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**Minutes of
The Lehman College Senate Meeting
Wednesday, October 2, 2019
Senate Meeting**

Senators Present: Abdul, H.; Acevedo, J.; Aisemberg, G.; Ali, S.; Alimi, A.; Allison, A.; Alto, A.; Arauz, M.; Arias Bueno, M.; Auslander, D.; Austin, L.; Balde, G.; Banks, R.; Baraldi, C.; Bayne, G.; Bergmann, R.; Britt, K.; Budescu, M.; Burton-Pye, B.; Cabrera, C.; Campeanu, S.; Cheng, H.; Codrington, N.; Collett, J.; Dumais, S.; Evanson, L.; Fakhouri, S.; Farrell, R.; Fera, J.; Finger, R.; Fortunato-Tavares, T.; Gonzalez Castillo, R.; Hattori, T.; Hernandez, F.; Hyman, D.; Jerry, C.; Johnson, M.; Ka, K.; Kolade, B.; Lemons, D.; Loscocco, P.; Luerssen, A.; Machado, E.; Mahon, J.; Maney, B.; Marianetti, M.; Markens, S.; McKenna, C.; McNeil, C.; Mellen, A.; Morales, A.; Moreno, Q.; Munch, J.; Murphy, B.; Nguyen, T.; Nunez-Torres, A.; Nwosu, P.; Ohmer, S.; Olewuike, J.; Olumuyide, E.; Phillips, M.; Portalatin, S.; Prince, P.; Punu, K.; Qian, G.; Rice, A.; Rivera, J.; Rodriguez-Allie, A.; Rotolo, R.; Sanchez, J.; Schlesinger, K.; Schwittek, D.; Sekyere, R.; Sisselman, A.; Spencer, A.; Valentine, R.; Waring, E.; Wynne, B.; Yavuz, D.; Zerphey, N.

Senators Absent: Alexander-Street, A.; Augustus, A.; Bazile, S.; Boston, N.; Calvet, L.; Di Bello, M.; Doyran, M.; Ebersole, S.; Georges, C.; MacKillop, J.; Mazza, C.; McCabe, J.; Mills, P.; O'Dowd, M.; Ramirez, M.; Rivera-McCutchen, R.; Rosario, Y.; Rothman, C.; Sarmiento, R.; Taveras, J.

The meeting was called to order at 3:36 p.m. by Prof. Joseph Fera, who informed that the President was en route to the Senate. He made a motion to commence the meeting with the report of the Student Legislatively Assembly (SLA) and to continue with the report of the President once Dr. Lemons was present. The motion carried and the order of the agenda items were approved as modified.

1. Approval of the Minutes

The minutes of the September 4, 2019 Senate meeting were approved by unanimous voice vote.

2. Announcements and Communications

b. Student Legislative Assembly—

Mr. Jose Acevedo welcomed all to the Senate. He gave a special welcome to new student senators and asked all to join in a round of applause. Mr. Acevedo went on to make several updates and announcements. He informed that the SLA would be working with the Governance Committee to address student representation on department committees. Mr. Acevedo also announced that there would be a discussion to address student issues at the next meeting of the SLA, which was scheduled for October 30th at 3:30 p.m. in room 121 of the Student Life

41 Building. He encouraged all students to attend and extended invitations to Dr. Stanley Bazile,
42 the Executive in Charge of the Division of Student Affairs; Ms. Rene Rotolo, Interim VP of
43 Administration and Finance; and Dr. Peter Nwosu, Provost and SVP of Academic Affairs and
44 Student Success.

45
46 **a. Report of the President—**
47

48 Dr. Lemons made the following announcements: the appointments of Professors Penny
49 Prince and Thomas O’Hanlon to the Lehman College Association for Campus Activities,
50 and the appointment of Professor Jennifer McCabe to the Auxiliary Enterprises Corporation,
51 and the appointment of Alan Kluger as Ombudsman. He thanked all appointees for their
52 willingness to serve and went on to discuss further announcements and updates.

53
54 Dr. Lemons provided an update on the Strategic Planning process for 2020 to 2025. He
55 apprised that such was underway and that a draft for the areas of mission, vision, and values
56 would be made available for the input of the campus community. Dr. Lemons also informed
57 that there were many efforts in place to help position the College for continued success,
58 including eight task forces and a consultant, Dr. Rinella, who would be visiting the College
59 to offer his guidance and expertise. Dr. Lemons then proceeded to discuss the activities and
60 the establishment of task forces for various other matters.

61
62 Dr. Lemons informed that the Task Force for Public Spaces—co-chaired by Michael Deas,
63 Director of the Urban Male Leadership Program, and Joy Greenberg, Professor of the
64 Department of Sociology—met to provide a set of recommendations for the Music Building
65 lobby. He explained that the task force’s objective was to evaluate public displays on campus,
66 determine whether such displays represent, to the public eye, the vision and values of
67 Lehman College, and make recommendations if otherwise. Dr. Lemons also brought to the
68 Senate’s attention a new initiative, the Lehman Chairs of Excellence, which would recognize
69 faculty members for their accomplishments; a task force, he informed, would be established
70 to decide the terms and process by which the Chairs of Excellence would be appointed. Dr.
71 Lemons apprised that there would be a census survey for the year 2020, conducted by the
72 U.S. Census Bureau, in which the College alongside institutions across the U.S. are expected

73 to participate; to ensure that the Bronx avoids an undercount, he explained, a local task force
74 would be developed.

75
76 Dr. Lemons read a small section from a letter he received moments before he arrived to the
77 Senate. The letter, he shared, was provided by the Donald A. Pels Charitable Trust, which
78 granted \$4 million payable over 4 years to Lehman College in support of a fall 2020 ACE
79 cohort.

80 81 **REPORTS OF STANDING COMMITTEES–**

82 83 **1. Graduate Studies**

84 Professor Janet DeSimone presented proposals for curriculum changes in the Department of Speech-
85 Language-Hearing Sciences and the Department of Economics and Business. Both proposals were
86 approved by unanimous voice vote.

87
88 See Attachment I

89
90 The next meeting was scheduled for Wednesday, November 6, 2019 at 11:00 a.m. in CA B33A.

91 92 **2. Governance Committee**

93 Professor Joseph Fera briefed the functions of the Governance Committee and its role in filling
94 vacant seats on Senate Standing committees. The Governance Committee, he noted, took into
95 consideration several factors to ensure a balance in school representation and to ensure that nominees
96 were willing and able to serve. Prof. Fera then presented the slate of nominees for the following
97 committees: the Graduate Studies Committee, the Library, Technology, and Telecommunications
98 Committee, and the Campus Life & Facilities Committee. Thereafter, he opened the floor to
99 additional nominations. There was one: Stephen Castellano, who was nominated to serve on the
100 Library, Technology, and Telecommunications Committee.

101
102 The Senate proceeded to a vote and paper ballots were circulated. Subsequently, there were several
103 requests from the floor. There was a request to have the nominees, Mr. Stephen Castellano and Prof.
104 Natasha Nurse, offer some context as to who they were and why they would like to serve on the

105 committees. There was also a request in opposition to having the nominees speak on their own
106 behalf, as Prof. Nurse was not present to do so. All agreed on the latter suggestion and the nominators
107 spoke on the nominees' behalf.

108
109 The election results for nominees to serve on Senate Standing Committees were as follows: (1) Prof.
110 Diana Almodovar was elected to the Graduate Studies Committee by unanimous voice vote; (2)
111 Prof. Gary Ford was elected to the Campus Life & Facilities Committee by unanimous voice vote;
112 and (3) Mr. Stephen Castellano was elected to the Library, Technology, and Telecommunications
113 Committee by majority vote.

114
115 Prof. Fera discussed the results of the Collaborative on Academic Careers in Higher Education
116 (COACHE) survey, which was administered in the spring of 2019 to full-time faculty CUNY-wide.
117 The survey, he explained, measured the satisfaction of faculty at their respective colleges. Prof. Fera
118 informed that the survey results for Lehman were generally positive and that, once the Executive
119 Committee of the General Faculty assesses the results, he would report back to the Senate with
120 additional information. Prof. Fera elaborated that should the assessment yield issues related to the
121 College Senate, such would be brought to the Governance Committee and referred to the proper
122 standing committees.

