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**Minutes of
The Lehman College Senate Meeting
Wednesday, October 10, 2018
Senate Meeting**

Senators Present: Ahmed-Tay, S.; Alborn, T.; Ali, S.; Ali, T.; Amend, A.; Badillo, D.; Bazile, S.; Bergmann, R.; Blachman, S.; Boston, N.; Britt, K.; Budescu, M.; Burton-Pye, B.; Campeanu, S.; Cervantes, J.; Cheng, H.; Clever, R.; Cruz, J.; Daley, K.; Deckman, S.; DeLaCruz, B.; Deprince, A.; Dominguez, V.; Farrell, R.; Fera, J.; Finger, R.; Fortunato-Tavares, T.; Garcia-Otero, N.; Guzman, M.; Hernandez, T.; Hyman, D.; Jervis, J.; Jones, B.; Kolade, B.; Machado, E.; Magdaleno, J.; Mahon, J.; Mak, W.; Marianetti, M.; Markens, S.; Martín, Ó.; McCabe, J.; McKenna, C.; Mercado, W.; Mills, P.; Moreno, Q.; Munch, J.; Musah, S.; O’Dowd, M.; Olewuike, J.; Olumuyide, E.; Paniagua, S.; Prince, P.; Prohaska, V.; Punu, K.; Registe, K.; Rice, A.; Rivera, R.; Rivera-McCutchen, R.; Rodriguez-Allie, A.; Rosario, Y.; Rotolo, R.; Sailor, K.; Sarmiento, R.; Sauane, M.; Schlesinger, K.; Schwittek, D.; Scott, K.; Sekyere, R.; Sisselman, A.; Somwar, D.; Tananbaum, D.; Trimarchi, Y.; Valentine, R.; Wangerin, R.; Waring, E.; Washington, W.; Wynne, B.; Yates, S.; Yavuz, D.

Senators Absent: Allison, A.; Alto, A.; Austin, L.; Collett, J.; DeJaynes, T.; DiBello, M.; Doyran, M.; Forde, A.; Graulau, J.; Greaves, T.; Johnson, M.; MacKillop, J.; Oh, H.; Phillips, M.; Qian, G. Reyes, N.; Saforo, E.; Sakibou, A.; Tavares, J.

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

1. Approval of the Minutes

The minutes of the September 5, 2018 Senate meeting were approved by unanimous voice vote.

2. Announcements and Communications

a. Report of the President

Dr. Cruz briefed all on the contents of his latest campus-wide announcement, which provided an update on his involvement with various initiatives in support of the College’s mission, vision, and values. He went on to inform all that there would be a series of topical announcements to follow in the coming weeks, the first of which would concern capital improvement projects. Dr. Cruz explained that are 23 capital development projects in place, and of that number four are already in construction: (1) the interior renovation, new seats, and ADA compliance for the Lehman Center for the Performing Arts, a \$19 million project expected to be completed by May 2019; (2) the relocation of the Lehman College Bookstore, a \$4.8 million project expected to be completed by the end of the calendar year; (3) the flat roof replacement, stainless steel roof rehabilitation, and plaza open enclosure for the APEX

Center, a \$7.3 million project expected to be completed by December 2018; and (4) the renovation Phase 2 project, a \$7 million investment expected to be completed by June 2019.

b. Student Legislative Assembly—

Ms. Nadia Baba introduced herself as the new Vice President for legislative affairs. Ms. Baba went on to describe her plan for the academic year, which she explained is to improve student-faculty engagement. She stressed that one of the ways to improve student-faculty engagement was through longer free hours. Ms. Baba explained that without the extended free hours, students would continue to miss out on the events they are entitled to, such as professional development workshops as well as other events offered on campus that encourage students to be both active and aware.

Ms. Baba also encouraged student-faculty engagement through rep series events. The first event, she informed, would be hosted by the Student Government Association in front of Shuster Hall on October 15, 2018 at 2:00 p.m. She urged all faculty and staff to attend.

Ms. Baba named and congratulated all students nominated to serve as senators on the Senate Standing Committees. All were approved by unanimous voice vote.

See Attachment I

REPORTS OF STANDING COMMITTEES—

1. Graduate Studies

There was no report.

2. Governance Committee

Professor Duane Tananbaum announced that the committee nominated Professor Amod Choudhary to fill a vacancy on the Undergraduate Curriculum Committee for a 2-year term. The committee also nominated Professor Liat Seiger-Gardiner to fill a vacancy on the Graduate Studies Committee for a 1-year term. There were no additional nominations from the floor. Professors Amod Choudhary and Liat Seiger-Gardiner were elected by unanimous voice vote.

73

74 See Attachment II

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

76 There was no report. Professor Penny Prince shared that the subcommittee, headed by Professors
77 Sandra Campeanu and Linda Scheetz, would have a preliminary analysis to present in November
78 regarding the three main categories for freshman admissions to the College.

79

80 Prof. Prince thanked all who helped in the development of a Dashboard feature that would be
81 available on Lehman 360. She explained that this feature would allow accessibility to data regarding
82 the different groups of freshman admitted to Lehman. Prof. Prince gave a special thanks to the VP
83 for Information Technology, Ronald Bergmann; AVP for Information Technology, Ediltrudys Ruiz;
84 Director of Admissions, Laurie Austin; Director of IT Applications Services, Deira Pereyra; IR
85 Senior Analyst, Yajaira Alvarez; and Director of Institutional Research, Planning, and Assessment,
86 Raymond Galinski. Prof. Prince commended all for their contributions.

87

88 **4. Undergraduate Curriculum**

89 Professor David Hyman announced that Professor Lynn Rosenberg was elected as chair of the
90 committee. He went on to present proposals for curriculum changes in the following departments:
91 Art; Biological Sciences; Health Sciences; Music, Multimedia, Theatre & Dance; Nursing;
92 Sociology; and Mathematics. There were many questions posed regarding the curriculum change
93 presented for the Department of Nursing. Professor Korto Scott of the Nursing Department stated
94 that she would discuss the issues raised with the chair of the department.

95

96 Professor Duane Tananbaum moved that the proposal be removed from the list of curriculum
97 changes for discussion at a later date. The motion was approved by unanimous voice vote. Prof.
98 Hyman proceeded to a vote for curriculum changes in the departments of Art; Biological Sciences;
99 Health Sciences; Music, Multimedia, Theatre & Dance; Sociology; and Mathematics. The proposals
100 were approved by unanimous voice vote.

101

102 Prof. Hyman presented informational items on experimental courses in the departments of Art,
103 Biological Sciences, Health Sciences, and Mathematics.

104

105 See Attachment III

106

107 The next meeting was scheduled for Wednesday, October 17, 2018 at 1:00 p.m. in SC 1405A.

108

109 **5. Academic Freedom**

110 There was no report. Professor David Manier shared that the committee would be discussing the
111 increase in the number of adjuncts at the College and CUNY-wide. He elaborated that CUNY is
112 increasingly becoming an adjunct-heavy university with a major turnover rate. He expressed that
113 such may affect academic freedom as well as the mentorship provided to students. There were many
114 questions raised concerning the topic. Dr. Cruz urged all interested in further discussion of the
115 subject matter to attend the next meeting of the committee.

116

117 The next meeting was scheduled for Wednesday, October 24, 2018 at 3:30 p.m. in GI 103.

118

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

120 Chief Librarian Kenneth Schlesinger presented the report and brought announcements from the
121 Library, Division of Information Technology, Online Education, and concerning Blackboard.

122

123 See Attachment IV

124

125 The next meeting was scheduled for Wednesday, October 31, 2018 at 11:00 a.m. in CA B-75.

126

127 **7. Campus Life and Facilities**

128 There was no report. Professor Wingyun Mak announced that she was elected chair of the committee
129 and urged all interested to attend the committee's next meeting.

130

131 The next meeting was scheduled for Wednesday, December 5, 2018 at 2:30 p.m. in Shuster B-018.

132

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

134 Professor Haiping Cheng presented the report of the Joint Committee of Senate and FP&B Budget
135 and Long Range Planning. He informed all that he was elected as chair of the committee, discussed

136 the report from Academic Affairs, and went on to provide a full report of the budget for fiscal year
137 2019.

138
139 Prof. Cheng also briefed that he would have a report in the spring to discuss the Lehman College
140 Foundation, which is responsible for the College's fundraising efforts. Prof. Cheng expressed that
141 the Foundation is pivotal to the College and is an area that requires much strengthening, particularly
142 as the Foundation benefits students and raises money that directly aids student fellowship.

143
144 Prof. Cheng welcomed all to participate in the next meeting of the committee.

145
146 See Attachment V

147
148 The next meeting was scheduled for Wednesday, November 14, 2018 at 1:30 p.m. in Shuster 336.

149
150 **9. University Faculty Senate Report**

151 Professor Janette Tilley reported on the October 2, 2018 Plenary Session of the University Faculty
152 Senate.

153
154 See Attachment VI

155
156 The next Plenary Session is scheduled for November 6, 2018 at 6:30 p.m. at CUNY Central.

157
158 Old Business----None.

159
160 New Business-----None.

161
162 **ADJOURNMENT**

163 President Cruz adjourned the meeting at 4:36 p.m.

164
165 Respectfully submitted:

166
167 Esdras Tulier

Name of Standing Committee	Student Senator Nominees
Undergraduate Curriculum Committee	Dylen Somwar Tarialy Hernandez Sumana Ali
Governance Committee	Nadia Baba Kiana Registe James Cervantes
Academic Freedom Committee	Tarialy Hernandez
Library Technology & Telecommunications Committee	James Cervantes
Campus Life & Facilities Committee	Shelsy Paniagua Wilfred Jesse Mercado Rene Clever

Governance Committee Report – Wednesday, October 10, 2018

The Governance Committee makes the following nominations for Senate committees:

For a 2-year term on the Undergraduate Curriculum Committee (replacing Interim Vice Provost for Academic Affairs Vincent Prohaska) ending 6/2020

Amod Choudhary (ECO)

For a 1-year term on the Graduate Studies Committee (replacing Smith Gabig) ending 6/2019

Liat Seiger-Gardiner (Speech, Language, Hearing Sciences)

Senate Meeting – October 10, 2018**Undergraduate Curriculum Committee (UCC) Report**

The following proposals were approved unanimously by the UCC, with a quorum present on September 26, 2018 (7 of 10 members in attendance):

1. Art
 - Change degree CGI BS
 - Change desc title pre-req ART/CGI 222
 - Change desc pre-req ART/CGI 321
 - Change desc title ART/CGI 322
 - Change desc pre-req ART/CGI 325
 - Change desc pre-req ART/CGI 421
 - Change desc title ART/CGI 422
 - Change desc ART/CGI 441
 - Change degree Art BFA
 - New course ART 488
 - New course ART/CGI 334
 - New course ART/CGI 335
2. Biological Sciences
 - Change degree Bio II BA
3. Health Sciences
 - Change degree ExSci BS
 - New course DFN 441
4. Music Multimedia Theatre Dance
 - Change desc title pre-req THE 205
 - Change desc THE 235
 - Change desc title THE 305
 - Change desc title pre-req THE 435
 - Change credit limit MSP 210
5. Nursing - **TABLED**
 - Change degree admissions Nur BS
6. Sociology
 - New course SOC 221
7. Mathematics
 - New course MAT 108

Informational Items

1. Art
 - Experimental course ART/CGI 334
 - Experimental course ART/CGI 335
2. Biological Sciences
 - Experimental course BIO 437
3. Health Sciences

