

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40

**Minutes of  
The Lehman College Senate Meeting  
Wednesday, February 2, 2022  
Senate Meeting**

**Senators Present:** Aryeh, K.; Babalola, V. B.; Bergmann, R. M.; Campeanu, S.; Delgado, F.; Dominquez, V.; Fakhouri, S.; Fera, J.; Fulakeza, S.; Holtzman, B.; Mahon, J.; Nwosu, P.; Parmar, R.; Pitts, W.; Rosario, Y.; Rotolo, R.; Sarmiento, R.; Soto, J. J.; Wright, J.; Akinkuolie-Ibidapo, O. ; Amend, A.; Banks, R.; Baraldi, C.; Barroso, G.; Bettioli, R.; Burton-Pye, B.; Cheng, H.; Cooper, W.; Donkor, B. C.; Echevarria, T. M.; Ewing-Morgan, D.; Finger, R.; Firpo, A. M.; Ford, G.; Guerrero-Berrea, E.; Harrison, E.; Hattori, T.; Hood, J.; Hurley, D.; Hyman, D.; Kim, C.; Kim, H.; Kolya, S.; Kouadio, P.; Loscocco, P.; Machado, E.; Markens, S.; McKenna, C.; Mills, P.; Moalem, L.; Murphy, B.; Neumayer, C.; Nevers, N. N.; Nzeocha, D. O.; O'Boy, D.; Ohmer, S.; O'Neil, C.; Ongley, J.; Price, J. K.; Prince, P.; Prohaska, V.; Ramirez, M.; Rice, A.; Ridley, T. H.; Saforo, E.; Schlesinger, K.; Schwittek, D.; Sisselman, A.; Sofianos, E.; Vann, M.; Vitiello, S.; Waring, E.; Wills-Jackson, C.; Yavuz, D.; Austin, L.

**Senators Absent:** Aisemberg, G.; Bayne, G.; Castillo, J. R.; Di Raimo, S.; Farrell, R.; Gerry, C.; Goring, S.; Higgs, K.; Jones, S. R.; Joshua, R.; Kolade, D. A.; MacKillop, J.; Martinez, L.; Mazza, C.; Nasher, S. N.; Opoku, O.; Perez, R. E.; Rashid, H.; Staton, G.; Stein Smith, S.; Vasquez Santana, S.; Zhao, L.

The meeting was called to order by Professor Joseph Fera at 3:36 p.m.

**1. Approval of the Minutes**

The minutes of the December 1, 2021 Senate meeting was approved by unanimous vote.

**2. Announcements and Communications**

**a. Report of the President—**

Dr. Fernando Delgado welcomed all to the first meeting of the Spring semester and went on to relay positive news from the meeting of the Council of Presidents. He informed that of the \$313 million requested by the Board of Trustees in October of 2021, Governor Kathy Hochul would grant the City University of New York (CUNY) 90 percent of the requested State budget increase. Dr. Delgado shared his excitement, particularly as the funding would provide an opportunity for Lehman College to address issues surrounding student development and support.

41 Dr. Delgado discussed his time in Washington, D.C., last week, where he met with  
42 Congressman Jamaal Bowman, a representative of New York's sixteenth district. He  
43 informed of the Congressman's interest in Lehman College initiatives, including the  
44 campaign to secure funding for the College's infrastructure. Though Dr. Delgado and  
45 Congressman Bowman parted ways after their discussion, Dr. Delgado expressed that the  
46 congressman left a lasting impression. In particular, he referred to an incident in which the  
47 congressman was arrested at the U. S. Capitol in a protest over voting rights. Dr. Delgado  
48 shared the sentiment that he was impressed by how calm and focused the congressman was  
49 while in the act of civil disobedience.

50  
51 Dr. Delgado discussed the College's funding campaign. He revealed how the infrastructure  
52 bill would benefit students, notably if allocated to Hispanic Serving Institutions (HSIs) or  
53 Minority Serving Institutions (MSIs), like that of Lehman College. The funding, he  
54 explained, would address Lehman's technological infrastructure issues, which were  
55 highlighted in the College's campaign accordingly, in the hopes of catching the attention of  
56 the federal government. Dr. Delgado also mentioned the commitment of at least three U.S.  
57 representatives who were behind Lehman, in support of the College's campaign for funding.

58  
59 Dr. Delgado discussed the College's fundraising activities and the goal to raise \$100 million.  
60 He apprised that the philanthropic response was overall positive and that the funds would be  
61 raised over the next five to seven years. He also shared that the funds would be used to  
62 double, if not triple, the number of scholarships available to students; endow any number of  
63 programs and opportunities for academia; and award areas that support student activities,  
64 including undergraduate research and career development.

65  
66 Dr. Delgado remarked that students would receive communications from CUNY Central  
67 with respect to the booster mandate. He referred to the registration process for the Spring  
68 2022 semester, in which students eligible for the booster shot, before January 28, 2022,  
69 would be required to receive and upload proof of the booster no later than March 1, 2022.  
70 Those eligible for the booster after January 28, 2022 would have 30-days to obtain the  
71 booster and upload their proof.

72

73 **b. Student Legislative Assembly—**

74 Ms. Blessing Babalola welcomed all to the College Senate and wished everyone a Happy  
75 New Year. She went on to provide an update on the student Senate Standing Committees  
76 elections process. Ms. Babalola informed that there were still some student vacancies. She  
77 also announced that SGA would continue to hold special elections, which had begun on  
78 January 28, 2022 and would conclude on February 17, 2022. She urged faculty and staff to  
79 encourage students to apply.

80  
81 Ms. Babalola highlighted concerns from the student body. She informed that there were  
82 health concerns regarding the occupation of smaller classrooms on campus; that students  
83 would like to request additional online learning options, as the lack of choices may cause  
84 students to drop classes; and that there was a lack of accommodation suffered by students  
85 with same day, back-to-back HyFlex classes. Regarding the latter concern, Ms. Babalola  
86 informed that students were free to lounge in the Leonard Lief Library, the Underground  
87 Lounge in Carman Hall, or the Study Room in the Student Life Building; however, she  
88 pointed out that these options were limited. Ms. Babalola assured that she would address the  
89 aforementioned concerns with College administration.

90  
91 **3. REPORTS OF STANDING COMMITTEES—**

92 **1. Graduate Studies**

93 There was no report.

94  
95 The next meeting was scheduled for Wednesday, March 2, 2022 at 2:00 p.m. via Zoom.

96  
97 **2. Governance Committee**

98 Professor Joseph Fera announced a faculty vacancy on the Undergraduate Curriculum  
99 Committee (UCC); he presented the Governance Committee's nominee, Professor Andrea  
100 Honig. There were no nominations from the floor and Prof. Fera moved to a vote. Prof. Honig  
101 was elected to serve on the UCC by unanimous vote.

102  
103 Prof. Fera announced a faculty vacancy on the Graduate Studies Committee (GSC); he  
104 presented the Governance Committee's nominee, Professor Justine McGovern. There were

105 no nominations from the floor and Prof. Fera moved to a vote. Prof. McGovern was elected  
106 to serve on the GSC by unanimous vote.

107  
108 Prof. Fera presented one informational item: a comprehensive overview on the faculty  
109 nominations process of the College Senate Standing Committees.

110  
111 Prof. Fera stressed the importance of Senate protocols and procedures. He referred to the  
112 December 1, 2021 meeting of the College Senate as an example, where many reports were  
113 tabled, as the meeting ran past schedule. He went on to express the inequities suffered by  
114 presenters, who could not cover their agenda items, as a result. Prof. Fera asked all to be  
115 mindful and to be considerate of others and informed of the parliamentary procedures in place  
116 to move the meetings along. He also referred to the College Senate Parliamentarian, Professor  
117 Duane Tananbaum, as an in-meeting resource for parliamentary procedures.

118  
119 Upon request, Prof. Tananbaum defined the difference between the following two motions:  
120 (1) to end a debate or call the question and (2) to table a discussion. He explained that the  
121 former requires a two-thirds vote to end a debate on a pending motion of an item of business;  
122 if passed, the body proceeds to an immediate vote on the pending motion. The latter requires  
123 a 60-percent vote in favor of laying aside an item of business; if passed, the item of business  
124 will be postponed and may be brought for discussion at a later time.

125  
126 See Attachment I

127  
128 The next meeting was scheduled for Wednesday, February 16, 2022 at 5:00 p.m. via Zoom.

### 129 **3. Committee on Admissions, Evaluations, and Academic Standards**

130 Professor Sandra Campeanu presented a proposal on the Transfer Admissions Policy Change;  
131 There were no questions or comments. Professor Fera moved to a vote. The list was approved  
132 by majority vote with 1 “no” vote and 1 abstention.

133  
134 Prof. Campeanu referred to the CUNY 2021 Grade Policies Memo, presented to the Senate  
135 as an informational item last semester. She briefed on the new grading policy and the

136 complications associated with the change. She went on to inform of a suggestion from Hunter  
137 College, in which they urged all CUNY campuses to contact CUNY Central with their  
138 respective concerns. Prof. Campeanu shared that the Committee on Admissions, Evaluations,  
139 and Academic Standards (CAEAS) was interested in joining the effort to reexamine the  
140 grading policy and to make recommendations that convey Lehman's concerns. She sought the  
141 endorsement of the College Senate, requesting that the body allow CAEAS to address the  
142 issue on behalf of Lehman College. There were many comments and requests that CAEAS  
143 return to the Senate body with feedback and updates along the way, to which Prof. Campeanu  
144 assured that CAEAS would be happy to oblige. Professor Fera moved to a vote, incorporating  
145 the request for feedback from CAEAS. The motion was approved by unanimous vote.

146  
147 Prof. Campeanu presented one informational item: a summary document containing a list of  
148 concerns from Lehman College, regarding the CUNY 2021 Grade Policies Memo. She asked  
149 all for feedback on the communication, as it would be submitted to Hunter College as a  
150 response. There were no questions or comments.

151  
152 See Attachment II

153  
154 The next meeting was scheduled for Wednesday, February 16, 2022 via Zoom. Time TBD.

155  
156 **4. Undergraduate Curriculum**

157 On behalf of Professor Lynn Rosenberg, Professor Vincent Prohaska presented proposals for  
158 curriculum changes in the following Departments: Music, Multimedia, Theatre, & Dance and  
159 Health Sciences. There were no questions or comments. Professor Fera moved to a vote. All  
160 proposals were approved by unanimous vote.

161  
162 See Attachment III

163  
164 The next meeting was scheduled for Wednesday, March 2, 2022 at 1:00 p.m. via Zoom.

165  
166 **5. Academic Freedom:**

167 There was no report.

168  
169  
170  
171  
172  
173  
174  
175  
176  
177  
178  
179  
180  
181  
182  
183  
184  
185  
186  
187  
188  
189  
190  
191  
192  
193  
194  
195  
196  
197  
198  
199

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

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

See Attachment IV.

The next meeting was scheduled for Wednesday, February 23, 2022 at 11:00 a.m. in person via CA 338 and virtually via Zoom.

**7. Campus Life and Facilities**

There was no report.

The next meeting was scheduled for Wednesday, March 2, 2022 at 2:00 p.m. via Zoom.

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

Professor Haiping Cheng presented the report of the Joint Committee of Senate and FP&B Budget and Long Range Planning. He relayed reports from the November 17, 2021 committee meeting, which included updates from the Office of Academic Affairs and the Office of Research and Sponsored Programs. He also provided a detailed review of the Lehman College operation budget; expectations for FY 2022 and FY 2023; and a report on staffing trends from FY 2017 through FY 2021 and the Fall 2022 semester.

See Attachment V

The next meeting was scheduled for Wednesday, February 23, 2022 at 1:00 p.m. via Zoom.

**9. University Faculty Senate Report**

There was no report.

The next Plenary Session was scheduled for Tuesday, February 22, 2022 at 6:30 p.m.

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

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

202 Dr. Victor Brown reported on the activities of the Academic Assessment Council.

203

204 See Attachment VI

205

206 The next meeting was scheduled for Thursday, February 10, 2022 at 2:00 p.m. via Zoom.

207

208

209 **Old Business**----None.

210

211

212 **New Business**----None.

213

214 **ADJOURNMENT**

215 Professor Joseph Fera adjourned the meeting at 5:03 p.m.

216

217 Respectfully submitted:

218

219 Cynthia Cessant

220



## GOVERNANCE COMMITTEE Senate Report February 2, 2022

1. Faculty Member Vacancies
  - a. Undergraduate Curriculum Committee
    - i. **Andrea Honig** (ECO BUS) nominated for term ending 6/22
    - ii. Any Additional Nominations?
    - iii. If Not, Move to a Vote.
  - b. Graduate Studies
    - i. **Justine McGovern** (SWK) nominated for term ending 6/22
    - ii. Any Additional Nominations?
    - iii. If Not, Move to a Vote.
2. Standing Committee Faculty Nominations
  - a. Roughly Half of Faculty Member Terms on Standing Committees Expire in June
  - b. Governance Committee Oversees the Election Process for Replacements
  - c. See Attached Diagram with Dates
  - d. See Attached Nomination Solicitation (DRAFT)
3. Senate Protocols & Procedures
  - a. Concern Voiced Over Equity In Covering Agenda Items
  - b. President/Chair Facilitate Discussion
  - c. Procedures Exist To Move Agenda Along
  - d. Challenging Times and Good Forum For Discussion
4. Next Governance Committee Meeting: Feb 16<sup>th</sup>, 5pm (Zoom)



# The Lehman College Senate Standing Committee Faculty Member Election Process 2022

## Step 1: Nomination Solicitation

All Faculty and Staff are asked to contribute nominations to fill Senate Committee faculty member seats that will be vacant as of June 2022.

