

Governance Committee

Kiana Registe

Shaffiou Assoumanou

Admissions, Evaluation and Academic Standards Committee

Patrica Caalderon

Isaac Atif

Library, Technology and Telecommunications Committee

Shameen Bhuiya

Graduate Studies Committee

Shovaine V. Singh

Senate Meeting – February 7, 2018
Proposed Graduate Studies Report

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

Department of Counseling, Leadership, Literacy and Special Education

- Adding an online format for the current MS degree in Organizational Leadership

Department of Speech-Language-Hearing Sciences

- Course changes: SPE 701

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

Our next grad studies meeting is Wednesday, March 7, 2018, at 11 a.m. in Carman, B33.

Application for Addition of the Distance Education Format to a Registered Program

Name of Institution: **Lehman College, The City University of New York**

CEO or Designee: **Harriet Fayne, Interim Provost**

Signature:

Date:

The signature of the institutional representative indicates the institution's commitment to support the proposed distance education program.

Distance Education Contact Person:

**Janet R. DeSimone,
Chair, Department of Counseling, Leadership, Literacy and Special Education
Coordinator, Organizational Leadership Program**

Telephone: **718-960-4993**

Fax: **718-960-8364**

E-mail: **janet.desimone@lehman.cuny.edu**

Program Title: **Master of Science in
Organizational Leadership**

Program Code: **38541**

Degree or Certificate Awarded: **MS**

HEGIS Code: **2299.00**

Anticipated enrollment in distance program:

Initial: **15**

Maximum by year 3: **50**

Term length (in weeks) for the distance program:
15

(Is this the same as term length for classroom program?) **Yes x** No

How much "**instructional time**" is required per week per credit for a distance course in this program? **Three hours**

(Do not include time spent on activities that would be done outside "class time", such as research, writing assignments, or chat rooms.)

What proportion or percentage of the program will be offered in Distance Education format?
100 percent

Part A: Institution-wide Issues

See previous document submitted by the college for its first online program.

Part B: Program-Specific Issues

Part B: Program-Specific Issues: Submit this part for each new request to add Distance Education Format to a registered program.

I. LEARNING DESIGN

1. How does your institution ensure that the ***same academic standards and requirements*** are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

The M.S. in Organizational Leadership (MSOL) is a 30-credit graduate degree program at Lehman College that prepares students to assume leadership positions within a variety of fields such as not-for-profit, higher education, governmental agencies and healthcare. Unlike a traditional master of business administration, which often prepares students to manage existing organizational structures and processes, Lehman's MSOL program helps students gain the necessary tools to grow an organization, break through existing leadership barriers and effect change.

The curriculum for “distance” learning at Lehman will not differ from that of the face-to-face curriculum. There is one set of curriculum criteria: course description, credit and hour requirements, learning objectives, pre-requisites, and any other curricular requirements. Only the mode of delivery is different as it provides greater flexibility. Online students will adhere to the same academic standards and requirements.

Throughout most courses, the on-campus MSOL program requires students to complete 10-15 hours of fieldwork in their specific organizations, which allows students to apply the leadership course material to their actual work settings. Through these fieldwork hours, students are involved in leadership tasks/activities in their jobs. Students are required to submit a “Fieldwork Verification Form,” to each course instructor, at the end of each course, in order to verify that they have completed the fieldwork component. The “Fieldwork Verification Form” must include the following information:

- 1) detail the activities done for the required hours;*
- 2) explain the ways these activities align with the specific content of the course;*
- 3) use separate pages for each site where fieldwork was completed, if applicable; and*
- 4) have the name, title and approval signatures from every site where you have completed hours – on the same page where they have detailed the completed activities/hours.*

In addition to the above information, students must sign the “Fieldwork Verification Form,” confirming they have completed the required hours.

This will be the same procedure used for the online MSOL program, and students will confirm that they have completed these hours, and have the site contacts (from the organizations where they work) sign off on these hours, as well. Since one of the admission requirements of both the online and on-campus MSOL programs is that applicants are currently working, there is no need for placement of MSOL students in fieldwork sites, which makes the fieldwork component transferrable to the online MSOL program, as well.

2. Are the courses that make up the distance learning program offered in a sequence or configuration that allows *timely completion of requirements*?

Online and face-to-face courses will be offered simultaneously in the same semesters. However, students will not be able to take classes interchangeably, allowing online sections only for those students admitted to the online program. The design of the online MSOL program is the same as the regular classroom option, both equally allowing for timely completion of degree requirements.

When MSOL students are first admitted, they are provided with a detailed advisement sheet that provides a curriculum map. (Please see the appendix on page 7 for the curriculum map.) Students also are required to receive registration permission from their advisor in order to enroll in courses each semester. Advisors carefully track student progress and regularly check in with students’ instructors to ensure that there are no academic problems, and students are on track for timely completion.

3. How do faculty ensure that *the technological tools* used in the program are appropriate for the content and intended learning outcomes?

The Department of Counseling, Leadership, Literacy and Special Education (CLLSE), where the MSOL program is housed, already offers a fully online certificate, so the department has experience with online instruction. In addition, all of the MSOL courses have online components, so MSOL faculty already have been using online technology to instruct students. Department instructors work with Lehman College’s Office of Online Education to assist in enhancing the MSOL program and advising faculty on the appropriate and effective use of educational technologies to meet the intended learning outcomes.

In addition, there are many professional development opportunities for Lehman faculty teaching online and hybrid courses. Lehman College’s Office of Online Education assists faculty in the course review process, utilizing the Course Readiness Review Program, to ensure course quality and appropriate selection and use of educational technologies. The Information Technology Division, the Library,

the Technology and Telecommunications Lehman Senate Committee, and the Office of Online Education continuously explore educational technology tools and provide support and training on the appropriate use of the technological tools.

Lehman College uses Blackboard as the common learning management system, with standard tools that support class communication and content delivery. Lehman College also has developed a standard Blackboard course shell template to ensure that the course design and educational technology tools are used appropriately and consistently.

4. How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

The learning management system, Blackboard, as well as the course design of the individual courses allows for extensive interaction between instructors and students -- and among students. Blackboard has built-in features such as discussion board, blogs, and wikis, which enhance interactive learning. The design of the courses and the quality of the teaching is continuously and closely supervised by the department, specifically by frequent direct observations and evaluations of the teaching practices in online sections.

5. How do faculty teaching online courses verify that students are doing their own work?

The important matter of student identity verification is managed in a number of ways by the online learning management system and by instructors. Students sign into their courses through a secure log-in (portal authorization invokes a 20-digit number unique to each student that functions as the student's password). Students are enrolled in their courses, not by themselves or their instructors, but by a program that works from the student information management system (CUNYfirst); automated enrollment triangulates each student by name, date of birth and student ID number (all but name being hidden data); portal authorization works the same way. Students attend courses, not just by logging in, but by responding to questions in writing, posting blog and wiki entries, and engaging in synchronous (real-time) or asynchronous discussion; their activity is tracked by monitoring features in Blackboard (that records where in the site each student is and when), while their "social presence" is constituted by audio-visual as well as textual self-representation (the use of voice memos, webcams, photos, etc.).

II. OUTCOMES AND ASSESSMENT

1. Distance learning programs are expected to produce the *same learning outcomes* as comparable classroom-based programs. How are these learning outcomes identified -- in terms of knowledge, skills, or credentials -- in course and program materials?

The learning outcomes will be the same for the MSOL online and MSOL face-to-face courses. Each course's individual, detailed learning outcomes are described in the course syllabus, which students receive on the first day of classes. The Department of Counseling, Leadership, Literacy and Special Education (CLLSE), where the MSOL program is housed, also participates in the School of Education's (SoE) and Lehman College's ongoing assessment cycle of student learning. The SoE, which maintains national accreditation for its programs, has been a pioneer of assessment best practices at Lehman College, and the MSOL online program will follow the same established assessment protocols as other SoE programs. Online, hybrid or face-to-face programs and courses are required to follow the same processes and procedures for the development and approval of learning outcomes. Outcomes are developed in accordance with accreditor recommendations, where appropriate, and faculty and school curriculum committees approve these outcomes.

2. Describe how the *means chosen for assessing student learning* in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

The means of assessing student learning are selected by the faculty member to align with the learning objectives for the course. The department works collaboratively to address the quality of assessment methods in face-to-face and online courses. The online program follows the same process for ensuring the appropriateness of assessment methods as on-campus programs. In addition, each semester, both in-class and online courses are assessed using Lehman College's Student Evaluation of Teaching and Learning (SETL) questions. The online courses are assessed through additional questions on the SETL survey which focus on two key areas: the quality of online learning experiences and students' perception of the rigor of the course and the level of interactivity.

III. PROGRAM EVALUATION

1. What process is in place to monitor and *evaluate the effectiveness* of the distance learning program on a regular basis?

All online courses and programs are evaluated using the same academic processes as face-to-face classroom courses and on-campus programs. Currently, the School of Education (SoE) has a rigorous system, which includes both formative and summative methods, for assessing and monitoring program effectiveness. The MSOL online program will be held to the same assessment rigor as other SoE programs and simply will be integrated as another component in the SoE's ongoing assessment plan. An effective outcomes assessment plan requires implementation of an organized and systematic evaluation, which includes valid, reliable, and varied data sources, analysis methods, and a strong link between data results and continuous improvement.

Evaluation strategies that already are in place for the on-campus MSOL program, and that will be used to assess the online MSOL program include student satisfaction surveys; student evaluations of courses; peer observations of courses; culminating action research project; exit surveys; and graduate surveys.

2. How will the evaluation results will be used for *continuous program improvement*?

Effective use of evaluation data results in changes at the unit, program and/or course level. It is critical to ensure that there is a feedback loop that allows the relevant stakeholders to understand the specific improvements that have resulted from the evaluation. Faculty regularly monitor on-campus program effectiveness through the following: student evaluations, syllabi review, instructional methods and the individual course-based evaluations (student success in coursework). Since MSOL courses are closely monitored by a small group of faculty, we are able to uncover and recognize both strengths and areas needing further development in the teaching and in the performance of our MSOL students across courses. MSOL faculty meet, periodically, to discuss the program and those areas that are working and those areas that are not, and appropriate changes are then made. In addition, the MSOL coordinator is in regular communication with the instructors to do “check-in assessments.” The systematic and ongoing evaluation outlined in the previous section (III-1) represents a continuous multi-level evaluation system of all program components, with changes being made when learning problems surface through data results. The same bench marks used for the MSOL on-campus program will be used for the MSOL online program.

3. How will the evaluation process assure that the *program results in learning outcomes appropriate to the rigor and breadth* of the college degree or certificate awarded?

As mentioned before, both the online MSOL program and the on-campus MSOL program have identical coursework, requirements and assessment methods, which assures that the online MSOL has the same rigor and breadth of the on-campus MSOL that is awarded. Graduates of the online MSOL will be exposed to the same content and learning objectives and completed the same high-level action research project and hours of fieldwork. Lehman MSOL graduates will have the necessary and relevant knowledge, skills and dispositions to assume leadership positions in a variety of organizations and to become effective change agents, regardless of whether they are part of the on-campus or online program.

APPENDIX:

Description of the M.S. in Organizational Leadership Program (30 credits) (online)

The purpose of the 30-credit master of science in organizational leadership (MSOL) is to prepare candidates to assume leadership positions within a variety of fields, such as higher education, not-for-profit, community-based agencies, , 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.

Program Goals

1. Recruit and retain candidates from groups historically underrepresented in organizational leadership;
2. Prepare candidates who emphasize collaboration and empowerment of staff and strive to create democratic and professional learning communities that continuously seek to improve and progress;
3. Prepare candidates who can create, articulate, implement, inspire, and communicate a vision for an organization;
4. Prepare candidates who can communicate and build effective partnerships;
5. Prepare candidates to harness human ingenuity, technology and environmental change to foster continuous learning and competitive advantage;
6. Enhance candidates' capacity for unleashing human potential and generating motivation;
7. Develop candidates who are informed consumers of leadership research and who rely on data-driven decision making to improve the function of an organization and to effectively allocate resources;
8. Develop candidates who are models of ethical and moral leadership, who embrace diversity, and who seek to build positive relationships based on trust, understanding, and mutual respect;
9. Develop candidates who are critical thinkers;
10. Develop candidates who understand issues associated with diversity (LUTE);
11. Develop candidates who have the ability and versatility to create optimal learning experiences staff (LUTE);

12. Develop candidates who demonstrate scholarship and service (LUTE).
13. Acquire tools for ongoing self-assessment and growth as a leader.

Career Objectives

Develop the abilities of program graduates to:

- Qualify for leadership positions within institutions of higher education, non-profit, community-based and healthcare organizations;
- Conduct action research and program evaluation within their organizations and make data-driven decisions to meet their goals and vision;
- Lead organizational reform and act as change agent for continuous improvement and better outcomes that impact the community;
- Make a life-long commitment to grow intellectually, ethically, and professionally through critical and reflective practice, community service, and membership in professional affiliations (LUTE);
- Form collaborative relationships with partners and the community (LUTE);
- Seek out professional knowledge of current and innovative leadership and organizational theories and practices, including technological advances (LUTE).

MSOL program Degree Requirements and Course Sequence (Online):

The following is a listing by semester of the courses that comprise the 30-credit MSOL program, which can be completed in one year (12 months).

Course Titles and Credit Requirements

Semester I (fall): (9 credits)

- EDL 801: Holistic Leadership (4 hrs., 4 crs.)
 EDL 802: Ethical Leadership (4 hrs., 4 crs.)
 EDL 808: Leadership Seminar I: Needs Assessment (1 hrs., 1 cr.)

Semester II (winter): (3 credits)

- EDL 803: Communication and Teamwork (3 hrs., 3 crs.)

Semester III (spring): (9 credits)

- EDL 804: Leading for Strategic Change (4 hrs., 4 crs.)
 EDL 805: Program Development and Evaluation (4 hrs., 4 crs.)
 EDL 809: Leadership Seminar II: Literature/Research (1 hrs., 1 cr.)

Semester IV (summer): (9 credits)

- EDL 806: Managing Financial Resources (4 hrs., 4 crs.)
 EDL 807: Leveraging Human Capital (4 hrs., 4 crs.)
 EDL 810: Leadership Seminar III: Implementation Plan (1 hrs., 1 cr.)

Note: 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.

List of Faculty teaching in-class and online courses for the MSOL program:
(All faculty have several years' experience teaching online and/or hybrid courses)

Janet R. DeSimone, Ed.D.