- Experimental course HSA 473
 - Experimental course DFN 441
4. Mathematics
- Experimental course MAT 108

Next meeting: October 17, 2018, 1 p.m., SC 1405A

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

DEPARTMENT OF ART

CURRICULUM CHANGE

Name of Program and Degree Award: Computer Graphics and Imaging, B.S. (58 Credit Major)

Hegis Number: 26891

Program Code: 1009.00

Effective Term: Spring 2019

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

2. **From:**

Computer Graphics and Imaging, B.S. (58 Credit Major)

The required credits are distributed as follows:

24 credits in ART/CGI:

(May be taken as CGI or ART)

	Credits
ART 221 Applied Imaging and Applications to the World Wide Web I	3
ART 222 Applied Imaging and Applications to the World Wide Web II	3
ART 321 Computer Modeling and Design I	3
ART 322 Evolving Techniques in Digital Photography	3
ART 325 Digital Multimedia	3
ART 421 Computer Animation I	3
ART 422 3D Interactive Design	3
ART 441 Broadcast Design	3

11 credits in Computer Science:

	Credits
CMP 167 Programming Methods I	3
CMP 326 Programming Methods II	4
CMP 342 Internet Programming	4

5 credits in Mathematics:

	Credits
MAT 155 Calculus I Laboratory	1
MAT 175 Calculus I	4

18 credits in Art:

	Credits
ART 100 Basic Drawing	3

ART 101 Introduction to Two-Dimensional Design 3

~~ART 102 Introduction to Three-Dimensional Design 3~~

~~ART 106 Introduction to Sculpture 3~~

ART 108 Introduction to Photography 3

ART 112 Introduction to Digital Imaging 3

ARH 167 Tradition and Innovation in the Art of the West 3

Or

ARH 141 Introd to the History of Modern Art of the 19th & 20th Centuries in Europe & the US 3

No minor is required.

3. To:

Computer Graphics and Imaging, B.S. (58 Credit Major)

The required credits are distributed as follows:

18 credits in Art:

Credits

ART 100 Basic Drawing 3

ART 101 Introduction to Two-Dimensional Design 3

ART 102 Introduction to Three-Dimensional Design 3

Or

ART 106 Introduction to Sculpture 3

ART 108 Introduction to Photography 3

ART 112 Introduction to Digital Imaging 3

ARH 167 Tradition and Innovation in the Art of the West 3

Or

ARH 141 Introduction to the History of Modern Art of the 19th & 20th Centuries in Europe & the US 3

24 credits in ART/CGI:

(May be taken as CGI or ART)

Credits

ART 221 Applied Imaging and Applications to the World Wide Web I 3

ART 222 Introduction to Animation 3

ART 321 Computer Modeling and Design I 3

ART 322 Computer Modeling and Design II 3

ART 325 Digital Multimedia 3

ART 421 Computer Animation I 3

ART 422 Computer Animation II 3

ART 441 Broadcast Design 3

Or

ART 480 Senior Project 3

Or

ART 487 Professional Experience in the Fine Arts 3

11 credits in Computer Science:

Credits

CMP 167 Programming Methods I 3

CMP 326 Programming Methods II 4

CMP 342 Internet Programming 4

5 credits in Mathematics:

Credits

MAT 155 Calculus I Laboratory 1

MAT 175 Calculus I 4

No minor is required.

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

In the CGI sequence introductory art courses, students develop fundamental skills and build creative and technical foundations for the advanced courses. The Art Department has placed these foundation courses at the beginning of the curriculum in order to emphasize that they should be taken first (some of these classes also serve as prerequisites for the advanced courses).

Currently, ART 441 (Broadcast Design) is the final course in the sequence, and serves as a kind of capstone course. The Art Department would like to add two additional course options that students could take in lieu of ART 441. Each option would allow students to pursue specific paths, depending on their interests within the major. Students could choose to take ART 441, and learn to incorporate the technical and creative aspects of their past coursework into the production of a broadcast package project. Alternatively, students could choose to take ART 487 (Professional Experience in the Fine Arts), and pursue an internship at a media production company (or related organization). This would be a hands-on opportunity for experiential learning, real-world experience, and career development. As a third option, students could choose to take ART 480 (Senior Project), and would have the opportunity to pursue a digital media-related fine arts project, which would be similar to the BFA thesis.

There is an error in the current bulletin, and 61 required credits are listed for the 58-credit BS in CGI. Three credits must be removed, and the Art Department believes that it is not crucial for students in the CGI sequence to take both 'Introduction to Sculpture' and 'Introduction to Three-Dimensional Design' because many of the relevant principles

for the sequence (the fundamental principles of working with 3D form) are covered in both classes. In this proposal, students would have the opportunity to choose either class.

Note: along with the proposed change in degree requirements, the Art Department has also submitted proposals (in separate curriculum change forms) for change of name, description, and prerequisites for several classes within the CGI sequence.

5. **Date of departmental approval:** 08/29/18

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

DEPARTMENT OF ART

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Art
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	ART/CGI
Course Prefix & Number	ART/CGI 222
Course Title	Applied Imaging and Applications to the World Wide Web II
Description	Advanced methods of two-dimensional graphics, image processing, and World Wide Web design leading to team projects in the fields of science and art.
Pre/ Co Requisites	ART/CGI 221
Credits	3
Hours	4 (2 lecture, 2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Art
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	ART/CGI
Course Prefix & Number	ART/CGI 222
Course Title	<u>Introduction to Animation</u>
Description	<u>The theory and practice of animation using traditional and digital techniques.</u>
Pre/ Co Requisites	<u>PRE or COREQ: ART 112 or the successful completion of any 100-level art course</u>
Credits	3
Hours	4 (2 lecture, 2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

In the current iteration of this course, students work on animation projects in the context of web design. Students will benefit from a more foundational course that focuses on the technical and conceptual basics of animation before attempting to integrate it into a web platform.

5. **Date of departmental approval:** 08/29/18

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

DEPARTMENT OF ART

CURRICULUM CHANGE

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

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

Department(s)	Art
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	ART/CGI
Course Prefix & Number	ART/CGI 321
Course Title	Computer Modeling and Design I
Description	An introduction to the theory and practice of two- and three-dimensional modeling and rendering. Mathematical and design concepts will be explored in the lecture room, on the computer, and in the studio. Topics include primitive objects, transformations, curve creation and manipulation, symmetries, surface creation and modification, basic rendering.
Pre/ Co Requisites	ART 221 or CGI 221 or MAT 172 together with any hands-on microcomputer course.
Credits	3
Hours	4 (2 lecture, 2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. **To:** Underline the changes

Department(s)	Art
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	ART/CGI
Course Prefix & Number	ART/CGI 321
Course Title	Computer Modeling and Design I
Description	An introduction to the theory and practice of three-dimensional modeling. Topics include primitive objects, transformations, curve creation and manipulation, symmetries, <u>texture maps</u> , and basic rendering.
Pre/ Co Requisites	<u>ART/CGI 112</u>
Credits	3
Hours	4 (2 lecture, 2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The Art Department has brought the course description up to date and has edited it for concision. The words 'surface creation' have been replaced with 'texture maps', a more specific term. An introductory digital imaging course is a more appropriate prerequisite for a 3D modeling course than a web design course or a math course.

5. **Date of departmental approval:** 08/29/18

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

DEPARTMENT OF ART

CURRICULUM CHANGE

1. **Type of Change:** *Course description, course name*

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

Department(s)	Art
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	ART/CGI
Course Prefix & Number	ART/CGI 322
Course Title	Evolving Techniques in Digital Photography
Description	Computational algorithms and software to use multiple aspects of an image. Examples include panning in space and stitching the image together and exposure bracketing to manipulate dynamic range.
Pre/ Co Requisites	PREREQ: ART 321 or CGI 321
Credits	3
Hours	4 (2 lecture, 2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Art
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	ART/CGI
Course Prefix & Number	ART/CGI 322
Course Title	<u>Computer Modeling and Design II</u>
Description	<u>Advanced techniques in three-dimensional modeling. Topics include organic forms and figures, advanced rendering and texture mapping.</u>
Pre/ Co Requisites	PREREQ: ART 321 or CGI 321
Credits	3
Hours	4 (2 lecture, 2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The current iteration of this course is redundant in the program because similar topics are taught in advanced photography classes. Art and CGI students would greatly benefit from a second semester of 3D modeling, which will cover the modeling of organic forms, figures and advanced rendering--topics that are not covered in Computer Modeling and Design I. This course will also be a great asset (and provide a stronger foundation) for students who go on to take the 3D animation classes in the department.

5. **Date of departmental approval:** 08/29/18

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

DEPARTMENT OF ART

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Art
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	ART/CGI
Course Prefix & Number	ART/CGI 325
Course Title	Digital Multimedia
Description	Web- and disk-based multimedia projects in the digital realm, including digital audio, digital video, and interactivity.
Pre/ Co Requisites	PREREQ: ART 221 or ART 321 or CGI 221 or CGI 321
Credits	3
Hours	4 (2 lecture, 2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Art
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	ART/CGI
Course Prefix & Number	ART/CGI 325
Course Title	Digital Multimedia
Description	Multimedia projects in the digital realm, including digital audio, digital video, and interactivity.
Pre/ Co Requisites	<u>PREREQ: ART 112</u>
Credits	3
Hours	4 (2 lecture, 2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The Art Department has brought the course description up to date and has edited it for concision. An introductory digital imaging course is a more appropriate prerequisite for a digital multimedia course than a web design course or a 3D modeling course.

5. **Date of departmental approval:** 08/29/18

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

DEPARTMENT OF ART

CURRICULUM CHANGE

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

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

Department(s)	Art
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	ART/CGI
Course Prefix & Number	ART/CGI 421
Course Title	Computer Animation I
Description	Introduction to computer animation. Frames, keyframes, hierarchical animation, morphing, expressions, character animation with skeletons.
Pre/ Co Requisites	PREREQ: ART 321 or CGI 321 and MAT 175
Credits	3
Hours	4 (2 lecture, 2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Art
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	ART/CGI
Course Prefix & Number	ART/CGI 421
Course Title	Computer Animation I
Description	Introduction to computer animation including keyframes, hierarchical animation, morphing, <u>textures, cameras, and lighting.</u>
Pre/ Co Requisites	PREREQ: ART 321 or CGI 321
Credits	3
Hours	4 (2 lecture, 2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The Art Department has brought the course description up to date and has edited it for concision. 'Character animation with skeletons' is a very advanced topic and would be better suited for the second semester of computer animation. A math course is an unnecessary prerequisite for computer animation.

5. **Date of departmental approval:** 08/29/18

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

DEPARTMENT OF ART

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Art
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	ART/CGI
Course Prefix & Number	ART/CGI 422
Course Title	3D Interactive Design
Description	Techniques for designing and building computer based 3D interactive experiences using current software tools. Exporting projects to the web and mobile computing devices. Application to game design.
Pre/ Co Requisites	PREREQ: ART 421 or CGI 421
Credits	3
Hours	4 (2 lecture, 2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Art
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	ART/CGI
Course Prefix & Number	ART/CGI 422
Course Title	<u>Computer Animation II</u>
Description	<u>Advanced techniques in computer animation including character rigging and effects.</u>
Pre/ Co Requisites	PREREQ: ART 421 or CGI 421
Credits	3
Hours	4 (2 lecture, 2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Because 3D animation is such a complex medium, it is necessary to cover the material over two semesters (ART 421, Computer Animation I, is currently unable to cover an adequate range of topics). Creating a second semester of Computer Animation will allow students to develop greater technical skill, build storytelling technique, and create stronger portfolios. Interactive Design is currently covered as part of ART 325 (Digital Multimedia).