123
124 Prof. Fera referenced the issue discussed by Mr. Acevedo: student representation on department
125 committees. He informed that the Governance Committee had a discussion regarding the issue,
126 where it was reminded that a survey was sent out a year or so ago on the matter. Prof. Fera assured
127 that he would look into the issue further and report back to the Senate with updates.

128
129 See Attachment II

130
131 The next meeting was scheduled for Wednesday, October 16, 2019 at 12:15 p.m. in CA 201
132

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

134 There was no report. Professor Linda Sheetz provided one informational item: that the committee's
135 subcommittee, which was tasked with revisiting the College's policies on admissions, met to
136 formulate recommendations from the report that was done.

137
138 The next meeting was scheduled for Wednesday, October 16, 2019 at 12:00 p.m. in the LT 317.

139
140 **4. Undergraduate Curriculum**
141 Professor Lynn Rosenberg presented proposals for curriculum changes in the following departments:
142 Health Sciences, Languages & Literatures, and Political Science. Prof. Rosenberg also presented
143 proposals from the School of Natural and Social Sciences. All proposals were approved by
144 unanimous voice vote.

145
146 Prof. Rosenberg also presented one informational item for an experimental course in the Economics
147 and Business Department.

148
149 See Attachment III

150
151 The next meeting was scheduled for Wednesday, November 13, 2019 at 1:00 p.m. in SC 1405A.

152
153 **5. Academic Freedom:**
154 Professor David Manier informed that he was elected chair of the committee and proceeded to
155 discuss issues surrounding the following: (1) the policy on faculty use of web application systems,
156 other than Blackboard, for online courses, (2) the publication and enforcement of official policies,
157 and (3) workplace bullying. Regarding the first issue, Prof. Manier informed that he spoke to several
158 individuals, including the VP for Information Technology, Ronald Bergmann, to address the matter.
159 It was confirmed, he informed, that Blackboard was the College's official learning management
160 system. However, Prof. Manier pointed out that there was still the issue of whether there was a
161 University policy restricting the use of other web applications; he informed that the committee would
162 discuss further at the next meeting of the Academic Freedom Committee. Regarding the second and
163 third issues, Prof. Manier informed that the committee would also meet to discuss and that the
164 committee would have more to report at the next meeting of the Senate.

165

166 See Attachment IV

167

168 The next meeting was scheduled for Monday, October 21, 2019 at 5:00 p.m. in GI 103.

169

170

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

172 The Chief Librarian, Professor Kenneth Schlesinger, presented the report and brought
173 announcements from the Library, Division of Information Technology, Online Education, and
174 concerning Blackboard. Prof. Schlesinger also briefed on the September 25th presentation of Jonah
175 Cohen-Bruckner and student Carolina Leon Saavedra on Maker Space, which he informed, was a
176 workshop that provided participants with independent materials and supplies to refashion into
177 functional objects. He also invited VP Rene Rotolo to comment on the new opening date for the first
178 floor renovation of the Library, which was originally scheduled to reopen in January 2020. VP
179 Rotolo informed that the prior date would have been problematic for faculty, staff, and students, as
180 well as would have interfered with Library operations.

181

182 See Attachment V

183

184 **7. Campus Life and Facilities**

185 There was no report. Professor Penny Prince brought to the attention of the Senate the Music
186 Building's elevator issue. She informed that constant outages made it difficult for those students
187 who require accessibility—not simply for the transport of heavy instruments, but for those who were
188 physically unable to do so due to disability, age, and pregnancy. VP Rene Rotolo informed that the
189 process was to report outages to the Office of Student Disability Services, where students are notified
190 of the issue and are allowed to make up their missed classes at a later date. There was much
191 discussion on the issue and requests for possible solutions. The Campus Life and Facilities
192 Committee was charged with looking into the issue and was asked to report back to the Senate
193 accordingly.

194

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

196 Professor Haiping Cheng presented the report of the Joint Committee of Senate and FP&B Budget
197 and Long Range Planning. He discussed several items concerning Academic Affairs and the Budget,
198 as well as provided further detail concerning the year-end budget for fiscal year 2019.

199

200 See Attachment VI

201

202 The next meeting was scheduled for November 20, 2019 at 1:30 p.m. in SH 336.

203

204 **9. University Faculty Senate Report**

205 Professor Ruther Wangerin reported on the meeting of the University Faculty Senate. She informed
206 that the Chancellor, Félix V. Matos Rodriguez, spoke on the Budget; she then briefed on some of
207 the key points the Chancellor made at the meeting. She informed that while Lehman's tuition
208 increased from 46 % to 49 % of the CUNY revenue, as depicted in the report of the Budget and
209 Long-Range Planning committee, State funding decreased from 54 % to 51 % of the CUNY-wide
210 revenue. Prof. Wangerin also informed that when the Chancellor was asked to expound on whether
211 there would be efforts toward additional public funding, he responded that State funding, efficiencies
212 or class sizes, and the use of resources more creatively would be ways to improve CUNY's financial
213 situation.

214

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

216 There was no report from the Academic Assessment Council.

217

218 **Old Business**----None.

219

220 **New Business**----None.

221

222 **ADJOURNMENT**

223 President Lemons adjourned the meeting at 5:13 p.m.

224

225 Respectfully submitted:

226

227 Cynthia Cessant

GOVERNANCE COMMITTEE

Senate Report
October 2, 2019

- Senate Standing Committee Vacancies
 - Information
 - Committee seats become vacant for a number of reasons: members go on sabbatical, they resign, they leave the college, etc...
 - Filling vacant seats is a function of the Governance Committee
 - Attempt to balance school representation, maximize constituent involvement, and ensure that those nominated are willing/able to serve.
 - Graduate Studies Committee (1 Vacancy)
 - Governance Committee nominates **Diana Almodovar** to replace Liat Seiger-Gardiner; this is a 2-year term.
 - Any additional nominations?
 - Library, Technology, and Telecommunications (1 Vacancy)
 - Governance Committee nominates **Natasha Nurse** to replace Devrim Yavuz; this is a 1-year term.
 - Any additional nominations?
 - Campus Life & Facilities (2 Vacancies)
 - Governance Committee nominates **Gary Ford** and **Jennifer Collett** to replace Wingyun Mak and Janis Massa; both are 1-year terms.
 - Any additional nominations?
- On Our Radar
 - COACHE Survey Results and Senate
 - Faculty satisfaction survey administered to full-time faculty in Spring 2019
 - Results are in; overall very positive
 - Executive Committee of the General Faculty has commissioned a working group to look into the results; will await their assessment to judge Senate's involvement
 - Student Representation in Departments
 - Following-up on a survey administered several semesters ago
- Next Meeting is Wednesday, October 16th at 12:15pm in CA-201

Senate Meeting – October 2, 2019
Proposed Graduate Studies Report

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

Department of Speech-Language-Hearing Sciences

- Change in degree: MA in Speech-Language Pathology
- Course changes: SPE 705, 717, 719, 725, 730, 748, 755, 756
- New course: SPE 709, 711, 714, 758
- Adding text in graduate bulletin for current degree: MA Speech-Language Pathology with Bilingual Extension

Department of Economics and Business

- Change in admission requirements and concentration changes: MS, Business
- New course: MSB 735

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

Our next meeting is on November 6 at 11 a.m. in Carman B33A.

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

Name of Program and Degree Award: Business, MS

Hegis Number: 0502.00

Program Code: 32786

Effective Term: Fall 2020

1. **Type of Change:** Admission Requirements, Replacement of Concentration Course

2. **From:**
Business, M.S. Program

Lehman College has established a graduate program leading to the degree of Master of Science in Business (MSB) with a specialization in finance, human resource management, international business, marketing, or e-business. The objective of this curriculum is to satisfy the growing need in today's business environment for professionals who have developed the necessary expertise, insight, and vision in tackling the technical, interpersonal, and conceptual problems specific to their chosen managerial subfield. The program also constitutes a threshold into higher academic or professional pursuits, such as earning a doctorate in business or law.