Grace Hinds, Ph.D.

Julia Hood, Ph.D.

Suzanne Jones, Ph.D.

Peter Kaufman, Ed.D.

Benjamin Maynindo, MSOL

Rosa Rivera-McCutchen, Ph.D.

**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: Organizational Leadership, MS

Hegis Number: 2299.00

Program Code: 38541

Effective Term: Spring 2018

1. **Type of Change:** change in graduate bulletin; addition of online format for existing M.S. in organizational leadership (MSOL) program
2. **From:**

Organizational Leadership, Non-Certification Master of Science Program (MSOL) (30 Credits)

MSOL Program Overview

The purpose of the MSOL Program is to prepare 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 proposed MSOL program will provide knowledge of leadership roles and will emphasize interpersonal skills in order to accomplish its purpose of developing leaders capable of developing and sustaining successful, thriving organizations. This program will offer practical tools to students, which immediately can be applicable in their respective places of work, and will cultivate 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.

The following is a listing, by semester, of the courses that comprise the MSOL Program, which can be completed in approximately one full year (12 months).

Semester I (fall): (9 credits)

	Credits
EDL 801 Holistic Leadership	4
EDL 802 Ethical Leadership	4
EDL 808 Leadership Seminar I: Needs Assessment	1

Semester II (winter): (3 credits)

	Credits
EDL 803 Communication and Team Work	3

Semester III (spring): (9 credits)

	Credits
EDL 804 Leading for Strategic Change	4
EDL 805 Program Development and Evaluation	4
EDL 809 Leadership Seminar II: Literature/Research	1

Semester IV (summer): (9 credits)

	Credits
EDL 806 Managing Financial Resources	4
EDL 807 Leveraging Human Capital	4
EDL 810 Leadership Seminar III: Implementation Plan	1

Notes:

- 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.

MSOL Program Admission Requirements

Note: Students admitted fall semester.

1. A baccalaureate degree from an accredited college or university.
2. A minimum 3.0 (B) grade point average from a completed undergraduate degree program;
3. Currently working;
4. 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 a faculty member from prior studies who can best evaluate the applicant's potential for success as a graduate student;
5. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships and service;

6. 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; and
7. Applicants who satisfy the preliminary admissions requirements will be invited to a group interview with the MSOL program coordinator.

MSOL Program Continuation Requirements

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

MSOL Program Graduation Requirements

1. Completion of 30 approved graduate credits of study in organizational leadership;
2. A minimum Grade Point Average of 3.0 (B); and
3. Successful completion of action research project.

3. To:

Organizational Leadership, Non-Certification Master of Science Program (MSOL) (30 Credits)

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 s practical tools to students, which immediately can be applicable in their respective places of work, and cultivates s 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.

The following is a listing, by semester, of the courses that comprise the MSOL program, which can be completed in approximately one full year (12 months).

Semester I (fall): (9 credits)

	Credits
EDL 801 Holistic Leadership	4
EDL 802 Ethical Leadership	4
EDL 808 Leadership Seminar I: Needs Assessment	1

Semester II (winter): (3 credits)

	Credits
EDL 803 Communication and Team Work	3

Semester III (spring): (9 credits)

	Credits
EDL 804 Leading for Strategic Change	4
EDL 805 Program Development and Evaluation	4
EDL 809 Leadership Seminar II: Literature/Research	1

Semester IV (summer): (9 credits)

	Credits
EDL 806 Managing Financial Resources	4
EDL 807 Leveraging Human Capital	4
EDL 810 Leadership Seminar III: Implementation Plan	1

Notes:

- 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.

MSOL Program Admission Requirements

Note: Students admitted fall semester.

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

10. Currently working;
11. 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 a faculty member from prior studies who can best evaluate the applicant's potential for success as a graduate student;
12. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships and service;
13. 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; and
14. Applicants who satisfy the preliminary admissions requirements will be invited to a group interview with the MSOL program coordinator.

MSOL Program Continuation Requirements

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

MSOL Program Graduation Requirements

4. Completion of 30 approved graduate credits of study in organizational leadership;
5. A minimum Grade Point Average of 3.0 (B); and
6. Successful completion of action research project.

4. Rationale:

Most of the bulletin changes only are stylistic changes in wording. Curriculum, program content and/or admission/graduation requirements are not being altered.

A proposal (see attached NYSED documents) also is being submitted to add a distance education format for the MSOL program, which will not impact the course learning objectives of the existing program, since the delivery mode of the courses is the only change implemented. The distance learning format will provide greater flexibility to students by allowing them to complete the program by taking all courses online. The department plans on offering at least one section of each course online each year.

5. Date of departmental approval: November 15, 2017

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Language Pathology
Course Prefix & Number	SPE 701
Course Title	Seminar in Professional Affairs
Description	Professional issues surrounding the practice of speech-language pathology and audiology
Pre/ Co Requisites	None
Credits	1
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech-Language Pathology
Course Prefix & Number	SPE 701
Course Title	Professional <u>and Ethical Issues in Speech-Language Pathology</u>
Description	Professional <u>and ethical</u> issues surrounding the practice of speech-language pathology. <u>Topics include ethics, preparation for the workforce, workplace issues, and billing and reimbursement.</u>
Pre/ Co Requisites	None
Credits	1
Hours	<u>2</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p> <input type="checkbox"/> English Composition</p> <p> <input type="checkbox"/> Mathematics</p> <p> <input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p> <input type="checkbox"/> World Cultures</p> <p> <input type="checkbox"/> US Experience in its Diversity</p> <p> <input type="checkbox"/> Creative Expression</p> <p> <input type="checkbox"/> Individual and Society</p> <p> <input type="checkbox"/> Scientific World</p>

4. **Rationale:** This course currently covers professional development, workplace issues in the field of Speech-Language Pathology, with an emphasis on ethical conduct. More time is required to cover these topics, as the field has continued to expand, and professional issues vary in the different settings that speech-language pathologists work. In addition, the American Speech-Language- Hearing Association has asked accredited programs to provide evidence that students are introduced to billing issues, codes, etc. Alumni also expressed the value in having billing and reimbursement

covered in one of our courses. The amount of teaching time is being increased to 2 hrs to provide more in -class time to cover the content.

5. **Date of departmental approval:** 11/17/2017

Senate Meeting – February 7, 2018**Undergraduate Curriculum Committee (UCC) Report**

The following proposals were approved unanimously by the UCC, with a quorum present on December 6, 2017 (6 of 10 members in attendance):

1. Africana Studies
 - Crosslisting AAS (LAC, LTS) 214
 - Change number AAS (WST) 347 → 310
 - Crosslisting AAS (WST, LAC, LTS) 310
2. Chemistry
 - Change degree BA
 - Change degree BS
3. Earth, Environmental and Geospatial Sciences
 - New course GEO 250
4. Health Sciences
 - Change pre-req EXS 342
5. Languages and Literatures
 - Change pre-req LNG (SPV) 312
 - Change pre-req LNG (SPV 221) 330
 - Withdraw LNG 230
6. Middle & High School Education
 - Change minor – admissions
 - Change desc ESC 301
 - Change desc ESC 302
 - Change desc ESC 429
 - Change desc, credits, hours ESC 433
 - Change desc, credits, hours ESC 434
7. Physics & Astronomy
 - Change pre-req PHY 166
 - Change number PHY 300 → 241
 - Change title, pre-req PHY 251
 - Change pre-req PHY 307
8. Psychology
 - Change desc, credits, hours, pre-req PSY 470
9. Speech, language & Hearing Sciences
 - Change degree – progression BA
 - Change number, pre-req SPV (LNG 330) 221 → 321
 - Change desc, number, pre-req SPV 249 → 349
 - Change desc, number, pre-req SPV 328 → 228
10. Next meeting: February 14, 2018, 1 p.m., SC 1405A

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

**DEPARTMENTS OF
AFRICANA STUDIES AND
LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES**

CURRICULUM CHANGE

1. **Type of Change:** Add cross listing

2. **From:**

Department(s)	Latin American, Latino and Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Caribbean Literature
Course Prefix & Number	LAC (LPR) 214
Course Title	Literature of the Caribbean
Description	A comparative survey of the Caribbean of common themes, structures, and approaches to literary texts. Examples are chosen from works in Spanish, French, English, and Papiamento, read in translation if necessary.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p> <input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input checked="" type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society </p>

	_____ Scientific World
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3. To:

Department(s)	Latin American, Latino and Puerto Rican Studies, <u>Africana Studies</u>
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Caribbean Literature
Course Prefix & Number	LAC (<u>LTS</u> , <u>AAS</u>) 214
Course Title	Literature of the Caribbean
Description	A comparative survey of the Caribbean of common themes, structures, and approaches to literary texts. Examples are chosen from works in Spanish, French, English, and Papiamentu, read in translation if necessary.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p>_____ Not Applicable</p> <p>_____ Required</p> <p>_____ English Composition</p> <p>_____ Mathematics</p> <p>_____ Science</p> <p><u>_X_</u> Flexible</p> <p>_____ World Cultures</p> <p>_____ US Experience in its Diversity</p> <p><u>_X_</u> Creative Expression</p> <p>_____ Individual and Society</p> <p>_____ Scientific World</p>

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

Because LAC 214 already exists and we are not changing it other than adding the cross-listing, differing only by the addition of AAS 214 in the “to” section. The change from LPR to LTS was previously submitted and is pending approval.

5. Date of departmental approval:

African and African American Studies: October 18, 2017

Latin American, Latino and Latin American Studies: November 7, 2017

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

**DEPARTMENT OF WOMEN'S STUDIES
AFRICANA STUDIES
LATIN AMERICAN, LATINO & PUERTO RICAN STUDIES**

CURRICULUM CHANGE

1. **Type of Change:** Course number, cross-listing

2. **From:**

Department(s)	Women's Studies; Africana Studies
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Women's Studies; African and African American Studies
Course Prefix & Number	AAS (WST) 347
Course Title	Black Feminisms
Description	Contemporary Black feminist thought.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Women's Studies; Africana Studies; <u>Latin American Latino and Puerto Rican Studies</u>
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	
Course Prefix & Number	AAS (WST, <u>LAC, LTS</u>) 310
Course Title	Black Feminisms
Description	Contemporary Black Feminist Thought.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The cross-listing will allow all majors to take the Black Feminisms class that includes readings and material applicable to all majors: Women's Studies, African and African American Studies, Latin American Studies, Latino and Puerto Rican Studies.

5. Date of departmental approval:

Women's Studies: November 10, 2017

African and African American Studies: October 18, 2017

Latin American Latino and Puerto Rican Studies: Nov 7, 2017

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

Name of Program and Degree Award: Chemistry, B.A.

Hegis Number: 1905.00

Program Code: 34241

Effective Term: Fall 2018

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

2. **From:**

Chemistry, B.A. (62-65 Credit Major)

The Chemistry BA is comprised of a core of 40 credits and an area of concentration in chemistry or biochemistry. This major is recommended for those students in chemistry who are preparing for (1) admission to medical, veterinary, or dental school; (2) certification as secondary school teachers of chemistry; or (3) positions in the chemical industry.

Chemistry Core (required) (40 credits)

22 In chemistry: CHE 166-167, 168-169, 232-233, 234-235 and 450

48 In mathematics and physics: MAT 175 -176, and either PHY 166-167 or 168-169

Chemistry Concentration (22-24 credits)

18-20 In chemistry: 249, 342, 344, 345, 347 and one 3-5 credit elective Chemistry course at the 200 level or above, excluding 391 and 491

4 In mathematics: MAT 226

Biochemistry Concentration (23-25 credits)

15-17 In chemistry: CHE 342 or 344, 444, 446, 447 and one 3-5 credit elective Chemistry course at the 200 level or above, excluding 391 and 491

8 In biology: BIO 166-167

3. To:**Chemistry, B.A. (54-67 Credit Major)**

The Chemistry BA is comprised of a core of 32-42 credits and an area of concentration in chemistry or biochemistry. This major is recommended for those students in chemistry who are preparing for (1) admission to medical, veterinary, or dental school; (2) certification as secondary school teachers of chemistry; or (3) positions in the chemical industry.

Chemistry Core (required) (32-42 credits)

18-24 In chemistry: CHE 166-167 (or 114-115 with departmental permission), 168-169, 232-233, 234-235 and 450

14-18 In mathematics and physics: MAT 175 -176, and either PHY 166-167 or 168-169

Chemistry Concentration (22-24 credits)

18-20 In chemistry: 249, 342, 344, 345, 347 and one 3-5 credit elective Chemistry course at the 200 level or above, excluding 391 and 491

4 In mathematics: MAT 226

Biochemistry Concentration (23-25 credits)

15-17 In chemistry: CHE 342 or 344, 444, 446, 447 and one 3-5 credit elective Chemistry course at the 200 level or above, excluding 391 and 491

8 In biology: BIO 166-167

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

To be compliant with the changes in the number of credits for CHE 232 and CHE 234 (Organic chemistry I and II), we are adjusting the total number of credits in the Chemistry Core, which changes the total number of credits in the Chemistry BS degree.

To allow students who excel in CHE 114-115 and want to switch their majors from nursing to chemistry, we are including verbiage to allow students who take CHE 114-115 in combination with CHE 168-169 (with departmental permission) to satisfy the General Chemistry component of the Chemistry Core.

To help our transfer students who come in with a large number of credits in chemistry meet the residency requirements for graduation, we are adjusting the total number of credits required for our CORE courses to reflect the different number of credits that may be transferred into Lehman from equivalent courses taken at other institutions. For example, General Chemistry (CHE 166) may be transferred in a 3 credit, 4 credit or even 5 credit course. Despite the variance in the number of credits earned at different institutions the content taught and tested in these courses (general and organic

chemistry, calculus, general physics and general biology) is generally standardized across all programs. The department is requiring all students to take the same courses to earn the degree, but the range of credits is intended to reflect the reality of the credit variances at other institutions.

5. **Date of departmental approval:** September 11, 2017

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

Name of Program and Degree Award: Chemistry, B.S.

Hegis Number: 1905.00

Program Code: 02663

Effective Term: Fall 2018

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

2. **From:**

Chemistry, B.S. (~~75.5-81.5~~ Credit Major)

The Chemistry BS is comprised of a core of 40 credits and an area of concentration in chemistry or biochemistry. This major is recommended for those students in chemistry who are preparing for (1) graduate study in chemistry, biochemistry, molecular biology, or clinical chemistry and (2) research careers in chemistry, biochemistry or biomedicine in hospitals, medical schools, or the chemical industry. The B.S. program is accredited by the Committee on Professional Training of the American Chemical Society (A.C.S.).