5. Date of departmental approval: 08/29/18

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

DEPARTMENT OF ART

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Art
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	ART/CGI
Course Prefix & Number	ART/CGI 441
Course Title	Broadcast Design
Description	Creation of sophisticated title sequences, TV show packaging and on-air promotions to be used as part of DVD, video, and film production.
Pre/ Co Requisites	PREREQ: ART 325 or CGI 325.
Credits	3
Hours	4 (2 lecture, 2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Art
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	ART/CGI
Course Prefix & Number	ART/CGI 441
Course Title	Broadcast Design
Description	Creation of sophisticated title sequences, TV show packaging and on-air promotions to be used as part of video and film production.
Pre/ Co Requisites	PREREQ: ART 325 or CGI 325.
Credits	3
Hours	4 (2 lecture, 2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The Art Department has brought the course description up to date (removed 'DVD').

5. **Date of departmental approval:** 08/29/18

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

DEPARTMENT OF ART

CURRICULUM CHANGE

Name of Program and Degree Award: Art, B.F.A

Hegis Number: 08345

Program Code: 1002.00

Effective Term: Spring 2019

1. Type of Change: Change in Degree Requirements

2. From:
Art, B.F.A. (60 Credit Major)

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

Credits (60)

18 credits in Foundation requirement consisting of:

Credits

ART 100 Basic Drawing 3

ART 101 Introduction to Two-Dimensional Design 3

ART 102 Introduction to Three-Dimensional Design 3

~~ART 108 Introduction to Photography 3~~

ART 112 Introduction to Digital Imaging 3

ARH 167 Tradition and Innovation in the Art of the West 3

9 credits in General Art History requirement consisting of:

Credits

Three Art History courses

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

ARH 167: Cannot be counted toward this requirement.

12 credits in General Studio work to be selected from:

Credits

ART 100-, 200-, or 300-level ART courses

15 credits in Art Specialization:

A sequence of 200-, 300-, and 400-level courses (ART (CGI) 451, ART (CGI) 480, ART (CGI) 481, ART 486, ART 487 may be counted in this category, pending approval by faculty in area of specialization) in one of the following disciplines: ceramics, computer

imaging, design, drawing, painting, photography, printmaking, or sculpture. Students should consult the Department for specific courses that constitute a sequence.

6 credits Thesis:

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

3. To:

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

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

Credits (60)

15 credits in Foundation requirement consisting of:

	Credits
ART 100 Basic Drawing	3
ART 101 Introduction to Two-Dimensional Design	3
ART 102 Introduction to Three-Dimensional Design	3
ART 112 Introduction to Digital Imaging	3
ARH 167 Tradition and Innovation in the Art of the West	3

9 credits in General Art History requirement consisting of:

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

12 credits in General Studio work to be selected from:

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

15 credits in Art Specialization:

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

3 credits Practicum:

	Credits
<u>ART 488 Professional Practices in the Visual Arts</u>	3

6 credits Thesis:

Credits

ART 494 Bachelor of Fine Arts Thesis I 3

ART 496 Bachelor of Fine Arts Thesis II 3

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

The BFA is the standard degree for students seeking professional education in the arts. As such, the Art Department has found it necessary to require a practicum for all BFA students that will cover professional practices—opening and operating a studio; developing and documenting work for portfolios; preparing and submitting proposals for exhibitions, residencies and grants; securing gallery representation and/or commissions; and negotiating consignment agreements and other contracts.

5. Date of departmental approval: 5/09/18

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

DEPARTMENT OF ART

CURRICULUM CHANGE

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

2.

Department(s)	Art
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Art
Course Prefix & Number	ART 488
Course Title	Professional Practices in the Visual Arts
Description	Strategies for establishing a long-term art practice; documenting and preparing artworks for exhibition; developing statements, proposals and agreements.
Pre/ Co Requisites	Prerequisite: Declared Art major with a minimum of thirty-six credits in the major.
Credits	3
Hours	4 (2 lecture/2 lab)
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The BFA is a professional degree as designated by organizations such as the National Association of Schools of Art and Design. As such, the Art Department must offer a course that will specifically cover professional principles and practices to best support student's aspirations and career goals.

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

Outcome 2.1: Analyze artwork within a personal and historical context; Outcome 3.1: Demonstrate a step-by-step problem-solving process; Outcome 3.2: Defend visual projects through individual and group critiques; Outcome 3.3 (applies to BFA only): Mount a thesis exhibition.

5. **Date of Departmental Approval:** 5/09/18

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

DEPARTMENT OF ART

CURRICULUM CHANGE

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

2.

Department(s)	Art
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	ART/CGI
Course Prefix & Number	ART/CGI 334
Course Title	Digital Media Production: Theory and Practice
Description	Concepts and techniques underlying the theory of transmedia storytelling. Hands-on development of the core technical skills related to the creation and distribution of digital content.
Pre/ Co Requisites	NA
Credits	3 (may be repeated twice)
Hours	4 (2 lecture, 2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Over the past several years, this course has been running as ART/CGI 350 (Variable Topics in Studio Art), with students consistently drawn from Lehman and Macaulay Honors College. This course update would assign a unique number to the class and would make enrollment possible for students who have already taken another section of ART/CGI 350.

Like the current version of the class, this updated course would provide the opportunity for real-world, experiential learning. Students would learn the fundamentals of creating transmedia stories: the art and theory of advancing narratives on a variety of media platforms. These skills could be applied to marketing campaigns for products, businesses, social causes, cultural outreach, fine art projects or personal entrepreneurship. Seminars would focus on key topics in digital content creation (including branding, marketing, analytics), and guest speakers would include creative leaders from relevant disciplines. In addition to the seminars, hands-on workshops would cover core technical skills related to the creation of interactive digital content (print and web design, video and audio production, creative writing, immersive media). For the final project, students would create an original campaign (on several media platforms) that would include a detailed proposal for developing the brand and building the community of a real-world organization.

This course would also become part of a sequence that would serve to create dynamic connections between Lehman students, Macaulay students, Hostos students, and the larger CUNY community. The course would be the third class in a proposed digital storytelling course sequence that's outlined in the CUNY 2020 grant proposal. In the beginning of the sequence, Lehman, Hostos, and Macaulay students would meet as a cohort and learn the fundamentals of digital design and video production. One goal of the sequence is to create a pipeline that encourages Hostos students to move on to Lehman: Hostos students could take the first two semesters of the sequence, enroll at Lehman, and then take the third and fourth semesters as Lehman students. Graduates of the course sequence would also become eligible to participate in the Hostos incubator and would have access to career-related resources through Macaulay.

The course would also be an opportunity for students to forge connections with professionals in a variety of fields, leading to a greater familiarity with these fields, access to internships, and possible career opportunities.

Note: The course would have a new group of visiting speakers each semester, and repeating students would be exposed to a whole new range of perspectives on branding, marketing, analytics, and media production. Also, the core class project (a creative branding campaign) would have a new theme and direction each semester, and repeating students would have the opportunity to work with a whole new set of ideas and creative challenges.

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

Students will:

- Learn the practices, techniques, history and aesthetic elements of transmedia storytelling and marketing through a series of lectures, demonstrations, assignments, selected readings, writings and critiques
- Build an in depth understanding of branding for corporations, institutions, people and social concerns and articulate the differences of each approach
- Compare and contrast contemporary campaigns with their historical antecedents
- Develop skills in project conceptualization and community building
- Develop a creative and unconventional approach to step-by-step problem-solving
- Use formal and conceptual strategies to develop projects that demonstrate innovative ideas and creative thinking
- Select media appropriate to concepts and forms
- Apply elements of design to the creation of digital content (video, web, apps) and content for print (posters)
- Develop storytelling, writing, and presentation skills
- Use tools and materials effectively/develop skills in shooting video, interviewing subjects, editing, and documentary technique
- Learn how social media and web sites can be used to tell or enhance a story
- Analyze projects within a personal and historical context
- Defend projects through individual and group critiques
- Develop the skills to work creatively in a collaborative context
- Develop relationships with professionals in the creative fields of art, technology, production and design

5. **Date of Departmental Approval:** 3/14/18

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

DEPARTMENT OF ART

CURRICULUM CHANGE

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

2.

Department(s)	Art
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	ART / CGI
Course Prefix & Number	ART/CGI 335
Course Title	Digital Media Production: Advancing the Narrative
Description	Project-driven course focused on production, marketing and brand building. Content creation and development of technical skills in video, creative writing and graphics for print, web and social media platforms.
Pre/ Co Requisites	
Credits	3 (may be repeated twice)
Hours	4 (2 lecture, 2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Over the past several years, this course has been running as ART/CGI 451 (Topics in Computer Imaging), with students consistently drawn from Lehman and Macaulay Honors College. This course update would assign a unique number to the class and would make enrollment possible for students who have already taken another section of ART/CGI 451.

Like the current version of the class, this updated course would serve as a link between academic study (theory and technical skill) and real-world experience and career opportunities. Students would have the chance to test out all that they have learned while working on behalf of a real-world client. Students would produce all aspects of a marketing, branding and production campaign, and responsibilities would include mastering a variety of technical skills including graphic design, creative writing, filming, editing, web design, and animation. Students would gain a significant amount of hands-on experience as they work closely with others and see how their projects directly impact a wide audience. Students would also have the opportunity to actively learn from these experiences in the context of a supportive academic framework.

This course would also become part of a sequence that would serve to create dynamic connections between Lehman students, Macaulay students, Hostos students, and the larger CUNY community. The course would be the fourth class in a proposed digital storytelling course sequence that's outlined in the CUNY 2020 grant proposal. In the beginning of the sequence, Lehman, Hostos, and Macaulay students would meet as a cohort and learn the fundamentals of digital design and video production. One goal of the sequence is to create a pipeline that encourages Hostos students to move on to Lehman: Hostos students could take the first two semesters of the sequence, enroll at Lehman, and then take the third and fourth semesters as Lehman students. Graduates of the course sequence would also become eligible to participate in the Hostos incubator and would have access to career-related resources through Macaulay.

The course would also be an opportunity for students to forge connections with professionals in a variety of fields, leading to a greater familiarity with these fields, access to internships, and possible career opportunities in video and media production, journalism, animation, print and web design, marketing, and advertising.

To give an example of the possible class structure, in three prior iterations of the course (as ART/CGI 451), students produced all aspects of the CUNY Film Festival. Each semester, this included working closely with festival filmmakers, judges, and presenters, organizing the screening days and Gala Awards Evening, creating a new thematic branding identity for the festival, developing marketing strategies and social media campaigns, creating related video projects, and building a CUNY-wide community. This hands-on, project-based format enabled students from across CUNY campuses to work together across disciplines while developing skills and gaining practical job experience.

Note: The course would focus on a completely new production campaign each year, so repeating students would have the opportunity to work with a whole new set of ideas and themes, and would develop a new range of creative problem-solving skills. Comparing the similarities, differences and specific challenges of unique campaigns

would allow repeating students to gain a deeper understanding of the real-world applications of branding, marketing, analytics, and hands-on media production.