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

Admission to the Program:

Applicants to the MSB program must have earned their bachelor's degree from an accredited undergraduate institution in the U.S. or abroad with a minimum grade point average of 3.0 (B) or equivalent.

They must have completed:

- 6 credits in Accounting;
- 6 credits in Economics; and
- 6 credits in ~~Mathematics (MAT 132 or 171 or 172 or 174 or 175 or equivalent) and/or Statistics (BBA 403 or equivalent)~~

~~If conditionally admitted, applicants must satisfy the specified conditions within one year.~~

Applicants must submit a statement of career objectives, and two letters of recommendation. GMAT is optional in support of application. ~~A minimum GPA of B (3.0) is necessary to maintain enrollment in the MS program in business.~~

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

Curriculum: The 30-credit curriculum includes 12 credits in a common professional core, 12 credits in the chosen field of specialization, and 6 credits in two capstone seminar. ~~Full-time students can complete their degree requirements within one year by taking the eight core and specialization courses in two consecutive semesters, Fall and Spring, and the two capstone seminars in the summer, one in each of the two summer sessions, but not both seminars in the same summer session.~~

Academic Excellence Fees for the Master of Science in Business are as follows: \$65.00 per credit up to a maximum of \$325.00 per semester.

Course Requirements for the MSB degree are as follows:

Core Courses Requirement: 12 credits

	Credits
MSB 700 Organizational Behavior	3
MSB 701 Quantitative Analysis for Managers	3
MSB 702 Economic Analysis for Managers	3
MSB 703 Computer-Based Information Systems for Managers	3

Major Field Requirement: 12 credits

Completion of a block of 4 courses in one area of specialization:

Finance:	Credits
MSB 710 Investment Analysis	3
MSB 711 Capital Budgeting	3
MSB 712 Financial Statements Analysis	3
MSB 713 International Financial Management	3

Human Resources Management:	Credits
MSB 730 Human Resource Management	3
MSB 731 Employee Training and Development	3
MSB 732 Managing Group and Interpersonal Dynamics	3
MSB 734 International Human Resource Management	3

International Business:	Credits
MSB 720 Managing in a Global Environment	3

MSB 713	International Financial Management	3
MSB 722	International Marketing Management: Culture, Law, and Politics	3
MSB 734	International Human Resource Management	3

Marketing:		Credits
MSB 720	Managing in a Global Environment	3
MSB 721	Applied Marketing Research	3
MSB 722	International Marketing Management: Culture, Law, and Politics	3
MSB 723	Contemporary Issues in Marketing	3

E-Business:		Credits
MSB 720	Managing in a Global Environment	3
MSB 722	International Marketing Management: Culture, Law, and Politics	3

International Business, Marketing, and E-Business Specializations: No students will be admitted to the International Business, Marketing or E-Business specialization until further notice.

Capstone Seminars: 6 credits

		Credits
MSB 795	Seminar in Strategic Management	3
MSB 796	Seminar in Ethical Issues in Management	3

~~NOTE: Two research-oriented tutorials, MSB 785: Independent Graduate Study in Business and MSB 790: Graduate Research Project in Business, 3 hours, 3 credits each, are available for qualified students intending to acquire a deeper understanding of a selected topic (MSB 785) or to conduct substantive research on a chosen project (MSB 790) upon the approval and under the supervision of a full-time faculty.~~

3. To: **Business, M.S. Program**

Lehman College has established a graduate program leading to the degree of Master of Science in Business (MSB) with a specialization in finance, human resource management, international business, marketing, or e-business. The objective of this curriculum is to satisfy the growing need in today's business environment for professionals who have developed the necessary expertise, insight, and vision in tackling the technical, interpersonal, and conceptual problems specific to their chosen managerial subfield. The program also constitutes a threshold into higher academic or professional pursuits, such as earning a doctorate in business or law.

Students wishing to do so may complete the degree program entirely online by taking online courses only.

Admission to the Program:

Applicants to the MSB program must have earned their bachelor's degree from an accredited undergraduate institution in the U.S. or abroad with a minimum grade point average of 3.0 (B) or equivalent.

They must have completed:

- 6 credits in Accounting;
- 6 credits in Economics; and
- 6 credits in MAT132/BBA 303 and 403 (or equivalent)

Applicants must submit a statement of career objectives, and two letters of recommendation. GMAT is optional in support of application.

International Students must additionally obtain a minimum total score of 500 or equivalent on the TOEFL and comply with the applicable financial and visa requirements. Those who have earned their baccalaureate from a college or university in which the language of instruction was exclusively English are exempted from the TOEFL requirement. International students are eligible to participate in the online-format programs from their home countries. International students on F1 visas may take only one online course in a semester to maintain full-time student status

Curriculum: The 30-credit curriculum includes 12 credits in a common professional core, 12 credits in the chosen field of specialization, and 6 credits in two capstone seminar. Full-time students may complete their degree requirements within 12 to 18 months, through in-person and/or online courses.

Academic Excellence Fees for the Master of Science in Business are as follows: \$65.00 per credit up to a maximum of \$325.00 per semester.

Course Requirements for the MSB degree are as follows:

Core Courses Requirement: 12 credits

	Credits
MSB 700 Organizational Behavior	3
MSB 701 Quantitative Analysis for Managers	3
MSB 702 Economic Analysis for Managers	3
MSB 703 Computer-Based Information Systems for Managers	3

Major Field Requirement: 12 credits

Completion of a block of 4 courses in one area of specialization:

Finance:	Credits
MSB 710 Investment Analysis	3
MSB 711 Capital Budgeting	3
MSB 712 Financial Statements Analysis	3
MSB 713 International Financial Management	3

Human Resources Management:		Credits
MSB 730	Human Resource Management	3
MSB 731	Employee Training and Development	3
MSB 734	International Human Resource Management	3
MSB 735	<u>Labor Management Relations</u>	3

International Business:		Credits
MSB 720	Managing in a Global Environment	3
MSB 713	International Financial Management	3
MSB 722	International Marketing Management: Culture, Law, and Politics	3
MSB 734	International Human Resource Management	3

Marketing:		Credits
MSB 720	Managing in a Global Environment	3
MSB 721	Applied Marketing Research	3
MSB 722	International Marketing Management: Culture, Law, and Politics	3
MSB 723	Contemporary Issues in Marketing	3

E-Business:		Credits
MSB 720	Managing in a Global Environment	3
MSB 722	International Marketing Management: Culture, Law, and Politics	3

International Business, Marketing, and E-Business Specializations: No students will be admitted to the International Business, Marketing or E-Business specialization until further notice.

Capstone Seminars: 6 credits

		Credits
MSB 795	Seminar in Strategic Management	3
MSB 796	Seminar in Ethical Issues in Management	3

4. Rationale:

Preparation in statistics is more relevant and appropriate for understanding of business topics in Masters program.

MSB 700 (Org. Behavior) and MSB 732 (Group Dynamics) are similar in that they both cover group dynamic issues. Given that many New York area organizations are unionized, and many of our students/alumni are employed in industries with organized labor unions, an understanding of employer-labor relations is needed and more appropriate.

5. Date of departmental approval: August 29, 2019

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

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

2.

Department(s)	Economics and Business
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Business
Course Prefix & Number	MSB 735
Course Title	Labor Management Relations
Description	Examination of various aspects of labor-management relations in both unionized and at-will employment settings, including US labor movement, contemporary labor relations, labor and employment laws, collective bargaining, negotiation and dispute resolution, arbitration and contract grievances and public and private sector issues.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Many organizations in the U.S. remain unionized and having a better understanding of labor management issues will help students in human resource management become more effective managers in unionized environments.