Chemistry Core (required) (40 credits)

22 In chemistry: CHE 166-167, 168-169, 232-233, 234-235 and 450

48 In mathematics and physics: MAT 175 -176, and PHY 168-169

Chemistry Concentration (~~35.5~~ credits)

31.5 In chemistry: 244, 249, 342, 344, 345, 347, 442, 443, 449

4 In mathematics: MAT 226

Biochemistry Concentration (~~41.5~~ credits)

29.5 In chemistry: CHE 249, 342, 344, 345, 442, 443, 444, 446 and 447

42 In biology: BIO 166-167 and ~~BIO 420~~

3. **To:**

Chemistry, B.S. (67-80 Credit Major)

The Chemistry BS is comprised of a core of 32-42 credits and an area of concentration in chemistry or biochemistry. This major is recommended for those students in chemistry who are preparing for (1) graduate study in chemistry, biochemistry, molecular biology, or clinical chemistry and (2) research careers in chemistry, biochemistry or biomedicine in hospitals, medical schools, or the chemical industry. The B.S. program is accredited by the Committee on Professional Training of the American Chemical Society (A.C.S.).

Chemistry Core (required) (32-42 credits)

18-24 In chemistry: CHE 166-167 (or 114-115 with departmental permission), 168-169, 232-233, 234-235 and 450

14-18 In mathematics and physics: MAT 175 -176, and PHY 168-169

Chemistry Concentration (35 credits)

31 In chemistry: 249, 342, 344, 345, 347, 442, 443, 444, 449

4 In mathematics: MAT 226

Biochemistry Concentration (38 credits)

30 In chemistry: CHE 249, 342, 344, 345, 442, 443, 444, 446 and 447

8 In biology: BIO 166-167

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

To be compliant with the changes in the number of credits for CHE 232 and CHE 234 (Organic chemistry I and II), we are adjusting the total number of credits in the Chemistry Core, which changes the total number of credits in the Chemistry BS degree.

To provide a more thorough preparation for our students who are preparing for graduate school programs and/or medical school, we are replacing CHE 244 (Introduction to Biochemistry) with CHE 444 (Biochemistry I). In light of the changes to the MCAT exam, the CHE 244 course no longer provides sufficient course content for students who are preparing to take the MCAT exam in preparation for Medical school.

To allow students who excel in CHE 114-115 and want to switch their majors from nursing to chemistry, we are including verbiage to allow students who take CHE 114-115 in combination with CHE 168-169 (with departmental permission) to satisfy the General Chemistry component of the Chemistry Core.

To help our transfer students who come in with a large number of credits in chemistry meet the residency requirements for graduation, we are adjusting the total number of credits required for our CORE courses to reflect the different number of credits that may be transferred into Lehman from equivalent courses taken at other institutions. For example, General Chemistry (CHE 166) may be transferred in a 3 credit, 4 credit or even 5 credit course. Despite the variance in the number of credits earned at different institutions the content taught and tested in these courses (general and organic

chemistry, calculus, general physics and general biology) is generally standardized across all programs. The department is requiring all students to take the same courses to earn the degree, but the range of credits is intended to reflect the reality of the credit variances at other institutions.

5. Date of departmental approval: September 11, 2017

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

DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Earth, Environmental and Geospatial Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Earth Science
Course Prefix & Number	GEO 250
Course Title	Introduction to geologic field mapping techniques
Description	Geologic methods of field data investigation and analysis within the context of the local (regional) geological settings. NOTE: Requires out of classroom field experiences
Pre/ Co Requisites	Departmental permission
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

GEO 250 is being created to facilitate study of field methods in geology for earth science students without any prior experience in the field.

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

Students successfully completing the course will:

- Demonstrate their knowledge of and skills in interpretation of geologic features and their mapping and documentation.
- Demonstrate competency in the application of field methods, including sampling, rock/mineral testing in the field, topographic survey technique (GPS) and field documentation.

5. Date of Departmental Approval: November 27, 2017

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Exercise Science
Course Prefix & Number	EXS 342
Course Title	Sports Nutrition
Description	Nutritional and metabolic requirements of physical activity. The health and well-being benefits of an optimal diet-exercise regime for physical activity, exercise and sport participation will be emphasized.
Pre/ Co Requisites	PREREQ: HSD 240 AND EXS 264
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Exercise Science
Course Prefix & Number	EXS 342
Course Title	Sports Nutrition
Description	Nutritional and metabolic requirements of physical activity. The health and well-being benefits of an optimal diet-exercise regime for physical activity, exercise and sport participation will be emphasized.
Pre/ Co Requisites	PREREQ: HSD 240 AND <u>EXS 323</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Students need extensive background in Exercise Physiology to be able to fully grasp concepts and excel in EXS 342 Sports Nutrition. We have noticed that there is a disparity in knowledge between many students entering the class, and attribute this to differences in the courses that they have taken. Moreover, the course is taught as a combined class with DFN 342, which has EXS 323 as a pre-requisite. Thus, it is essential to have congruity between the pre-requisites for the courses to ensure a balanced classroom environment from a knowledge standpoint.

5. **Date of departmental approval:** November 8, 2017

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

**DEPARTMENT OF LANGUAGES AND LITERATURES (LINGUISTICS
PROGRAM)**

CURRICULUM CHANGE

1. **Type of Change:** Change in Pre-Requisites

2. **From:**

Department(s)	Languages and Literatures (Linguistics Program)
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Linguistics
Course Prefix & Number	LNG (SPV) 312
Course Title	Bilingualism
Description	The nature of bilingualism as a societal and individual human phenomenon; linguistic and applied linguistic issues; second language acquisition, psycholinguistic, sociolinguistic, neurolinguistic, educational aspects of bilingualism, and language policy.
Pre/ Co Requisites	SPV 221 or LNG 230 or SPV 245 (LNG 245); Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Languages and Literatures (Linguistics Program)
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Linguistics
Course Prefix & Number	LNG (SPV) 312
Course Title	Bilingualism
Description	The nature of bilingualism as a societal and individual human phenomenon; linguistic and applied linguistic issues; second language acquisition, psycholinguistic, sociolinguistic, neurolinguistic, educational aspects of bilingualism, and language policy.
Pre/ Co Requisites	SPV 245 (LNG 245); SPV 246 (LNG 160); SPV 228; SPV (LNG) 247; a <u>2.7 average across the four pre-requisite courses; departmental permission</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

- This change needs to be done in order to align with the new pre-requisites of SPV 312, which is equivalent and is cross-listed with LNG 312.
- These new pre-requisites will make sure students are adequately prepared to LNG 312.

5. Date of departmental approval:

Speech-Language-Hearing Sciences Department: September 15, 2017

Languages and Literatures (Linguistics Program): November 28, 2017

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

**DEPARTMENT OF LANGUAGES AND LITERATURES (LINGUISTICS
PROGRAM)**

CURRICULUM CHANGE

1. **Type of Change:** Change in Pre-Requisites

2. **From:**

Department(s)	Languages and Literatures (Linguistics Program)
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Linguistics
Course Prefix & Number	LNG (SPV 221) 330
Course Title	Language Acquisition
Description	Study of speech, language, and communication skills in typically developing children. Exploration of gender, multicultural, multilinguistic, and socioeconomic variations in language development. Analysis of the processes involved in language learning and use and the foundations of language and literacy from infancy through the school-age years to complex language development over the lifespan.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	_____ Scientific World
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3. To:

Department(s)	Languages and Literatures (Linguistics Program)
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Linguistics
Course Prefix & Number	LNG (SPV 221) 330
Course Title	Language Acquisition
Description	Study of speech, language, and communication skills in typically developing children. Exploration of gender, multicultural, multilinguistic, and socioeconomic variations in language development. Analysis of the processes involved in language learning and use and the foundations of language and literacy from infancy through the school-age years to complex language development over the lifespan.
Pre/ Co Requisites	<u>SPV 245 (LNG 245) ; SPV 246 (LNG 160); SPV 228; SPV (LNG) 247; a 2.7 average across the four pre-requisite courses; departmental permission</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

- This change needs to be done in order to align with the new pre-requisites of SPV 321, which is equivalent and is cross-listed with LNG 330.
- These new pre-requisites will make sure students are adequately prepared to LNG 330.

5. **Date of departmental approval:**

Speech-Language-Hearing Sciences Department: September 15, 2017

Languages and Literatures (Linguistics Program): November 28, 2017

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

**DEPARTMENT OF LANGUAGES AND LITERATURES (LINGUISTICS
PROGRAM)**

CURRICULUM CHANGE

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

2. **Description:**

LNG 230, Study of speech, language, and communication skills in typically developing children. Exploration of gender, multicultural, multilinguistic, and socioeconomic variations in language development. Analysis of the processes involved in language learning and use and the foundations of language and literacy from infancy through the school-age years to complex language development over the lifespan.

3. **Rationale (Explain why this course/program is no longer needed in the Department):**

This course appears in the catalog as LNG 330 also with the same description. LNG 330 should be maintained as this course is going to be offered from now on as a 300 level course, but LNG 230 should be eliminated to avoid confusion.

4. **Date of departmental approval:** September 15, 2017

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Hegis Number: Art 1002; English 1501; Foreign Language 1105; Health 0837; Mathematics 1701; Biology 0401; Chemistry 1905; Geology 1914; Physics 1902; Social Studies 2205

Program Code: Art 25929; English 25935; Foreign Language 25938; Health 25952; Mathematics 25939; Biology 25940; Chemistry 25941; Geology 32668; Physics 25942; Social Studies 31964

Effective Date: Spring 2019

1. Type of Change: Admission Requirement

2. From:

Middle and High School Education Minor (12-13 Credits)*

The Middle and High School Education Minor is open to all Lehman students. The minor consists of four courses: ESC 301, ESC 302, ESC 429, and a fourth ESC course chosen in consultation with the education adviser. A student may graduate with the Minor, or may continue beyond with the Certification Sequence leading to New York State grades 7-12 teacher certification¹.

Students aspiring to the Certification Sequence must declare a specific major in art, English, math, science, history, Spanish, French, or Italian together with a minor in Middle and High School Education.

MHSE Minor (12-13 credits)

The Minor presents an opportunity for all Lehman students to engage with the issues, knowledge and skills of teaching and learning in urban middle and high schools, but does not grant a teaching credential.

ESC 301 (3 credits) Psychological Foundations of Middle and High School

ESC 302 (3 credits) Social Foundations of Education: A Multicultural Perspective

ESC 429 (3 credits) Language and Literacies Acquisition in Secondary Education

~~ESC 463 (3 credits) Special Needs Education or a teaching methods course ESC 410-462 (4 credits) for art¹, English², foreign language³, math⁴, science⁵, and social studies⁶~~

Students who wish to earn New York State 7-12 certification¹ must additionally qualify for, and then complete the Certification Sequence.

~~¹Art candidates earn K-12 certification, and therefore complete ECE 350 (3 credits), ESC 414 (4 credits), and one additional ESC course in consultation with the education adviser.~~

~~²English candidates complete ESC 410 and ESC 422.~~

~~³Foreign language candidates complete ESC 424 and ESC 462.~~

~~⁴Math candidates complete ESC 432 and ESC 4480.~~

~~⁵Science candidates complete ESC 419 and ESC 467.~~

~~⁶Social studies candidates complete ESC 433 and ESC 434.~~

~~*The Health Education program has been discontinued and will not accept future applicants.~~

3. To:

Middle and High School Education Minor (12-13 Credits)*

The Middle and High School Education Minor is open to all Lehman students. The minor consists of five courses: ESC 301, ESC 302, ESC 429, ESC 476 and a fifth ESC course chosen in consultation with the education adviser. A student may graduate with the Minor, or may continue beyond with the Certification Sequence leading to New York State grades 7-12 teacher certification¹.

Students aspiring to the Certification Sequence must declare a specific major in art, English, math, science, history, Spanish, French, or Italian together with a minor in Middle and High School Education.

MHSE Minor (12-13 credits)

The Minor presents an opportunity for all Lehman students to engage with the issues, knowledge and skills of teaching and learning in urban middle and high schools, but does not grant a teaching credential.

ESC 301 (3 credits) Psychological Foundations of Middle and High School

ESC 302 (3 credits) Social Foundations of Education: A Multicultural Perspective

ESC 429 (3 credits) Language and Literacies Acquisition in Secondary Education

ESC 476 (1 credit) Fieldwork in Secondary Schools I

And one additional course from the following areas:

ESC 463 (3 credits) Special Needs Education

Art methods: ESC 414 (3 credits)

English methods: ESC 410 (2 credits) or ESC 422 (3 credits)

Foreign language methods: ESC 462 (2 credits) or ESC 424 (3 credits)

Math methods: ESC 4480 (2 credits) or ESC 432 (3 credits)

Science methods: ESC 467 (2 credits) or ESC 419 (3 credits)

Social studies methods: ESC 433 (3 credits) or ESC 434 (3 credits)

Students who wish to earn New York State 7-12 certification¹ must additionally qualify for, and then complete the Certification Sequence.

*The Health Education program has been discontinued and will not accept future applicants.

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

As we move toward more clinically-rich experiences, these changes will enable the program to create two, newly-designed semester-long 1-hour weekly seminars (ESC 476 and ESC 477). Candidates will no longer be required to do field hours in the education foundations and methods courses. The number of credits in the undergraduate sequence will remain unchanged.

5. Date of departmental approval: 11/9/2017

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** (Course description, hours, credits, corequisite, note)

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ESC 301
Course Title	Psychological Foundations of Middle and High School
Description	20 hours of supervised fieldwork. Development from childhood through adolescence (cognitive, emotional, social and physical), learning theories, measurement and evaluation, inclusion of special student populations, and use of relevant technology and software. Theories and research findings will be discussed in relation to classroom observations.
Pre/ Co Requisites	NA
Credits	3
Hours	45
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:** Underline the changes

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ESC 301
Course Title	Psychological Foundations of Middle and High School
Description	Development from childhood through adolescence (cognitive, emotional, social and physical), learning theories, measurement and evaluation, inclusion of special student populations, and use of relevant technology and software. Theories and research findings will be discussed in relation to classroom observations.
Pre/ Co Requisites	NA
Credits	3
Hours	45
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

As we move toward more clinically-rich programs, this change will enable the program to supervise the previously associated 20 hours fieldwork and make it more meaningful for the candidate by creating a newly-designed semester-long 1-hour weekly seminar (ESC 476).