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

Students will:

- Develop fluency in transmedia storytelling and marketing through assignments, readings, critiques and hands-on real-world experience.
- Develop skills in project conceptualization and community building
- Develop writing, and presentation skills
- Develop a creative and unconventional approach to step-by-step problem-solving
- Select media appropriate to concepts and forms
- Apply elements of design to the creation of digital content for web, apps, and print
- Use tools and materials effectively/develop skills in video production, documentary filmmaking and interview technique
- Use formal and conceptual strategies to develop projects that demonstrate innovative ideas and creative thinking
- Develop storytelling fluency for web/social media formats
- Analyze projects within a personal and historical context
- Defend projects through individual and group critiques
- Develop the skills to work creatively in a collaborative context
- Learn how the above skills can be effectively applied in a hands-on real-world setting
- Learn how a professional creative production team functions on a day-to-day level
- Develop relationships with professionals in the creative fields of art, technology, production and design

5. Date of Departmental Approval: 3/14/18

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

DEPARTMENT OF ART

CURRICULUM CHANGE

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

2.

Department(s)	Art
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	ART/CGI
Course Prefix & Number	ART/CGI 334
Course Title	Digital Media Production: Theory and Practice
Description	Concepts and techniques underlying the theory of transmedia storytelling. Hands-on development of the core technical skills related to the creation and distribution of digital content.
Pre/ Co Requisites	NA
Credits	3 (may be repeated twice)
Hours	4 (2 lecture, 2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Over the past several years, this course has been running as ART/CGI 350 (Variable Topics in Studio Art), with students consistently drawn from Lehman and Macaulay Honors College. This course update would assign a unique number to the class and would make enrollment possible for students who have already taken another section of ART/CGI 350.

Like the current version of the class, this updated course would provide the opportunity for real-world, experiential learning. Students would learn the fundamentals of creating transmedia stories: the art and theory of advancing narratives on a variety of media platforms. These skills could be applied to marketing campaigns for products, businesses, social causes, cultural outreach, fine art projects or personal entrepreneurship. Seminars would focus on key topics in digital content creation (including branding, marketing, analytics), and guest speakers would include creative leaders from relevant disciplines. In addition to the seminars, hands-on workshops would cover core technical skills related to the creation of interactive digital content (print and web design, video and audio production, creative writing, immersive media). For the final project, students would create an original campaign (on several media platforms) that would include a detailed proposal for developing the brand and building the community of a real-world organization.

This course would also become part of a sequence that would serve to create dynamic connections between Lehman students, Macaulay students, Hostos students, and the larger CUNY community. The course would be the third class in a proposed digital storytelling course sequence that's outlined in the CUNY 2020 grant proposal. In the beginning of the sequence, Lehman, Hostos, and Macaulay students would meet as a cohort and learn the fundamentals of digital design and video production. One goal of the sequence is to create a pipeline that encourages Hostos students to move on to Lehman: Hostos students could take the first two semesters of the sequence, enroll at Lehman, and then take the third and fourth semesters as Lehman students. Graduates of the course sequence would also become eligible to participate in the Hostos incubator and would have access to career-related resources through Macaulay.

The course would also be an opportunity for students to forge connections with professionals in a variety of fields, leading to a greater familiarity with these fields, access to internships, and possible career opportunities.

Note: The course would have a new group of visiting speakers each semester, and repeating students would be exposed to a whole new range of perspectives on branding, marketing, analytics, and media production. Also, the core class project (a creative branding campaign) would have a new theme and direction each semester, and repeating students would have the opportunity to work with a whole new set of ideas and creative challenges.

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

Students will:

- Learn the practices, techniques, history and aesthetic elements of transmedia storytelling and marketing through a series of lectures, demonstrations, assignments, selected readings, writings and critiques
- Build an in depth understanding of branding for corporations, institutions, people and social concerns and articulate the differences of each approach
- Compare and contrast contemporary campaigns with their historical antecedents
- Develop skills in project conceptualization and community building
- Develop a creative and unconventional approach to step-by-step problem-solving
- Use formal and conceptual strategies to develop projects that demonstrate innovative ideas and creative thinking
- Select media appropriate to concepts and forms
- Apply elements of design to the creation of digital content (video, web, apps) and content for print (posters)
- Develop storytelling, writing, and presentation skills
- Use tools and materials effectively/develop skills in shooting video, interviewing subjects, editing, and documentary technique
- Learn how social media and web sites can be used to tell or enhance a story
- Analyze projects within a personal and historical context
- Defend projects through individual and group critiques
- Develop the skills to work creatively in a collaborative context
- Develop relationships with professionals in the creative fields of art, technology, production and design

5. **Date of Departmental Approval:** 3/14/18

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

DEPARTMENT OF ART

CURRICULUM CHANGE

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

2.

Department(s)	Art
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	ART / CGI
Course Prefix & Number	ART/CGI 335
Course Title	Digital Media Production: Advancing the Narrative
Description	Project-driven course focused on production, marketing and brand building. Content creation and development of technical skills in video, creative writing and graphics for print, web and social media platforms.
Pre/ Co Requisites	NA
Credits	3 (may be repeated twice)
Hours	4 (2 lecture, 2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Over the past several years, this course has been running as ART/CGI 451 (Topics in Computer Imaging), with students consistently drawn from Lehman and Macaulay Honors College. This course update would assign a unique number to the class and would make enrollment possible for students who have already taken another section of ART/CGI 451.

Like the current version of the class, this updated course would serve as a link between academic study (theory and technical skill) and real-world experience and career opportunities. Students would have the chance to test out all that they have learned while working on behalf of a real-world client. Students would produce all aspects of a marketing, branding and production campaign, and responsibilities would include mastering a variety of technical skills including graphic design, creative writing, filming, editing, web design, and animation. Students would gain a significant amount of hands-on experience as they work closely with others and see how their projects directly impact a wide audience. Students would also have the opportunity to actively learn from these experiences in the context of a supportive academic framework.

This course would also become part of a sequence that would serve to create dynamic connections between Lehman students, Macaulay students, Hostos students, and the larger CUNY community. The course would be the fourth class in a proposed digital storytelling course sequence that's outlined in the CUNY 2020 grant proposal. In the beginning of the sequence, Lehman, Hostos, and Macaulay students would meet as a cohort and learn the fundamentals of digital design and video production. One goal of the sequence is to create a pipeline that encourages Hostos students to move on to Lehman: Hostos students could take the first two semesters of the sequence, enroll at Lehman, and then take the third and fourth semesters as Lehman students. Graduates of the course sequence would also become eligible to participate in the Hostos incubator and would have access to career-related resources through Macaulay.

The course would also be an opportunity for students to forge connections with professionals in a variety of fields, leading to a greater familiarity with these fields, access to internships, and possible career opportunities in video and media production, journalism, animation, print and web design, marketing, and advertising.

To give an example of the possible class structure, in three prior iterations of the course (as ART/CGI 451), students produced all aspects of the CUNY Film Festival. Each semester, this included working closely with festival filmmakers, judges, and presenters, organizing the screening days and Gala Awards Evening, creating a new thematic branding identity for the festival, developing marketing strategies and social media campaigns, creating related video projects, and building a CUNY-wide community. This hands-on, project-based format enabled students from across CUNY campuses to work together across disciplines while developing skills and gaining practical job experience.

Note: The course would focus on a completely new production campaign each year, so repeating students would have the opportunity to work with a whole new set of ideas and themes, and would develop a new range of creative problem-solving skills. Comparing the similarities, differences and specific challenges of unique campaigns would allow repeating students to gain a deeper understanding of the real-world applications of branding, marketing, analytics, and hands-on media production.

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

Students will:

- Develop fluency in transmedia storytelling and marketing through assignments, readings, critiques and hands-on real-world experience.
- Develop skills in project conceptualization and community building
- Develop writing, and presentation skills
- Develop a creative and unconventional approach to step-by-step problem-solving
- Select media appropriate to concepts and forms
- Apply elements of design to the creation of digital content for web, apps, and print
- Use tools and materials effectively/develop skills in video production, documentary filmmaking and interview technique
- Use formal and conceptual strategies to develop projects that demonstrate innovative ideas and creative thinking
- Develop storytelling fluency for web/social media formats
- Analyze projects within a personal and historical context
- Defend projects through individual and group critiques
- Develop the skills to work creatively in a collaborative context
- Learn how the above skills can be effectively applied in a hands-on real-world setting
- Learn how a professional creative production team functions on a day-to-day level
- Develop relationships with professionals in the creative fields of art, technology, production and design

5. Date of Departmental Approval: 3/14/18

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Biology II, B.A.

Hegis Number: 0401.00

Program Code: 25940

Effective Term: Fall 2018

1. **Type of Change:** *Name of Registered Degree or Certificate Program*

2. **From:**
Biology II, B.A. (55 Credit Major)

~~This major sequence in Biology is appropriate only for students planning to teach in middle and high school. The required education sequence in middle and high school education must be completed for all students selecting this major in Biology. As part of their overall training students in science, students will be required to take ESC 419.~~

~~The required credits are distributed as follows:~~

~~8 credits in:~~

		Credits
BIO 166	Principles of Biology: Cells and Genes	4
BIO 167	Principles of Biology: Organisms	4

~~*BIO 166 and BIO 167: Both courses count towards Pathways General Education requirements. Both are prerequisites to all other Biology courses at the 200-level or higher.*~~

~~5 credits in physics:~~

		Credits
PHY 166	General Physics I	5

~~17 credits in chemistry:~~

Credits

CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5
CHE 168	General Chemistry II	4
CHE 169	General Chemistry Laboratory II	1.5
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2

3 credits in mathematics:

		Credits
MAT 128	Foundations of Data Science	3

At least 22 credits in advanced biology courses from 3 areas:

At least two courses from Cellular Biology:

		Credits
BIO 238	Genetics	4
BIO 268	Vertebrate Embryology	4
BIO 311	Parasitology	3
BIO 320	Neural Development: From Genes and Cells to Brains	3
BIO 331	Experimental Microbiology	4
BIO 338	Genetics of Man	4
BIO 350	Introduction to Immunology	4
BIO 400	Biological Chemistry	4
BIO 406	Biochemistry of Differentiation	3

BIO-415	Medical Microbiology	4
BIO-420	Molecular Biology	4
BIO-465	Microbial Physiology and Genetics	4

At least one course from Organismic Biology:

		Credits
BIO-228	Mammalian Physiology	4
BIO-267	Comparative Anatomy of Vertebrates	4
BIO-270	Invertebrate Zoology	3
BIO-330	Plant Physiology	4
BIO-333	Endocrine Physiology	4
BIO-340	Human Body and Brain	3
BIO-431	Comparative Animal Physiology	4
BIO-435	Neurophysiology	3

At least one course from Population Biology:

		Credits
BIO-241	Evolution, Species, and Biogeography	3
BIO-336	Marine Biology Lectures	3
BIO-339	Ecology	4
BIO-401	Biological Systematics	4

3. To:

Biology, B.A. (55 Credit Major) for Middle and High School Education (BIMHSE-BA)

This major sequence in Biology is appropriate only for students planning to teach in middle and high school. The required education sequence in middle and high school education must be completed for all students selecting this major in Biology. As part of their overall training students in science, students will be required to take ESC 419.

The required credits are distributed as follows:

8 credits in:

		<u>Credits</u>
<u>BIO 166</u>	<u>Principles of Biology: Cells and Genes</u>	<u>4</u>
<u>BIO 167</u>	<u>Principles of Biology: Organisms</u>	<u>4</u>

BIO 166 and BIO 167: Both courses count towards Pathways General Education requirements. Both are prerequisites to all other Biology courses at the 200-level or higher.