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

Upon completion of the course, students will be able to:

1. Analyze US labor movement's impact on Industry from both union and management perspectives;
2. Reflect on contemporary / modern issues affecting labor-management relations;
3. Apply major laws that govern labor relations and employee rights in the workplace;
4. Analyze collective bargaining agreements and processes;
5. Differentiate the management of public and private sector issues; and
6. Demonstrate understanding of negotiation, dispute resolution, arbitration, and contract grievance procedures.

5. Date of Departmental Approval: August 29, 2019

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Speech-Language Pathology, MA

Hegis Number: 1220.00

Program Code: 34037

Effective Term: Spring 2020

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

2. **From:**

Speech-Language Pathology M.A. Program

The M.A. Program in Speech-Language Pathology prepares students for professional careers as speech-language pathologists. Graduates of the M.A. program meet the academic and clinical education standards established by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and the New York State Education Department (NYSED) for the state License in Speech-Language Pathology. The graduate program, in the Department of Speech-Language-Hearing Sciences at Lehman College, is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Admission Requirements

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as pre-requisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.
- Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of core prerequisite course work: ~~SPV 221~~, SPV 245, SPV 247, ~~SPV 249~~, SPV 326 or SPV 327, and ~~SPV 328~~ or the equivalent, to be eligible for admission into the M.A program.

- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.
- Following an initial application review, select applicants will be invited for a personal interview and will be interviewed by two faculty members. The American Speech-Language-Hearing Association requires that students possess skills in oral and written or other forms of communication sufficient for entry into professional practice.
- Submission of Graduate Record Examination (GRE) scores taken within five years.

Degree Requirements

To fulfill the requirements for the M.A. degree in Speech-Language Pathology, students must complete the curriculum consisting of 63 credits with a minimum GPA of 3.0. To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians.

Matriculated students must attend two professional development seminars with proof of certification of attendance.

Curriculum in Speech-Language Pathology (63 credits)

~~Basic Science and Related Courses (9 credits):~~

		Credits
SPE 705	Speech Science	3
SPE 700	Introduction to Research Methods	3
SPE 717	Advanced Anatomy, Physiology, and Neurology of Speech	3

~~Professional Courses (51 credits):~~

		Credits
SPE 701	Seminar in Professional Issues	4

SPE 718	Phonology and Articulation	3
SPE 719	Audiology for the Speech-Language Pathologist	4
SPE 721	Early Childhood Language Disorders	3
SPE 722	Language Disorders in School-Age Children and Adolescents	3
SPE 723	The Nature, Diagnosis, and Treatment of Fluency Disorders	3
SPE 725	Diagnostic Techniques in Speech-Language Pathology	3
SPE 726	Aphasia and Related Disorders	3
SPE 727	Voice Disorders	3
SPE 729	Clinical Practicum and Seminar in Speech-Language Pathology	3 (May be repeated for up to 9 credits.)
SPE 730	Clinical and Classroom Practicum in Speech-Language Pathology	2 (May be repeated for up to 6 credits.)
SPE 734	Diagnostic Practicum	3
SPE 736	Motor Speech Disorders	3
SPE 739	Dysphagia	3
	Elective	3

SPE 729: 2 semesters, 3 credits each.

SPE 730: 2 semesters, 2 credits each.

SPE 734: 2 semesters, 3 credits each.

Coursework:

		Credits
SPE 700	Introduction to Research Methods	3
SPE 705	Speech Science	3
SPE 701	Seminar in Professional Issues	1
SPE 717	Advanced Anatomy, Physiology, and Neurology of Speech	3
SPE 718	Phonology and Articulation	3
SPE 719	Audiology for the Speech-Language Pathologist	4
SPE 721	Early Childhood Language and Communication Disorders	3
SPE 722	Language Disorders in School-Age Children and Adolescents	3
SPE 723	The Nature, Diagnosis, and Treatment of Fluency Disorders	3
SPE 725	Diagnostic Techniques in Speech-Language Pathology	3
SPE 726	Aphasia and Related Disorders	3
SPE 727	Voice Disorders	3
SPE 729	Clinical Practicum and Seminar in Speech-Language Pathology	3
SPE 730	Clinical and Classroom Practicum in Speech-Language Pathology	2
SPE 734	Diagnostic Practicum	3
SPE 736	Motor Speech Disorders	3
SPE 739	Dysphagia	3

Two 3-credit elective courses:**A minimum of two elective courses:**

		Credits
SPE 748	Augmentative and Alternative Communication (AAC)	3
	Or	
SPE 735	Seminar in Speech-Language Pathology	3
	Or	
SPE 796	Independent Study	1-3
	Or	
SPE 703	Theory and Application of Bilingualism to Speech Language Pathology	3
SPE 754	Medical Speech Language Pathology	3
SPE 755	Autism Spectrum Disorders and Related Disorders	3
SPE 756	Expert Clinical Writing and Clinical Methods	3
SPE 757	Topics in Early Intervention	3
SPE 799	Thesis Seminar	1-3

**SPE 735 may be taken up to three times covering different topics*

**** In order for SPE 796 and SPE 799 to be counted as an elective, the courses must be taken as three-credit courses.**

Bilingual Extension

Students who are completing the degree requirements for the M.A. in Speech Language Pathology and are interested in obtaining a bilingual extension to the teaching certificate need to complete the following additional 12 credits:

		Credits
ESC 759	Foundations of Bilingual/Bicultural Education	3
EDE 727	Teaching English as a Second Language (Pre-K to Grade 6)	3

	Or	
ESC 727	Teaching English as a Second Language (Pre-K to Grade 6)	3
	Or	
ESC 761	Teaching English as a Second Language to Adolescents and Adults	3
SPE 530	Organization of the Speech and Hearing Program in Elementary and Secondary Schools	3
SPE 703	Theory and Application of Bilingualism to Speech Language Pathology	3

~~Complete 50 hours of supervised field experiences providing bilingual speech language hearing services to children, and pass the BEA exam (<http://www.nystce.nesinc.com/>).~~

~~Students who completed the degree requirements for the M.A. in Speech Language Pathology and are interested in obtaining a bilingual extension to the teaching certificate can contact the Department of SLHS or the Department of Middle and High School Education.~~

Department Grade Requirements/Progression Criteria

To avoid academic probation, students must maintain a minimum GPA of 3.0 throughout their program. Students who achieve a GPA of 2.75 or lower in their first 12 credits cannot continue in the program, subject to appeal. A GPA of 3.0 or greater is required for enrollment in SPE 729 Clinical Practicum (two semesters) and for enrollment in SPE 730 (two semesters).

Clinical Practica Prerequisites, Sequence, and Continuation Criteria

- There are four prerequisite courses (SPE 718, SPE 721, SPE 722, and SPE 725), one PRE-REQ/COREQ course (SPE 726), and a pre-clinic orientation prior to the initial enrollment in SPE 729 (Clinical Practicum and Seminar). Upon completion of 12 credits (SPE 718, SPE 721, SPE 722, and SPE 725), and with a GPA of 3.0 or greater, students must enroll in SPE 729 (Clinical Practicum and Seminar).
- Prior to the initial enrollment in SPE 729, students are required to present signed and dated documentation of 25 clock hours of observation of clinical practice conducted and/or supervised by an ASHA.- certified speech-language pathologist. Students must complete all four courses (SPE 718, SPE 721, SPE 725, and SPE 722) prior to initial enrollment in SPE 729.

- Students enrolling in their first SPE 729 clinical practicum must attend scheduled one-hour clinic orientation seminars in speech-language pathology (0 credits) in the semester prior to their first clinical practicum rotation.
- Students enrolled in SPE 729, SPE 730, or SPE 734 must submit documentation of current liability insurance prior to the beginning of the semester.
- Students must complete SPE 726 prior to enrollment in the adult clinic.
- PREREQS for SPE 730 (Clinical and Classroom Externship in Speech-Language Pathology): successful completion of two semesters of SPE 729 and one semester of SPE 734; and completion of coursework: SPE 718, SPE 721, SPE 722, SPE 723, SPE 725, SPE 726.