Candidates will no longer be required to do such 20 hours in ESC 301. The number of credits in undergraduate sequence will remain unchanged.

5. **Date of departmental approval: 11/9/2017**

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** (*Course description, hours, credits, corequisite, note*)

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ESC 302
Course Title	Social Foundations of Education: A Multicultural Perspective
Description	Study of the historical development of education and schools within the context of various communities and families. Emphasis on the school as a sociocultural institution: issues of equity and bias, and the contributions of the major racial and ethnic groups, especially in the multicultural schools of New York City. Presentation of relevant technology and software; special student populations included. Note: Requires 20 hours of supervised fieldwork.
Pre/ Co Requisites	NA
Credits	3
Hours	45
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. To: Underline the changes

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ESC 302
Course Title	Social Foundations of Education: A Multicultural Perspective
Description	Study of the historical development of education and schools within the context of various communities and families. Emphasis on the school as a sociocultural institution: issues of equity and bias, and the contributions of the major racial and ethnic groups, especially in the multicultural schools of New York City. Presentation of relevant technology and software; special student populations included.
Pre/ Co Requisites	NA
Credits	3
Hours	45
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

As we move toward more clinically-rich programs, this change will enable the program to supervise the previously associated 20 hours fieldwork and make it more meaningful for the

candidate by creating a newly-designed semester-long 1-hour weekly seminar (ESC 476). Candidates will no longer be required to do such 20 hours in ESC 302. The number of credits in undergraduate sequence will remain unchanged.

5. **Date of departmental approval: 11/9/2017**

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** (*Course description, hours, credits, corequisite, note*)

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 429
Course Title	Language and Literacies Acquisition in Secondary Education.
Description	40 hours fieldwork required. The teaching and acquisition of language and literacies through secondary content areas, including media literacy, with students of diverse language backgrounds and abilities. Curriculum development; current standards; inclusion of students with disabilities; and assessment. Integrated field experience.
Pre/ Co Requisites	NA
Credits	3
Hours	45
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To: Underline the changes

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ESC 429
Course Title	Language and Literacies Acquisition in Secondary Education.
Description	The teaching and acquisition of language and literacies through secondary content areas, including media literacy, with students of diverse language backgrounds and abilities. Curriculum development; current standards; inclusion of students with disabilities; and assessment. Integrated field experience.
Pre/ Co Requisites	NA
Credits	3
Hours	45
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

As we move toward more clinically-rich programs, this change will enable the program to supervise the previously associated 10 hours fieldwork and make it more meaningful for the candidate by creating a newly-designed semester-long 1-hour weekly seminar (ESC 477). Candidates will no longer be required to do such 10 hours in ESC 429. The number of credits in undergraduate sequence will remain unchanged.

5. Date of departmental approval: 11/9/2017

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** (*Course description, hours, credits, corequisite, note*)

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ESC 433
Course Title	Teaching World History to Middle and High School Students
Description	25 hours fieldwork in a middle or high school ; Methods of teaching world history to urban middle and high school students. Critical examination of the roles of both content and teachers in an urban classroom.
Pre/ Co Requisites	NA
Credits	-4
Hours	60
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 433
Course Title	Teaching World History to Middle and High School Students
Description	Methods of teaching world history to urban middle and high school students. Critical examination of the roles of both content and teachers in an urban classroom.
Pre/ Co Requisites	NA
Credits	<u>3</u>
Hours	<u>45</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

We are shifting 1-credit from ESC 433 to ESC 476 Seminar. As we move toward more clinically-rich programs, this change will enable the program to supervise the previously associated 25 hours fieldwork and make it more meaningful for the candidate by creating a newly-designed semester-long 1-hour weekly seminar (ESC 476). Candidates will no longer be required to do such 25 hours in ESC 433. The number of credits in undergraduate sequence will remain unchanged.

5. **Date of departmental approval: 11/9/2017**

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** (*Course description, hours, credits, corequisite, note*)

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ESC 434
Course Title	Teaching U.S. History and Government in Middle and High School
Description	Introduction to current theory on curriculum, alternate views on scope and sequence, lesson planning, and national and State standards. Uses of technology and reviews of relevant software, alternative teaching strategies, different types of assessment, inclusion of special student populations, and literacy development in social studies.
Pre/ Co Requisites	Completion of at least 50 percent of the credits in the student's major, with a minimum 3.0 cumulative GPA; and submission of scores on the New York State ALST examination to the Certification Officer.
Credits	4
Hours	60
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

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3. **To:** Underline the changes

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ESC 434
Course Title	Teaching U.S. History and Government in Middle and High School
Description	Introduction to current theory on curriculum, alternate views on scope and sequence, lesson planning, and national and State standards. Uses of technology and reviews of relevant software, alternative teaching strategies, different types of assessment, inclusion of special student populations, and literacy development in social studies.
Pre/ Co Requisites	NA
Credits	<u>3</u>
Hours	<u>45</u>
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

We are shifting 1-credit from ESC 434 to ESC 477 Seminar. As we move toward more clinically-rich programs, this change will enable the program to supervise the previously associated 25 hours fieldwork and make it more meaningful for the candidate by creating a newly-designed semester-long 1-hour weekly seminar (ESC 477). Candidates will no longer be required to do such 25 hours in ESC 434. The number of credits in undergraduate sequence will remain unchanged. And lastly, the pre-requisites should have been removed

because the ALST exam no longer exists and the GPA requirements are now embedded in all the program continuation requirements.

5. **Date of departmental approval: 11/9/2017**

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

DEPARTMENT OF PHYSICS AND ASTRONOMY

CURRICULUM CHANGE

1. **Type of Change:** Change in prerequisites

2. **From:**

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Physics
Course Prefix & Number	PHY 166
Course Title	General Physics I
Description	(Algebra-based Physics: Customarily taken by premedical, preveterinary, and pre dental students.) Mechanics, heat, and sound.
Pre/ Co Requisites	The completion of the College's Requirement in Mathematics.
Credits	5
Hours	6 (4 lecture, 2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p> <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input checked="" type="checkbox"/> Scientific World </p>

3. To:

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Physics
Course Prefix & Number	PHY 166
Course Title	General Physics I
Description	(Algebra-based Physics: Customarily taken by premedical, preveterinary, and pre dental students.) Mechanics, heat, and sound.
Pre/ Co Requisites	<u>PREREQ: MAT 172 or satisfaction of requirements for placement into calculus I (MAT 175).</u>
Credits	5
Hours	6 (4 lecture, 2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input checked="" type="checkbox"/> Scientific World

4. Rationale:

The prerequisites are being changed to require better math preparation. The current requirement, of completing the college's requirement in mathematics, can be satisfied by taking one math course numbered 125 or higher. But General Physics I freely uses algebra and trigonometry to develop the material and students should be proficient in the necessary mathematics. Requiring Precalculus (MAT 172) or an equivalent level of preparation as measured by placement into Calculus I (MAT 175) will ensure that students have the appropriate background.

5. Date of departmental approval: November 15, 2017

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

DEPARTMENT OF PHYSICS AND ASTRONOMY

CURRICULUM CHANGE

1. **Type of Change:** Change in course number

2. **From:**

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Physics
Course Prefix & Number	PHY 300
Course Title	Modern Physics
Description	Relativity; fundamental physical processes at the atomic level; introductory Schrodinger quantum mechanics; introductory nuclear physics; atomic and nuclear models.
Pre/ Co Requisites	PHY 167 or PHY 169, and MAT 175, and MAT 176
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Physics
Course Prefix & Number	PHY <u>241</u>
Course Title	Modern Physics
Description	Relativity; fundamental physical processes at the atomic level; introductory Schrodinger quantum mechanics; introductory nuclear physics; atomic and nuclear models.
Pre/ Co Requisites	PHY 167 or PHY 169, and MAT 175 and MAT 176
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The number for this course is being changed from PHY 300 to PHY 241 for two reasons. First, in practice this course is taught at the sophomore level and provides a bridge between the 100-level general physics courses and the upper-level courses for physics majors. Second, this course should be taken as part of a sequence with the sophomore lab course PHY 251. Changing the course number will encourage students to take Modern Physics at the appropriate time and in the appropriate sequence.

5. Date of departmental approval: November 15, 2017

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

DEPARTMENT OF PHYSICS AND ASTRONOMY

CURRICULUM CHANGE

1. **Type of Change:** Change in title and prerequisites

2. **From:**

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Physics
Course Prefix & Number	PHY 251
Course Title	Intermediate Physics Laboratory I
Description	Individual experimentation in selected areas of physics and introduction to analysis of experimental data.
Pre/ Co Requisites	PHY 167 or PHY 169 and MAT 175 and MAT 176
Credits	2
Hours	4 lab
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Physics
Course Prefix & Number	PHY 251
Course Title	<u>Modern Physics Laboratory</u>
Description	Individual experimentation in selected areas of physics and introduction to analysis of experimental data.
Pre/ Co Requisites	<u>PHY 241</u> and MAT 176
Credits	2
Hours	4 lab
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The title and prerequisites for this course are being changed to reflect the fact that it provides students who have taken Modern Physics with an associated laboratory experience. The course title has been changed to emphasize this, and the Modern Physics course (which is being re-numbered as PHY 241) has been added as a prerequisite. The redundant prerequisite MAT 175 has been dropped.

5. Date of departmental approval: November 15, 2017

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

DEPARTMENT OF PHYSICS AND ASTRONOMY

CURRICULUM CHANGE

1. **Type of Change:** Change in prerequisites

2. **From:**

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Physics
Course Prefix & Number	PHY 307
Course Title	Mathematical Physics
Description	Vector calculus, matrix and tensor algebra, Fourier and Laplace transforms, complex variable theory, and solutions of differential equations. Applications to problems in physics.
Pre/ Co Requisites	PREREQ: Either PHY 167 or 169. PRE or COREQ: MAT 226.
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Physics
Course Prefix & Number	PHY 307
Course Title	Mathematical Physics
Description	Vector calculus, matrix and tensor algebra, Fourier and Laplace transforms, complex variable theory, and solutions of differential equations. Applications to problems in physics.
Pre/ Co Requisites	PREREQ: Either PHY 167 or 169, <u>and PHY 207</u> . PRE or COREQ: MAT 226.
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

A few years ago the department introduced a required sophomore-level mathematical physics course PHY 207 which students should take before enrolling in the junior-level mathematical physics course PHY 307. This proposal makes PHY 207 a prerequisite for PHY 307.

5. Date of departmental approval: November 15, 2017

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

DEPARTMENT OF PSYCHOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Pre-requisite, credits, hours, description

2. **From:**

Department(s)	Psychology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Psychology
Course Prefix & Number	PSY 470
Course Title	Practicum in Psychological Services
Description	Supervised placement in one of a variety of occupational settings in which the student may obtain firsthand experience in the provision of psychological services to clients.
Pre/ Co Requisites	NA
Credits	2
Hours	2
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Psychology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Psychology
Course Prefix & Number	PSY 470
Course Title	Practicum in Psychological Services
Description	Supervised placement in one of a variety of occupational settings in which the student may obtain firsthand experience in the provision of psychological services to clients. <u>NOTE: Students are expected to spend a minimum of 6 hours per week at the field placement.</u>
Pre/ Co Requisites	<u>PSY 166, PSY 234, 9 additional credits in PSY, a minimum 2.7 overall GPA, and instructor's permission</u>
Credits	<u>3</u>
Hours	<u>3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

These changes meet the college's experiential learning objectives. The increase in credits and hours reflect the increased workload. Pre-reqs are added to ensure that students have the skills needed for field placements.

5. Date of departmental approval: November 22, 2017

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Speech Pathology and Audiology; B.A.

Hegis Number: 1220.00

Program Code: 79084

Effective Term: Spring 2019

1. **Type of Change**: Change in Degree Requirement and Progression Criteria

2. **From**:

Speech Pathology and Audiology, B.A. (47.5 Credit Major)

All applicants to the Major must first apply for admission to the College. After being admitted to the College, students apply to the Department of Speech-Language-Hearing Sciences to declare a Major in Speech Pathology and Audiology. ~~To remain in the major~~ students must ~~take four of the five required courses chosen from~~ SPV 221 (LNG 230), SPV (LNG) 245, SPV 246 (LNG 160), SPV (LNG) 247, ~~and SPV 249~~ —and maintain a minimum cumulative index of 2.7 (B-) in these courses. Students who do not achieve a cumulative GPA of 2.7 in these first four courses may use them as a Minor in Speech Pathology and Audiology

The required credits are distributed as follows:

	Credits
SPV 221 Language Acquisition	3
SPV 245 Articulatory Phonetics	3
SPV 246 Introduction to Linguistics	3
SPV 247 Anatomy and Physiology of the Speech Mechanism	3
SPV 249 Speech and Hearing Science	3
SPV 312 Bilingualism	3
SPV 326 Speech Pathology: Functional Disorders	3
SPV 327 Speech Pathology: Organic Disorders	3
SPV 328 Introduction to Audiology	3
SPV 430 Clinical Methods and Supervised Observation	3

Social Science requirement:

	Credits
PSY 166 General Psychology	3
Or	
SOC 166 Fundamentals of Sociology	3

Biological Science requirement:

	Credits
BIO 183 Human Biology	4
Or	
BIO 166 Principles of Biology: Cells and Genes	4

Natural Science requirement:

	Credits
PHY 141 Sound, Speech and Music	3

Statistics requirement:

	Credits
MAT 132 Introduction to Statistics	4

Writing requirement:

	Credits
ENW 3070 Health and Science Writing	3

3. **To:**

Speech Pathology and Audiology, B.A. (47.5 Credit Major)

All applicants to the Major must first apply for admission to the College. After being admitted to the College, students apply to the Department of Speech-Language-Hearing

Sciences to declare a Major in Speech Pathology and Audiology. Students must complete four 200 Level courses: SPV (LNG) 245; SPV (LNG 160) 246; SPV 228; and SPV (LNG) 247 and maintain a minimum cumulative index of 2.7 (B-) in these courses to remain in the major and to advance to 300 level courses, by permission only. Students who do not maintain a cumulative GPA of 2.7 in these first four 200 level courses may use them as a Minor in Speech Pathology and Audiology.