5 credits in physics:

		<u>Credits</u>
<u>PHY 166</u>	<u>General Physics I</u>	<u>5</u>

17 credits in chemistry:

		<u>Credits</u>
<u>CHE 166</u>	<u>General Chemistry I</u>	<u>4</u>
<u>CHE 167</u>	<u>General Chemistry Laboratory I</u>	<u>1.5</u>
<u>CHE 168</u>	<u>General Chemistry II</u>	<u>4</u>
<u>CHE 169</u>	<u>General Chemistry Laboratory II</u>	<u>1.5</u>
<u>CHE 232</u>	<u>Organic Chemistry Lecture I</u>	<u>4</u>
<u>CHE 233</u>	<u>Organic Chemistry Laboratory I</u>	<u>2</u>

3 credits in mathematics:

		<u>Credits</u>
<u>MAT 128</u>	<u>Foundations of Data Science</u>	<u>3</u>

At least 22 credits in advanced biology courses from 3 areas:At least two courses from Cellular Biology:

		<u>Credits</u>
<u>BIO 238</u>	<u>Genetics</u>	<u>4</u>
<u>BIO 268</u>	<u>Vertebrate Embryology</u>	<u>4</u>
<u>BIO 311</u>	<u>Parasitology</u>	<u>3</u>
<u>BIO 320</u>	<u>Neural Development: From Genes and Cells to Brains</u>	<u>3</u>
<u>BIO 331</u>	<u>Experimental Microbiology</u>	<u>4</u>
<u>BIO 338</u>	<u>Genetics of Man</u>	<u>4</u>
<u>BIO 350</u>	<u>Introduction to Immunology</u>	<u>4</u>
<u>BIO 400</u>	<u>Biological Chemistry</u>	<u>4</u>
<u>BIO 406</u>	<u>Biochemistry of Differentiation</u>	<u>3</u>
<u>BIO 415</u>	<u>Medical Microbiology</u>	<u>4</u>
<u>BIO 420</u>	<u>Molecular Biology</u>	<u>4</u>
<u>BIO 465</u>	<u>Microbial Physiology and Genetics</u>	<u>4</u>

At least one course from Organismic Biology:

		<u>Credits</u>
<u>BIO 228</u>	<u>Mammalian Physiology</u>	<u>4</u>
<u>BIO 267</u>	<u>Comparative Anatomy of Vertebrates</u>	<u>4</u>

<u>BIO 270</u>	<u>Invertebrate Zoology</u>	<u>3</u>
<u>BIO 330</u>	<u>Plant Physiology</u>	<u>4</u>
<u>BIO 333</u>	<u>Endocrine Physiology</u>	<u>4</u>
<u>BIO 340</u>	<u>Human Body and Brain</u>	<u>3</u>
<u>BIO 431</u>	<u>Comparative Animal Physiology</u>	<u>4</u>
<u>BIO 435</u>	<u>Neurophysiology</u>	<u>3</u>

At least one course from Population Biology:

		<u>Credits</u>
<u>BIO 241</u>	<u>Evolution, Species, and Biogeography</u>	<u>3</u>
<u>BIO 336</u>	<u>Marine Biology Lectures</u>	<u>3</u>
<u>BIO 339</u>	<u>Ecology</u>	<u>4</u>
<u>BIO 401</u>	<u>Biological Systematics</u>	<u>4</u>

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):** We no longer offer a BA degree in Biology. The name of the program has changed to BIMHSE-BA, which is a biology program for science education.

5. **Date of departmental approval:** September 7, 2018



THE STATE EDUCATION DEPARTMENT /
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Change or Adapt a Registered Program*

Use this form to request program changes that require approval by the State Education Department (see chart on the following page). For **programs that are registered jointly** with another institution, all participating institutions must confirm support for the changes.

This application should **NOT** be used for the following types of requests:



- Proposals for new programs
- Requests for changes to registered programs preparing Teachers, Educational Leaders, and Other School Personnel
- Requests for changes to programs preparing Licensed [Professionals](#); or
- Requests to add the Distance Education Format to a Registered Program

(**Note:** If the only requested change is to add the distance education format to an existing registered program, institutions need only complete and submit the [Application to Add the Distance Education Format to a New or Registered Program](#).)

The application materials for requests for changes to registered programs preparing Teachers, Educational Leaders, and Other School Personnel or Licensed Professionals can be found at:

<http://www.highered.nysed.gov/ocue/aipr/register.html>

For requests to changes to Doctoral programs: please [contact](#) the Office of College and University Evaluation (OCUE).

Directions for submission of request:

1. Create a **single** PDF document that includes the following completed forms:
 - Request to Change or Adapt a Registered Program
 - Master Plan Amendment Supplement and Abstract (if applicable)
 - External Review of Certain Degree Programs and Response (if applicable)
 - [Application to Add the Distance Education Format to a New or Registered Program](#), (if applicable).
2. Create a separate PDF document for any required syllabi (see p. 2 of form, Changes in Program Content)
3. Attach the PDF documents to an e-mail.
4. Send e-mail to OCUERevAdmin@nysed.gov

When submitting to the mailbox, include the following elements in the subject line of the e-mail: Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, Request for Change, Master of Science, English Literature

* **CUNY and SUNY** institutions: contact System Administration for Request for Change submission process.

Changes and Adaptations Requiring State Education Department Approval

Changes in Program Content (all programs)

1. Any of the following substantive changes:
 - Cumulative change from the Department's last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)
 - Changes in the program's focus or design (e.g., eliminating management courses in a business administration program), including a change in the program's major disciplinary area
 - Adding or eliminating an option or concentration
 - Eliminating a requirement for completion, including an internship, clinical, cooperative education, or other work-based experience
 - Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of [Regents Rules](#)

Other Changes (all programs)

2. Program title
3. Program award (e.g., change in degree)
4. Mode of delivery (**Note:** if the change involves adding a **distance education format** to a registered program, please complete the [Application to Add the Distance Education Format to a New or Registered Program.](#))
5. Discontinuing a program
6. A format change that alters the program's financial aid eligibility (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)
7. A change in the total number of credits of any certificate or advanced certificate program

Establishing New Programs Based on Existing Registered Programs

8. Creating a dual-degree program from existing registered programs
9. Creating a new program from a concentration/track in an existing registered program

PLEASE NOTE:

Establishing an existing program at a new location requires new registration of the program. If the requested action changes the program's major disciplinary area, master plan amendment may be needed if the revised program represents the institution's first program in that major subject area, at that degree level. If a requested **degree title** is not authorized for an institution chartered by the Board of Regents, charter amendment will be needed.



NEW YORK STATE EDUCATION DEPARTMENT
 Office of Higher Education—Office of College and University Evaluation
 89 Washington Avenue, Albany, NY 12234
 (518) 474-1551 Fax: (518) 486-2779
<http://www.highered.nysed.gov/ocue/>
OCURevAdmin@nysed.gov

Request to Change or Adapt a Registered Program	
Item	Response <i>(type in the requested information)</i>
Institution name and address	<p><i>Additional information:</i></p> <ul style="list-style-type: none"> ▪ Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	<p>Program title: Biology II</p> <p><u>Award</u> (e.g., B.A., M.S.): B.A.</p> <p>Credits: 55</p> <p><u>HEGIS code</u>: 0401.00</p> <p><u>Program code</u>: 25940</p>
Contact person for this proposal	<p>Name and title: Maryam Bamshad</p> <p>Telephone: 718-960-8646 Fax: 718-960-8236</p> <p>E-mail: Maryam.bamshad-alavi@lehman.cuny.edu</p>
CEO (or designee) approval	<p>Name and title:</p> <p>Signature and date:</p>
<i>Signature affirms the institution's commitment to support the program as revised.</i>	<p>If the program will be registered jointly¹ with another institution, provide the following information:</p>
	<p>Partner institution's name:</p> <p>Name and title of partner institution's CEO:</p> <p>Signature of partner institution's CEO:</p>

- For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.

¹ If the partner institution is non-degree-granting, see CEO Memo 94-04 at <http://www.highered.nysed.gov/ocue/documents/ceo94-04.pdf>

Check all changes that apply and provide the requested information.

Changes in Program Content (*Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.*)

- Cumulative change from the Department's last approval of the registered program that impacts one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)
- Changes in a program's focus or design
- Adding or eliminating an option or concentration
- Eliminating a requirement for program completion
- Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of [Regents Rules](#)

If new courses are being added as part of the noted change(s), provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

Other Changes (*describe and explain all proposed changes*)

Program title

The program is designed for students to teach biological sciences at Middle and High school. Students taking this major must minor in education. The change in the degree's name to BIMHSE-BA more accurately describes the program's content.

Program award

Mode of Delivery (**Note:** if the change includes adding a **distance education format** to a registered program, please complete the [Application to Add the Distance Education Format To a New or Registered Program.](#))

Discontinuing a program: indicate the date by which the program will be discontinued.²

Format change (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)

- a) Indicate proposed format:
- b) Describe availability of courses and any change in faculty, resources, or support services:
- c) Use the Sample Program Schedule in the [Application for Registration of a New Program](#) to show the sequencing and scheduling of courses in the program.
- d) If the revised program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.

² If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.

- e) Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.
-

Establishing New Programs Based on Existing Registered Programs

[] **Creating a dual-degree program** from existing registered programs

- a) Complete the following table to identify the existing programs:

	Program Title	Degree Award	Program Code
Program 1			
Program 2			

- b) Proposed dual-degree program (title and award):³
- c) Courses that will be counted toward both awards:
- d) Length of time for candidates to complete the proposed program:
- e) Use Task 3: Sample Program Schedule from [Application for Registration of a New Program](#) to show the sequencing and scheduling of courses in the dual-degree program.

[] **Creating a new program from a concentration/track in an existing program.**

If the new program is based **entirely** on existing courses in a registered program, provide the current program name, program code, and the following information:

Note: this abbreviated option applies only if a master plan amendment is NOT required **and** there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

- a) Information from the [Application for Registration of a New Program](#):
- Task 1 and Task 2a
 - Task 3 - Sample Program Schedule
 - Task 4 - Faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)
- b) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:
- c) Expected impact on existing program:
- d) Adjustments the institution will make to its current resource allocations to support the program:
- e) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program.

Note: if the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

³ Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 437
Course Title	Biological Data Analysis and Interpretation
Description	Applications of statistics, data interpretation and data presentation in biology focused on genetics, molecular biology, biochemistry, ecology and evolution. Topics include: the presentation of biological data, summary statistics, probabilities, probability distributions and various methods of hypothesis testing.
Pre/ Co Requisites	BIO 166, BIO 167, Two advanced Bio courses at either the 300 or 400 level
Credits	2
Hours	2
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

	_____ Individual and Society _____ Scientific World
--	--

3. **Rationale:** To provide a strong foundation in data analysis and to enhance understanding of data interpretation and presentation that are critical for biological research.

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

- Demonstrate understanding of testable hypotheses.
- Demonstrate the ability to extract information and interpret graphical or tabular research data.
- Demonstrate the ability to communicate research findings.
- Be able to draw conclusions based on quantitative data.
- Demonstrate understanding of summary statistics and probability distributions.

5. **Date of Departmental Approval:** May 2, 2018

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Exercise Science, B.S.

Hegis Number: 1299.30

Program Code: 32639

Effective Term: Spring, 2019

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

2. **From:**
Exercise Science B.S. (~~61.5-63~~ Credit Major)

Lehman College BS in Exercise Science program offers two tracks: Pre-physical Therapy, and Exercise and Movement Science. The program utilizes the Human Performance Laboratory with its state-of-the-art equipment and the additional resources of the APEX facility, including the fitness and weight training centers.