Clinical Training Sequence:

1st Semester Clinical Practicum:

		Credits
SPE 729	Clinical Practicum and Seminar in Speech-Language Pathology	3 (May be repeated for up to 9 credits.)

PREREQ:

		Credits
SPE 718	Phonology and Articulation	3
SPE 721	Early Childhood Language and Communication Disorders	3
SPE 722	Language Disorders in School-Age Children and Adolescents	3
SPE 725	Diagnostic Techniques in Speech-Language Pathology	3

Plus PREREQ/COREQ:

		Credits
SPE 726	Aphasia and Related Disorders	3
SPE 734	Diagnostic Practicum	3

SPE 734: OPTIONAL.

2nd Semester Clinical Practicum:

		Credits
SPE 729	Clinical Practicum and Seminar in Speech-Language Pathology	3 (May be repeated for up to 9 credits.)

PREREQ:

		Credits
SPE 718	Phonology and Articulation	3
SPE 721	Early Childhood Language and Communication Disorders	3
SPE 722	Language Disorders in School-Age Children and Adolescents	3
SPE 725	Diagnostic Techniques in Speech-Language Pathology	3
SPE 726	Aphasia and Related Disorders	3
SPE 734	Diagnostic Practicum	3

SPE 734: OPTIONAL.

And successful completion with a grade of B or better in first semester SPE 729 practicum

3rd Semester Clinical Practicum:

		Credits
SPE 730	Clinical and Classroom Practicum in Speech-Language Pathology	2-(May be repeated for up to 6 credits.)
SPE 734	Diagnostic Practicum	3

SPE 734: OPTIONAL.

PREREQ: Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.

4th Semester Clinical Practicum:

		Credits
SPE 730	Clinical and Classroom Practicum in Speech-Language Pathology	2-(May be repeated for up to 6 credits.)
SPE 734	Diagnostic Practicum	3

SPE 734: OPTIONAL.

PREREQ: Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.

Practica Grading

No student will advance to a second clinical practicum (SPE 729), to a diagnostic practicum (SPE 734), or to a clinical and classroom externship (SPE 730) unless he/she earns a grade of B or better in the previous clinical practicum experience. If a student receives a practicum grade of B- or lower, he/she must re-enroll in the practicum course and earn a minimum grade of B. The student is permitted to enroll in only one additional graduate course during the semester in which he/she is retaking a practicum course. In order to continue in the program, students cannot receive two final grades of B- or less, or INC or W, or any combination of these grades in either SPE 729 or SPE 730.

3. To:

Speech-Language Pathology M.A. Program

The M.A. Program in Speech-Language Pathology prepares students for professional careers as speech-language pathologists. Graduates of the M.A. program meet the academic and clinical education standards established by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and the New York State Education Department (NYSED) for state licensure in Speech-Language Pathology. The graduate program, in the Department of Speech-Language-Hearing Sciences at Lehman College, is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Admission Requirements

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as pre-requisite course

fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.

- Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of core prerequisite course work: SPV 228, SPV 245, SPV 247, SPV 321, SPV 326 or SPV 327, and SPV 349 or the equivalent, to be eligible for admission into the M.A program.
- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.
- Following an initial application review, select applicants will be invited for a personal interview and will be interviewed by two faculty members. The American Speech-Language-Hearing Association requires that students possess skills in oral and written or other forms of communication sufficient for entry into professional practice.
- Submission of Graduate Record Examination (GRE) scores taken within five years.

Degree Requirements

To fulfill the requirements for the M.A. degree in Speech-Language Pathology, students must complete the curriculum consisting of 63 credits with a minimum GPA of 3.0. To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians.

Matriculated students must attend two full-day professional development seminars with proof of certification of attendance.

Curriculum in Speech-Language Pathology (63 credits)

Coursework:

		Credits
SPE 700	Introduction to Research Methods	3
SPE 701	Seminar in Professional Issues	1

SPE 705	Speech Science	<u>2</u>
SPE 717	<u>Neuroanatomy and Physiology for Communication Disorders</u>	3
SPE 718	Phonology and Articulation	3
SPE 719	Audiology <u>and Aural Rehabilitation</u> for the Speech-Language Pathologist	<u>3</u>
SPE 721	Early Childhood Language and Communication Disorders	3
SPE 722	Language Disorders in School-Age Children and Adolescents	3
SPE 723	The Nature, Diagnosis, and Treatment of Fluency Disorders	3
SPE 725	Diagnostic <u>and Clinical Methods</u> in Speech-Language Pathology	3
SPE 726	Aphasia and Related Disorders	3
SPE 727	Voice Disorders	3
SPE 729	Clinical Practicum and Seminar in Speech-Language Pathology	3
SPE 730	Clinical and Classroom Practicum in Speech-Language Pathology	<u>3</u>
SPE 734	Diagnostic Practicum	3
SPE 736	Motor Speech Disorders	3
SPE 739	Dysphagia	3

SPE 729: 2 semesters, 3 credits each.

SPE 730: 2 semesters, 3 credits each.

SPE 734: 2 semesters, 3 credits each.

Six credits of elective courses:

		Credits
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<u>SPE 703</u>	<u>Theory and Application of Bilingualism to Speech Language Pathology</u>	<u>3</u>
<u>SPE 709</u>	<u>Speech-Language Pathology in Educational Settings</u>	<u>1.5</u>
<u>SPE 711</u>	<u>Counseling in Speech-Language Pathology</u>	<u>1.5</u>
<u>SPE 714</u>	<u>Topics in Speech-Language Pathology</u>	<u>1.5</u>
<u>SPE 735</u>	<u>Seminar in Speech-Language Pathology</u>	<u>3</u>
<u>SPE 748</u>	<u>Augmentative and Alternative Communication (AAC)</u>	<u>1.5</u>
<u>SPE 754</u>	<u>Medical Speech Language Pathology</u>	<u>3</u>
<u>SPE 755</u>	<u>Autism Spectrum Disorders and Related Disorders</u>	<u>1.5</u>
<u>SPE 756</u>	<u>Advanced Clinical Methods and Writing</u>	<u>1.5</u>
<u>SPE 757</u>	<u>Topics in Early Intervention</u>	<u>3</u>
<u>SPE 758</u>	<u>Global Initiatives in Speech-Language Pathology</u>	<u>3</u>
<u>SPE 796</u>	<u>Independent Study</u>	<u>1-3</u>
SPE 799	Thesis Seminar	1-3

**SPE 714 and SPE 735 may be taken up to three times covering different topics*

Department Grade Requirements/Progression Criteria

To avoid academic probation, students must maintain a minimum GPA of 3.0 throughout their program. Students who achieve a GPA of 2.75 or lower in their first 12 credits cannot continue in the program, subject to appeal. A GPA of 3.0 or greater is required for enrollment in SPE 729 Clinical Practicum (two semesters) and for enrollment in SPE 730 (two semesters).

Clinical Practica Prerequisites, Sequence, and Continuation Criteria

- There are four prerequisite courses (SPE 718, SPE 721, SPE 722, and SPE 725), one PRE-REQ/COREQ course (SPE 726), and a pre-clinic orientation prior to the initial enrollment in SPE 729 (Clinical Practicum and Seminar). Upon completion of

12 credits (SPE 718, SPE 721, SPE 722, and SPE 725), and with a GPA of 3.0 or greater, students must enroll in SPE 729 (Clinical Practicum and Seminar).

- Prior to the initial enrollment in SPE 729, students are required to present signed and dated documentation of 25 clock hours of observation of clinical practice conducted and/or supervised by an ASHA.- certified speech-language pathologist. Students must complete all four courses (SPE 718, SPE 721, SPE 725, and SPE 722) prior to initial enrollment in SPE 729.
- Students enrolling in their first SPE 729.clinical practicum must attend scheduled one-hour clinic orientation seminars in speech-language pathology (0 credits) in the semester prior to their first clinical practicum rotation.
- Students enrolled in SPE 729, SPE 730, or SPE 734 must submit documentation of current liability insurance prior to the beginning of the semester.
- Students must complete SPE 726 prior to enrollment in the adult clinic.
- PREREQS for SPE 730 (Clinical and Classroom Externship in Speech-Language Pathology): successful completion of two semesters of SPE 729.and one semester of SPE 734; and completion of coursework: SPE 718, SPE 721, SPE 722, SPE 723, SPE 725, SPE 726.