*March 1<sup>st</sup> – March 15<sup>th</sup> by Email (tentative)*



## Step 2: Slate Prepared

The Senate Governance Committee prepares a slate of candidates to fill committee vacancies using the collected solicitations. The Governance Committee attempts to prepare a slate that balances school representation; it also verifies that those nominated are willing to serve.

*March/April Governance Meeting (tentative)*

## Step 3: The Senate Votes

The Governance Committee brings the prepared slate of candidates to the Senate floor. Additional nominations are called for and then the Senate votes.

*May Senate Meeting (tentative)*

**SHARED**  
Governance

## LEHMAN COLLEGE SENATE GOVERNANCE COMMITTEE

March 1<sup>st</sup>, 2022

To Members of the Lehman College Faculty and Staff:

The Lehman College Senate Governance Committee solicits nominations for the standing committees of the Senate for the years 2022-2024. The term of service is two years, and service on Senate standing committees does not require membership in the Senate. Descriptions of the function of each committee are available online at: <http://www.lehman.edu/college-senate/documents/senate-bylaws-2017.pdf>.

The nominations received will be used by the Governance Committee to create a slate of faculty for each committee. Elections are expected to take place at the May 4<sup>th</sup> Senate meeting, at which time the floor will be open for additional nominations.

Attached is a list of the current members of each committee. The first column lists those members whose terms continue until June 2023. The second column lists those members whose terms expire this June.

The attachment also includes a ballot which shows continuing members of the committee in the left-hand column and blanks for nominations in the right-hand column. You may nominate up to three candidates for each committee. You can nominate yourself, and current committee members may be renominated. The ballot is a Word document on which you can type in your nominees. **Please nominate only individuals who have agreed to serve if nominated and elected.**

We are also seeking nominees for faculty representatives to the Lehman College Auxiliary Enterprise Corporation and for a faculty member to serve as the Senate Ombudsperson. For each position, the Senate nominates two faculty from which the President chooses one.

Please return the ballot form with your nominations by **Wednesday, March 15<sup>th</sup>** to:

joseph.fera@lehman.cuny.edu.

Your cooperation is most appreciated; thank you.

Sincerely,  
Joseph Fera  
Chair, Governance Committee

## Current Faculty Members of the Standing Committees of the Senate

### Faculty Serving to June 2023

#### Academic Freedom

Diane Auslander, HIS  
Duran A. Fiack, POL  
Kevin Johnson (MAT)

#### Admissions, Evaluations, Academic Standards

Sheila Blachman, CLLSE  
Andrei Jitianu, CHE  
Abigail Mellen, HIS

#### Budget and Long Range Planning

Rick DesRochers, MMTD  
Theresa Lundy, NUR  
Ruth Wangerin, ANT

#### Library, Technology and Telecommunications

Sherry Deckman, MHSE  
Donna McGregor, CHE  
Joseph J. Mohorcich, POL

#### Campus Life and Facilities

Carole Baraldi, NUR  
Christine Neumayer, SLHS  
John Ongley, PHI

#### Undergraduate Curriculum

Yuri Gorokhovich, EEGS  
Julie Maybee, PHI  
Lynn Rosenberg, SLHS

#### Graduate Studies

Janet DeSimone, CLLSE  
Joseph McElligot, ENG  
Liat Seiger, SLHS

### Faculty Serving to June 2022

David Manier, PSY  
Mohan Vinjamuri, SWK

Andrea Boyar, HEA SCI  
Sandra Campeanu, PSY  
Tanja Haxhoviq, MAT

Mia Budescu, PSY  
Haiping Cheng, BIO  
Alexander Nunez Torres, ECO

Stephen Castellano, IT  
Jennifer McCabe, MMTD  
Jennifer Van Allen, CLLSE

Kofi Benefo, SOC  
Jennifer Collett, ECCE  
Penny Prince, MUS

Andrea Honig, ECO  
Vincent Prohaska, PSY  
Daniel Stuckart, MHSE

Edward Kennely, BIO  
Justine McGovern, SWK  
Lalitha Samuel, HEA SCI

**NOMINATION BALLOT**

**Faculty Serving to June 2023**

**Academic Freedom**

Diane Auslander, HIS  
Duran A. Fiack, POL  
Kevin Johnson (MAT)

**Academic Freedom**

---

---

---

**Admissions, Evaluations, Academic Standards**

Sheila Blachman, CLLSE  
Andrei Jitianu, CHE  
Abigail Mellen, HIS

**Admissions, Evaluations, Academic Standards**

---

---

---

**Budget and Long Range Planning**

Rick DesRochers, MMTD  
Theresa Lundy, NUR  
Ruth Wangerin, ANT

**Budget and Long Range Planning**

---

---

---

**Library, Technology and Telecommunications**

Sherry Deckman, MHSE  
Donna McGregor, CHE  
Joseph J. Mohorcich, POL

**Library, Technology and Telecommunications**

---

---

---

**Campus Life and Facilities**

Carole Baraldi, NUR  
Christine Neumayer, SLHS  
John Ongley, PHI

**Campus Life and Facilities**

---

---

---

**Undergraduate Curriculum**

Yuri Gorokhovich, EEGS  
Julie Maybee, PHI  
Lynn Rosenberg, SLHS

**Undergraduate Curriculum**

---

---

---

**Graduate Studies**

Janet DeSimone, CLLSE  
Joseph McElligot, ENG  
Liat Seiger, SLHS

**Graduate Studies**

---

---

---

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

Senate Meeting: February 2, 2022

The CAEAS committee met on January 19, 2022 at 3pm-4pm. A quorum was present.

The committee heard a proposal for a Transfer Admission policy change, whereby students transferring with an Associate's degree would have their admission GPA calculated using only the courses used to obtain that Associate's degree. This would be in contrast to the current policy, where admission GPA is calculated based on all courses taken at all previous institutions. The committee voted unanimously to approve this change and now brings it to the Senate floor for a vote.

The committee discussed an email received from Hunter College about concerns with the CUNY grade policies memo that was distributed as an informational item in the Fall. The committee agreed that some of the new policies were problematic, and committee members indicated support for a collaboration with Hunter (and other Colleges) to communicate concerns to CUNY Central. CAEAS brings this to the Senate floor for a vote.

In addition, the committee has drafted a document summarizing the concerns that should be addressed in the communication to CUNY Central, and asks the Senate for feedback before responding to the email from Hunter College.

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

**OFFICE OF ADMISSIONS AND RECRUITMENT**

**POLICY CHANGE**

1. **Type of Change:** Update Policy and Procedure

2. **From:** ~~Strike through the changes~~  
**Transfer Admission Policies**

The minimum requirements for transfer students are as follows:

- Students transferring fewer than 12 college credits must satisfy Lehman's freshman admission criteria.
- Applicants transferring from 12 up to 24 college credits must satisfy either the freshman admission criteria or present a 2.75 cumulative Grade Point Average.
- Students with 24 or more credits must have a cumulative Grade Point Average of 2.3 or better.
- Students with a CUNY/SUNY A.A. or A.S. degree must have a 2.0 cumulative Grade Point Average or better.
- Students with an A.A.S. degree or a degree from outside CUNY/SUNY must have a cumulative Grade Point Average of 2.3 or better.

These admission criteria are subject to change. Inquiries and appeals may be directed to Laurie Austin, director, Admissions and Recruitment, located in Shuster Hall, Room 161, or call 718-960-8706.

3. **To:** Underline the changes  
**Transfer Admission Policies**

The minimum requirements for transfer students are as follows:

- Students transferring fewer than 12 college credits must satisfy Lehman's freshman admission criteria.
- Applicants transferring from 12 up to 24 college credits must satisfy either the freshman admission criteria or present a minimum 2.75 cumulative Grade Point Average.
- Students without an A.A., A.S. or A.A.S. degree and with 24 or more credits must have a minimum cumulative Grade Point Average of 2.3.
- Students who earned an A.A., A.S., or A.A.S. degree and have not completed any credits thereafter must have a minimum 2.0 cumulative Grade Point Average or better from the school where they earned their degree.
- Students who have earned an A.A. or A.S. or A.A.S. degree, and earned credits after its completion must have a minimum cumulative GPA of 2.00 from the college where they earned their degree and any colleges attended thereafter.

These admission criteria are subject to change. Inquiries and appeals may be directed to the Office of Admissions and Recruitment, located in Shuster Hall, Room 161.

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

The existing policy, where the admission decision is based on a cumulative average from all schools attended, is punitive to students who may have done poorly at previous schools but were able to achieve an Associate degree from the last college attended. We believe these students should be admitted, regardless of their past performance, because the successful completion of their Associate Degree demonstrates their readiness to succeed in a Bachelor degree program. Furthermore, a recent review of degree requirements for A.A.S. degrees from CUNY, SUNY and other community colleges shows a parity of liberal arts and general education requirements across A.A., A.S. and A.A.S. degree programs.

**5. Date of CAEAS departmental approval: January 19, 2022**

Concerns regarding CUNY's Grade Policies Memo, 2021:

- a) Do you share our concerns about these four new policies below? **YES**
- b) Do you have concerns about other parts of the memo? **YES**
- c) Do you plan any communication with CUNY about this memo? **NO**
- d) Would you be interested drafting some kind of joint effort or communication? **YES**

1. ***Elimination of possible extensions for completing INCs.*** At Hunter, we allow faculty-requested extensions for the student to complete work once the original deadline for the INC has passed and the grade has turned to an FIN. The new May 22, 2021 policy eliminates this since its provision for faculty appeal requires students to have completed work by that original deadline. This would hurt a lot of students who have legitimate reasons for needing more time and who do successfully complete the coursework after the FIN deadline.
  - What about students in lab courses that are only offered once per year? For example, if a student receives an INC in a lab course that is only offered in the Fall, and must complete lab work to finish the course, that student could not complete the missing work until the next Fall semester.
2. ***Shortening of our deadlines for grade appeals to 30 days after grade is given.*** At Hunter, we time deadlines from the start of the subsequent semester: a student has to appeal a grade within the first three weeks of the subsequent semester (for in Fall for Spring grades and Spring for Fall grades). The timelines in the May 22, 2021 policy are not consistent with the faculty availability in summer or January and so are unworkable.
  - We agree and note the same concerns.
3. ***Taking the decision by dept and Senate grade appeal committees to be only recommendations to the faculty member.*** At Hunter, we take the dept level grade appeals committee decision to override the faculty member decision, but it may be appealed to the Senate (by either the student or faculty member), and then the Senate grade appeal committee decision is final. The policy in the May 22, 2021 memo that makes the rulings by appeal bodies only recommendations would completely change the nature of the appeal process and seemingly make it a pointless exercise for students and committee members. Also, note that the finality of the committee decision occurs in the Hunter College Governance Charter in the description of the Grade Appeals committee: Article VIII, Section 10: ***"The Senate shall establish a **Committee on Grade Appeals**, consisting of 4 faculty members, and 3 students and 3 student alternates. The Committee on Grade Appeals will consider grade appeals in which the student or faculty member involved takes exception to the decision of the Departmental Grade Appeals Committee. The Committee on Grade Appeals shall establish guidelines for procedures to be followed in its review of grade appeals and will report its decisions in each case to the parties concerned, the Department Chair, and to the Registrar. The decision of the Grade Appeals Committee is final."***

  - We agree that the appeal committee's decision should override the faculty member's decision. Otherwise, if they only provide a recommendation, a lot of time and resources will be wasted if a faculty member simply disregards the appeal committee's recommendation. In addition, the final say of an appeal committee is obviously more fair to the student.



4. ***The removal of the effect a WU has on a student's GPA. We have three main concerns with this.***

*First, it seems to us that this will have many negative unintended consequences. For example, it seems inevitable that more students will be "disappearing" from class as semesters progress. Inaction will have the same effect as deliberate withdrawal; borderline students will have less incentive to make the effort necessary to pass a course and may choose to not show up for the final, thus protecting themselves from F grades. The WU may come to be seen by students as an alternative in courses where the P/NC option is not allowed by their major.*

*Second, it undermines the reliance on the GPA as a standard by which to judge a student being in good academic standing. If the new grading definition of the WU does not allow for that kind of failure of a course (one due to inactivity) to be reflected in a student's GPA, then some other way for that to be registered needs to be found. Otherwise, how to prevent a self-funded student from remaining enrolled with a majority of WUs? If WUs do not affect the GPA of a student, then there seems nothing put in place to prevent this. The admission and retention of students could be achieved merely by their ability to pay, not by the adequacy in level of academic achievement. If there are good reasons for exempting the WU from affecting the GPA, then some additional measure of good standing needs to be found and it is in the purview of faculty to determine this.*

*Third, this directive concerning the WU appears to violate faculty governance of academic standards. It is unclear how given the CUNY Bylaws (Article VIII), this decision to exempt a student from academic assessment in such a case can be legitimately made by any body other than the college faculty itself or the BOT.*

- We agree that this policy is problematic and note similar concerns.
- In addition, this policy clearly gives an advantage to students who do not depend on financial aid (for which there is no penalty at all for getting a WU). Such a policy, therefore, is contrary to Lehman's mission.
- We also note that this might create confusion for students who don't realize that this new policy does NOT affect financial aid penalties associated with a WU.

#### **ANOTHER CONCERN:**

***That the new policies supersede and override all undergraduate and graduate program-level grading change policies currently in effect at CUNY colleges and schools Effective Fall 2021.***

- The new policy about INC grades and deadlines to complete missing work, as well as the new 30-day deadline to appeal grades, are problematic for reasons listed above. However, that these policies should supersede and override all others creates another problem. Is it fair that a student who received an INC in Spring 2021 for example, when the rules were different, be submitted to these new guidelines?