Exercise science, the study of physiological and functional adaptations to movement, encompasses a wide variety of disciplines including, but not limited to: Exercise Physiology, Sports Nutrition, Sport Psychology, Motor Control/Development, and Biomechanics. The study of these disciplines is integrated into the academic preparation of exercise science professionals. Exercise science professionals work in health services and the fitness industry, and are skilled in evaluating health behaviors and risk factors, conducting fitness assessments, writing appropriate exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors for health promotion. They conduct these activities in health care, university, corporate, commercial and community settings where their clients participate in health promotion and fitness-related activities.

Career opportunities for individuals graduating with an undergraduate degree in exercise science are numerous. Common career tracks range from the exercise practitioner in fitness and/or clinical settings to that of a test technologist in a clinical setting. Additionally, career opportunities in residential spas (defined as facilities that include a fitness and nutrition component) include fitness director, health and fitness instructors, and personal trainers.

Also, students often pursue graduate degrees in exercise science, leading to management level positions in fitness or wellness settings or as research assistants. In addition, other disciplines find it helpful to include coursework in the exercise sciences. A degree in exercise science is also a very appropriate background for those going into

fields such as medicine, sports medicine, physical therapy, athletic training, occupational therapy or exercise physiology.

Aside from the workplace, the exercise science professional may seek employment opportunities in wellness settings including schools, medical sites, YMCAs, YWCAs, Boys and Girls Clubs, and community centers. Additional wellness opportunities can be found in nursing homes, recreation departments, aquatic centers, health management systems, and lifestyle management organizations.

Alternative wellness careers include massage therapy, aromatherapy, reflexology, herbology, osteopathy, and yoga, to name a few.

Honors in Exercise Science

Departmental honors in Exercise Science may be awarded to a student who has maintained an index of 3.5 in a minimum of 45 credits in all courses required for the major.

Option 1: Exercise and Movement Science

Major Requirements (~~61.5~~ credits). The major field requirements include the completion of 36 credits in Exercise Science core courses; ~~4 credits in MAT 132~~; 12.5 credits in science courses; 6 credits in Health Sciences; and 3 credits in a Major Elective course. A total of 120 credits are required for this degree.

a. Exercise Science Courses (~~36~~ credits):

	Credits
EXS 264 Introduction to Exercise Science	3
EXS 265 Behavioral Aspects of Physical Activity	3
EXS 315 Kinesiology and Biomechanics	3
EXS 316 Motor Learning	3
EXS 323 Exercise Physiology	3
EXS 326 Exercise Testing and Prescription	3
EXS 423 Exercise Physiology II	3
EXS 424 Principles and Practices of Fitness and Wellness Programming	3
EXS 425 Theory and Methods of Strength and Conditioning	3
EXS 430 Research Methods in Exercise Science	3
EXS 470 Internship in Exercise Science I	3
EXS 471 Internship in Exercise Science II	3

~~b. Mathematics course (4 credits):~~

	Credits
MAT 132 Introduction to Statistics	4

c. Science Courses (12.5 credits)

	Credits
BIO 181 Anatomy and Physiology I	4
BIO 182 Anatomy and Physiology II	4
CHE 114 Essentials of General Chemistry Lecture	3
CHE 115 Essentials of General Chemistry Laboratory	1.5

d. Health Sciences Courses (6 credits)

	Credits
HSD 269 Fundamentals of Biostatistics for Health Professionals	3
HSD 240 Nutrition and Health	3

e. Major Electives (3 credits)

Select from EXS, REC, REH, DFN, HEA, HSA and/or HSD courses with approval of the adviser.

GENERAL ELECTIVES:

Sufficient credits to reach a total of 120 credits required for graduation.

Option 2: Pre-Physical Therapy

Major Requirements (~~63~~ credits). The major field requirements include the completion of ~~30~~ credits in Exercise Science core courses; ~~4 credits in MAT 132~~; 29 credits in science courses. A total of 120 credits are required for this degree.

a. Exercise Science Courses (30 credits):

	Credits
EXS 264 Introduction to Exercise Science	3
EXS 265 Behavioral Aspects of Physical Activity	3
EXS 315 Kinesiology and Biomechanics	3
EXS 316 Motor Learning	3
EXS 323 Exercise Physiology	3
EXS 326 Exercise Testing and Prescription	3
EXS 423 Exercise Physiology II	3
EXS 425 Theory and Methods of Strength and Conditioning	3
EXS 470 Internship in Exercise Science I	3
EXS 471 Internship in Exercise Science II	3

b. ~~Mathematics course (4 credits):~~**Credits**

~~MAT 132 Introduction to Statistics 4~~

c. Science Courses (29 credits)**Credits**

BIO 181 Anatomy and Physiology I	4
BIO 182 Anatomy and Physiology II	4
CHE 166 General Chemistry I	4
CHE 167 General Chemistry Laboratory I	1.5
CHE 168 General Chemistry II	4
CHE 169 General Chemistry Laboratory II	1.5
PHY 166 General Physics I	5
PHY 167 General Physics II	5

GENERAL ELECTIVES:

Sufficient credits to reach a total of 120 credits required for graduation.

BIO 166 and BIO 167, MAT 172, PSY 166 and PSY 217 are recommended electives.

3. To:**Exercise Science B.S. (60.5-62 Credit Major)**

Lehman College BS in Exercise Science program offers two tracks: Pre-physical Therapy, and Exercise and Movement Science. The program utilizes the Human Performance Laboratory with its state-of-the-art equipment and the additional resources of the APEX facility, including the fitness and weight training centers.

Exercise science, the study of physiological and functional adaptations to movement, encompasses a wide variety of disciplines including, but not limited to: Exercise Physiology, Sports Nutrition, Sport Psychology, Motor Control/Development, and Biomechanics. The study of these disciplines is integrated into the academic preparation of exercise science professionals. Exercise science professionals work in health services and the fitness industry, and are skilled in evaluating health behaviors and risk factors, conducting fitness assessments, writing appropriate exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors for health promotion. They conduct these activities in health care, university, corporate, commercial and community settings where their clients participate in health promotion and fitness-related activities.

Career opportunities for individuals graduating with an undergraduate degree in exercise science are numerous. Common career tracks range from the exercise

practitioner in fitness and/or clinical settings to that of a test technologist in a clinical setting. Additionally, career opportunities in residential spas (defined as facilities that include a fitness and nutrition component) include fitness director, health and fitness instructors, and personal trainers.

Also, students often pursue graduate degrees in exercise science, leading to management level positions in fitness or wellness settings or as research assistants. In addition, other disciplines find it helpful to include coursework in the exercise sciences. A degree in exercise science is also a very appropriate background for those going into fields such as medicine, sports medicine, physical therapy, athletic training, occupational therapy or exercise physiology.

Aside from the workplace, the exercise science professional may seek employment opportunities in wellness settings including schools, medical sites, YMCAs, YWCAs, Boys and Girls Clubs, and community centers. Additional wellness opportunities can be found in nursing homes, recreation departments, aquatic centers, health management systems, and lifestyle management organizations.

Alternative wellness careers include massage therapy, aromatherapy, reflexology, herbology, osteopathy, and yoga, to name a few.

Honors in Exercise Science

Departmental honors in Exercise Science may be awarded to a student who has maintained an index of 3.5 in a minimum of 45 credits in all courses required for the major.

Option 1: Exercise and Movement Science

Major Requirements (60.5 credits). The major field requirements include the completion of 42 credits in Exercise Science core courses; 12.5 credits in science courses; 3 credits in Health Sciences; and 3 credits in a Major Elective course. A total of 120 credits are required for this degree.

a. Exercise Science Courses (42 credits):

	Credits
EXS 264 Introduction to Exercise Science	3
EXS 265 Behavioral Aspects of Physical Activity	3
EXS 315 Kinesiology and Biomechanics	3
EXS 316 Motor Learning	3
EXS 323 Exercise Physiology	3
EXS 326 Exercise Testing and Prescription	3
<u>EXS 342 Sports Nutrition</u>	<u>3</u>
EXS 423 Exercise Physiology II	3
EXS 424 Principles and Practices of Fitness and Wellness Programming	3
EXS 425 Theory and Methods of Strength and Conditioning	3
<u>EXS 427 Application of Training Principles</u>	<u>3</u>

EXS 430	Research Methods in Exercise Science	3
EXS 470	Internship in Exercise Science I	3
EXS 471	Internship in Exercise Science II	3

b. Science Courses (12.5 credits)

	Credits	
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4
CHE 114	Essentials of General Chemistry Lecture	3
CHE 115	Essentials of General Chemistry Laboratory	1.5

c. Health Sciences Courses (3 credits)

	Credits	
HSD 240	Nutrition and Health	3

d. Major Electives (3 credits)

Select from EXS, REC, REH, DFN, HEA, HSA and/or HSD courses with approval of the adviser.

GENERAL ELECTIVES:

Sufficient credits to reach a total of 120 credits required for graduation.

Option 2: Pre-Physical Therapy

Major Requirements (62 credits). The major field requirements include the completion of 33 credits in Exercise Science core courses; 29 credits in science courses. A total of 120 credits are required for this degree.

a. Exercise Science Courses (33 credits):

	Credits	
EXS 264	Introduction to Exercise Science	3
EXS 265	Behavioral Aspects of Physical Activity	3
EXS 315	Kinesiology and Biomechanics	3
EXS 316	Motor Learning	3
EXS 323	Exercise Physiology	3
EXS 326	Exercise Testing and Prescription	3
EXS 423	Exercise Physiology II	3
<u>EXS 430</u>	<u>Research Methods in Exercise Science</u>	<u>3</u>

EXS 425 Theory and Methods of Strength and Conditioning	3
EXS 470 Internship in Exercise Science I	3
EXS 471 Internship in Exercise Science II	3

b. Science Courses (29 credits)

	Credits
BIO 181 Anatomy and Physiology I	4
BIO 182 Anatomy and Physiology II	4
CHE 166 General Chemistry I	4
CHE 167 General Chemistry Laboratory I	1.5
CHE 168 General Chemistry II	4
CHE 169 General Chemistry Laboratory II	1.5
PHY 166 General Physics I	5
PHY 167 General Physics II	5

GENERAL ELECTIVES:

Sufficient credits to reach a total of 120 credits required for graduation.

BIO 166 and BIO 167, MAT 172, PSY 166 and PSY 217 are recommended electives.

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

Based on our experience, students are getting the necessary information required for a basic understanding of statistical methods in EXS 430, which is already a required course in the Exercise and Movement Science Track (Option 1), and thus MAT 132 and HSD 269 are essentially superfluous. Moreover, EXS 430 provides additional insights into the research process that are very important for the students' development as a fitness professional. Thus, we feel the students would derive greater benefit from taking EXS 342 and EXS 427, which provide important knowledge into practical aspects of exercise science that will be beneficial to their careers as fitness professionals. Thus, we feel substituting EXS 342 and EXS 427 for MAT 132 and HSD 269 would be of benefit to students in the Exercise and Movement Science Track.

Currently, those pursuing the Pre-Physical Therapy Track (Option 2) are not required to take EXS 430, but rather are required to take MAT 132. Based on our experience, students will get the necessary information required for basic understanding of statistical methods in EXS 430, and EXS 430 provides additional insights into the research process that are very important for the students' development as a fitness professional. Thus, we feel that substituting EXS 430 for MAT 132 would be of benefit to students in the Pre-Physical Track.