The required credits are distributed as follows:

	Credits
SPV 245 Articulatory Phonetics	3
SPV 246 Introduction to Linguistics	3
SPV <u>228</u> Introduction to Audiology	3
SPV 247 Anatomy and Physiology of the Speech Mechanism	3
SPV 312 Bilingualism	3
SPV <u>321</u> Language Acquisition	3
SPV 326 Speech Pathology: Functional Disorders	3
SPV 327 Speech Pathology: Organic Disorders	3
SPV <u>349</u> Speech and Hearing Sciences	3
SPV 430 Clinical Methods and Supervised Observation	3

Social Science requirement:

	Credits
PSY 166 General Psychology	3
Or	
SOC 166 Fundamentals of Sociology	3

Biological Science requirement:

	Credits
BIO 183 Human Biology	4
Or	
BIO 166 Principles of Biology: Cells and Genes	4

Natural Science requirement:

Credits

PHY 140 The Physics of Sound 3.5

Statistics requirement:

Credits

MAT 132 Introduction to Statistics 4

Writing requirement:

Credits

ENW 3070 Health and Science Writing 3

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

- The undergraduate program in Speech-Language-Hearing Sciences is proposing a number of curricular changes to create a four course core foundational curriculum (200 level courses) that will prepare students for upper level, more rigorous coursework in speech-language-hearing sciences. Core Foundational courses will be: SPV 245 Articulatory Phonetics; SPV 246 Introduction to Linguistics; SPV 228 Introduction to Audiology (formerly SPV 328) and SPV 247 Anatomy and Physiology of the Speech Mechanism. None of these core foundational courses will have pre-requisites or co-requisites and can be taken in any sequence.
- By preparing students with basic foundational knowledge about aspects of linguistics and the speech and hearing mechanisms, students will be better prepared to understand and master content in the 300 level courses that assume basic foundational concept development in linguistics, phonetics, and speech and hearing anatomy and physiology.
- SPV 328 Introduction to Audiology will become SPV 228 Introduction to Audiology, one of the four core foundational courses. Understanding the basic structure and function of the auditory system at an early stage of coursework will better prepare students to obtain the knowledge and skills associated with more advanced and applied coursework at the 300 level in the program.
- SPV 221 Language Acquisition will become SPV 321 Language Acquisition with pre-requisites will be the four core foundational 200 level courses (SPV 245; 246, 228, 247) as pre-requisites courses. This curricular change will better prepare students to obtain the knowledge and skills associated with the content of SPV 321 (formerly, 221).

- SPV 249 Speech and Hearing Sciences will become SPV 349 Speech and Hearing Sciences, with the four core foundational 200 level courses (SPV 245; 246, 228, 247) as pre-requisites courses. This curricular change will better prepare students to obtain the knowledge and skills associated with the content of SPV 349 (formerly, 249).
- The clarification of progression criteria for remaining in the major and advancing to 300 level courses within the program is necessary in the Undergraduate Bulletin.
- The change in degree requirements for the B.A. in Speech Pathology and Audiology does not impact the learning outcomes of the department and major.

5. **Date of departmental approval:** September 15, 2017

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Change in Course Number and Pre-Requisites

2. **From:**

Department(s)	Speech-Language-Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Speech, Language and Hearing Sciences
Course Prefix & Number	SPV (LNG 330) 221
Course Title	Language Acquisition
Description	Study of speech, language, and communication skills in typically developing children. Exploration of gender, multicultural, multilingualistic, and socioeconomic variations in language development. Analysis of the processes involved in language learning and use and the foundations of language and literacy from infancy through the school-age years to complex language development over the lifespan.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Speech-Language-Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech-Language-Hearing Sciences
Course Prefix & Number	SPV (LNG 330) <u>321</u>
Course Title	Language Acquisition
Description	Study of speech, language, and communication skills in typically developing children. Exploration of gender, multicultural, multilinguistic, and socioeconomic variations in language development. Analysis of the processes involved in language learning and use and the foundations of language and literacy from infancy through the school-age years to complex language development over the lifespan.
Pre/ Co Requisites	<u>SPV (LNG) 245; SPV (LNG 160) 246; SPV 228; SPV (LNG) 247; a 2.7 average across the four pre-requisite courses; departmental permission</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

- The undergraduate program in Speech-Language-Hearing Sciences is proposing a number of curricular changes to create a four-course core foundational

curriculum (200 level courses) that will prepare students for upper level, more rigorous coursework in speech-language-hearing sciences.

- In order to meet the above objective, SPV 221 Language Acquisition will become SPV 321 Language Acquisition with four pre-requisite courses at the 200 level, plus departmental permission. This curricular change will better prepare students to obtain the knowledge and skills associated with the content of SPV 321 (formerly, 221) which assumes basic foundational knowledge of linguistics, phonetics, and speech and hearing anatomy and physiology.
- The change in course number from SPV 221 to SPV 321 Language Acquisition does not impact the learning outcomes of the department and major.

5. Date of departmental approval:

Speech-Language-Hearing Sciences Department: September 15, 2017

Linguistics Program (Languages and Literatures Department): November 28, 2017

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Change in Course Number; Course Description and Pre-requisites

2. **From:**

Department(s)	Speech-Language-Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech, Language and Hearing Sciences
Course Prefix & Number	SPV 249
Course Title	Speech and Hearing Sciences
Description	Anatomy, physiology, and neurophysiology of hearing mechanism; basic acoustic principles and the acoustics of hearing and speech; the generation and analysis of simple and complex sounds; introduction to psychoacoustics and speech perception.
Pre/ Co Requisites	SPV 249 and a minimum G.P.A. of 2.7 in 3 additional courses chosen from SPV 245 or LNG 245, SPV 247 or LNG 247, SPV 221 or LNG 230 and SPV 246 or LNG 160; Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Speech-Language-Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech, Language and Hearing Sciences
Course Prefix & Number	SPV <u>349</u>
Course Title	Speech and Hearing Sciences
Description	<u>Foundations in the physics and bioacoustics of speech production and perception, measurement of fundamental quantities, the anatomy and physiology of the central auditory pathways, and introduction to psychoacoustics and theories of speech production and speech perception; and application to typical speech and hearing and communication differences and disorders.</u>
Pre/ Co Requisites	<u>SPV 245; SPV 246; SPV 228; SPV 247 and a 2.7 average across the four pre-requisite courses; departmental permission</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

SPV 249 will become SPV 349, an upper level course in the program. Prerequisites will be SPV 228, 245, 246, 247, the four core curriculum foundational courses.

5. **Date of departmental approval:** September 15, 2017

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Change in course number, description, and pre-requisites

2. **From:**

Department(s)	Speech-Language-Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech, Language and Hearing Sciences
Course Prefix & Number	SPV 328
Course Title	Introduction to Audiology
Description	Development, administration, and interpretation of hearing tests; disorders of hearing; and implications of hearing loss for communication. PREREQ: SPV 249 and a minimum G.P.A. of 2.7 in 3 additional courses chosen from SPV (LNG) 245, SPV (LNG) 247, SPV 221 (LNG 230) and SPV 246 (LNG 160). Departmental permission.
Pre/ Co Requisites	SPV 249,245,246,247,221
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Speech-Language-Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech, Language and Hearing Sciences
Course Prefix & Number	SPV <u>228</u>
Course Title	Introduction to Audiology
Description	<u>Introduction to the anatomy and physiology of the auditory system; causes and treatment of disorders in hearing, balance and auditory processing; the relevant diagnostic and therapeutic techniques for these disorders; exploration of the effect of hearing loss across the lifespan.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

- The undergraduate program in Speech-Language-Hearing Sciences is proposing a number of curricular changes to create a 4-course core foundational curriculum (200 level courses) that will prepare students for upper level, 300 and above

coursework that is more rigorous and specifically applied to the discipline of speech-language-hearing sciences.

- In order to meet the above objective, SPV 328 Introduction to Audiology will become SPV 228 Introduction to Audiology with no pre-requisite courses. This curricular change will better prepare students to understand and master content in courses at the 300 level and above that assume basic foundational knowledge of concepts and vocabulary across linguistics, phonetics, and speech and hearing anatomy and physiology.
- The change in course description better reflects the content of the foundational course covering the structure and function of the hearing mechanism
- The change in course number from SPV 328 to SPV 228 does not impact the learning outcomes of the department and major.

5. **Date of departmental approval:** September 15, 2017



Library Technology and Telecommunications Senate Committee Meeting

Meeting Date: February 1, 2018

Attendance: Ron Bergmann, Stephen Castellano, Sherry Deckman, Raymond Diaz, Anna Luerksen, Edi Ruiz, Kenneth Schlesinger, Olena Zhadko

Student Senator Representatives: No Student Senators Present at Meeting of 02/01/2018

Excused: Vincent Sandella

Library Report:

Governor Cuomo allocated \$4M to CUNY and SUNY for development of Open Textbooks.

Library received \$121,000 from CUNY Office of Library Services for development and completion of twelve OER Courses with multiple Sections. As a result, students will save significant funds on Textbooks.

Library has developed an Online Information Literacy Tutorial for LEH 300 to provide students with necessary skills to perform scholarly research. This Tutorial will be incorporated into Blackboard and piloted with several LEH courses later this semester.

Library announces their first Reading and Discussion for the Spring semester. Professor Scott Calvin will present selected reading from: *Beyond Curie: Four Women in Physics and Their Remarkable Discoveries, 1903-1963*. The program takes place on Tuesday, March 6th at 12:30 in the Library Tree House. Please call college extension 7767 to RSVP

Division of Information Technology:

VP Ron Bergmann and Assistant VP Edi Ruiz presented The 2018/2019 IT Roadmap at our committee meeting last week. The Division of Information Technology proposed many exciting projects as part of the 2018/2019 IT Roadmap. The projects are in partnership across campus departments and are aligned with college priorities:

- Modernizing classroom technologies to provide a more uniform, seamless experience for faculty and students
- Piloting a scheduling tool for students to schedule appointments with college offices on their mobile device. This will be piloted soon with the IT helpdesk.

- Continuing the development of Lehman 360 and the Student Success Dashboard
- Piloting a conversational chatbot to provide information to students more easily.
- Implementing a telephone system upgrade

Some interesting facts about IT services at Lehman from 2017

- There were 12-million visits to the Lehman College website
- 1.2-million sessions on the college wireless network
- Almost 100,000 visits to the IT Open Center
- 1.3-million incoming and outgoing telephone calls were processed

Blackboard Report

- Blackboard Upgrade was completed on December 29th @ 5pm. The Bb Upgrade was successful and there are no changes or additions that members of the user community will notice.
- A Module will be placed on the Home Page with Instructions for Faculty on how to make their course AVAILABLE in Bb.
- A Module will be place on the Home Page for students with specific instructions on what steps to take when students do not see their Bb Courses. Both modules for Students and Faculty will be place on the respective home pages in Bb for the Summer Semester. The modules will be available for approximately 3-weeks at the start of the semester.
- Quick reminder that students need to update their e-mail in Bb to reflect their campus mail. It is very easy to update your e-mail address. On your HOME PAGE look for the TOOLS box and select the UPDATE E-MAIL Link. Simply enter and confirm your address and SUBMIT

Online Education

Respectfully submitted,

Stephen Castellano
Chair, Library Technology and Telecommunications Committee

UFS Report to Lehman Faculty Senate

February 7, 2018

The Plenary Session of the University Faculty Senate met last night, Tuesday February 6 at the Graduate Center

Dr. David Crook, University Associate Provost for Academic Affairs and **Donna Linderman, University Dean for Student Success Initiatives** spoke about Strategic Planning Initiatives at CUNY, especially Academic Momentum. They presented degree completion targets which includes:

- increasing the 6-year Bachelor's completion from the current 54.8% to 64.8% for the entering class of 2019. One of the models to achieve this is John Jay's ACE program (Accelerate- Complete-Engage) which was funded by the Robin Hood Foundation.
- increase completion of a Math gateway course in the first year of study from current 36% to 60%
- at least 25% of students should earn 30 credits in their first year—data presented to support idea that students who attempt 15 credits per semester do better than those who take 12
- public degree maps would be made which could be tailored for and by students in consultation with their academic advisor

Information also presented about remediation reform strategies that would see students enter credit bearing courses earlier to help with academic momentum through co-requisites that have extra support, MathStart, and investigating options in QR and Statistics for non-STEM majors especially in the Arts and Humanities.

Budget Advisory Committee reported on the UFS monthly meeting with Vice Chancellor Matt Sapienza: overall the budget seems one to be optimistic about with 100% fringe benefit costs covered by the executive budget and other increases including another \$4M for open education resources. There is a proposal that would require all campuses to have a food pantry. The Vice Chancellor's budget assessment is available on the CUNY website <http://www2.cuny.edu/about/administration/offices/budget-and-finance/>

Question of how workload reassigned will be paid remains exactly that but the UFS expects some sort of cost-sharing

April 13 budget workshop for faculty and students

Academic Affairs Committee reported on the Three Year Review report on Pathways

<http://www1.cuny.edu/mu/academic-news/files/2017/09/Pathways-Third-YearReviewand-Memo-FINAL-2017-REVISED3.pdf>

Review of New Programs: proposals for new programs now need to be circulated through a Provost Listserve and each campus will have 21 days to declare that the proposed program presents no competition.

Enrollment Management Committee reported on the pilot program for use of the common application at Queens

Next plenary session will include a discussion of best practices in terms of faculty involvement in enrollment and recruitment

Student Affairs Committee reported that the new legal counsel Loretta Martinez reminds us that her office may be used a resource for DACA students

The committee is also looking at the Foundation for Individual Rights in Education (FIRE) for its statements have raised concerns about academic freedom

Library and Information Technology: CUNY has set a goal of 350 courses with 5 sections each to be converted to “zero textbook cost” courses, which is also a new designation in CUNYFirst. Faculty will be incentivized through stipends to convert courses.

Discussion about the notion of “zero cost” which may be true of the student, but not for the institution which need to pay for cataloguing, archiving and many times these platforms are owned by the very companies that also produce expensive textbooks.