**Senate Meeting –**

**Undergraduate Curriculum Committee (UCC) Report**

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

1. Music, Multimedia, Theatre, and Dance Department-

- Music B.S.-Change in degree requirements
- MSH 200-Title, description, attribute
- MSH 331-Title, description
- MSH 332-Title, description
- MSH 350-Title, description
- MSH 337-New course
- MSH 338-New course
- MSH 339- New course
- MSH 340- New course
- MSH 341-New course
- MSH 342-New course

2. Health Sciences Department

- B.S. in Recreation Education-Change in Degree Requirements
- EXS 470-Change in description, title
- EXS 471-Change in description, title
- REC 221-Change in Prefix, Alpha Code
- REC 322-Change in Prefix, Alpha Code and Prerequisite Prefix
- REC 324- Change in Prefix, Alpha Code
- REC 325-Change in Prefix, Alpha Code and Prerequisite Prefix
- REC 421- Change in Prefix, Alpha Code and Prerequisite Prefix
- REC 425- Change in Prefix, Alpha Code and Prerequisite Prefix
- REC 400- Change in Prefix, Alpha Code and Prerequisite Prefix
- REC 471- Change in Prefix, Alpha Code and Prerequisite Prefix

- REC 361-Change in Title, Description
- REC 405-Change in Title, Description
- REC 410-Change in Title, Description, Prerequisite
- REC 200-Change in Title, Description, Attribute
- REC 331 Change in Title, Description, Attribute
- REC 332- Change in Title, Description, Attribute
- REC 350- Change in Title, Description, Attribute
- REC 341 Change in Title, Description, Attribute
- REC 470-Change in prerequisite, description, title, credits, hours

Next meeting: 3/02/22

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

Name of Program and Degree Award: B.S. in Recreation Education

Hegis Number: 0835.00

Program Code: 02593

Effective Term: Fall 2022

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

2. **From:**

Recreation Education, B.S. (40-Credit Major)

The program in Recreation Education leads to the B.S. degree and is designed to prepare students for entry into the recreation and leisure services profession. Recreation and leisure services are provided in a variety of settings serving people of all ages in carefully planned and organized recreation programs. Students may specialize in therapeutic recreation, ~~administration~~, or exercise and sport. Therapeutic recreation ~~specialists~~ are employed in health and human service settings, such as hospitals, nursing homes, adult day care, youth agencies, drug treatment centers, and homeless shelters; they work with people with a variety of disabilities and health conditions. ~~Students are eligible to sit for the national certification examination for certified therapeutic Recreation Specialist (CTRS), administered by the National Council for Therapeutic Recreation Certification.~~

Students in the ~~administration option~~ are employed in public park and recreation agencies, not-for-profit organizations, such as ~~PAL and the YMCA~~, health and fitness centers, camps, and sports associations. ~~Students in this specialization have met the academic requirements, upon graduation, to sit for the national certifying examination for Certified Park and Recreation Professional (CPRP), administered by the National Recreation and Park Association.~~ Students in the Exercise and Sport option can work as programmers, fitness trainers, group exercise leaders or coaches, in sports and fitness programs in a variety of settings. Students are prepared to obtain various fitness certifications from several national organizations. ~~Fieldwork and internship experiences are important components of the major, which give students the opportunity to apply theory to practice in an actual work setting under the supervision of a qualified professional.~~

The required courses and credits are distributed as follows (40 credits):

45 credits in Recreation Education:

Credits

REC 200	History and Philosophy of Recreation	3
REC 210	Recreation Leadership	3
<del>REC 221</del>	<del>Introduction to Therapeutic Recreation Service</del>	<del>3</del>
REC 387	Research and Evaluation in Recreation Service	3
REC 302	Administration of Recreation Service	3

9 credits in one of three options:

Therapeutic Recreation:

Credits

<del>REC 325</del>	<del>Therapeutic Recreation in Long-Term Care</del>	<del>3</del>
<del>REC 421</del>	<del>Programs in Therapeutic Recreation Service</del>	<del>3</del>
<del>REC 425</del>	<del>Processes and Techniques of Therapeutic Recreation</del>	<del>3</del>

Administration:

Credits

<del>REC 360</del>	<del>Selected Topics in Recreation</del>	<del>3</del>
<del>REC 361</del>	<del>Camp Leadership and Outdoor Recreation</del>	<del>3</del>
<del>REC 422</del>	<del>Program Planning in Recreation</del>	<del>3</del>

Exercise and Sport:

Credits

EXS 264	Behavioral Aspects of Physical Activity	3
EXS 265	Introduction to Exercise Science	3
EXS 304	Coaching and Team Sports	3

8 credits Selected from:

REC, REH, EXS, DNC, DFN, HEA, HSA, and/or HSD courses with Departmental approval.

8 credits in Recreation Internship:

Credits

<del>REC 370</del>	<del>Recreation Internship</del>	<del>4</del>
<del>REC 470</del>	<del>Senior Internship in Recreation</del>	<del>4</del>

3. To:

Recreation Education, B.S. (45 Credit Major)

The program in Recreation Education leads to the B.S. degree and is designed to prepare students for entry into the parks, recreation, and leisure services profession. Recreation and leisure services are provided in a variety of settings serving people of all ages in carefully planned and organized recreation programs. Students may concentrate in therapeutic recreation, recreation management, or exercise and sport.

Students in the therapeutic recreation concentration are employed in health and human service settings, such as hospitals, nursing homes, adult day care, youth agencies, drug treatment centers, and homeless shelters; they work with people with a variety of disabilities and health conditions.

Students in the recreation management concentration are employed in public park and recreation agencies, not-for-profit organizations, community recreation centers, camps, and sports associations.

Students in the exercise and sport concentration can work as programmers, fitness trainers, group exercise leaders or coaches, in sports and fitness programs in a variety of settings. Students are prepared to obtain various fitness certifications from several national organizations. such as personal training and group fitness instruction through the American Council on Exercise (ACE).

Fieldwork and internship experiences are important components of the major, which give students the opportunity to apply theory to practice in an actual work setting under the supervision of a qualified professional.

Students in this major who have met the academic requirements, upon graduation, and complete at least 1 year of full-time experience in the field are eligible to sit for the national certifying examination for the Certified Park and Recreation Professional (CPRP), administered by the National Recreation and Park Association.

The required courses and credits are distributed as follows (45 credits):

21 credits in Recreation Education:

Credits		
REC 200	History and Philosophy of Recreation	3
REC 210	Recreation Leadership	3
REC 302	Administration of Recreation Service	3
<u>REC 330</u>	<u>Inclusive Recreation</u>	<u>3</u>
<u>REC 360</u>	<u>Selected Topics in Recreation</u>	<u>3</u>
REC 387	Research and Evaluation in Recreation Service	3
<u>REC 422</u>	<u>Programming and Planning in Recreation</u>	<u>3</u>

12 credits in one of three concentrations:

Therapeutic Recreation:

Credits

<u>THR 221</u>	<u>Introduction to Therapeutic Recreation</u>	<u>3</u>
<u>THR 325</u>	<u>Therapeutic Recreation in Long-Term Care</u>	<u>3</u>
<u>THR 421</u>	<u>Programs in Therapeutic Recreation Service</u>	<u>3</u>
<u>THR 425</u>	<u>Processes and Techniques of Therapeutic Recreation</u>	<u>3</u>

Recreation Management:

Credits

<u>REH 330</u>	<u>Management of Youth Serving Organizations</u>	<u>3</u>
<u>REC 361</u>	<u>Outdoor Recreation and Sustainable Management</u>	<u>3</u>
<u>REC 405</u>	<u>Facility Management in Recreation Service</u>	<u>3</u>
<u>REC 410</u>	<u>Advanced Finance and Human Resources Management in Recreation Service</u>	<u>3</u>

Exercise and Sport:

Credits

<u>EXS 264</u>	<u>Introduction to Exercise Science</u>	<u>3</u>
<u>EXS 265</u>	<u>Behavioral Aspects of Physical Activity</u>	<u>3</u>
<u>EXS 304</u>	<u>Coaching and Team Sports</u>	<u>3</u>
<u>EXS 424</u>	<u>Principles and Practices of Fitness and Wellness Programming</u>	<u>3</u>

6 credits selected from:

REC, THR, REH, EXS, DNC, DFN, HEA, HSA, and/or HSD courses with departmental approval.

6 credits in Recreation Internship:

Credits

<u>REC 470</u>	<u>Recreation Education Internship</u>	<u>3-6</u>
----------------	--	------------

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

**a. Replacing “Administration” concentration with “Recreation Management” concentration**

The word, “Management” reflects a general work for the whole process of executive control comprising the role of effective planning and guidance of the organization operations. Therefore, “Recreation Management” is suitable for the recreation field, rather than “Administration” which is commonly used in government

operational bodies. There have been two new courses that were passed in previous curriculum changes and added to the major (REC 405 & REC 410), which will be two additional courses required for the concentration. REH 330 will also be an added required course under the concentration that will introduce students into youth services organizations.

**b. Change in Core Course Requirements and Core Course Credit Hours**

Adding REC 330 into the core course requirement fills a gap in educational needs for students in the B.S. in Recreation Education major, focusing on diversity and inclusion in the field of parks, recreation, and leisure. REC 360 (Selected Topics) and REC 422 (Program Planning in Recreation) are courses that would benefit all students in the B.S. in Recreation Education major, therefore they are more appropriate as core courses. THR 221 – Introduction to Therapeutic Recreation has been moved to the “Therapeutic Recreation” concentration. Adding the three courses to the core course requirement and moving THR 221 to the “Therapeutic Recreation” concentration also changes the core course credit hour requirement from 15 to 21. In addition to changes to required departmental elective credit hours and internship credit hours, the total program credit hour requirement is now 45.

**c. Change in Elective Credit Hour Requirement**

The change from requiring 8 departmental elective credits to 6 departmental elective credits will eliminate the issue that students have when they complete two, 3 credit courses and then need to find a 2 credit course.

**d. Deletion of REC 370 Internship Requirement**

Based on the curriculum changes to REC 470, including credit hours, it is necessary to remove REC 370 from the curriculum.

**e. Change of Credit Hour Requirement for Internship (REC 470)**

With the deletion of REC 370 and the change to the credit hour requirement for REC 470, the total internship credit hour requirement is now 6 credit hours. Six credit hours is more appropriate for the total internship requirement of 400 hours, and more appropriate in comparison to the total credit hours in the program. Students are allowed to reenroll REC 470 up to two semesters for a maximum of 6 credit hours if they choose to complete 200 hours at two internship sites.

**f. Change in Program Description**

The change in the description better reflects the program based on the recent curriculum changes and updates some information for governing bodies.

**g. Change in Concentration Credit Hour Requirement**

With the addition of one more course to each concentration, four courses are now a requirement for each option. These change the total concentration credit hour requirement from 9 to 12.

5. **Date of departmental approval:** 11.03.2021



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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in course description, title

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

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 470
Course Title	<del>Internship in Exercise Science 1</del>
Description	<del>Supervised placement in a commercial fitness setting in order to develop knowledge of professional practice through on-site experience, with emphasis on leadership and programming.</del>
Pre/ Co Requisites	EXS 326 and permission of advisor
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p style="text-align: center;"> <input checked="" type="checkbox"/> Not Applicable  <input type="checkbox"/> Required              <input type="checkbox"/> English Composition              <input type="checkbox"/> Mathematics              <input type="checkbox"/> Science    <input type="checkbox"/> Flexible              <input type="checkbox"/> World Cultures              <input type="checkbox"/> US Experience in its Diversity              <input type="checkbox"/> Creative Expression              <input type="checkbox"/> Individual and Society              <input type="checkbox"/> Scientific World         </p>

3. **To:** Underline the changes

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 470
Course Title	<u>Pre-Internship Seminar in Exercise Science</u>
Description	<u>Pre-Internship Seminar to help students prepare for, find, and secure an internship for EXS 471 (Internship in Exercise Science). Assistance will be provided in preparing a resume, cover letter, professional interviewing, finding, and securing a job, and developing professional communication.</u>
Pre/ Co Requisites	EXS 326 or 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

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

Students were previously taking two internship courses totaling 240 hours. These hours exceed the hours necessary for students to apply to graduate programs (Exercise Science, DPT programs, and OT programs). One semester of an internship for 120 hours in EXS 471 is sufficient to meet the shadowing, and volunteer hours for all potential programs. Moreover, students were having difficulties securing an internship the same semester they registered for it. Therefore with the changes in the content of

EXS 470, students will have significant time and guidance in finding and securing an internship for the following semester.

In addition, improving interviewing skills, professional communication skills, developing a professional resume, and preparing a cover letter are crucial skills the students need to both secure and excel within their professional careers.

5. **Date of departmental approval:** 11.03.2021

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in course title and course description

2. **From:** ~~Strike through~~ the changes

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 471
Course Title	Internship in Exercise Science <u>2</u>
Description	Supervised placement-in a clinical or corporate fitness setting-in order to develop knowledge of professional practice through on-site experience, with emphasis on leadership and programming.
Pre/ Co Requisites	EXS 470 and departmental permission
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	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 471
Course Title	Internship in Exercise Science
Description	Supervised placement of <u>120 hours</u> in a clinical or corporate fitness setting in order to develop knowledge of professional practice through on-site experience, with emphasis on leadership and programming.
Pre/ Co Requisites	EXS 470 or 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

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

Change of course title from Internship in Exercise Science 2 to Internship in Exercise Science and adding the total 120 hours required for this internship. This is to make the change consistent with the change in EXS 470 from Internship in Exercise Science 1 to Pre-Internship Seminar in Exercise Science. One semester of an internship for 120 hours is sufficient to meet the shadowing, and volunteer hours required for all potential graduate program students may apply to, such as Exercise Science, DPT programs, and OT programs.