5. Date of departmental approval: 9/5/2018

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 441
Course Title	Seminar in professional practice of nutrition and dietetics
Description	Discussion of the professional standards and code of ethics in Nutrition and Dietetics.
Pre/ Co Requisites	Pre-requisite: DFN 348
Credits	2
Hours	2
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This seminar course will fulfill standards outlined by The Accreditation Council for Education in Nutrition and Dietetics for our option 1 students pursuing the Didactic Program in Dietetics. The course will familiarize students with the professional practice of dietetics and provide opportunities to discuss and study issues of importance. Included will be professional code of ethics, inter-professional teams, evidence-based practice, attendance at professional meetings, improving critical thinking skills, professional mentoring and precepting. By the end of this course, students will be able to describe the depth and breadth of the professional standards for dietitians as well as the opportunities and challenges within the field.

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

At the completion of this course the student should be able to:

- Use current information technologies to locate and apply evidence-based guidelines and protocols.
- Apply critical thinking skills.
- Describe the governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics
- Describe inter-professional relationships in various practice settings.
- Identify and describe the work of inter-professional teams and the roles of others with whom the registered dietitian nutritionist collaborates in the delivery of food and nutrition services.
- Demonstrate identification with the nutrition and dietetics profession through activities such as participation in professional organizations and defending a position on issues impacting the nutrition and dietetics profession.
- Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.
- Explain the processes involved in delivering quality food and nutrition services.

Assessment Strategies:

- Research Paper using Evidence Analysis Library.
- Quizzes and Exams
- Reaction paper to RD and RN inter-professional team
- Reaction paper to professional meeting
- Position paper on issue impacting the profession
- Online Discussion Boards

5. Date of Departmental Approval: 12/06/2017

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 441
Course Title	Seminar in professional practice of nutrition and dietetics
Description	Discussion of the professional standards and code of ethics in Nutrition and Dietetics
Pre/ Co Requisites	Pre-requisite: DFN 348
Credits	2
Hours	2
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

3. **Rationale:**

This seminar course will fulfill standards outlined by The Accreditation Council for Education in Nutrition and Dietetics for our option 1 students pursuing the Didactic Program in Dietetics. The course will familiarize students with the professional practice of dietetics and provide opportunities to discuss and study issues of importance. Included will be professional code of ethics, inter-professional teams, evidence-based practice, attendance at professional meetings, improving critical thinking skills, professional mentoring and precepting. By the end of this course, students will be able to describe the depth and breadth of the professional standards for dietitians as well as the opportunities and challenges within the field.

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

At the completion of this course the student should be able to:

- Use current information technologies to locate and apply evidence-based guidelines and protocols.
- Apply critical thinking skills.
- Describe the governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics
- Describe inter-professional relationships in various practice settings.
- Identify and describe the work of inter-professional teams and the roles of others with whom the registered dietitian nutritionist collaborates in the delivery of food and nutrition services.
- Demonstrate identification with the nutrition and dietetics profession through activities such as participation in professional organizations and defending a position on issues impacting the nutrition and dietetics profession.
- Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.
- Explain the processes involved in delivering quality food and nutrition services.

Assessment Strategies:

- Research Paper using Evidence Analysis Library.
- Quizzes and Exams
- Reaction paper to RD and RN inter-professional team
- Reaction paper to professional meeting
- Position paper on issue impacting the profession
- Online Discussion Boards

5. Date of Departmental Approval: 12/06/2017

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of change** Experimental Course

2.

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration (HSA)
Course Prefix & Number	HSA 473
Course Title	Health Services Administration Internship Experience
Description	Onsite administrative practice with a preceptor, focusing on the development of professional skills as they relate to quality improvement and efficiency in health services organizations. Accompanied by a weekly seminar relating field experience to organizational problem-solving and dynamics.
Pre/ Co Requisites	Departmental Permission
Credits	4
Hours	4
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

HSA 470 was changed to 6 credits (from 4 credits) for the 54-credit HSA curriculum that went into effect in Fall 2017. Students majoring in the former 55-credit curriculum and who register for HSA 470 for the Spring or Summer of 2019 semesters would be taking two additional unnecessary credits. Therefore, a new course code for the former 55-credit curriculum is being proposed here so that students in that major can register for the correct number of credits for HSA 470 (4 credits). A permanent curriculum change proposal for this course will be submitted in Spring 2019.

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

- Describe the key components of a health care organization.

- Explain the mission, vision and values of a health care organization and how their internship position and host agency align with these core organizational perspectives.

- Demonstrate an understanding of organizational dynamics “at play” in all health care organizations. These include: leadership/ hierarchy, interdepartmental collaboration, conflict and communication.

- Explain the course’s lessons learned (Theoretical and Practical) by integrating classroom work with the practical internship experience through project presentations.

5. Date of Departmental Approval: 9/5/2018

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

CURRICULUM CHANGE

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

2.

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 108
Course Title	Trigonometry
Description	Unit Circle Trigonometry, Radians, Graphing Trigonometric Functions, Inverse Trigonometric functions, Trigonometric Identities, Laws of Sines and Cosines, and Applications
Pre/ Co Requisites	Placement by the Department of Mathematics
Credits	2
Hours	2
Liberal Arts	<input checked="" type="checkbox"/> Yes [] 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 style="padding-left: 20px;"><input type="checkbox"/> English Composition</p> <p style="padding-left: 20px;"><input type="checkbox"/> Mathematics</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p style="padding-left: 20px;"><input type="checkbox"/> World Cultures</p> <p style="padding-left: 20px;"><input type="checkbox"/> US Experience in its Diversity</p> <p style="padding-left: 20px;"><input type="checkbox"/> Creative Expression</p> <p style="padding-left: 20px;"><input type="checkbox"/> Individual and Society</p> <p style="padding-left: 20px;"><input type="checkbox"/> Scientific World</p>

3. **Rationale:** The Department of Mathematics currently has no course offering students a thorough and rigorous treatment of trigonometry. MAT 108 fills this need.

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

1. Use the unit circle to determine the values of trigonometric functions
2. Evaluate and Graph all six Trigonometric Functions
3. Work with Inverse Trigonometric functions: Arcsin, Arccos, Arctan
4. State and apply trigonometric identities
5. Apply the Law of Sines and the Law of Cosines
6. Solve real-world problems using Trigonometry

5. **Date of Departmental Approval:** March 22, 2018

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

CURRICULUM CHANGE

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

2.

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 108
Course Title	Trigonometry
Description	Unit Circle Trigonometry, Radians, Graphing Trigonometric Functions, Inverse Trigonometric functions, Trigonometric Identities, Laws of Sines and Cosines, and Applications
Pre/ Co Requisites	Placement by the Department of Mathematics
Credits	2
Hours	2
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:** The Department of Mathematics currently has no course offering students a thorough and rigorous treatment of trigonometry. MAT 108 fills this need.

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

1. Use the unit circle to determine the values of trigonometric functions
2. Evaluate and Graph all six Trigonometric Functions
3. Work with Inverse Trigonometric functions: Arcsin, Arccos, Arctan
4. State and apply trigonometric identities
5. Apply the Law of Sines and the Law of Cosines
6. Solve real-world problems using Trigonometry

5. **Date of Departmental Approval:** March 22, 2018

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** Change in repeat credit limit

2. **From:**

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 Performance
Course Prefix & Number	MSP 210
Course Title	Instruction in Principal Instrument or Voice Private Instruction
Description	Intensive study of one instrument or voice. Instruction with a member of the Music faculty.
Pre/ Co Requisites	PREREQ: Chair's permission. Note: Students who study with a private teacher approved by the Department of Music and who can demonstrate satisfactory progress by audition may petition the Chair to receive 1 to 6 credits. Credits in excess of 6 may be permitted by Department approval only.
Credits	1
Hours	2
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

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 Performance
Course Prefix & Number	MSP 210
Course Title	Instruction in Principal Instrument or Voice Private Instruction
Description	Intensive study of one instrument or voice. Instruction with a member of the Music faculty. <u>Note: Students who study with a private teacher approved by the Department of Music and who can demonstrate satisfactory progress by audition may petition the department to receive 1 to 6 credits.</u>
Pre/ Co Requisites	Department permission
Credits	1 (<u>may be repeated for a maximum of 8 credits</u>)
Hours	2
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):

All of the performance instruction courses in our curriculum are currently repeatable up to 8 semesters, the equivalent of once every semester for the duration of a degree. This is advisable since mastery of an instrument is a life-long pursuit and students in music

studies are advised to continue their studies without interruption for the best outcomes. We make this change to this course in order to bring it in line with our other performance instruction courses and to permit students the opportunity to develop their musical skills during their complete 4-year (8 semester) degree.

5. **Date of departmental approval:** August 23, 2018

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** Description, pre-req and Name Change

2. **From:**

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	Theatre
Course Prefix & Number	THE 205
Course Title	Voice and Diction for the Stage
Description	The study of vocal techniques specific to the stage actor. Examines appropriate consonant and vowel production, the phonetic analysis of text and the use of breath and intension to develop an expressive and audible vocal instrument.
Pre/ Co Requisites	Departmental permission
Credits	2 (may be repeated for up to 4 credits)
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

3. To:

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	Theatre
Course Prefix & Number	THE 205
Course Title	<u>Voice for the Stage</u>
Description	<u>Voice</u> techniques specific to the stage actor.
Pre/ Co Requisites	
Credits	2 (<u>may be repeated once</u>)
Hours	3
Liberal Arts	<input type="checkbox"/> Yes [<input checked="" type="checkbox"/>] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The change in course title was created in order to clarify the content of the class as being specifically for the stage. The focus of this course is on voice training for actors on stage in a live setting. It is not a singing course or elocution course, so the name change reflects this pedagogical distinction. Also the same course name appears in the Music curriculum, but this course is a singing vocal course and the name change marks the distinction between the two courses. This course name change will ensure that the

two courses are not confused with each other and are markedly different in nature. This name change is reflected in the “advanced” version of this course THE 305 as well.

5. **Date of departmental approval:** January 25, 2018

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

2. **From:**

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	Theatre
Course Prefix & Number	THE 235
Course Title	Stagecraft
Description	Stagecraft as a foundation for theatre production, including a survey of theatre architecture and machinery . Experience in scenic construction, lighting methodology and costuming techniques. Introduction to maintenance, shop organization, purchasing and budgeting . Participation in department productions as assigned.
Pre/ Co Requisites	NA
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 235
Course Title	Stagecraft
Description	Stagecraft as a foundation for theatre production, including a survey of theatre <u>construction backstage and onstage as well as its stage machinery</u> . Experience in scenic construction, lighting methodology and costuming techniques. Introduction to maintenance <u>and</u> shop organization, purchasing and budgeting . Participation in department productions as assigned.
Pre/ Co Requisites	NA
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The course description was changed in order to clarify the content of the class, as the current course description that is out of date. It was determined by the department to

remove the language of “architecture,” “budgeting,” and “purchasing” which were part of an old curriculum that has since been modified, and the course description now reflects the current content of the course.

5. **Date of departmental approval:** January 25, 2018

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** Name, description change

2. **From:**

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	Theatre
Course Prefix & Number	THE 305
Course Title	Advanced Voice and Diction for the Stage
Description	Continuation of vocal principles and techniques from THE 205.
Pre/ Co Requisites	THE 205 or Departmental permission
Credits	2
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:**

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	Theatre
Course Prefix & Number	THE 305
Course Title	Advanced Voice for the Stage
Description	<u>Advanced</u> vocal principles and techniques
Pre/ Co Requisites	THE 205 or Departmental permission
Credits	2
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The change in course title was created in order to clarify the content of the class as being specifically for the stage. The focus of this course is on voice training for actors on stage in a live setting. It is not a singing course or elocution course, so the name change reflects this pedagogical distinction. Also the same course name appears in the Music curriculum, but this course is a singing vocal course and the name change marks the distinction between the two courses. This course name change will ensure that the two courses are not confused with each other and are markedly different in nature. This change reflects the beginning THE 205 course as well, as this course is the “advanced” version of THE 205.