UFS is also looking to develop an Open Access policy similar to those developed other institutions that would permit faculty to make their research available

Status of the Faculty: UFS is looking to propose ByLaw language that would limit the power of presidents to make promotion decisions that go against the wishes of departmental P&B: Bylaw 9.6c

Board Hearings will look into the treatment of food service workers on our campuses

PSC panel on the School of Professional Studies governance plan February 7 6-8pm in the Segal Theater (SPS governance proposal put the bulk of decision making in the hands of Deans because it is a contingent-majority faculty who serve there)

Chancellor's Search: a search firm has been engaged, but no word on a committee

Next Meeting: Tuesday March 13 at 6:30pm at the Graduate Center 9th floor

Respectfully submitted

Janette Tilley

Associate Professor,

Department of Music, Multimedia, Theatre and Dance



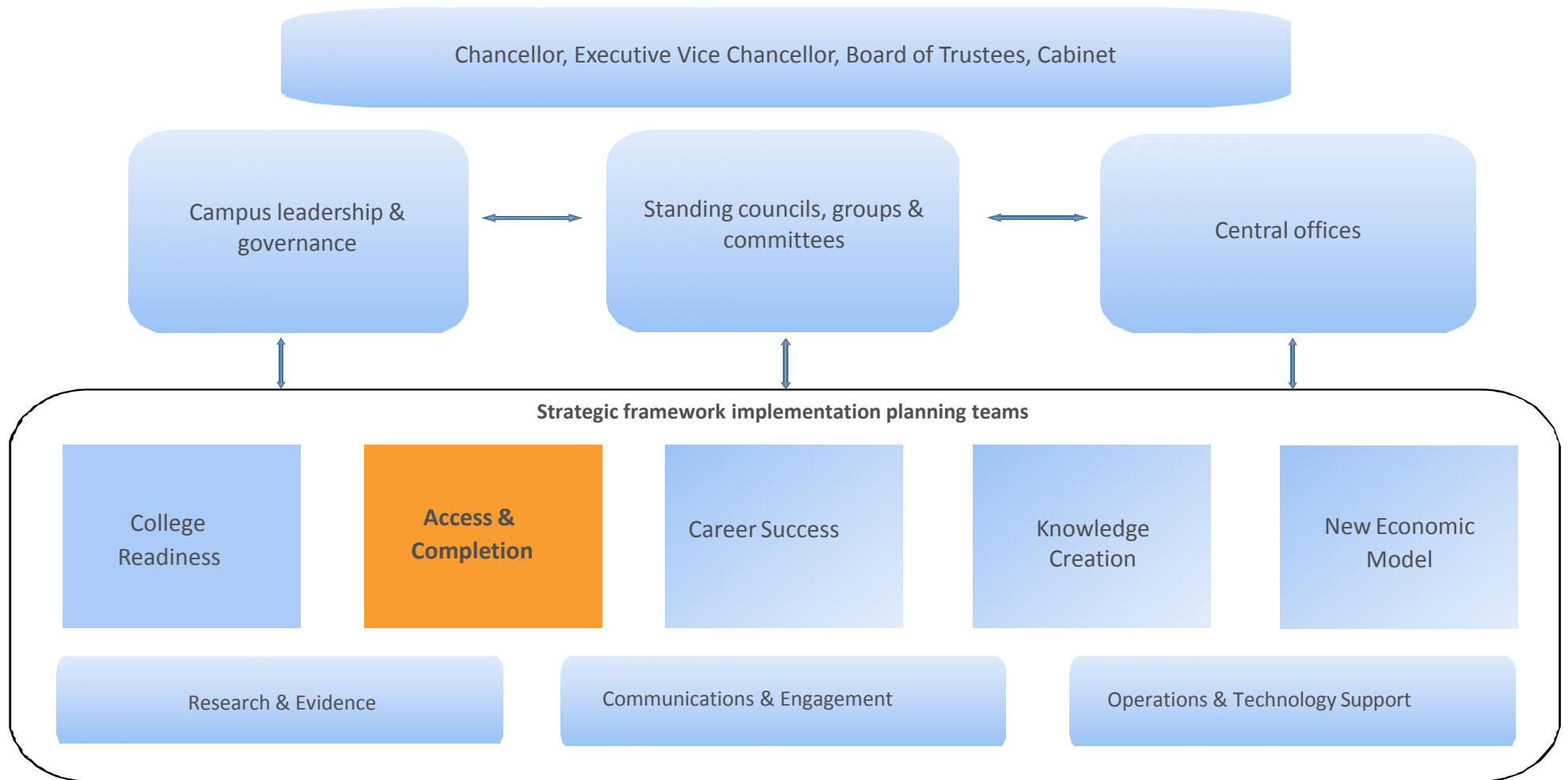
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Progress Report on CUNY's Strategic Framework Completion Agenda

DAVID CROOK AND DONNA LINDERMAN
PRESENTATION TO UNIVERSITY FACULTY SENATE
FEBRUARY 2018

Completion is one of the key areas where teams of central and campus leaders are working to advance CUNY's goals.

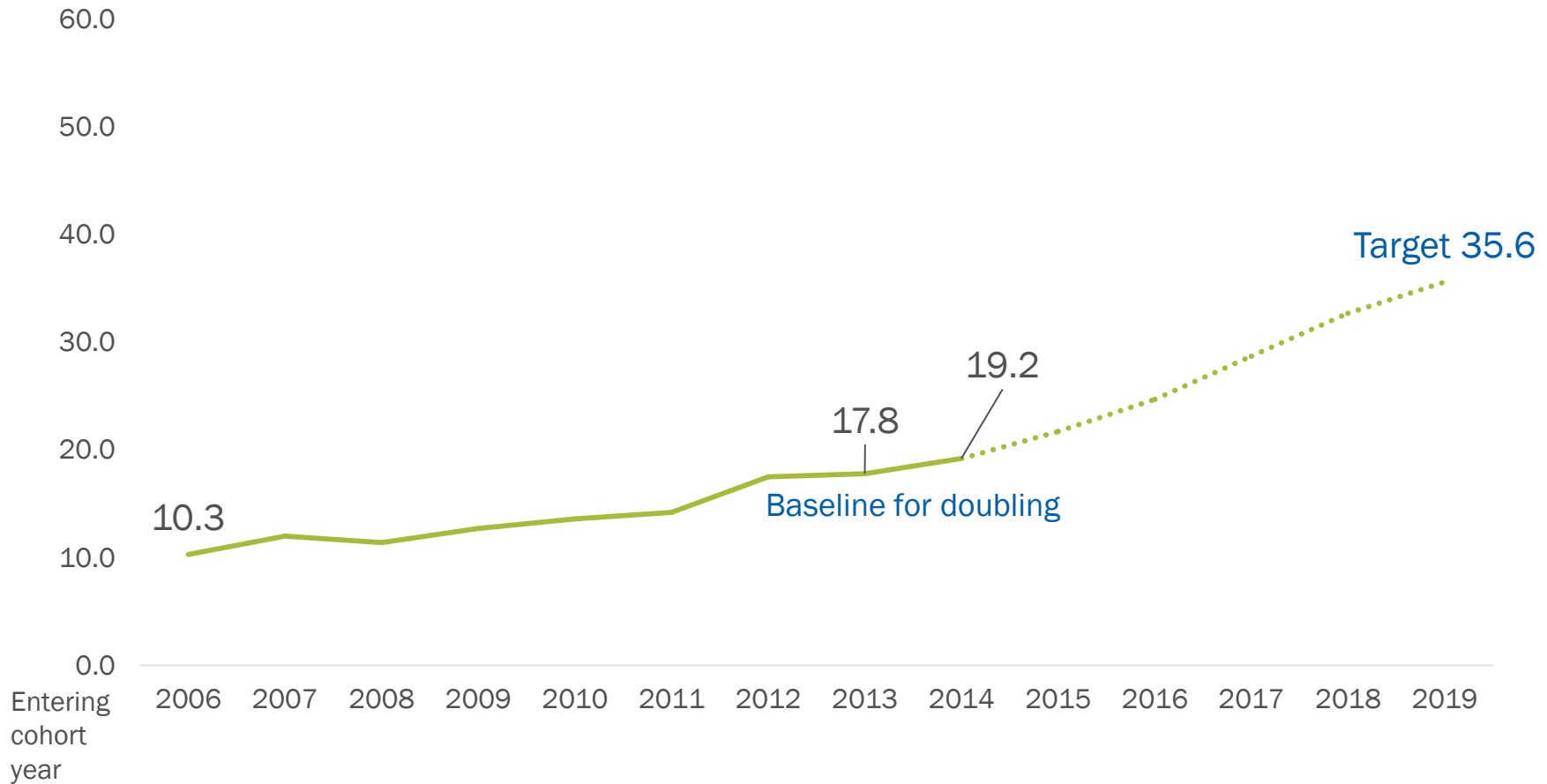




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CUNY's goal is to double 3-year associate graduation rates in a few years. It is an ambitious goal, but we are making good progress.

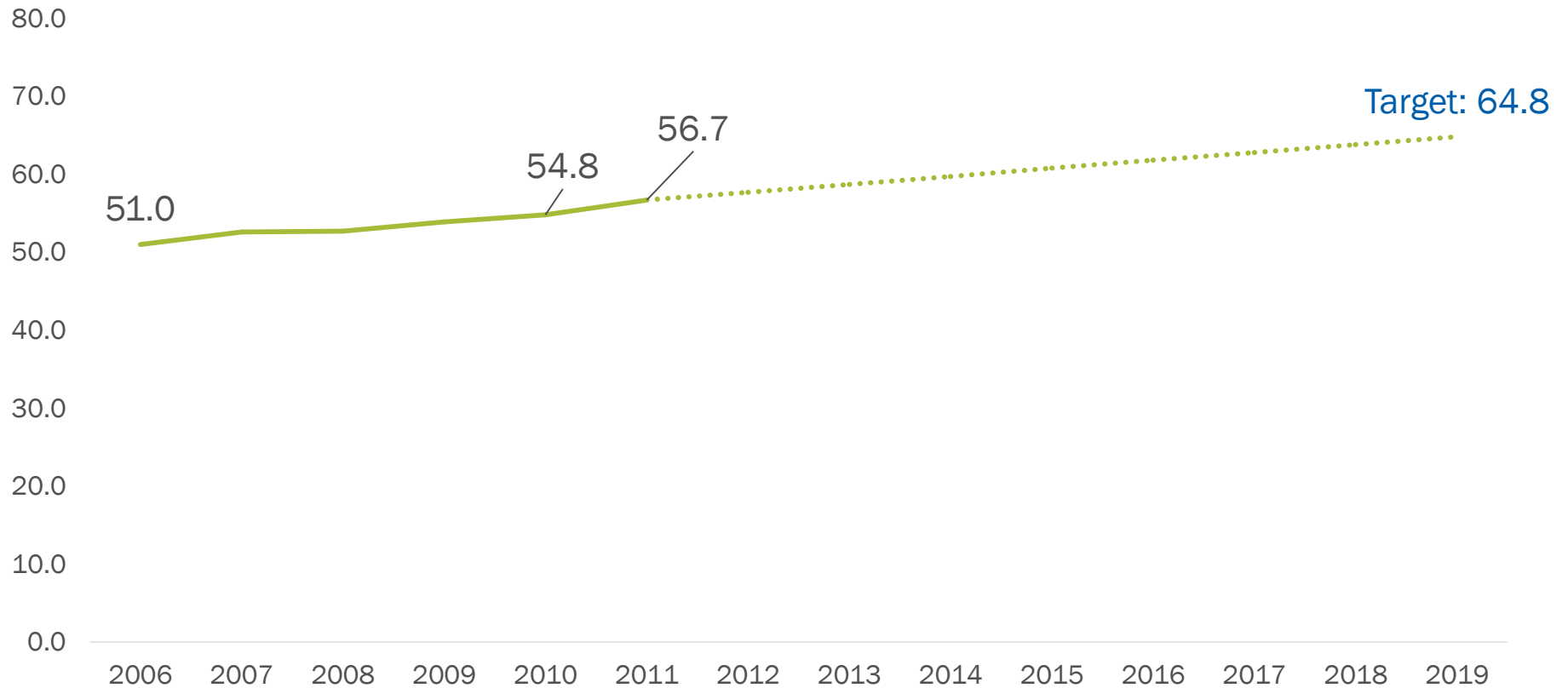
TRENDS IN THE 3-YEAR ASSOCIATE GRADUATION RATES OF FULL-TIME FRESHMEN*



*Includes freshmen in associate programs at community and comprehensive colleges.

CUNY's goal is to raise bachelor's graduation rates by 10 points for the 2019 entering cohort, building on recent positive trends.