**5. Date of departmental approval: 11.03.2021**

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Change of prefix/alpha code
2. **From:** ~~Strike through the changes~~

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Therapeutic Recreation
Course Prefix & Number	REG 221
Course Title	Introduction to Therapeutic Recreation Service
Description	Overview of special recreation programs provided in institutions or community settings for the physically, mentally, socially, or emotionally disabled. Examines basic concepts and models of service with field observations.
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

3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Therapeutic Recreation
Course Prefix & Number	<u>THR</u> 221
Course Title	Introduction to Therapeutic Recreation Service
Description	Overview of special recreation programs provided in institutions or community settings for the physically, mentally, socially, or emotionally disabled. Examines basic concepts and models of service with field observations.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Although Therapeutic Recreation B.S. and Recreation Education B.S. are two separate undergraduate degree programs, therapeutic recreation courses have used the same prefix with Recreation Education courses. Therefore, to clarify the difference between REC courses and TR courses, the new prefix, "THR" is appropriate for replacing "REC" 221 introduction to therapeutic recreation.

5. **Date of departmental approval:** 11.03. 2021

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK  
DEPARTMENT OF HEALTH SCIENCES  
**CURRICULUM CHANGE****

1. **Type of Change:** Change of prefix/alpha code, corequisite
2. **From:** ~~Strike through~~ the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Therapeutic Recreation
Course Prefix & Number	<del>REG 322</del>
Course Title	Assessment in Therapeutic Recreation
Description	Examination of assessment tools, techniques, terminology, and procedures utilized in therapeutic recreation programs.
Pre/ Co Requisites	Corequisite: <del>REG 221</del>
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	<p>X Not Applicable</p> <p>___ Required</p> <p>    ___ English Composition</p> <p>    ___ Mathematics</p> <p>    ___ Science</p> <p>___ Flexible</p> <p>    ___ World Cultures</p> <p>    ___ US Experience in its Diversity</p> <p>    ___ Creative Expression</p> <p>    ___ Individual and Society</p> <p>    ___ Scientific World</p>

3. **To:** Underline the changes



Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Therapeutic Recreation
Course Prefix & Number	<u>THR</u> 322
Course Title	Assessment in Therapeutic Recreation
Description	Examination of assessment tools, techniques, terminology, and procedures utilized in therapeutic recreation programs.
Pre/ Co Requisites	Corequisite: <u>THR</u> 221
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Although Therapeutic Recreation B.S. and Recreation Education B.S. are two separate undergraduate degree programs, therapeutic recreation courses have used the same prefix with Recreation Education courses. Therefore, to clarify the difference between REC courses and TR courses, the new prefix, "THR" is appropriate for replacing "REC" 322 Assessment in Therapeutic Recreation

**5. Date of departmental approval: 11.03.2021**

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Change of prefix/alpha code
2. **From:** ~~Strike through~~ the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Therapeutic Recreation
Course Prefix & Number	REG 324
Course Title	Therapeutic Recreation for Children and Youth
Description	Examination of the role of play in typical and atypical child development. Health and social conditions that benefit from therapeutic recreation (TR) intervention. Treatment and inclusive settings, factors affecting participation, and TR program design and intervention for children and youth.
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	<p>X Not Applicable</p> <p>___ Required</p> <p>    ___ English Composition</p> <p>    ___ Mathematics</p> <p>    ___ Science</p> <p>___ Flexible</p> <p>    ___ World Cultures</p> <p>    ___ US Experience in its Diversity</p> <p>    ___ Creative Expression</p> <p>    ___ Individual and Society</p>

	Scientific World
--	------------------

3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Therapeutic Recreation
Course Prefix & Number	<u>THR</u> 324
Course Title	Therapeutic Recreation for Children and Youth
Description	Examination of the role of play in typical and atypical child development. Health and social conditions that benefit from therapeutic recreation intervention. Treatment and inclusive settings, factors affecting participation, and TR program design and intervention for children and youth.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Although Therapeutic Recreation B.S. and Recreation Education B.S. are two separate undergraduate degree programs, therapeutic recreation courses have used the same prefix with Recreation Education courses. Therefore, to clarify the difference between

REC courses and TR courses, the new prefix, “THR” is appropriate for replacing “REC” 324 Therapeutic Recreation for Children and Youth.

5. **Date of departmental approval:** 11.03. 2021

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Change of prefix/alpha code and prerequisite
2. **From:** ~~Strike through the changes~~

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Therapeutic Recreation
Course Prefix & Number	REG 325
Course Title	Therapeutic Recreation in Long-Term Care
Description	Principles and practices of therapeutic recreation services in settings serving the elderly, with emphasis on the role of the therapeutic recreation professional in client assessment and design of appropriate interventions to address health care needs.
Pre/ Co Requisites	<del>45 credits</del>
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Therapeutic Recreation
Course Prefix & Number	<u>THR</u> 325
Course Title	Therapeutic Recreation in Long-Term Care
Description	Principles and practices of therapeutic recreation services in settings serving the elderly, with emphasis on the role of the therapeutic recreation professional in client assessment and design of appropriate interventions to address health care needs.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

- Although Therapeutic Recreation B.S. and Recreation Education B.S. are two separate undergraduate degree programs, therapeutic recreation courses have used the same prefix with Recreation Education courses. Therefore, to clarify the difference between REC courses and TR courses, the new prefix, "THR" is appropriate for replacing "REC" 325 Therapeutic Recreation in Long-term Care

- Also, we remove prerequisite, 45 credits, since it is suitable as an exploratory course for the students who are interested in long-term care settings.

5. **Date of departmental approval:** 11.03.2021

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Change of prefix/alpha code and change of prerequisite's prefix
2. **From:** ~~Strike through the changes~~

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Therapeutic Recreation
Course Prefix & Number	REG 421
Course Title	Programs in Therapeutic Recreation Service
Description	Examines program services, leadership methods, and current trends and issues in therapeutic recreation service. Individual and group program planning, including assessment, activity analysis, evaluation, and documentation.
Pre/ Co Requisites	Prerequisite: REC 200, REC 220, and <del>REC 221</del>
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World



3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Therapeutic Recreation
Course Prefix & Number	<u>THR</u> 421
Course Title	Programs in Therapeutic Recreation Service
Description	Examines program services, leadership methods, and current trends and issues in therapeutic recreation service. Individual and group program planning, including assessment, activity analysis, evaluation, and documentation.
Pre/ Co Requisites	Prerequisite: REC 200, REC 220, and <u>THR</u> 221
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Although Therapeutic Recreation B.S. and Recreation Education B.S. are two separate undergraduate degree programs, therapeutic recreation courses have used the same prefix with Recreation Education courses. Therefore, to clarify the difference between REC courses and TR courses, the new prefix, "THR" is appropriate for replacing "REC" 421 Programs in Therapeutic Recreation Service

5. **Date of departmental approval:** 11.03.2021

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Change of prefix/alpha code and change of prerequisite's prefix
2. **From:** ~~Strike through the changes~~

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Therapeutic Recreation
Course Prefix & Number	REG 425
Course Title	Processes and Techniques of Therapeutic Recreation
Description	The application of therapeutic recreation principles to the clinical situation, including helping skills, therapeutic group process, intervention techniques and methods, and theoretical foundations of therapeutic recreation.
Pre/ Co Requisites	Prerequisite: <del>REG</del> 421, and either <del>REG</del> 324 or <del>REG</del> 325
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p>X Not Applicable</p> <p>___ Required</p> <p>___ English Composition</p> <p>___ Mathematics</p> <p>___ Science</p> <p>___ Flexible</p> <p>___ World Cultures</p> <p>___ US Experience in its Diversity</p> <p>___ Creative Expression</p> <p>___ Individual and Society</p> <p>___ Scientific World</p>

3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Therapeutic Recreation
Course Prefix & Number	<u>THR</u> 425
Course Title	Processes and Techniques of Therapeutic Recreation
Description	The application of therapeutic recreation principles to the clinical situation, including helping skills, therapeutic group process, intervention techniques and methods, and theoretical foundations of therapeutic recreation.
Pre/ Co Requisites	Prerequisite: <u>THR</u> 421, and either <u>THR</u> 324 or <u>THR</u> 325
Credits	3
Hours	3
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 (Explain how this change will impact the learning outcomes of the department and Major/Program):**

Although Therapeutic Recreation B.S. and Recreation Education B.S. are two separate undergraduate degree programs, therapeutic recreation courses have used the same prefix with Recreation Education courses. Therefore, to clarify the difference between REC courses and TR courses, the new prefix, "THR" is appropriate for replacing "REC" 425 Processes and Techniques of Therapeutic Recreation.

5. **Date of departmental approval:** 11.03. 2021

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Change of prefix/alpha code and change of prerequisite's prefix
2. **From:** ~~Strike through the changes~~

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Therapeutic Recreation
Course Prefix & Number	REG 400
Course Title	Pre-Internship Seminar
Description	This course prepares students for the REG 471 Therapeutic Recreation Internship. Topics for the seminar include but not limited to the following: Internship site selection, application preparation, interviewing skills, and other professional and ethical issues.  Notes: Students should register for REG 400 in the semester immediately before they plan to begin their internship (REG 471)
Pre/ Co Requisites	Corequisite: REG 421
Credits	1
Hours	1
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	X Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
--	--

3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Therapeutic Recreation
Course Prefix & Number	<u>THR</u> 400
Course Title	Pre-Internship Seminar
Description	<p>This course prepares students for the <u>THR</u> 471 Therapeutic Recreation Internship. Topics for the seminar include but not limited to the following: Internship site selection, application preparation, interviewing skills, and other professional and ethical issues.</p> <p>Notes: Students should register for <u>THR</u> 400 in the semester immediately before they plan to begin their internship (<u>THR</u> 471)</p>
Pre/ Co Requisites	Corequisite: <u>THR</u> 421
Credits	1
Hours	1
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Although Therapeutic Recreation B.S. and Recreation Education B.S. are two separate undergraduate degree programs, therapeutic recreation courses have used the same prefix with Recreation Education courses. Therefore, to clarify the difference between REC courses and TR courses, the new prefix, "THR" is appropriate for replacing "REC" 400 Pre-Internship Seminar.

5. **Date of departmental approval:** 11.03. 2021

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Change of prefix/alpha code, course description and change of prerequisite's prefix

2. **From:** ~~Strike through~~ the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Therapeutic Recreation
Course Prefix & Number	REG-471
Course Title	Therapeutic Recreation Internship
Description	Supervised placement in a therapeutic recreation setting under the supervision of a Certified Therapeutic Recreation Specialist in which the student will receive advanced training in therapeutic recreation. (Therapeutic Recreation students are required to complete a 560-hour internship under the supervision of a CTRS at an approved agency. Students must be registered for at least 1 credit hour of REG 471 each semester they are completing internship hours)  Notes: <ol style="list-style-type: none"> <li>1) Students who work as a full-time intern working 40 hours a week have to register 9 credits</li> <li>2) Students who work as a part-time intern working less than 40 hours a week can reenroll REG 471 up to three semesters for a maximum of 9 credit hours.</li> <li>3) Students are strongly recommended to complete supportive courses, HIN 268, BIO 181, PSY 166, and PSY 234 before enrolling REG 471.</li> </ol>
Pre/ Co Requisites	Prerequisite: REG 400
Credits	1-9
Hours	560 internship hours
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing)	NA



Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Therapeutic Recreation
Course Prefix & Number	<u>THR 471</u>
Course Title	Therapeutic Recreation Internship
Description	<p>Supervised placement in a therapeutic recreation setting under the supervision of a Certified Therapeutic Recreation Specialist in which the student will receive advanced training in therapeutic recreation. (Therapeutic Recreation students are required to complete a 560-hour internship under the supervision of a CTRS at an approved agency. Students must be registered for at least 1 credit hour of <u>THR 471</u> each semester they are completing internship hours)</p> <p>Notes:</p> <ol style="list-style-type: none"> <li>1) Students who work as a full-time intern working 40 hours a week have to register 9 credits</li> <li>2) Students who work as a part-time intern working less than 40 hours a week can reenroll <u>THR 471</u> up to three semesters for a maximum of 9 credit hours.</li> <li>3) Students are strongly recommended to complete supportive courses, HIN 268, BIO 181, PSY 166, and PSY 234 before enrolling <u>THR 471</u>.</li> </ol>
Pre/ Co Requisites	Prerequisite: <u>THR 400</u>

Credits	1-9
Hours	560 internship hours
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):**

Although Therapeutic Recreation B.S. and Recreation Education B.S. are two separate undergraduate degree programs, therapeutic recreation courses have used the same prefix with Recreation Education courses. Therefore, to clarify the difference between REC courses and TR courses, the new prefix, “THR” is appropriate for replacing “REC” 471 Therapeutic Recreation Internship.

**5. Date of departmental approval: 11.03. 2021**

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

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

2. **From:** ~~Strike through~~ the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Recreation Education
Course Prefix & Number	REC 361
Course Title	<del>Camp Leadership and Outdoor Recreation</del>
Description	Foundations of outdoor recreation in urban and wilderness settings, environmental issues as they affect recreation program planning; outdoor recreation activities, management, and leadership.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Recreation Education
Course Prefix & Number	REC 361
Course Title	<u>Outdoor Recreation and Sustainable Management</u>
Description	Foundations of outdoor recreation in urban and wilderness settings, environmental issues as they affect recreation program planning; outdoor recreation activities, management, <u>sustainability</u> , and leadership.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The course covers a comprehensive foundation of outdoor activities, planning, and sustainable management. Therefore, change in name and description to better focus the content to fit under the recreation management concentration.