Clinical Training Sequence:

1st Semester Clinical Practicum:

		Credits
SPE 729	Clinical Practicum and Seminar in Speech-Language Pathology	3 (May be repeated for up to 9 credits.)

PREREQ:

		Credits
SPE 718	Phonology and Articulation	3
SPE 721	Early Childhood Language and Communication Disorders	3
SPE 722	Language Disorders in School-Age Children and Adolescents	3
SPE 725	Diagnostic <u>and Clinical Methods</u> in Speech-Language Pathology	3

Plus PREREQ/COREQ:

		Credits
SPE 726	Aphasia and Related Disorders	3
SPE 734	Diagnostic Practicum	3

SPE 734: OPTIONAL.

2nd Semester Clinical Practicum:

		Credits
SPE 729	Clinical Practicum and Seminar in Speech-Language Pathology	3 (May be repeated for up to 9 credits.)

PREREQ:

		Credits
SPE 718	Phonology and Articulation	3
SPE 721	Early Childhood Language and Communication Disorders	3
SPE 722	Language Disorders in School-Age Children and Adolescents	3
SPE 725	<u>Diagnostic and Clinical Methods</u> in Speech-Language Pathology	3
SPE 726	Aphasia and Related Disorders	3
SPE 734	Diagnostic Practicum	3

SPE 734: OPTIONAL.

And successful completion with a grade of B or better in first semester SPE 729 practicum

3rd Semester Clinical Practicum:

		Credits
SPE 730	Clinical and Classroom Practicum in Speech-Language Pathology	<u>3</u> (May be repeated for up to <u>9</u> credits)

SPE 734	Diagnostic Practicum	3
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SPE 734: OPTIONAL.

PREREQ: Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.

4th Semester Clinical Practicum:

		Credits
SPE 730	Clinical and Classroom Practicum in Speech-Language Pathology	<u>3</u> (May be repeated for up to <u>9</u> credits)
SPE 734	Diagnostic Practicum	3

SPE 734: OPTIONAL.

PREREQ: Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.

Practica Grading

No student will advance to a second clinical practicum (SPE 729), to a diagnostic practicum (SPE 734), or to a clinical and classroom externship (SPE 730) unless he/she earns a grade of B or better in the previous clinical practicum experience. If a student receives a practicum grade of B- or lower, he/she must re-enroll in the practicum course and earn a minimum grade of B. The student is permitted to enroll in only one additional graduate course during the semester in which he/she is retaking a practicum course. In order to continue in the program, students cannot receive two final grades of B- or less, or INC or W, or any combination of these grades in either SPE 729 or SPE 730.

4. Rationale:

Rationale for adding four new electives and reducing credits and hours for three existing electives:

The results of externship and graduate surveys indicate the need for greater diversity of course topics for students interested in pursuing work with specific clinical populations. The 1.5 credit elective courses provide the opportunity for students to take multiple courses to complete the 6-credit elective requirement and broaden their knowledge of clinical disorders and clinical topics. The 3-credit elective options remain to permit completion of specialization tracks.

Rationale for credit reduction for Speech Science (SPE 705) and Audiology (SPE 719):

The course content of Speech Science has been revised to focus predominantly on clinical application of speech science principles, rather than the theoretical underpinnings, resulting in a one-credit reduction. The clinical component for Audiology has been removed because our accrediting organization no longer requires clinical hours in audiology for our graduate students.

Other changes:

Admission Requirements: Course numbers for the undergraduate prerequisite courses have been changed and the listing needed revision.

Formatting: Our courses were listed twice in two different formats in the Bulletin. For clarity we are eliminating one of the listings and reordering the electives.

Miscellaneous: The 3-credit load (from 2 cr.) for SPE 730, our clinical externship course, more accurately indicates the workload required for this course. The revised titles and descriptions for SPE 717 (Neuroanatomy) and SPE 725 (Diagnostic and Clinical Methods) needed updating and better reflect the course content.

5. **Date of departmental approval:** March 8, 2019

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Course hours, credits and description

2. **From:**

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Language Pathology
Course Prefix & Number	SPE 705
Course Title	Speech Science
Description	An introduction to speech perception and production; includes a review of basic acoustics and resonance models of the supralaryngeal vocal tract; an overview of select anatomical and physiologic principles relating to speech and voice production; and an introduction to acoustic and physiologic measurement of speech and voice. Students will be provided with direct experience in the clinical measurement of speech and voice.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. To:

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech-Language Pathology
Course Prefix & Number	SPE 705
Course Title	Speech Science
Description	<u>An examination of normal speech and voice production and the clinical application of speech science principles to diagnosis and treatment. Emphasis will be placed upon the importance of augmenting clinical perceptions with objective physiologic and acoustic measures of speech and voice. Clinical applications of biofeedback will be discussed.</u>
Pre/ Co Requisites	NA
Credits	<u>2</u>
Hours	<u>2</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The revised course description reflects the changes in the current emphasis in course content from theoretical basic sciences to the application of basic science to clinical practice. This change in course emphasis originated with unanimous department faculty opinion that, by revising the focus from basic science to clinical application, graduate students would better grasp the underlying science and be able to readily apply it to clinical practice. The change from 3 to 2 credits reflects the removal of some basic science content that is more appropriate for doctoral level research study.

5. Date of departmental approval: March 8, 2019

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech-Language Pathology
Course Prefix & Number	SPE 709
Course Title	Speech-Language Pathology in Educational Settings
Description	Management of speech-language-hearing services in Pre-k, elementary, middle and high schools including models of service delivery, documentation, collaboration with other school professionals, and compliance with federal and state mandates. Inclusion of multicultural and multilingual perspectives in special education and best practices for the delivery of effective content-related services.
Pre/ Co Requisites	NA
Credits	1.5
Hours	1.5
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

	____ Individual and Society ____ Scientific World
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3. Rationale:

This elective course prepares students who wish to work in a school setting and covers policies, regulations, and service delivery from pre-school to high school.

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

1. Compare and contrast the traditional model of service delivery with collaborative, integrated, and peer models of effective speech-language services in schools.
2. Recognize and discuss the various types and responsibilities of special education related services.
3. Outline and explain the referral, assessment process, and eligibility criteria required for special education and speech pathology services and the development of an Individualized education Plan (IEP).
4. Differentiate among federal education laws and regulations including the Individuals with disabilities Education Act (IDEA), Response-to-Intervention (RTI), Every Student Succeeds Act (ESSA)
5. Describe and model content related services and the relationship to educational standards (state standards) and classroom curriculum
6. Compare and contrast speech-language services for bilingual and monolingual students in school settings.
7. Identify current trends and challenges for speech-language pathology services in educational settings.

5. Date of Departmental Approval: March 8, 2019

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech-Language Pathology
Course Prefix & Number	SPE 711
Course Title	Counseling in Speech-Language Pathology
Description	Examination of best practices in counseling individuals who have communication disorders and their families. Inclusion of theoretical frameworks for providing counseling services, core counseling skills that transcend specific approaches, and the decision-making process when counseling clients and their families in a variety of contexts. Focus on experiential learning and the application of counseling skills to hypothetical situations including hospitals, schools, early intervention, and private practice.
Pre/ Co Requisites	NA
Credits	1.5
Hours	1.5
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

	_____ Creative Expression _____ Individual and Society _____ Scientific World
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3. Rationale:

Speech-language pathologists regularly counsel clients and their families regarding thoughts, feelings and behaviors related to communication, feeding, and swallowing disorders, either developmental or acquired. The importance of counseling skills has been highlighted by ASHA, our accrediting association, and this elective fulfills a need for direct instruction in this topic.