TRENDS IN THE 6-YEAR BACCALAUREATE GRADUATION RATES OF FULL-TIME FRESHMEN

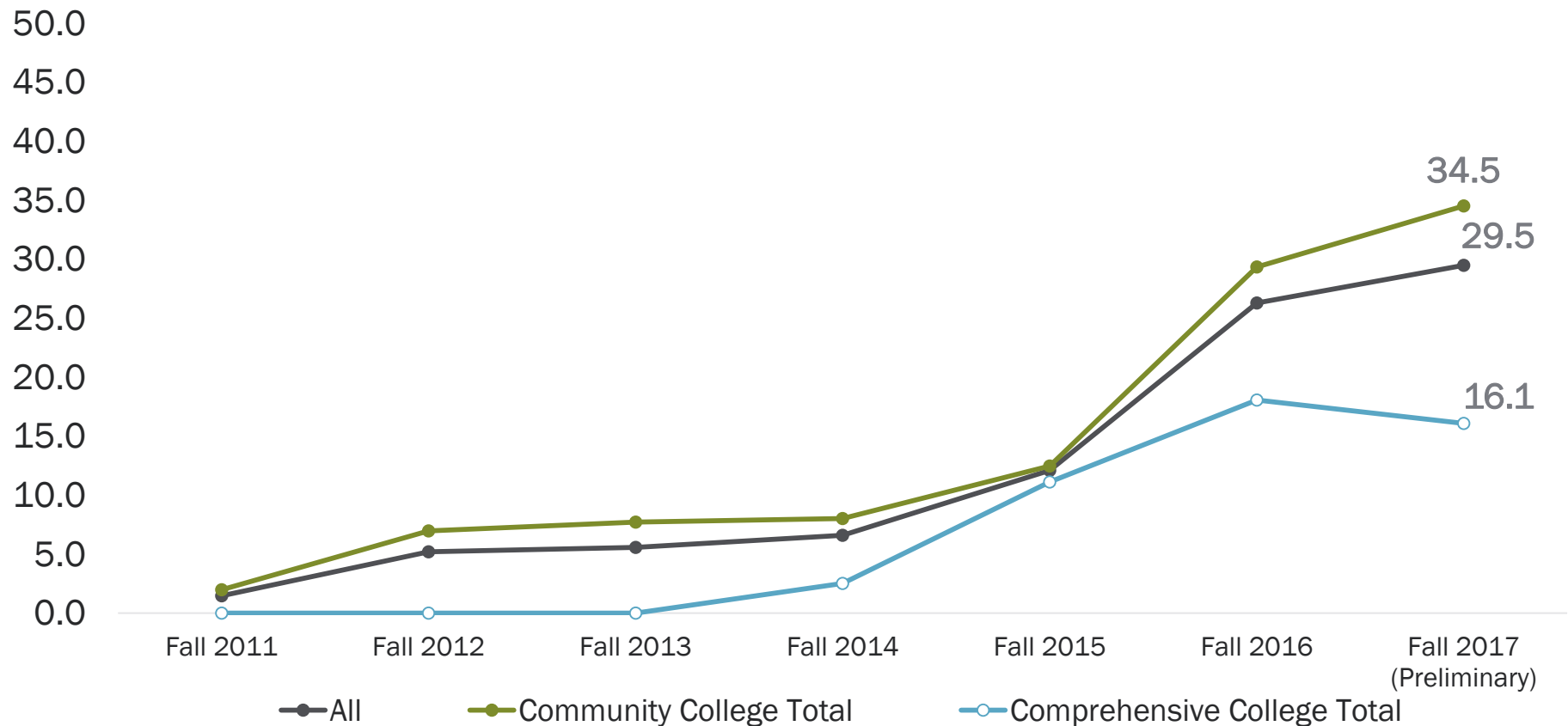




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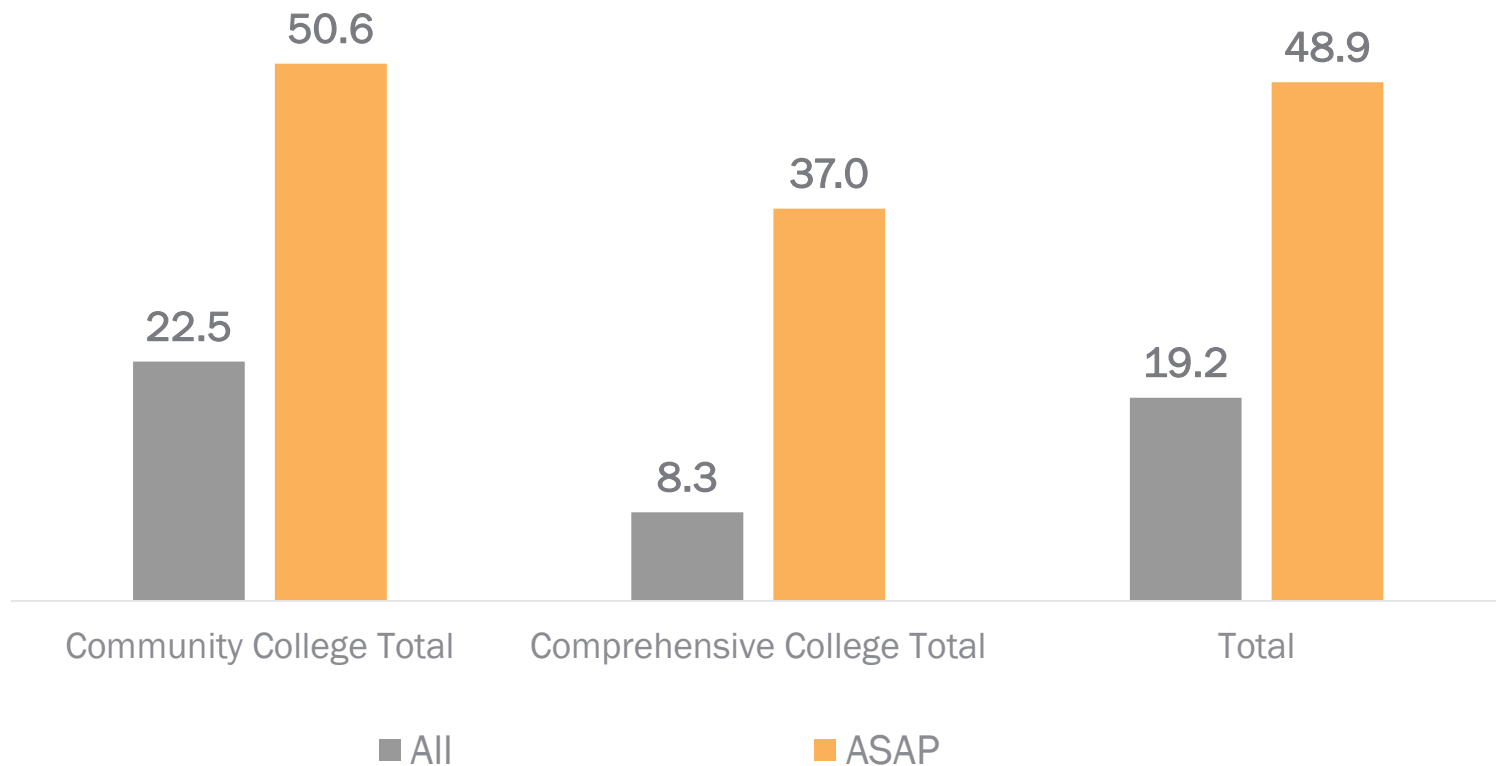
ASAP has scaled up rapidly so that nearly a third of associate freshmen are now served.

Percentage of Full-Time First-Time Freshmen in ASAP
Fall 2011 to Fall 2017



ASAP expansion will be a major driver of associate graduation rate increases. ASAP participants graduate at a rate of around 50%.

Fall 2014 3-Year System Graduation Rates (*Preliminary*)
Overall and ASAP

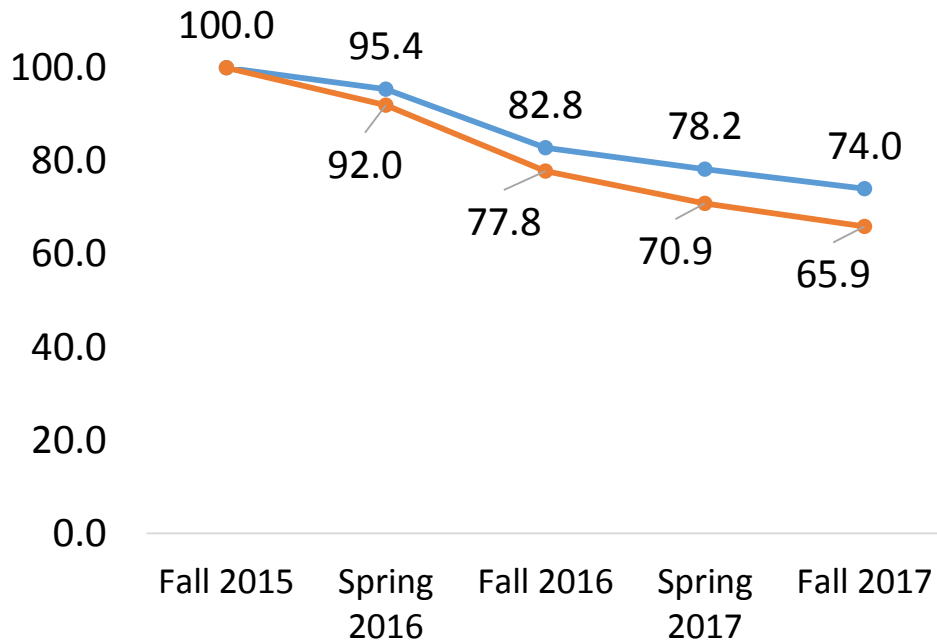




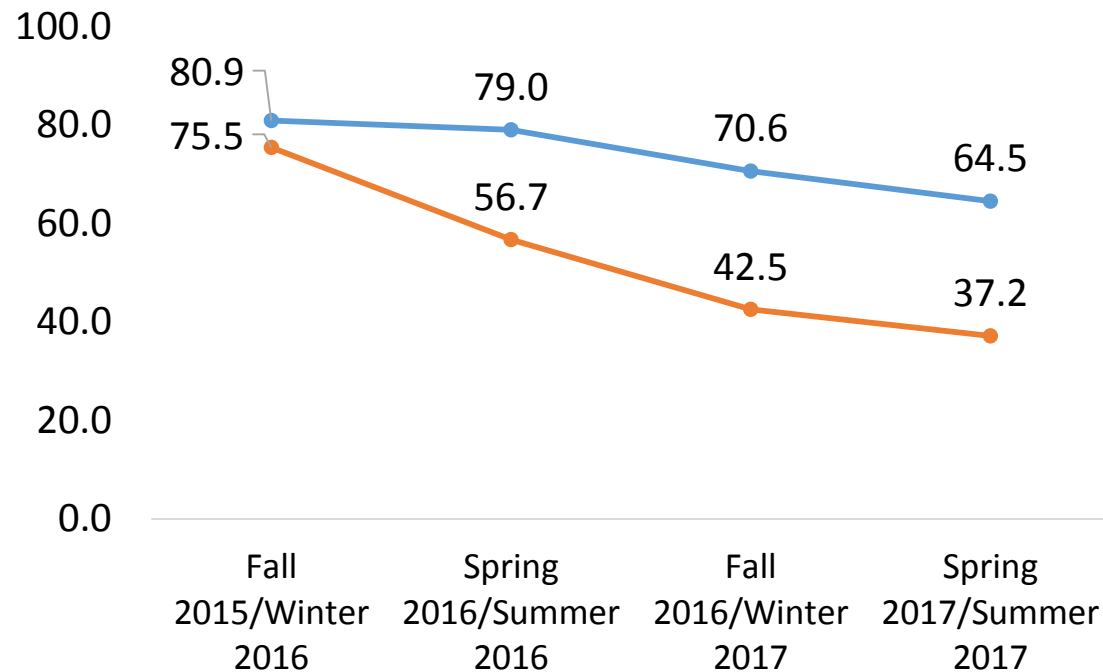
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The ACE pilot at John Jay has shown great promise in increasing credit completion.

Enrollment Rate (out of initial cohort)



On Track to 4-Year Graduation (15 or More Cumulative Credits/Semester)



— ACE (N=262) — Comparison Group1 (N=261)

(1) Comparison group is made up of students who met the ACE eligibility criteria. Matched using one-to-one Greedy propensity score matching with a 0.2 caliper. The overall treatment group sample loss is 0.4%, a loss of 1 student.

(2) On-track to 4-year graduation is defined as still enrolled at the college with at least 15 cumulative credits per semester and at least a 2.00 GPA.⁶

The momentum campaign sets ambitious goals for making rapid progress in each activity strand.

	Fall 2019 Full-time Freshmen Goals	
	Associate Goals for	Bachelor's Goals
Gateway Course Completion in First Year	At least 60% of freshmen will successfully complete a gateway math course <i>Baseline rate is 36%.</i>	At least 75% of freshmen will successfully complete a gateway math course <i>Baseline rate is 69%.</i>
	At least 85% of freshmen will successfully complete a freshman composition course <i>Baseline rate is 64%.</i>	At least 90% of freshmen will complete a freshman composition course <i>Baseline rate is 82%.</i>
Credits Earned in First Year	At least 25% of freshmen will successfully complete 30 credits <i>Baseline rate is 10%.</i>	At least 60% of freshmen will successfully complete 30 credits <i>Baseline rate is 49%.</i>
Degree Maps	By fall 2019, all undergraduate majors will be fully mapped for first-time freshmen and publicly available for students, advisers, and faculty.	

Remediation reform includes several strategies that raise student success.

Traditional remedial courses carry no college credit and a high percentage of students drop out before entering credit course work.

We are now implementing new proven approaches:

Recent results:

1. More accurate initial course placement and course exit processes



Associate freshmen assigned to remediation in 2017 fell to 61%, down from 78%.

2. Curriculum redesign

- Pre-matriculation CUNY START, Math Start and University Skills Immersion reduce remedial need
- Combining extra support with regular credit courses (co-requisite courses) has doubled or tripled success in other States
- Alternatives to college algebra, like Statistics and Quantitative Reasoning for non-STEM majors



Added 2000 students to Math Start in 2017

Co-requisite Statistics at LaGuardia, Hostos and BMCC led to 8 point increase in 3-year graduation rate in one study.

Currently, students who earn bachelor's degrees within 4 years do so by bringing in credits and taking courses in summer and winter.

- Of the fall 2010 cohort who graduated within 4 years
 - More than 50% brought in pre-college credit (e.g., AP, College Now), and most of those 4+ credits
 - About half earned credit in some summer or winter term (more often summer)
 - Less than 100 accrued 15 credits in consecutive fall and spring terms
 - Many accrued more than 120 credits. The average credits at graduation was 123.
- Ensuring that students take 15 credits per semester does not ensure that they take only 8 semesters to graduate, unless they take the *right 15 credits*.
 - The average graduate (not limited to on-time graduates) has accumulated 128+ credits.