5. **Date of departmental approval:** 11.03.2021

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

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

2. **From:** ~~Strike through~~ the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Recreation Education
Course Prefix & Number	REC 405
Course Title	Facility Management in Recreational <del>Sports</del> Services
Description	An exploration of the comprehensive management process as it relates to planning and operation of recreational <del>sport</del> facilities. Traditional management theory, facility organization and management, facility operation, and standards compliance.
Pre/ Co Requisites	REC 200, REC 210, and REC 302
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Recreation Education
Course Prefix & Number	REC 405
Course Title	Facility Management in <u>Recreation Service</u>
Description	An exploration of the comprehensive management process as it relates to planning and operation of <u>recreation</u> facilities. Traditional management theory, facility organization and management, facility operation, and standards compliance.
Pre/ Co Requisites	REC 200, REC 210, and REC 302
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

In order to expand the scope of applications of the comprehensive management process, it would be beneficial to focus on general recreation facilities, rather than recreational sport facilities. Therefore, change in name and description to better focus the content to fit under the recreation management concentration.

5. **Date of departmental approval:** 11.03.2021

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

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

2. **From:** ~~Strike through~~ the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Recreation Education
Course Prefix & Number	REC 410
Course Title	Advanced Financial and Human Resource Management in <del>Recreational Sports Services</del>
Description	Principles and practices of budgeting, pricing, fiscal and human resource management within a variety of recreational <del>sports</del> settings, agencies and/or organizations.
Pre/ Co Requisites	REC 200, REC 224, and REC 302
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World



--	--

3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Recreation Education
Course Prefix & Number	REC 410
Course Title	Advanced Financial and Human Resource Management in <u>Recreation Service</u>
Description	Principles and practices of budgeting, pricing, fiscal and human resource management within a variety of <u>recreation</u> settings, agencies and/or organizations.
Pre/ Co Requisites	REC 200 and REC 302
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

In order to expand the scope of applications of the comprehensive management process, it would be beneficial to focus on general recreation facilities, rather than recreational sport facilities. Therefore, change in name and description to better focus the content to fit under the recreation management concentration. REC 221 was

removed as a pre-requisite course because it was moved from the core course requirements for the major.

5. **Date of departmental approval:** 11.03.2021

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in pre-requisites, course description, title, and credits, hours

2. **From:** ~~Strike through~~ the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Recreation Education
Course Prefix & Number	REC 470
Course Title	<del>Senior Internship in Recreation</del>
Description	<del>Supervised placement in a recreation setting in which the student will receive advanced training in therapeutic recreation or in administration of recreation programs.</del>
Pre/ Co Requisites	<del>REC 370 as a pre-requisite or co-requisite and 18 additional credits in recreation.</del>
Credits	4
Hours	13 1/3 field hours
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)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Recreation Education
Course Prefix & Number	REC 470
Course Title	<u>Recreation Education Internship</u>
Description	<p><u>Supervised placement in a recreation setting under supervision of both academic internship advisor and internship site supervisor.</u></p> <p><u>Notes: Recreation Education students are required to complete a 400-hour internship. They may choose to complete 200 hours at two different internship sites over two semesters. Students must be registered for at least 3 credit hours of REC 470 each semester they are completing internship hours.</u></p> <p>1) <u>Students who choose to complete 400 hours in one semester should enroll in REC 470 for 6 credit hours.</u></p> <p>2) <u>Students who choose to complete 200 hours at two internship sites over two semesters should enroll in REC 470 for 3 credit hours each semester.</u></p>
Pre/ Co Requisites	<u>12 credits from Recreation Education core courses and 6 credits from the chosen concentration.</u>
Credits	<u>3-6</u>
Hours	<u>3-6</u>
Liberal Arts	[ ] 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 (Explain how this change will impact the learning outcomes of the department and Major/Program):**

Recreation Education requires a minimum 200 hours in one internship site over two semesters or 400 hours in one internship site over one semester. As a result, those students who want to complete their 200 hours in each of the two semesters would enroll in REC 370 for the first semester then REC 470 in the next semester; and students who want to complete their 400 hours in one semester would enroll in REC 370 and REC 470 in that semester. This leads to confusion since the courses are not different in terms of students' learning outcomes. Therefore, we would like to remove REC 370 in the Recreation Education curriculum and allow those students who would like to complete 200 hours in one semester and 200 hours in the next semester to re-enroll in REC 470 up to two semesters for a maximum of 6 credits.

We would also like to reduce the amount of total credit hours a student earns in the total internship from 8 to 6 because it would be more appropriate in terms of total internship hours and total credit hours required for the curriculum.

5. **Date of departmental approval:** 11.03.2021

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

**DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Music B.S.

Hegis Number: 1004.00

Program Code: 34020

Effective Term: Fall 2022

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

2. **From:**

**Music, B.S. (64 Credit Major)**

The Department of Music offers a 64-credit major in Music leading to the B.S. degree. Entrance into this program is by examination.

The required courses and credits are distributed as follows:

Credits (64)

Foundation (3):

		Credits
MSH 200	Introduction to Music History and Culture	3

*It is assumed that students entering the major are able to read music. Students who wish to major in music but cannot already read music must complete MST 100.*

Music Theory (18):

		Credits
MST 236	Theory I	3
MST 237	Theory II	3
MST 238	Theory III	3
MST 239	Theory IV	3

MST 315	Orchestration I	3
MST 317	Form and Analysis I	3

## Musicianship (4):

		Credits
MST 266	Musicianship I	1
MST 267	Musicianship II	1
MST 268	Musicianship III	1
MST 269	Musicianship IV	1

~~Music History (12) selected from the following:~~

		Credits
<del>MSH 331</del>	<del>Music of the Middle Ages and Renaissance</del>	<del>3</del>
<del>MSH 332</del>	<del>Music of the Baroque and Classical Eras</del>	<del>3</del>
<del>MSH 333</del>	<del>Music of the Romantic and Early Modernist Eras</del>	<del>3</del>
<del>MSH 334</del>	<del>Music Since 1945</del>	<del>3</del>
MSH 350	Topics in Ethnomusicology	3 (maximum 6 credits)

*MSH 350: A variable topics course that may be repeated with a different topic.*

## Performance Instruction (6):

Six credits of private or group instruction on an instrument or voice to be selected from the following courses.

	Credits
--	---------

MSP 166	Strings I	1 (can be repeated to a maximum of 4 credits)
MSP 167	Strings II	1 (can be repeated to a maximum of 4 credits)
MSP 168	Woodwinds I	1 (can be repeated to a maximum of 4 credits)
MSP 169	Woodwinds II	1 (can be repeated to a maximum of 4 credits)
MSP 170	Brass I	1 (can be repeated to a maximum of 4 credits)
MSP 171	Brass II	1 (can be repeated to a maximum of 4 credits)
MSP 172	Percussion	1 (can be repeated to a maximum of 4 credits)
MSP 185	Guitar 1	1 (can be repeated to a



		maximum of 4 credits)
MSP 186	Guitar 2	1 (can be repeated to a maximum of 4 credits)
MSP 190	Group Piano 1	1 (maximum 4 credits)
MSP 191	Group Piano 2	1 (maximum 4 credits)
MSP 192	Group Piano 3	1 (maximum 4 credits).
MSP 210	Instruction in Principal Instrument or Voice Private Instruction	1 (maximum 8 credits)
MSP 225	Singing for the Stage	1
MSP 226	Voice and Diction 1	1
MSP 227	Voice and Diction 2	1

## Ensemble (6):

		Credits
MSP 100	Chorus	1 (can be repeated to a maximum 8 credits)
MSP 200	Guitar Ensemble	1
MSP 201	The College Choir	1 (maximum 8 credits).

MSP 202	The Chamber Choir	1 (maximum 8 credits).
MSP 203	Concert Band	1 (maximum 8 credits).
MSP 204	Orchestra	1 (maximum 8 credits).
MSP 205	Ensemble for Voices and/or Instruments	1 (maximum 8 credits).
MSP 207	Jazz Band	1 (can be repeated to a maximum 8 credits)
MSP 208	Percussion Ensemble	1 (maximum 8 credits).
MSP 209	Latin Band	1 credit (maximum 8 credits).

*Students enrolled in MSP 210 (voice) must take a minimum of 2 semesters from one of the following: MSP 100, MSP 201, or MSP 202.*

*Students enrolled in MSP 210 (violin, viola, cello, acoustic bass) must take a minimum of 2 semesters of MSP 204.*

*Students enrolled for MSP 210 (woodwinds or brass) must take a minimum of 2 semesters from one of the following: MSP 203, or MSP 204.*

*Students enrolled for MSP 210 (piano) must take a minimum of 2 semesters from one of the following: MSP 100, MSP 201, MSP 202, MSP 205, MSP 207, or MSP 209.*

*Students enrolled for MSP 210 (percussion) must take a minimum of 2 semesters from one of the following: MSP 203, MSP 204, MSP 207, MSP 208, or MSP 209.*

*Students enrolled for MSP 210 (guitar) must take a minimum of 2 semesters from one of the following: MSP 100, MSP 200, MSP 201, MSP 202, MSP 205, MSP 207, or MSP 209.*

*\*Students electing to enroll in 9 credits of ensemble can apply 3 of these credits to elective credit.*

Electives to be taken from the following courses (12):

		Credits
MSH 350	Topics in Ethnomusicology	<del>3 (maximum 6 credits)</del>
MSH 335	Defining Moments in Film Scoring History	<del>3</del>
MSH 369	History of Jazz	<del>3</del>
MSH 280	Entrepreneurship in the Music Industry	<del>3</del>
MSH 370	American Popular Music	<del>3</del>
MST 221	Fundamentals of Film Music	<del>3</del>
MST 245	Introduction to Music Therapy	<del>3</del>
MST 246	Music and the Brain	<del>3</del>
MST 316	Orchestration II	<del>3</del>
MST 318	Form and Analysis II	<del>3</del>
MST 319	Composition I	<del>3</del>
MST 320	Composition II	<del>3</del>
MST 321	Creating Music with Computers	<del>3</del>
MST 322	Recording Techniques and Studio Production	<del>3</del>
MST 323	Scoring for Media	<del>3 (can be repeated to a maximum 6 credits).</del>
MST 370	Music Internship	<del>3 (may be repeated)</del>

		once with Departmental approval).
MST 371	Practicum in Music Therapy	1 (may be repeated up to 3 credits).
MSP 230	Piano for Music Teachers	2
MSP 445	Conducting	3
MSP 446	Conducting	3

*A maximum of 3 credits of group instruction on an instrument or voice may be applied to Elective credit. Eligible courses: MSP 166, MSP 167, MSP 168, MSP 169, MSP 170, MSP 171, MSP 172, MSP 185, MSP 186, MSP 190, MSP 191, MSP 192, MSP 225, MSP 226, and MSP 227.*

*A maximum of 3 credits of additional ensemble may be applied to Elective credit. Eligible courses: MSP 100, MSP 200, MSP 201, MSP 202, MSP 203, MSP 204, MSP 205, MSP 207, MSP 208, MSP 209.*

*Other electives by permission of the Department.*

Senior Project (3):

		Credits
MST 496	Senior Project	3

*Note: Students studying with a private teacher approved by the Department of Music may petition the Department Chair to receive 1 to 6 credits.*

### Placement in Courses

A basic knowledge of music theory is required of all students who wish to major in Music. Students will demonstrate their ability to enter MST 236 (Theory 1) and MST 266 (Musicianship 1) by taking a placement examination. Successful completion of MST 100 will be accepted in lieu of the placement examination.

### Piano Requirement

In addition to the major instrument, students must pass a proficiency examination in piano. Examples of the required level of proficiency are available in the Music Office (Music Building, Room 319). Students are expected to complete this requirement before their fifth semester.

### Departmental Ensembles

All students, faculty, staff, and members of the community audition for the principal ensembles of the College. Music majors are required to participate in at least one ensemble per semester.

MSH 114, MSH 115 and MSH 245 are general education courses that do not count toward the major in Music.

### 3. To: Music, B.S. (64 Credit Major)

The Department of Music offers a 64-credit major in Music leading to the B.S. degree. Entrance into this program is by examination.

The required courses and credits are distributed as follows:

Credits (64)

Foundation (3):

		Credits
MSH 200	Introduction to Music and Culture	3

*It is assumed that students entering the major are able to read music. Students who wish to major in music but cannot already read music must complete MST 100.*

Music Theory (18):

		Credits
MST 236	Theory I	3
MST 237	Theory II	3
MST 238	Theory III	3
MST 239	Theory IV	3
MST 315	Orchestration I	3

MST 317	Form and Analysis I	3
---------	---------------------	---

## Musicianship (4):

		Credits
MST 266	Musicianship I	1
MST 267	Musicianship II	1
MST 268	Musicianship III	1
MST 269	Musicianship IV	1

Music History (12):

**Required: “Western Music from Pre-History to 1820” (MSH 331), “Western Music from 1820 to the Present” (MSH 332), and any other two (2) 300-level MSH courses listed in this section (including MSH 350, maximum six credits). Note: all the 300-level MSH courses listed in this section can also serve as Electives.**

	<u>Required Music History Courses (6):</u>	<u>Credits</u>
MSH 331	<u>Western Music from Pre-History to 1820</u>	3
MSH 332	<u>Western Music from 1820 to the Present</u>	3
	<u>Select Two Additional Courses from the Following (6):</u>	
<u>MSH 337</u>	<u>Afro-Cuban Music</u>	<u>3</u>
<u>MSH 338</u>	<u>South Asian Music</u>	<u>3</u>
<u>MSH 339</u>	<u>American Music After WWII</u>	<u>3</u>
<u>MSH 340</u>	<u>Music and Techno-Culture</u>	<u>3</u>
<u>MSH 341</u>	<u>Rap Music: History and Analysis</u>	<u>3</u>
<u>MSH 342</u>	<u>Music and Anti-Imperialism</u>	<u>3</u>

MSH 350	<u>Special Topics in Music Research</u>	3 (maximum 6 credits)
---------	---	-----------------------

*MSH 350: A variable topics course that may be repeated with a different topic.*

Performance Instruction (6):

Six credits of private or group instruction on an instrument or voice to be selected from the following courses.