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

- Possess sufficient counseling skills in oral and written communication with clients, their families and professionals for entry into professional practice.
- Demonstrate knowledge of interviewing and counseling techniques to promote a trusting and supportive relationship with their clients
- Demonstrate knowledge of basic theories of counseling and their application to speech-language pathology.
- Identify and give examples of counselor characteristics and behaviors that influence the counseling process.
- Demonstrate knowledge and application of counseling principles and methods to clients of various ages and types of communication disorders.
- Demonstrate knowledge of ethical quandaries and boundaries when counseling individuals with speech and language disorders and their families including when to refer to other mental health professionals.
- Possess knowledge and skills to provide counseling services that are culturally aware and respectful
- Demonstrate knowledge and skills in working with clients with communication disorders who also display challenging and difficult emotional states.

5. Date of Departmental Approval: March 8, 2019

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech-Language Pathology
Course Prefix & Number	SPE 714
Course Title	Topics in Speech-Language Pathology
Description	Selected topics in speech-language pathology.
Pre/ Co Requisites	NA
Credits	1.5
Hours	1.5
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course offers the option to cover a topic in clinical practice not currently available

as an elective, such as telepractice, working with special populations, or new advances in technology.

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

- Possess sufficient skills in oral and written communication with clients, their families and professionals for entry into professional practice.
- Demonstrate knowledge in the selected topic area and describe clinical application to speech-language pathology
- Possess knowledge and skills to provide clinical services that are culturally aware and respectful.
- Demonstrate knowledge and skills in working with clients with communication disorders relevant to the topic of the course.

5. **Date of Departmental Approval:** March 8, 2019

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Language Pathology
Course Prefix & Number	SPE 717
Course Title	Advanced Anatomy, Physiology, Neurology of Speech
Description	An overview of the anatomical, physiological, embryological, and neurological bases of speech production across the lifespan; a detailed study of ventilatory, laryngeal, and supralaryngeal structure and function; discussion of physiologic and acoustic instrumentation for speech and voice measurement.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech-Language Pathology
Course Prefix & Number	SPE 717
Course Title	<u>Neuroanatomy and Physiology for Communication Disorders</u>
Description	<u>An in-depth understanding and knowledge of the neuroanatomy and physiology of the nervous system with special emphasis on the neural correlates of human communication. Focus is on the gross anatomy of the nervous system, specifically the brain as well as neurological concepts and principals.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The course title and description were outdated. This course focuses on the neural mechanisms related to speech and language and provides the scientific basis for working with individuals with neurological impairments.

5. **Date of departmental approval:** March 8, 2019

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Language Pathology
Course Prefix & Number	SPE 719
Course Title	Audiology for the Speech-Language Pathologist
Description	Audiological assessment and (re)habilitation of children and adults with hearing loss for the speech-language pathologist. Course content includes auditory skills development, communication and listening skills impacted by hearing loss, auditory processing disorders, hearing screening across the lifespan and sound enhancement systems. Students will learn to conduct hearing screenings.
Pre/ Co Requisites	NA
Credits	-4-
Hours	5
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech-Language Pathology
Course Prefix & Number	SPE 719
Course Title	Audiology <u>and Aural Rehabilitation</u> for the Speech-Language Pathologist
Description	Audiological assessment and <u>aural rehabilitation</u> of children and adults with hearing loss for the speech-language pathologist. Course content includes auditory skills development, communication and listening skills impacted by hearing loss <u>and</u> auditory processing disorders, hearing screening across the lifespan, <u>amplification, and auditory training.</u>
Pre/ Co Requisites	NA
Credits	<u>3</u>
Hours	<u>3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

Our accrediting professional organization, the American Speech Language Hearing Association, and the New York State Licensing board no longer requires that graduate students in Speech-Language Pathology receive clinical hours for audiological testing. The changes proposed here will eliminate the clinical component of the course, related to performing hearing screenings on clients, a skill they can acquire during their clinical work in the Speech and Hearing Center. The description has been updated.

5. **Date of departmental approval:** March 8, 2019

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Language Pathology
Course Prefix & Number	SPE 725
Course Title	Diagnostic Techniques in Speech-Language Pathology
Description	Theory and practice of tests and testing procedures designed to evaluate articulation, phonology, voice, language, and other communicative disorders in preschool children, school-aged children, adolescents, and adults. Includes assessment procedures to be used with clients from multilingual and multicultural backgrounds.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech-Language Pathology
Course Prefix & Number	SPE 725
Course Title	Diagnostic and Clinical Methods in Speech-Language Pathology
Description	<u>Assessment of</u> articulation, phonology, voice, language, and other communicative disorders of preschool children, school-aged children, adolescents, and adults <u>including</u> clients from multilingual and multicultural backgrounds. <u>An emphasis is placed on clinical writing for diagnostic evaluations and treatment planning and delivery.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The title and description change needed updating and better reflect the relevant content required for students entering their clinical practicum the following semester.

5. Date of departmental approval: March 8, 2019

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Language Pathology
Course Prefix & Number	SPE 730
Course Title	Externship Practicum
Description	Off campus supervised field placements in clinical and classroom setting. Includes instructional and clinical planning, management, case conferencing writing and documenting behavioral goals, objectives, and outcome assessments.
Pre/ Co Requisites	SPE 718, 721, 722, 723, 725,726, 729, 734
Credits	2
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech-Language Pathology
Course Prefix & Number	SPE 730
Course Title	Externship Practicum
Description	Off campus supervised field placements in clinical and classroom setting. Includes instructional and clinical planning, management, case conferencing writing and documenting behavioral goals, objectives, and outcome assessments.
Pre/ Co Requisites	SPE 718, 721, 722, 723, 725,726, 729, 734
Credits	<u>3</u>
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

Credit load better reflects the workload involved with externship and remediates the issue of students needing to take three courses to fulfill the 6 credits for financial aid purposes.

5. Date of departmental approval: March 8, 2019

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Course hours, credits and description

2. **From:**

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Language Pathology
Course Prefix & Number	SPE 748
Course Title	Augmentative and Alternative Communication (AAC)
Description	Description of minimally verbal individuals throughout the lifespan; assessment through standardized and naturalistic methods; selection of appropriate modes, symbols, response methods, devices, and intervention strategies for enhancement of communication in minimally verbal individuals.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech-Language Pathology
Course Prefix & Number	SPE 748
Course Title	Augmentative and Alternative Communication (AAC)
Description	<u>Diagnostic and therapeutic techniques to evaluate alternative and augmentative communication options and provide intervention strategies to clients and their families for the enhancement of communication in minimally verbal and nonverbal individuals.</u>
Pre/ Co Requisites	NA
Credits	<u>1.5</u>
Hours	<u>1.5</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

Surveys of graduate students following externship placements and our alumni indicate a need for a wider variety of elective offerings to address clinical disorders encountered in clinical and educational site, which are not covered in the core coursework. The credit reduction will permit students to select more specialty courses. The description also needed updating to better reflect the required and relevant content.

5. **Date of departmental approval:** March 8, 2019

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Course hours, credits and description

2. **From:**

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Language Pathology
Course Prefix & Number	SPE 755
Course Title	Autism Spectrum Disorders and Related Disorders
Description	This seminar focuses on autism and related disorders of socialization across the life span. It consists of a series of modules on major topics in etiology, diagnosis and assessment, treatment and advocacy.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech-Language Pathology
Course Prefix & Number	SPE 755
Course Title	Autism Spectrum Disorders and Related Disorders
Description	<u>Diagnosis and treatment of individuals with autism spectrum disorder and related disorders of socialization and communication across the life span. An emphasis will be placed on the application of family-centered and culturally competent care for children and adolescents.</u>
Pre/ Co Requisites	NA
Credits	<u>1.5</u>
Hours	<u>1.5</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

Surveys of graduate students following externship placements and our alumni indicate a need for a wider variety of elective offerings to address clinical disorders encountered in clinical and educational site, which are not covered in the core coursework. The credit reduction will permit students to select more specialty courses. The description also needed updating to better reflect the required and relevant content.