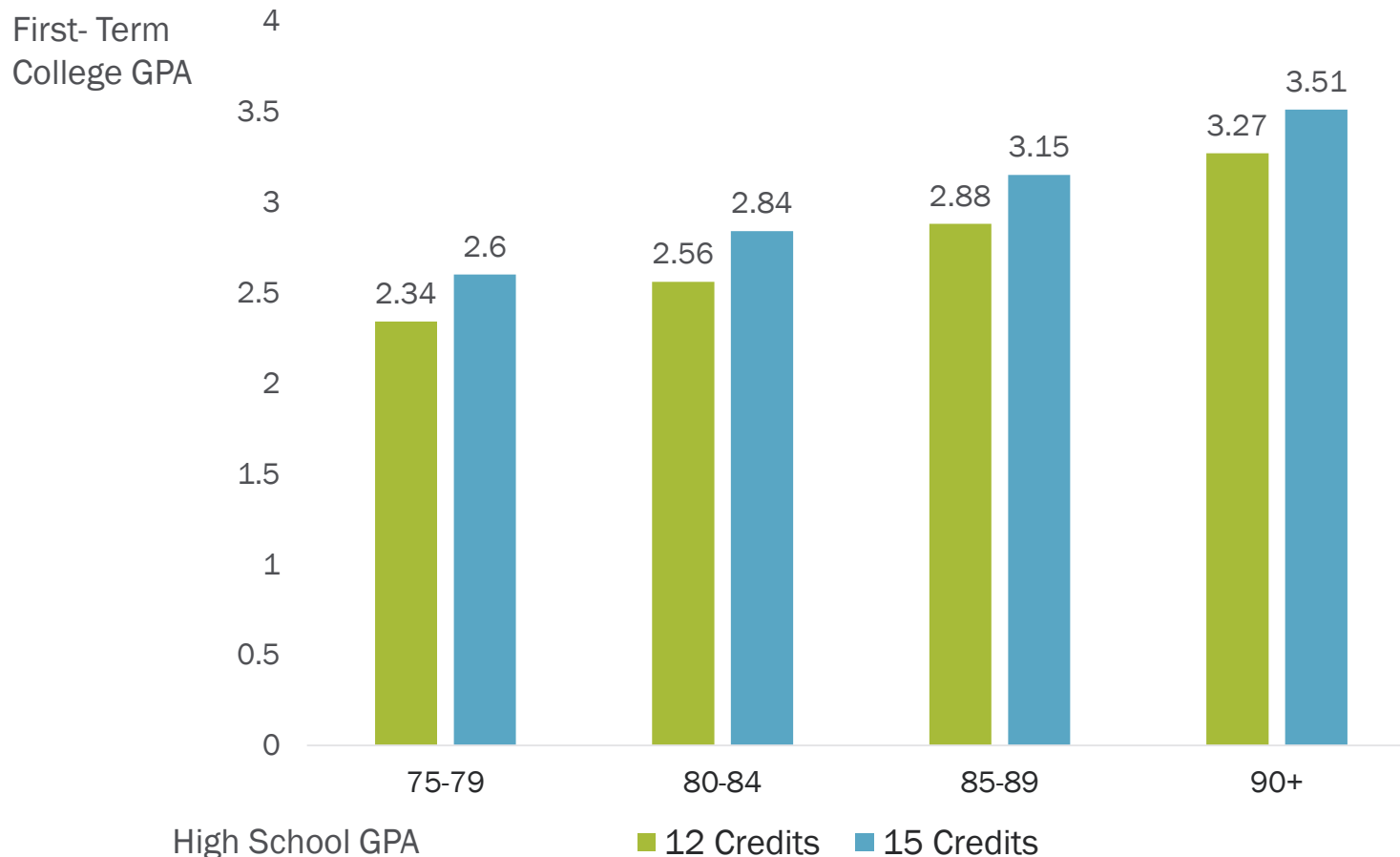
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Not many students currently take 15 credits in a term, and many fewer take 15 credits every term until graduation.

Fall 2016 (or as noted)	Bachelor's (n=120,639)	Associate (n=100,824)
Average number of credits taken	12.1	11.9
Average number of credits passed	10.4	8.6
Percentage who take 15 credits+ hours	33%	26%
Percentage who pass 15 credits+ hours (Fall 2015)	23%	13%
Percentage who accumulate 15+ credits every consecutive term until on-time graduation (Fall 2010 cohort)	<1%	<1%

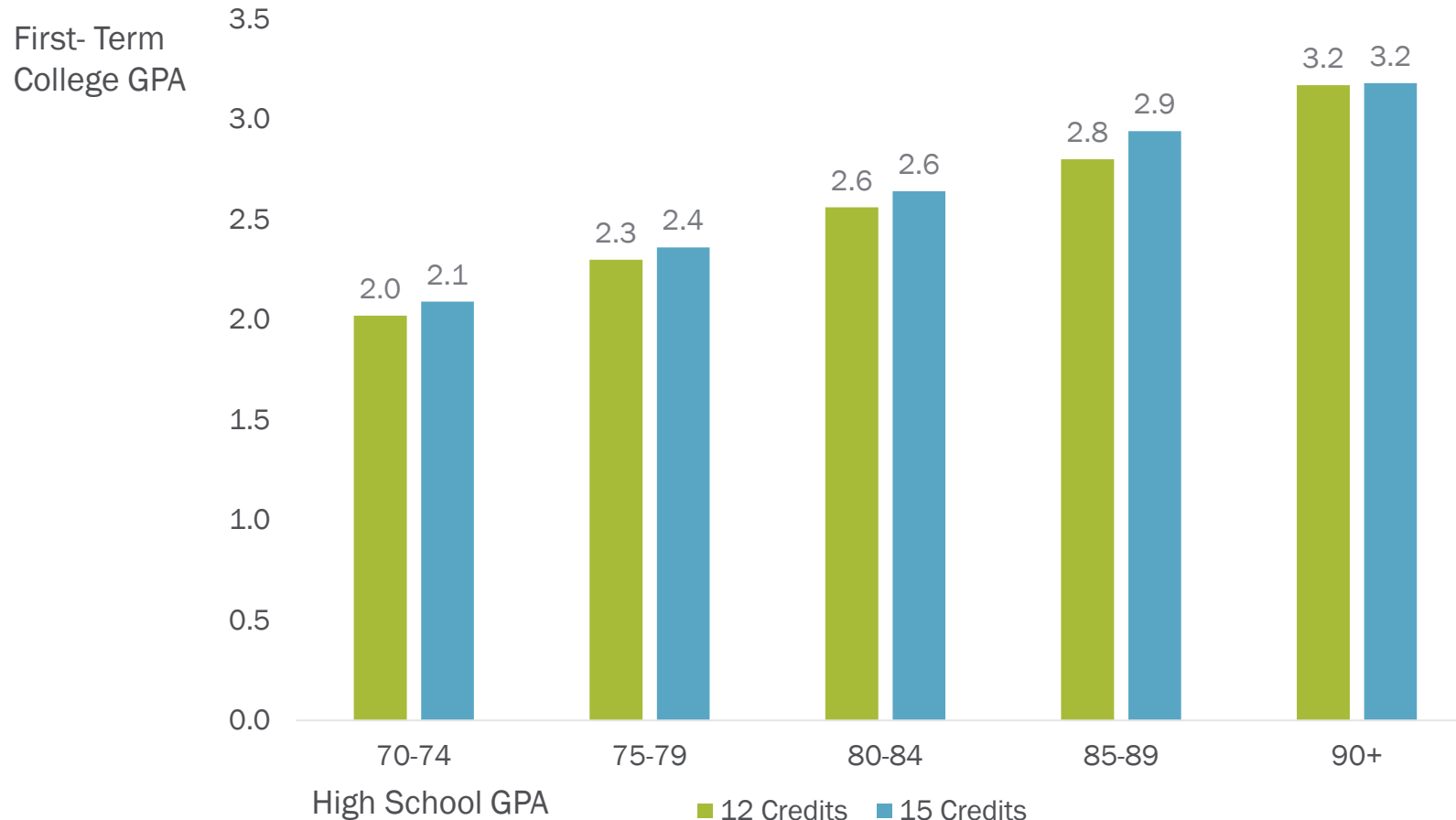
On average, students who take more courses do better. That appears to be true of students at all levels of academic preparation.

AVERAGE FIRST-TERM GPA OF BACHELOR'S FRESHMEN TAKING 12 VS. 15 CREDITS, BY HIGH SCHOOL GPA



On average, students who take more courses do better. That appears to be true of students at all levels of academic preparation.

AVERAGE FIRST-TERM GPA OF ASSOCIATE FRESHMEN TAKING 12 VS. 15 CREDITS HOURS, BY HIGH SCHOOL GPA: FALL 2014 FRESHMEN





In rigorous comparisons, both CUNY internal research and national studies have found that similar students do no worse academically—and often better—when they take 15 vs. 12 credits.

Results of regression analyses comparing CUNY freshmen who take 15 vs. 12 credits, controlling for demographics and high school academic achievement

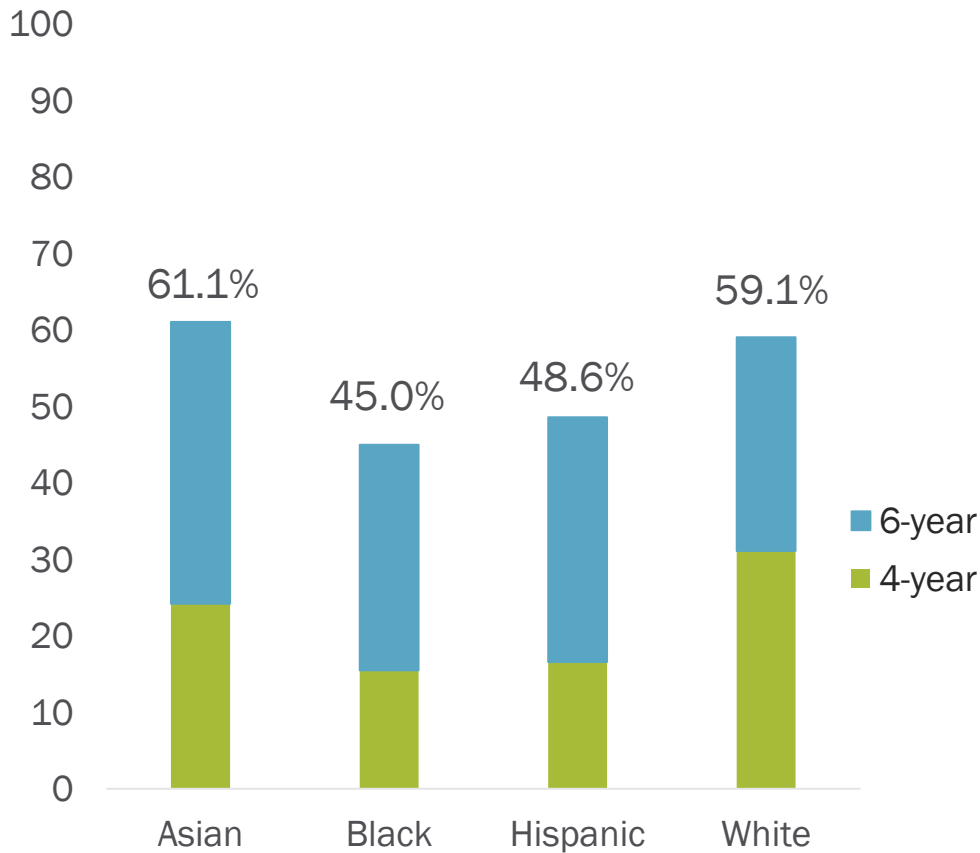
	Baccalaureate	Associate
	Students who take 15 credits vs. 12 in their first semester...	
Credits Earned Term 1	Earn about 2.2 more credits (13.1 vs. 11.0)	Earn about 0.8 more credits (7.3 vs. 6.5)
Cum. Credits Earned Term 2	Earn about 2.9 more credits (25.2 vs. 22.3)	Earn about 1.5 more credits (15.6 vs. 14.1)
Re-Enroll Term 2	Have a slightly higher probability of re-enrolling (96.5% vs. 95.1%)	Have a 3.9 percentage points higher probability of re-enrolling (88.8% vs. 84.8%)
GPA Term 1	Earn about the same GPAs (2.76 vs. 2.77)	Earn slightly higher GPAs (2.24 vs. 2.14)
Graduation	Have a higher probability of graduating in any time frame: 4 years: 21.8% vs. 16.4% 5 years: 50.0% vs. 43.7%; 6 years: 59.0% vs. 54.1%	Have a higher probability of graduating or transferring in any time frame: 2 years: 2.2% vs. 0.9% 3 years: 13.3% vs. 9.3%



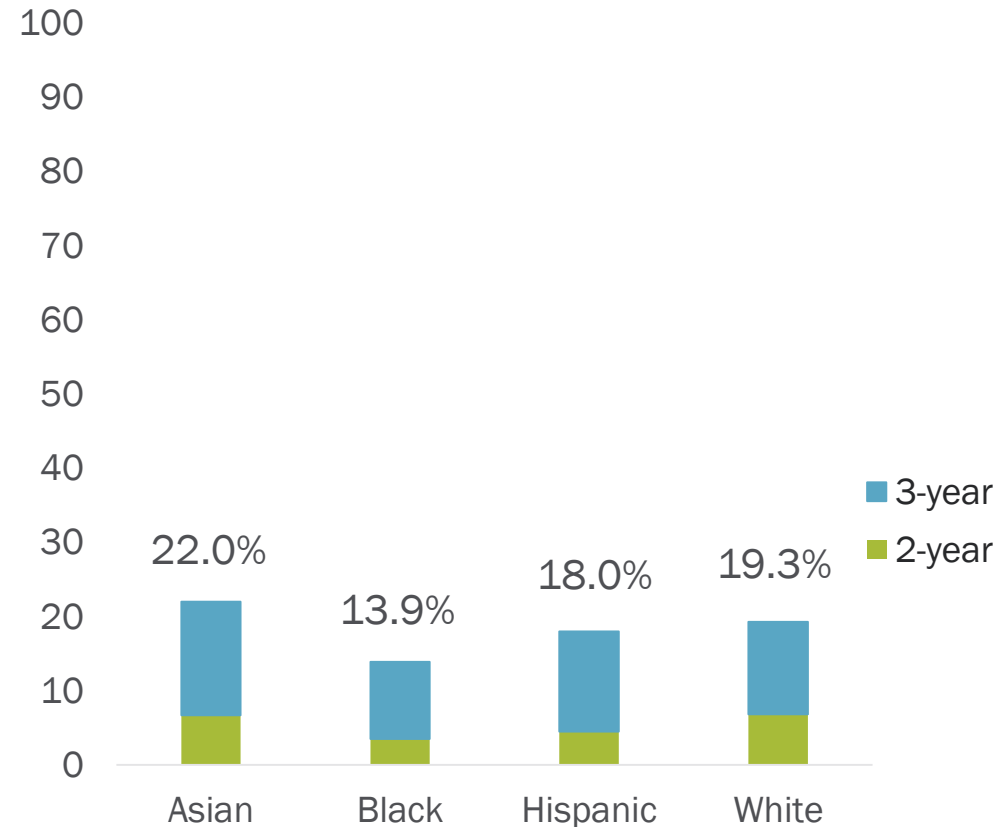
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Momentum is especially important for black and Hispanic students. Not only do they graduate at lower rates than white and Asian students, but black and Hispanic graduates are less likely to be “on time” than white and Asian graduates.

BACHELOR'S GRADUATION RATES, BY RACE AND PERIOD: FALL 2010 FRESHMAN COHORT



ASSOCIATE GRADUATION RATES, BY RACE AND PERIOD: FALL 2012 FRESHMAN COHORT



CUNY Momentum Academy, Lehman College