		Credits
MSP 166	Strings I	1 (can be repeated to a maximum of 4 credits)
MSP 167	Strings II	1 (can be repeated to a maximum of 4 credits)
MSP 168	Woodwinds I	1 (can be repeated to a maximum of 4 credits)
MSP 169	Woodwinds II	1 (can be repeated to a maximum of 4 credits)
MSP 170	Brass I	1 (can be repeated to a maximum of 4 credits)
MSP 171	Brass II	1 (can be repeated to a

		maximum of 4 credits)
MSP 172	Percussion	1 (can be repeated to a maximum of 4 credits)
MSP 185	Guitar 1	1 (can be repeated to a maximum of 4 credits)
MSP 186	Guitar 2	1 (can be repeated to a maximum of 4 credits)
MSP 190	Group Piano 1	1 (maximum 4 credits)
MSP 191	Group Piano 2	1 (maximum 4 credits)
MSP 192	Group Piano 3	1 (maximum 4 credits).
MSP 210	Instruction in Principal Instrument or Voice Private Instruction	1 (maximum 8 credits)
MSP 225	Singing for the Stage	1
MSP 226	Voice and Diction 1	1
MSP 227	Voice and Diction 2	1

Ensemble (6):

Credits



MSP 100	Chorus	1 (can be repeated to a maximum 8 credits)
MSP 200	Guitar Ensemble	1
MSP 201	The College Choir	1 (maximum 8 credits).
MSP 202	The Chamber Choir	1 (maximum 8 credits).
MSP 203	Concert Band	1 (maximum 8 credits).
MSP 204	Orchestra	1 (maximum 8 credits).
MSP 205	Ensemble for Voices and/or Instruments	1 (maximum 8 credits).
MSP 207	Jazz Band	1 (can be repeated to a maximum 8 credits)
MSP 208	Percussion Ensemble	1 (maximum 8 credits).
MSP 209	Latin Band	1 credit (maximum 8 credits).

*Students enrolled in MSP 210 (voice) must take a minimum of 2 semesters from one of the following: MSP 100, MSP 201, or MSP 202.*

*Students enrolled in MSP 210 (violin, viola, cello, acoustic bass) must take a minimum of 2 semesters of MSP 204.*

*Students enrolled for MSP 210 (woodwinds or brass) must take a minimum of 2 semesters from one of the following: MSP 203, or MSP 204.*

*Students enrolled for MSP 210 (piano) must take a minimum of 2 semesters from one of the following: MSP 100, MSP 201, MSP 202, MSP 205, MSP 207, or MSP 209.*

*Students enrolled for MSP 210 (percussion) must take a minimum of 2 semesters from one of the following: MSP 203, MSP 204, MSP 207, MSP 208, or MSP 209.*

*Students enrolled for MSP 210 (guitar) must take a minimum of 2 semesters from one of the following: MSP 100, MSP 200, MSP 201, MSP 202, MSP 205, MSP 207, or MSP 209.*

*\*Students electing to enroll in 9 credits of ensemble can apply 3 of these credits to elective credit.*

Electives to be taken from the following courses (12):

	Credits
<u>MSH 280</u> <u>Entrepreneurship in the Music Industry</u>	<u>3</u>
<u>MSH 335</u> <u>Defining Moments in Film Scoring History</u>	<u>3</u>
<u>MSH 336</u> <u>Community Music and Arts Education</u>	<u>3</u>
<u>MSH 337</u> <u>Afro-Cuban Music</u>	<u>3</u>
<u>MSH 338</u> <u>South Asian Music</u>	<u>3</u>
<u>MSH 339</u> <u>American Music After WWII</u>	<u>3</u>
<u>MSH 340</u> <u>Music and Techno-Culture</u>	<u>3</u>
<u>MSH 341</u> <u>Rap Music: History and Analysis</u>	<u>3</u>
<u>MSH 342</u> <u>Music and Anti-Imperialism</u>	<u>3</u>
<u>MSH 350</u> <u>Special Topics in Music Research</u>	<u>3</u>
<u>MSH 369</u> <u>History of Jazz</u>	<u>3</u>
<u>MSH 370</u> <u>American Popular Music</u>	<u>3</u>
<u>MSP 230</u> <u>Piano for Music Teachers</u>	<u>2</u>

<u>MSP 445</u>	<u>Conducting</u>	<u>3</u>
<u>MSP 446</u>	<u>Conducting</u>	<u>3</u>
<u>MST 221</u>	<u>Fundamentals of Film Music</u>	<u>3</u>
<u>MST 245</u>	<u>Introduction to Music Therapy</u>	<u>3</u>
<u>MST 246</u>	<u>Music and the Brain</u>	<u>3</u>
<u>MST 316</u>	<u>Orchestration II</u>	<u>3</u>
<u>MST 318</u>	<u>Form and Analysis II</u>	<u>3</u>
<u>MST 319</u>	<u>Composition I</u>	<u>3</u>
<u>MST 320</u>	<u>Composition II</u>	<u>3</u>
<u>MST 321</u>	<u>Creating Music with Computers</u>	<u>3</u>
<u>MST 322</u>	<u>Recording Techniques and Studio Production</u>	<u>3</u>
<u>MST 323</u>	<u>Scoring for Media</u>	<u>3 (can be repeated to a maximum 6 credits).</u>
<u>MST 370</u>	<u>Music Internship</u>	<u>3 (may be repeated once with Departmental approval).</u>
<u>MST 371</u>	<u>Practicum in Music Therapy</u>	<u>1 (may be repeated up to 3 credits).</u>

*A maximum of 3 credits of group instruction on an instrument or voice may be applied to Elective credit. Eligible courses: MSP 166, MSP 167, MSP 168, MSP 169, MSP 170, MSP 171, MSP 172, MSP 185, MSP 186, MSP 190, MSP 191, MSP 192, MSP 225, MSP 226, and MSP 227.*

*A maximum of 3 credits of additional ensemble may be applied to Elective credit. Eligible courses: MSP 100, MSP 200, MSP 201, MSP 202, MSP 203, MSP 204, MSP 205, MSP 207, MSP 208, MSP 209.*

*Other electives by permission of the Department.*

Senior Project (3):

		Credits
MST 496	Senior Project	3

*Note: Students studying with a private teacher approved by the Department of Music may petition the Department Chair to receive 1 to 6 credits.*

#### Placement in Courses

A basic knowledge of music theory is required of all students who wish to major in Music. Students will demonstrate their ability to enter MST 236 (Theory 1) and MST 266 (Musicianship 1) by taking a placement examination. Successful completion of MST 100 will be accepted in lieu of the placement examination.

#### Piano Requirement

In addition to the major instrument, students must pass a proficiency examination in piano. Examples of the required level of proficiency are available in the Department Main Office (Music Building, Room 319). Students are expected to complete this requirement before their fifth semester.

#### Departmental Ensembles

All students, faculty, staff, and members of the community audition for the principal ensembles of the College. Music majors are required to participate in at least one ensemble per semester. MSH 114, MSH 115 and MSH 245 are general education courses that do not count toward the major in Music.

#### 4. **Rationale:**

The proposed changes are in keeping with the College's priorities outlined in "LEHMAN 2025: Roadmap to the Future." Specifically, the proposed incremental changes resonate with the following broad areas (p. 6):

- Social Justice: Advocating for human rights, honoring differences, and

working towards equality and equity for all.

- Diversity and Inclusion: Fostering a campus environment that respects and values diverse perspectives and identities and where all members of the Lehman community experience a remarkable sense of belonging.

These changes also address the “LEHMAN 2025” plan in the following sub-areas:

*Goal 1: Educate, Empower, and Engage Students to Participate in a Global Society and Enhance Career Advancement*

*Objective 2. Engage in curricular renewal efforts to strengthen existing undergraduate and graduate academic programs and create new degree, certificate and related programs to meet the needs of current and future students and the workforce.*

*Objective 3. Provide a transformative educational experience that emphasizes experiential learning and high impact practices for all undergraduate and graduate students, prepares graduates to meet the challenges of the 21st century, enhances digital equity, and reflects the Characteristics of a Lehman Graduate.*

More broadly, the statement of inclusion and equity that we will be making by instituting these changes will address the “LEHMAN 2025” plan through “Sustaining Growth, Vitality and Institutional Effectiveness” (Goal 3):

*Goal 3.9: Create and sustain an inclusive campus climate committed to anti-racism, diversity, equity and justice guided by the recommendations of the Campus Climate, Inclusion and Diversity Task Force.*

### **Departmental and Arts and Humanities Need for Change:**

Knowing that it is the strong preference of the leadership at Lehman College and CUNY to avoid “topics” courses as part of the **required** sequence.

5. **Date of departmental approval:** 10/1/2021

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

**DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in title, attribute, description

2. **From:** ~~Strike through the changes~~

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Music History (MSH)
Course Prefix & Number	MSH 200
Course Title	Introduction to Music <del>History</del> and Culture
Description	<del>A multidisciplinary introduction to music as an academic discipline exploring the place of music in human culture and in particular societies, past and present, Western and global. Students examine musical concepts across time and space, including meter, harmony, melody, and form. Emphasis on critical writing about music.</del>
Pre/ Co Requisites	MST 100 or its equivalent; ability to read music.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<del>Writing Intensive</del>
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)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Music History (MSH)
Course Prefix & Number	MSH 200
Course Title	Introduction to Music and Culture
Description	<u>A global, multidisciplinary introduction to music through exploration of music in history and culture with abstract concepts and particular case studies. Examination of foundational musical concepts, forms, and techniques with an emphasis on critical and scholarly writing.</u>
Pre/ Co Requisites	MST 100 or its equivalent; ability to read music; <u>or Departmental permission</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing)	NA

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:**

This minor course change is part of a slate of new courses meant to allow much greater flexibility to develop a host of custom-tailored tracks for Music majors and minors (e.g., Music Technology, Music in the Arts, Ethnomusicology, Historical Musicology, Latin American Music, Jazz, Popular Music, African American Music, Afro-Atlantic Music, Music Therapy, etc.). It is meant to reduce the MSH curriculum's reliance on Topics courses by expanding and diversifying the Music program's course offerings. In the context of the broader Music degree curriculum, this course is also part of an effort to address students' interests and needs.

As a foundational academic course in Music students' curriculum, MSH 200 intended to introduce students to music scholarship across a wide range of interest, specialties, and musical idioms.

#### 5. **Date of departmental approval:** 10/1/2021



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

**DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in title, description, attribute, prerequisite

2. **From:** ~~Strike through~~ the changes

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Music History (MSH)
Course Prefix & Number	MSH 331
Course Title	<del>Music of the Middle Ages and Renaissance</del>
Description	<del>Western music from 900 to 1600. Topics include the history of notation, the emergence of polyphony, and issues of performance practice.</del>
Pre/ Co Requisites	MSH 200; <del>MST 100 or its equivalent</del> ; ability to read music.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<del>Writing Intensive</del>
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)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Music History (MSH)
Course Prefix & Number	MSH 331
Course Title	<u>Western Music from Pre-History to 1820</u>
Description	<u>History of notation, the emergence of polyphony, the development of opera and other major genres including the cantata, oratorio, concerto, sonata, and symphony through the Classical Era.</u>
Pre/ Co Requisites	MSH 200; ability to read music <u>or 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):**

**Need and Rationale for Change:**

Most universities, colleges, schools of music, and conservatories have long abandoned a required four-semester sequence in Western music history. This proposal makes the music history sequence in our curriculum incrementally more flexible, more culturally diverse, and less Eurocentric. While we continue to value WAM (Western Art Music), we realize and acknowledge that the inclusive designation and centering of non-western musics in our required curriculum represents recent changes in both musicology and ethnomusicology. These two fields have been growing evermore closely intertwined, effectively embracing the idea that scholarly study of music flows across numerous fields, and that it is (and should be) ecumenical, universal, and inclusive.