5. **Date of departmental approval:** January 25, 2018

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite, Description and Name Change

2. **From:**

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	Theatre
Course Prefix & Number	THE 435
Course Title	Advanced Acting
Description	Characterization and ensemble work for the actor.
Pre/ Co Requisites	THE 331 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

3. **To:**

Department(s)	<u>Music, Multimedia, Theatre, and Dance</u>
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 435
Course Title	<u>Advanced Acting: Shakespeare and Company</u>
Description	<u>Explores Shakespeare and his classical contemporaries in playwriting and performance, Christopher Marlowe, Ben Jonson, and John Webster, and their respective characters, language and rhythms, in the rehearsing and presenting of classical monologues and duologues.</u>
Pre/ Co Requisites	THE 331 <u>and</u> Permission of Instructor
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 determined by the department to need more classical text training in the acting of verse texts for the stage, as well as their historical and contextual underpinnings. It was determined that the best place for this to happen was in the Advanced Acting course which will now focus on the work of Shakespeare and his contemporaries, including Christopher Marlowe, Ben Jonson, and John Webster. This will give students much needed access to skills in classical performance, performance

history, and stage practices that they will encounter throughout their academic and professional careers.

5. **Date of departmental approval:** January 25, 2018

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 221
Course Title	The Sociology of Stress and Health
Description	Health and stress from a sociological perspective, including social stressors and their consequences for mental and physical health.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:** This course covers a subtopic in sociology that is not addressed in the

current course offerings (or may be minimally touched upon in a couple of other electives) and it is of general interest to the student body. The department's other courses on health are upper-level courses. As such, a 200-level course on this topic fills a departmental need for a lower-level health course and can be a good introduction to sociological research that invites students into the major. The course was originally offered in Fall 2018 as SOC 251: Special Studies in Sociology.

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

- Identify different types of social stressors
- Understand the effects and consequences of social stressors
- Explore complex relationships between stressors and health outcomes
- Draw connections between course concepts to contemporary issues and initiatives
- Refine critical thinking, writing, and public communication skills

5. **Date of Departmental Approval:** 9/12/2018



Library Technology and Telecommunications Senate Committee Meeting

Minutes and Report from Meeting of: October 3, 2018

Meeting Location: Carman Hall Room B75

Next Meeting: October 31st @ 11:00 AM (Location: B-75)

Attendance: VP Ron Bergmann, Stephen Castellano, Raymond Diaz, Michelle Ehrenpreis, John DeLooper, Susan Ko, Kenneth Schlesinger, Prof. Chul Roh, Prof. Susan Van Allen

Student Senator Representatives: No Student Senators Present at Meeting of 10/3/2018

Excused: Vincent Sandella, Jennifer McCabe and Sherry Deckman

Library Report:

- Library has been awarded \$170,750.00 to implement current courses to Open Educational Resources. The goal is to replace traditional textbooks with open educational resources.
- Library announces 24-hour Study Hall for midterm-exams. The study hall will run from October 12th -25th
- On October 25th-Library is hosting the Human Library between noon and 3 p.m. in the Library Lounge on the first floor.
- Library announces a Reading and Discussion of Professor Alyshia Galvez's *Eating NAFTA: Trade, Food Policies and The Destruction of Mexico*. November 6th @ 11 a.m. in the Library Tree House.
- Library presents Innovation: Engaged Scholarship - Embracing Our Role as Public Scholars on November 8th from 12:30 - 2:00 PM in the Treehouse, featuring Lehman faculty Rima Brusi, Yuri Gorokhovich, and Victoria Sanford - as well as guests from the Graduate Center.

Division of Information Technology:

- The latest update to the Lehman 360 platform include: Early Alerts for the Freshman College and the addition of Student Evaluations of Teaching and Learning. Lehman 360 is a student centered platform that brings data from various sources to provide a capsule view of the student academic journey and provides admin tools for faculty. L360 was recently cited as an 'exemplar in the 2018 NMC EDUCAUSE Horizon Report.

- The LehmanQ system is off to a good start. This is a new queue management and student scheduling system that students can use from their phones or from a kiosk to slot themselves for services at the IT Help Desk and Financial Aid. Students get reminders about their appointment by text. So far, student surveys indicate they are very pleased with this new resource. Discussions are underway to expand this tool for Admissions and other administrative and academic departments.
- A new Admissions module is in the process of being launched that will allow students to apply directly to Lehman and other CUNY schools directly from within CUNYfirst. This is a significant change and will result in new workflows within Admissions. IT is supporting Admissions in this transition.

Blackboard Report:

- There will be an upgrade performed to Blackboard at the end of the fall semester. The upgrade is scheduled for December 27th-28th. Blackboard will not be available during this time period.
- When Blackboard returns following the December upgrade, it will have a new look and some new features. Among the new features are an Attendance Tool. Instructors will now be able to take classroom attendance with Blackboard. Instructors will also be able to leave a VOICE/VIDEO COMMENT on assignments and other work submitted by students.
- The Bronx Ed Tech Showcase will be held at Lehman College on May 3, 2019. Please watch for the SAVE THE DATE ANNOUNCEMENT in the coming weeks.

Online Education:

- The Office of Online Education invites faculty to the lunchtime webinar “**Online Tests and Quizzes**” for “**Online Tests and Quizzes**” on **October 18th, 2018 12:00 to 1:00**. Our faculty cohost will be **Dr. Juan Delacruz from the Department of Business and Economics**.
- Consider Registering for a two-week, asynchronous, instructor-facilitated workshop, “Preparation for Teaching Online: A Foundational Workshop for CUNY Faculty,” developed by CUNY School of Professional Studies, and being offered October 29 – November 11, 2018 by the Office of Online Education. The deadline to register is October 15. For More Information-Please visit Online Education in Carman 249

Respectfully submitted,

Stephen Castellano

Senate Meeting of October 10, 2018

Library, Technology and Communications Committee

Chair, Library Technology and Telecommunications Committee

Oct. 10, 2018

Lehman Senate Budget Committee Report

Based on committee meeting on 9/5/2018

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

Senators

Haiping Cheng

Mia Budescu

Alexander Nunez Terres

GUL TIRYAKI-SONMEZ

Sheila Blachman

Daniel Kabat

FP&B members

Brian Murphy

Dene Hurley

Ryan Raaum

Marie Marianetti

Administration

Vincent Prohaska

Rene Rotolo

Bethania Ortega

Christina Chiappa

Students

Guest

The Budget committee meeting was called to order at 1:40 pm by Haiping Cheng on Sept. 5, 2018, in Shuster 336.

- **Election:** Haiping Cheng was elected to be Chair the Committee for 2018-2019
- **Budget report:** Budget Director Bethania Ortega: presented in details on next page.
- **Academic Affairs Report:** Prof. Prohaska, EIC
 - Faculty travel fund (FY19), for this fall
 - Campus Ceremonies fund
 - Membership
 - Faculty search update: 17 replace lines and 5 new lines funded through enrollment revenue;

Lehman Budget Committee Report

Based on budget report on Sept. 5, 2018

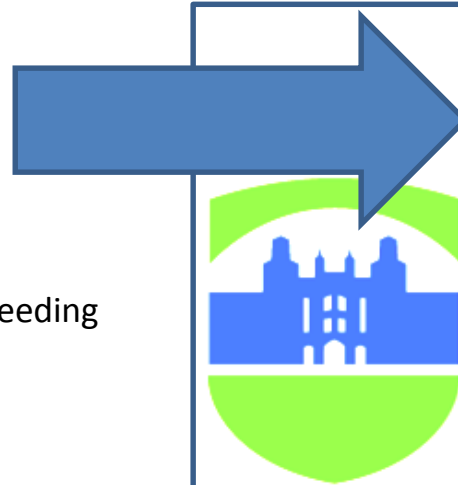
FY2019 projection

Total resource managed by Lehman \$ **112.3 M**

↓ NY reduction (\$**0.5M**)

↑ \$**3.2M** increase due to exceeding enrollment target

Saving/Year 2018 \$7.1 M



Major Spending

	2019	(%total)
PS regular	79.4M	73.8%
OTPS	7.4M	6.9%
Adjuncts	14.6M	13.6%
Temp service	4.1M	3.8%
Labor reserve	2.1M	2.0%
Unallocated	7.4M	6.9%

Lehman Foundation Philanthropy

Budget Highlights	2015	2016	2017	2018	2019	2020
Strategic Investment				\$1.3M	\$1.6M	\$1.9M
New faculty	11	0	0	2	5	5
Year end saving	\$5.1M	\$6.9M	\$6.0M	\$7.1M	\$4.8M	?

*Green: increase from prior year,
Red: reduction from prior year.

Report to the Lehman College Senate from UFS Plenary

The University Faculty Senate of CUNY met on Tuesday October 2 at CUNY Central office.

We welcomed a new chair of the UFS, Prof. Martin Burke from Lehman's History Department and the Graduate Center and Vice Chair Kathleen Barker, Professor of Psychology at Medgar Evers College

Guest Speaker Interim Chancellor Vita Rabinowitz

Spoke on value of shared governance, shared values between CUNY administration and faculty; looking to build a new office, Vice Chancellor for diversity and inclusion with a goal of attracting and retaining more faculty of color; the Harvard Institute of Educational Leadership will contribute grant money to send 8-9 faculty of color to their institute for higher ed leadership training; the Chancellor's office continues to work on issues related to academic moment, remediation, transfer and online education.

Fall 2019 will see a change in the way admissions decisions are made with less emphasis on SAT scores.

Library committee will look at sustainability of OER, campus email and how open it is, software at the campuses and site licenses.

Status of the Faculty: 9.6.c On president power to promote; office of classification looking at faculty titles; faculty affairs; COACHE survey; pathways of adjuncts to receive promotion

Student affairs: retention, DACA, student success, NYPIRG relationship to CUNY,

Academic Freedom: sub committee with reps from each campus; how does assessment infringe on academic Freedom; governance at branch campuses from the university center incubator; survey university faculty to see engagement.

Advisory committees

Academic affairs: monitor impact of student success initiatives on pedagogy, curriculum, schedule. Will work with OAA on Online initiatives; pathways assessment will be monitored; remedial reform; CUNY integration and reduction in "redundancies" at CUNY potential threats

Research Foundation: survey PIs on satisfaction with RF

Budget committee: survey of campus leaders on budget committee; collecting data that suggests SUNY has 20% more faculty per 1000 student FTEs which means white students at SUNY have more faculty access than city Hispanic and black students; faculty has not grown to keep up with enrollment, want to document growth in administration; space planning; vigilant about use of sabbatical funds which used to be

transferred to the college after the sabbatical, but now lump sum ahead, concern that college is wanting to keep that money and dissuade faculty from taking sabbatical

Enrollment management: trend is drop in transfers vs native FTFT; increasing recruitment of minority students and highlight best practices; recruit adult students to finish their degree; projected enrollment formula needs corrections

Next meeting: November 6, 6:30pm CUNY Central office

Respectfully submitted

Janette Tilley

Associate Professor, Music, Multimedia, Theatre, and Dance