**5. Date of departmental approval: 10/1/2021**

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

**DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in title, description, attribute

2. **From:** ~~Strike through~~ the changes

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Music History (MSH)
Course Prefix & Number	MSH 332
Course Title	<del>Music of the Baroque and Classical Eras</del>
Description	<del>Western music from 1600 to 1810. Topics include the development of opera and other major genres including the cantata, oratorio, concerto, sonata, and symphony. Attention to issues of performance practice.</del>
Pre/ Co Requisites	MSH 200; <del>MST 100 or its equivalent</del> ; ability to read music.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<del>Writing Intensive</del>
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)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Music History (MSH)
Course Prefix & Number	MSH 332
Course Title	<u>Western Music from 1820 to the Present</u>
Description	<u>The influence of Romanticism on musical forms and styles; development of Lied, opera, and symphonic music; the rise of nationalistic schools; the emergence of musical Modernism; American music, Jazz, "Third Stream," and musical theatre.</u>
Pre/ Co Requisites	MSH 200; ability to read music or <u>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):**

**Need and Rationale for Change:**

Most universities, colleges, schools of music, and conservatories have long abandoned a required four-semester sequence in Western music history. This proposal makes the music history sequence in our curriculum incrementally more flexible, more culturally diverse, and less Eurocentric. While we continue to value WAM (Western Art Music), we realize and acknowledge that the inclusive designation and centering of non-western musics in our required curriculum represents recent changes in both musicology and ethnomusicology. These two fields have been growing evermore closely intertwined, effectively embracing the idea that scholarly study of music flows across numerous fields, and that it is (and should be) ecumenical, universal, and inclusive.

**5. Date of departmental approval: 10/1/2021**

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

**DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in title, description, attribute

2. **From:** ~~Strike through~~ the changes

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Music History (MSH)
Course Prefix & Number	MSH 350
Course Title	<del>Topics in Ethnomusicology</del>
Description	<del>Selected musical cultures of the world. Emphasis on the musical forms, instruments, tonal material, and the role of music in particular societies. Critical attention to the principal concepts and methods used in ethnomusicology.</del>
Pre/ Co Requisites	<del>MSH 200; MST 100 or its equivalent; ability to read music.</del>
Credits	3 (maximum 6 credits)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<del>Writing Intensive</del>
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)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Music History (MSH)
Course Prefix & Number	MSH 350
Course Title	<u>Special Topics in Music Research</u>
Description	<u>The development of concepts and tools from a variety of music-related disciplinary specialties.</u>  <u>NOTE: No prior musical expertise is necessary</u>
Pre/ Co Requisites	MSH 200
Credits	3 (maximum 6 credits)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA



General Education Component	<input checked="" type="checkbox"/> Not Applicable
	<input type="checkbox"/> Required
	<input type="checkbox"/> English Composition
	<input type="checkbox"/> Mathematics
	<input type="checkbox"/> Science
	<input type="checkbox"/> Flexible
	<input type="checkbox"/> World Cultures
	<input type="checkbox"/> US Experience in its Diversity
	<input type="checkbox"/> Creative Expression
	<input type="checkbox"/> Individual and Society
<input type="checkbox"/> Scientific World	

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

**Need and Rationale for Change:**

Most universities, colleges, schools of music, and conservatories have long abandoned a required four-semester sequence in Western music history. The proposed changes are intended to make the Music History (MSH) sequence incrementally more flexible, more culturally diverse, and less Eurocentric. While the Music continues to prioritize WAM (Western Art Music), we realize and acknowledge that the inclusive designation and centering of non-western musics in our required curriculum represents recent changes in music scholarship, in which fields have been growing evermore closely intertwined, effectively embracing the idea that scholarly study of music flows across numerous fields, and that it is (and should be) ecumenical, universal, and inclusive.

The proposed change is intended to maintain Topics courses as a flexible and uniquely useful mechanism for the Music program to offer a wide range of MSH courses; meanwhile, the proposed slate of new MSH courses proposed will remedy the current curriculum's overreliance on Topics courses.

**5. Date of departmental approval: 10/1/2021**

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

**DEPARTMENT OF MULTIMEDIA, THEATRE, AND DANCE**

**CURRICULUM CHANGE**

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

2.

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Music History (MSH)
Course Prefix & Number	MSH 337
Course Title	Afro-Cuban Music
Description	introduction to Afro-Cuban musical traditions through the lens of ethnomusicology.
Pre/ Co Requisites	MSH 200; or Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Music History; LEH Studies in the Arts; Elective.
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
--	---

### 3. **Rationale:**

This proposal is part of a slate of new courses meant to allow much greater flexibility in the Music curriculum, including a longer-term project to develop a host of custom-tailored tracks for Music majors and minors (e.g., Music Technology, Music in the Arts, Ethnomusicology, Historical Musicology, Latin American Music, Jazz, Popular Music, African American Music, Afro-Atlantic Music, Music Therapy, etc.). It is meant to reduce the MSH curriculum's reliance on Topics courses by expanding and diversifying the Music program's course offerings. In the context of the broader Music degree curriculum, this course is also part of an effort to address students' interests and needs.

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

- Introduce students to scholarly research in music, employing tools used in ethnomusicology, historical musicology, popular music studies, cultural anthropology, area studies, history, and philosophy.
- Refine research and writing skills.
- Refine critical thinking skills.
- Expand musical tastes and knowledge.
- Develop a research project into a brief essay and oral presentation.

### 5. **Date of Departmental Approval:** 10/1/2021

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

**DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE**

**CURRICULUM CHANGE**

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

2.

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	MSH
Course Prefix & Number	MSH 338
Course Title	South Asian Music
Description	Introduction to music associated with South Asia.
Pre/ Co Requisites	MSH 200 or Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Music History; LEH Studies in the Arts; Elective.
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

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

### 3. **Rationale:**

This proposal is part of a slate of new courses meant to allow much greater flexibility in the Music curriculum, including a longer-term project to develop a host of custom-tailored tracks for Music majors and minors (e.g., Music Technology, Music in the Arts, Ethnomusicology, Historical Musicology, Latin American Music, Jazz, Popular Music, African American Music, Afro-Atlantic Music, Music Therapy, etc.). It is meant to reduce the MSH curriculum's reliance on Topics courses by expanding and diversifying the Music program's course offerings. In the context of the broader Music degree curriculum, this course is also part of an effort to address students' interests and needs.

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

- Introduce students to scholarly research in music, employing tools used in ethnomusicology, historical musicology, popular music studies, cultural anthropology, area studies, history, and philosophy.
- Refine research and writing skills.
- Refine critical thinking skills.
- Expand musical tastes and knowledge.
- Develop a research project into a brief essay and oral presentation.

### 5. **Date of Departmental Approval:** 10/1/2021

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

**DEPARTMENT OF MULTIMEDIA, THEATRE, AND DANCE**

**CURRICULUM CHANGE**

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

2.

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	MSH
Course Prefix & Number	MSH 339
Course Title	American Popular Music after WWII
Description	Survey of American popular music after WWII
Pre/ Co Requisites	MSH 200 or Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Music History; LEH Studies in the Arts; Elective.
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

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

### 3. **Rationale:**

This proposal is part of a slate of new courses meant to allow much greater flexibility in the Music curriculum, including a longer-term project to develop a host of custom-tailored tracks for Music majors and minors (e.g., Music Technology, Music in the Arts, Ethnomusicology, Historical Musicology, Latin American Music, Jazz, Popular Music, African American Music, Afro-Atlantic Music, Music Therapy, etc.). It is meant to reduce the MSH curriculum's reliance on Topics courses by expanding and diversifying the Music program's course offerings. In the context of the broader Music degree curriculum, this course is also part of an effort to facilitate individual tracks which can be custom-tailored to particular students' interests and needs.

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

- Introduce students to scholarly research in music, employing tools used in ethnomusicology, historical musicology, popular music studies, cultural anthropology, area studies, history, and philosophy.
- Refine research and writing skills.
- Refine critical thinking skills.
- Expand musical tastes and knowledge.
- Develop a research project into a brief essay and oral presentation.

### 5. **Date of Departmental Approval:** 10/1/2021

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

**DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE**

**CURRICULUM CHANGE**

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

2.

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	MSH
Course Prefix & Number	MSH 340
Course Title	Music and Techno-Culture
Description	Critical analysis of the dynamics between music and technology as a cultural phenomenon through the lens of sounds, repertoires, performance and listening practices, and theories.
Pre/ Co Requisites	MSH 200; or Departmental permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Music History; LEH Studies in the Arts; Elective.
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics



	_____ Science
	_____ Flexible
	_____ World Cultures
	_____ US Experience in its Diversity
	_____ Creative Expression
	_____ Individual and Society
	_____ Scientific World

### 3. **Rationale:**

This proposal is part of a slate of new courses meant to allow much greater flexibility in the Music curriculum, including a longer-term project to develop a host of custom-tailored tracks for Music majors and minors (e.g., Music Technology, Music in the Arts, Ethnomusicology, Historical Musicology, Latin American Music, Jazz, Popular Music, African American Music, Afro-Atlantic Music, Music Therapy, etc.). It is meant to reduce the MSH curriculum's reliance on Topics courses by expanding and diversifying the Music program's course offerings. In the context of the broader Music degree curriculum, this course is also part of an effort to address students' interests and needs.

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

- Introduce students to scholarly research in music, employing tools used in ethnomusicology, historical musicology, popular music studies, cultural anthropology, area studies, history, and philosophy.
- Refine research and writing skills.
- Refine critical thinking skills.
- Expand musical tastes and knowledge.
- Develop a research project into a brief essay and oral presentation.

### 5. **Date of Departmental Approval:** 10/1/2021

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

**DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE**

**CURRICULUM CHANGE**

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

2.

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	MSH
Course Prefix & Number	MSH 341
Course Title	Rap Music: History and Analysis
Description	History of rap from the roots of Black music in the 1960's to popular music today and examination of different rap styles and techniques, and social changes and conflicts in US society
Pre/ Co Requisites	MSH 200; or Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Music History; LEH Studies in the Arts; Elective.
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics

	_____ Science
	_____ Flexible
	_____ World Cultures
	_____ US Experience in its Diversity
	_____ Creative Expression
	_____ Individual and Society
	_____ Scientific World

### 3. **Rationale:**

This proposal is part of a slate of new courses meant to allow much greater flexibility in the Music curriculum, including a longer-term project to develop a host of custom-tailored tracks for Music majors and minors (e.g., Music Technology, Music in the Arts, Ethnomusicology, Historical Musicology, Latin American Music, Jazz, Popular Music, African American Music, Afro-Atlantic Music, Music Therapy, etc.). It is meant to reduce the MSH curriculum's reliance on Topics courses by expanding and diversifying the Music program's course offerings. In the context of the broader Music degree curriculum, this course is also part of an effort to address students' interests and needs.

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

- Introduce students to scholarly research in music, employing tools used in ethnomusicology, historical musicology, popular music studies, cultural anthropology, area studies, history, and philosophy.
- Refine research and writing skills.
- Refine critical thinking skills.
- Expand musical tastes and knowledge.
- Develop a research project into a brief essay and oral presentation.

### 5. **Date of Departmental Approval:** 10/1/2021

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

**DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE**

**CURRICULUM CHANGE**

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

2.

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	MSH
Course Prefix & Number	MSH 342
Course Title	Music and Anti-Imperialism
Description	Role of music in the anti-imperialist movements and decolonization processes of the twentieth century with a focus on identities, cultures and consciousness throughout African, Asian, and Latin American post-colonial societies.
Pre/ Co Requisites	MSH 200; or departmental permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Music History; LEH Studies in the Arts; Elective.
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics

	_____ Science
	_____ Flexible
	_____ World Cultures
	_____ US Experience in its Diversity
	_____ Creative Expression
	_____ Individual and Society
	_____ Scientific World

### 3. **Rationale:**

This proposal is part of a slate of new courses meant to allow much greater flexibility in the Music curriculum, including a longer-term project to develop a host of custom-tailored tracks for Music majors and minors (e.g., Music Technology, Music in the Arts, Ethnomusicology, Historical Musicology, Latin American Music, Jazz, Popular Music, African American Music, Afro-Atlantic Music, Music Therapy, etc.). It is meant to reduce the MSH curriculum's reliance on Topics courses by expanding and diversifying the Music program's course offerings. In the context of the broader Music degree curriculum, this course is also part of an effort to address students' interests and needs.

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

- Introduce students to the discipline of ethnomusicology, employing tools used in cultural anthropology, area studies, history, philosophy, and musicology.
- Refine research and writing skills.
- Refine critical thinking skills.
- Expand musical tastes and knowledge.
- Develop a research project which incorporates ideas and tools from ethnomusicology into a brief essay and oral presentation.

### 5. **Date of Departmental Approval:** 10/1/2021



## Library Technology and Telecommunications Committee Meeting Report

### Library

- Library updated hours of operation through February 25<sup>th</sup>: M-W-F, 9:00 AM- 5:00 PM; Tu-Th, 9:00 AM-7:00 PM; Closed Saturday and Sunday.
- February 28<sup>th</sup>-May 24<sup>th</sup>: M-Th, 9:00 AM-8:00 PM; Fri, 9:00 AM-5:00 PM; Weekends: 11:00 AM-5:00 PM
- During Spring Break: April 15-22, 9:00 AM-5:00 PM
- Hours subject to change if conditions warrant
- Library extended hours for daily student study: 5-Hours for Study; 5-Hours for Computer Use; 1-Hour for Scanning; 5-minutes for Book Pickup-Return
- Library simplified access process. Make your appointment on LibCal. Visit Library Homepage for details.
- **Masks are Mandatory for everyone visiting Library**
- **Library unable to accommodate Group Study requests**
- Future service will be denied if patron does not follow Library procedures
- Please observe your scheduled Reservation or risk forfeiting your session
- Patrons must display Lehman ID Card or Digital Lehman 360 ID before entering
- Library offers invites Reading and Discussion with Cecilia Espinosa and Laura Ascenzi-Moreno's *Rooted in Strength: Using Translanguaging to Grow Multilingual Readers and Writers*, Monday, February 28<sup>th</sup>, 4:30 – 5:30 PM. RSVP on Library website.

### Information Technology

- Division of Information Technology reported that the college's plans are moving forward to upgrade 172 classrooms and 4 lecture halls with state-of-art technology including: new computers and podiums, laser video projectors, audio systems, cameras and mics. Two sample rooms in Carman Hall are completed and faculty will be invited to demos and to provide feedback. Hy-flex technology from the fall remains in place in more than 42-. classrooms on campus and student assistants can also help faculty with classroom start-up Faculty Workshops are available through Online Education, and Media Technology Services.
- The college community is reminded to stay vigilant with malicious “phishing” and malware emails directed to students, faculty, and staff, especially at the start of the semester. The latest scam comes from a sender with a Wells Fargo logo that you sent money to someone via ZELLE. Students are reminded to not reply to job offers from unknown senders and we should all never provide personal, confidential information in response to an email. Please continue to be vigilant.

- Now is the time to send tech fee proposals to department chairs and deans and VPs for review. The tech fee committee, comprised of students, faculty and administrators will review proposals and make recommendations to the President during the spring semester.

### **Blackboard**

- The Bb Upgrade completed with very few issues. We are experiencing some technical issues with one of our Building Blocks – Turnitin. Until the issue is completely resolved, we ask faculty to use Safe Assign. The Safe Assign platform is built into Bb.
- The Bronx Ed Tech Showcase will take place on May 6<sup>th</sup>. Once again this year, the event will be virtual. The showcase is a cooperative event hosted by Lehman College, Bronx Community College and Hostos
- CUNY is in the process of reviewing proposals to replace our Learning Management System: Blackboard. You may or may not know that SUNY has replaced Bb with Desire2Learn.

### **Online Education**

- Enhancing Your Online or Hybrid Course Through the Use of Open Educational Resources. Workshop Dates are: February 7<sup>th</sup>-18<sup>th</sup> and April 18<sup>th</sup>-29<sup>th</sup>. Please contact Online Education for additional information.

# Lehman Senate Budget Committee Report

Based on committee meeting on 11/17/2021

## *Membership and attendance of Joint committee of Senate and FP&B Budget and Long-Range Planning*

### **Senators**

Haiping Cheng  
Mia Budescu

Alexander Nunez Terres

**Theresa Lundy**

Rick DesRochers

Ruth Wangerin

### **FP&B members**

Brian Murphy  
Dene Hurley

Marie Marianetti

**Wesley Pitts**

**Carl Mazza**

### **Administration**

Peter Nwosu  
Rene Rotolo

Bethania Ortega

**Bold font indicate the presence**

### **Students**

Beatrice Donkor  
John Soto

Olivia Opoku

Jamie Price

Sahari Vasquez

**Sandra Mathura**

**Guests:** PAMELA.MILLS; Brandon Begarly, Paula Loscocco

**The Budget committee meeting was called to order at 1:10 pm by Haiping Cheng on Nov. 17, 2021**

- **Approval of meeting minutes**
  - 9/17/2021 minutes
- **Budget update:** VP Rotolo and Budget Director Ortega
  - Prior year saving revised from \$19.1 M to \$23.8 M due to counting two summers in this report because of accounting method change.
- **Provost report/Grant Office Report:**
  - Provost Nwosu: funding strategic plans (details on slides)
  - Brandon Begarly, Director, Grants and Contracts (details on slide)
- **Personnel trend** Budget Director Bethania Ortega
  - details on slides



12. 1, 2021

# Lehman Budget Committee Report

Based on budget update on 11/17/2021

## Year end report, plan, and key projections

**\$133.7 M FY 2022**  
**Lehman operation Budget**



	FY2022
Campus Base Budget	\$105,986
Unfunded Fringes Adjustment	(\$2,105)
State Aid Adjustment	\$1,889
Tuition Revenue Target increase	\$2,160
<b>Revised Campus Base Budget</b>	<b>\$107,930</b>
Addtnl Tax Levy Allocations *	\$3,691
Est. CARES/CRRSAA funds **	\$24,060
Est. TAP Waiver funding	\$0
<b>Total Operating Budget</b>	<b>\$135,681</b>
Tuition Collection Under Target	(\$1,991)
Centrally Managed Funds	<i>Not included in</i>
<b>Revised Total Operating Budget</b>	<b>\$133,690</b>

### Major Spending (Millions)

	2021 Year end	2022 Plan	2023 Project
Resources	120	133.7	124.2
Major Spending			
PS regular	83.0	88.3	90.8
OTPS+CARES	6.3	18.8	14.4
Adjuncts	18.6	18.6	18.6
Temp service	4.6	4.7	4.7
PS Adj CARES	0	4.3	4.1
Save (lost)	7.8	(1.1)	(8.5)
Reserves	14.1	23.8	22.7(?)
CARES/CRRSAA	2.5		
Year End Balance	23.8	22.7(?)	14.2 (?)



\*Green (increase) and Red (reduction) from prior period.

# Funding strategic Plan FY 22 and FY23

Provost report 11/17/2021

<b>Funding sources</b>	<b>Divisions</b>	<b>Top 3 projects by cost</b>	<b>FY 22 costs</b>	<b>FY23 costs</b>
CUTRA FUND (year end saving)	Academic Affairs	Provost strategic fund	\$0.62M	\$0.62M
	Academic Affairs	School of Business	\$0.36M	\$0.72M
	IT	Business upgrade	\$0.25M	
CRRSAA/ARPA (covid 19 fund)	IT	hyFlex Classrooms	\$7.7M	\$6.0 M
	Enrollment	Learning loss	\$1.4M	\$1.4M
	IT	Infrastructure upgrade	\$0.75 M	
Mackenzie Scott Fund	President	Capacity Building/innovation	\$0.35M	\$0.25M
		workforce:Braven	\$0.16M	\$0.16M
	President	Campus Climate	\$0.14M	\$0.1M

Division	Requested Use	Funding Allocated FY22	Funding FY23
<b>CUTRA FUNDS</b>			
Administration & Finance	Custodial Supervisor Training	\$ 100,000	
	Master Plan Update		\$ 375,000
Diversity/HR	Training	\$ 40,000	
Information Technology	Digital Inclusion	\$ 43,000	\$ 43,750
	IT Analytics	\$ 58,000	\$ 58,333
	Computer Upgrades	\$ 150,000	
	Business Infrastructure upgrade	\$ 250,000	
	e-time system		\$ 58,333
Academic Affairs	School of Business	\$ 360,000	\$ 720,000
	Curricular Renewal & Pedagogy	\$ 180,000	
	Lehman Professors of Excellence	\$ 80,000	
Enrollment Management	Advisement (EAB, Course Dog)	\$ 86,000	
	Scholarship Program	\$ 15,000	\$ 5,000
	Registrar - Electronic Records	\$ 18,000	
Academic Affairs	Provost Strategic Initiative Fund	\$ 620,000	\$ 620,000
	<b>Total</b>	<b>\$ 2,000,000</b>	<b>\$ 1,880,416</b>

All funding allocated must be expended by March 30, 2022. Any funds not spent will not roll over into the following fiscal year will be swept and return to the College.

**Funding Strategic Plan FY 2022 Budget Allocations –  
DRAFT 11/4/2021 (one-time funding-non-recurring)/1**

Division	Requested Use	Funding Allocated FY22	Funding FY23
<b>CRRSAA/ARPA Funds</b>			
Academic Affairs	On-line Program Development	\$ 200,000.00	\$ 213,000
Enrollment Management	Learning Loss	\$ 1,380,000	\$ 1,380,000
	Student Success	\$ 172,942	\$ 172,942
Information Technology	HyFlex Classroom Upgrade	\$ 7,691,760	\$ 6,027,150
Information Technology	Infrastructure Upgrades	\$ 750,000	
	<b>Total</b>	<b>\$ 10,194,702</b>	<b>\$ 7,793,092</b>

**Funding Strategic Plan FY 2022 Budget Allocations –  
DRAFT 11/4/2021 (one-time funding-non-recurring)/2**

Division	Requested Use	Funding Allocated FY22	Funding FY23
<b>MacKenzie Scott Gift Funds</b>			
Academic Affairs			
Lehman Professors of Excellence		\$ 80,000	\$ 80,000
Student Impact and Success (recurring annual costs)			
Workforce/Careers: Braven		\$ 160,000	\$ 160,000
iMentor (\$40,000 in FY 24 & 25)		\$ 20,000	\$ 30,000
Prestigious Awards		\$ 75,000	\$ 75,000
President			
Capacity Building & Innovation			
CCS		\$ 350,000	\$ 250,000
Campus Climate (Rankin Assoc & implementation)		\$ 140,000	\$ 100,000
		<hr/>	<hr/>
<b>Total</b>		<b>\$ 825,000</b>	<b>\$ 695,000</b>

**Funding Strategic Plan FY 2022 Budget Allocations –  
DRAFT 11/4/2021 (one-time funding-non-recurring)/3**

# Lehman College grant activities summary

Based on Nov 17, 2021 Grant office report

Year	2018	2019	2020	2021	2022
# Grant submitted	30	36	50	60	19 (to date)
\$ Amount awarded	\$4.7M	\$3.4M	\$4.0M	\$9.1M	\$14.1M

>Lehman rank 5<sup>th</sup> among CUNY senior colleges for grant amount based on expenditure

>Lehman rank 7<sup>th</sup> among all CUNY colleges for grant amount based on expenditure

## *Lehman College - Staffing Analysis Report (Draft as of October 2021)*

<b>Full-Time Employee Hcount</b>	<b>FY 17</b>	<b>FY 18</b>	<b>FY 19</b>	<b>FY 20</b>	<b>FY21</b>	<b>Fall 22</b>	<b>Total I/(D)</b>	<b>Percent I/(D)</b>
I&DR Teaching	349	348	357	369	365	361	12	3%
I&DR Support	151	151	169	169	155	165	14	9%
Academic Support	51	49	48	48	48	49	(2)	-4%
Student Services	92	94	101	93	95	91	(1)	-1%
Maintenance & Operation	116	119	119	109	108	111	(5)	-4%
General Administration	59	57	58	56	56	54	(5)	-8%
General Institutional Services	105	112	103	93	85	85	(20)	-19%
SEEK	9	9	11	10	11	10	1	11%
<b>Total Full-Time</b>	<b>932</b>	<b>939</b>	<b>966</b>	<b>947</b>	<b>923</b>	<b>926</b>	<b>(6)</b>	<b>-1%</b>
ECP's (included in total)	27	25	26	27	20	23	(4)	-15%

- Source: CUNY's 2020 Financial Report; heacount based on the last payroll in October;

- I&DR Support includes COAS, CLT's, and HEO series for I&DR (Academic departments only); Other areas include HEO Series, CLT's, Civil Service (Gittleston series, Custodial Assistants, Security Officers, and Skilled Trades)

# Staffing Trends - (000's)

	<b>FY 18</b>	<b>FY 19</b>	<b>FY 20</b>	<b>FY 21</b>	<b>Total I/(D)</b>	<b>Percent I/(D)</b>
<b>Tax-Levy Budget *</b>	96,417	103,979	116,004	111,301	14,884	15%
<b>PS Regular (net of ECP)</b>	\$73,136	\$74,295	\$80,182	\$79,630	6,495	9%
Percent of the TL Budget	76%	71%	69%	72%		
<b>ECP's</b>	\$4,161	\$4,677	\$4,761	\$4,117	(44)	-1%
Percent of the TL Budget	4%	4%	4%	4%		
<b>PS Adjunct (P/T Faculty)</b>	14,364	15,727	\$17,596	\$18,725	4,361	30%
Percent of the TL Budget	15%	15%	15%	17%		

\*Budget excludes Centrally Managed funds and over-collections



Next Budget committee meeting,  
Feb. 23, 2022, 1-2:30pm

# Academic Assessment Committee Report

---

Lehman College, The City University of New York

*Victor M. Brown, Ph.D., M.B.A., Associate Provost for Academic Programs and Educational Effectiveness*

# Assessment Management System

---

- The implementation process for Watermark's *Planning & Self-Study* has started.
- Multiple planning meetings have been held.
- Single sign-on will be used.
- Accreditation report templates have been imported.
- Lehman College's ILOs have been added.
- Lehman's Schools, programs, and courses have been imported.
- Training for system administrators is underway.
- Lehman's early adopters have been added to the system.

# Assessment Management System

---

- *MavenLink* forum for system administrators to collaborate with Watermark was created
- System Administrators have been given login credentials.
- List of assessment liaisons was provided
- An I.T. contact was provided.
  - I.T. will provide a .CVS-format organizational structure for Lehman College that will be imported into Planning & Self-Study. That structure will provide the schools, programs, departments, and personnel. Afterward, roles and permissions will be worked out.
- The vendor will be provided with specifications to tailor the user submissions around Lehman College's six-step assessment process
- Full implementation is expected in time for assessment report submission

# 2021 AY Assessment Report Submission

---

## Annual institutional assessment report

- Draft completed and being reviewed by the Associate Provost and Provost
- The approved Annual Assessment Report will be published on the Institutional Effectiveness website



# 2022 AY Assessment Plan Submission

---

Submissions are underway

- General Education: Two ILOs: 'Information Literacy' and 'Oral and Written Communications'
- AES Assessment
- Academic Assessment

# November 7<sup>th</sup> and December 9<sup>th</sup> Meetings

---

## Highlights:

- ✓ Discussed the AMS
- ✓ Provided updates on an “Assessment Hour” for faculty and forthcoming assessment workshop
- ✓ Discussed the AMS
- ✓ Discussed the draft AY 2021 institutional assessment report
- ✓ Agreed to develop a template for providing feedback on submitted assessment plans
- ✓ Discussed the role of Associate Deans in assessment activities

# Next Meeting

---

February 10<sup>th</sup> at 2:00 PM