5. Date of departmental approval: March 8, 2019

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Language Pathology
Course Prefix & Number	SPE 756
Course Title	Expert Clinical Writing and Clinical Methods
Description	This course serves to support the clinical practicum and will focus on clinical methods and clinical writing. Students will be introduced to case studies that will include a variety of populations and disorders. Students will learn to generate treatment goals and session plans, collect baseline data, and write concise session notes.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech-Language Pathology
Course Prefix & Number	SPE 756
Course Title	<u>Advanced Clinical Methods and Writing</u>
Description	<u>Advanced techniques in methods and writing for clinical practice. An emphasis will be placed on the documentation needed for professional communication using case studies that include a variety of populations and clinical disorders.</u>
Pre/ Co Requisites	No
Credits	<u>1.5</u>
Hours	<u>1.5</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

Surveys of graduate students following externship placements and our alumni indicate a need for a wider variety of elective offerings to address clinical disorders encountered in clinical and educational site, which are not covered in the core coursework. The credit reduction will permit students to select more specialty courses. The description also needed updating to better reflect the required and relevant content.

5. **Date of departmental approval:** March 8, 2019

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech-Language Pathology
Course Prefix & Number	SPE 758
Course Title	Global Initiatives in Speech-Language Pathology
Description	Students will complete a clinical experience in speech-language pathology in other geographical locations, either foreign or domestic, which serve to expose students to cultural and linguistic clinical experiences beyond the greater NYC area. Focus on the assessment and treatment of a variety of clinical disorders in individuals across the life span within a linguistic and culturally diverse medical or educational setting. Content includes preparation for the study abroad or other domestic location through orientation to the culture, language, and clinical setting and development of culturally-sensitive practices during the on-site training.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

	<input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **Rationale:**

This course offers students an academic and clinical experience in a different geographic location to experience the application of speech-language pathology to clients with communication difficulties. Currently the SLHS graduate program has an affiliation with Universidade de Sao Paulo and the Hospital das Clinicas in Sao Paulo, Brazil. Affiliation agreements with additional countries and domestic locations are being explored. Students have the opportunity to gain cultural competence as it relates to the field of speech-language pathology.

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

- Demonstrate understanding of evidence-based practice with individuals across the life span with communication difficulties.
- Apply principles of evidence-based practice in assessing and treating communication difficulties and evaluating the effectiveness of these services at the study-abroad or domestic setting.
- Collaborate effectively with speech-language pathologists and speech-language pathology clinicians to provide services to clients.
- Gain knowledge about linguistic and cultural differences and how these interact with the delivery of effective clinical practice in communication disorders.

5. **Date of Departmental Approval:** March 8, 2019

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Speech-Language Pathology with Bilingual Extension, MA
Hegis Number: 1220.00
Program Code: 25816
Effective Term: Spring 2020

1. **Type of Change:** New Listing of Existing Program for graduate bulletin
2. **From:** N/A
3. **To:**

Master of Arts in Speech-Language Pathology with Bilingual Extension

The M.A. Program in Speech-Language Pathology with Bilingual Extension prepares students for professional careers as bilingual speech-language pathologists. Graduates of this M.A. program meet the academic and clinical education standards established by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and the New York State Education Department (NYSED) for teacher certification and state licensure in Speech-Language Pathology. The graduate program, in the Department of Speech-Language-Hearing Sciences at Lehman College, is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Admission Requirements

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as pre-requisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.
- Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of core prerequisite course work:

SPV 228, SPV 245, SPV 247, SPV 321, SPV 326 or SPV 327, and SPV 349 or the equivalent, to be eligible for admission into the M.A program.

- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.
- Following an initial application review, select applicants will be invited for a personal interview and will be interviewed by two faculty members. The American Speech-Language-Hearing Association requires that students possess skills in oral and written or other forms of communication sufficient for entry into professional practice.
- Submission of Graduate Record Examination (GRE) scores taken within five years.
- Passing score on the Bilingual Education Assessment in a language of proficiency other than English.

Degree Requirements

To fulfill the requirements for the M.A. degree in Speech-Language Pathology with Bilingual Extension, students must complete the curriculum consisting of 72 credits with a minimum GPA of 3.0. To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians. Of the 375 direct contact hours of clinical practicum, 50 must be with bilingual clients. Matriculated students must attend two professional development seminars with proof of certification of attendance.

Curriculum in Speech-Language Pathology (72 credits)

Coursework: (63 credits)

<u>SPE 530</u>	<u>Organization of the Speech and Hearing Program in Elementary and Secondary Schools</u>	<u>3</u>
<u>SPE 700</u>	<u>Introduction to Research Methods</u>	<u>3</u>
<u>SPE 701</u>	<u>Seminar in Professional Issues</u>	<u>1</u>
<u>SPE 703</u>	<u>Theory and Application of Bilingualism to Speech Language Pathology</u>	<u>3</u>
<u>SPE 705</u>	<u>Speech Science</u>	<u>2</u>
<u>SPE 717</u>	<u>Neuroanatomy and Physiology for Communication Disorders</u>	<u>3</u>

<u>SPE 718</u>	<u>Phonology and Articulation</u>	<u>3</u>
<u>SPE 719</u>	<u>Audiology and Aural Rehabilitation for the Speech-Language Pathologist</u>	<u>3</u>
<u>SPE 721</u>	<u>Early Childhood Language and Communication Disorders</u>	<u>3</u>
<u>SPE 722</u>	<u>Language Disorders in School-Age Children and Adolescents</u>	<u>3</u>
<u>SPE 723</u>	<u>The Nature, Diagnosis, and Treatment of Fluency Disorders</u>	<u>3</u>
<u>SPE 725</u>	<u>Diagnostic and Clinical Methods in Speech-Language Pathology</u>	<u>3</u>
<u>SPE 726</u>	<u>Aphasia and Related Disorders</u>	<u>3</u>
<u>SPE 727</u>	<u>Voice Disorders</u>	<u>3</u>
<u>SPE 729</u>	<u>Clinical Practicum and Seminar in Speech-Language Pathology</u>	<u>3</u>
<u>SPE 730</u>	<u>Clinical and Classroom Practicum in Speech-Language Pathology</u>	<u>3</u>
<u>SPE 734</u>	<u>Diagnostic Practicum</u>	<u>3</u>
<u>SPE 736</u>	<u>Motor Speech Disorders</u>	<u>3</u>
<u>SPE 739</u>	<u>Dysphagia</u>	<u>3</u>

SPE 729: 2 semesters, 3 credits each.

SPE 730: 2 semesters, 3 credits each.

SPE 734: 2 semesters, 3 credits each.

Elective courses: (3 credits)

<u>SPE 709</u>	<u>Speech-Language Pathology in Educational Settings</u>	<u>1.5</u>
<u>SPE 711</u>	<u>Counseling in Speech-Language Pathology</u>	<u>1.5</u>
<u>SPE 714</u>	<u>Topics in Speech-Language Pathology</u>	<u>1.5</u>
<u>SPE 735</u>	<u>Seminar in Speech-Language Pathology</u>	<u>3</u>

<u>SPE 748</u>	<u>Augmentative and Alternative Communication (AAC)</u>	<u>1.5</u>
<u>SPE 754</u>	<u>Medical Speech-Language Pathology</u>	<u>3</u>
<u>SPE 755</u>	<u>Autism Spectrum Disorders and Related Disorders</u>	<u>1.5</u>
<u>SPE 756</u>	<u>Advanced Clinical Methods and Writing</u>	<u>1.5</u>
<u>SPE 757</u>	<u>Topics in Early Intervention</u>	<u>3</u>
<u>SPE 758</u>	<u>Global Initiatives in Speech-Language Pathology</u>	<u>3</u>
<u>SPE 796</u>	<u>Independent Study</u>	<u>1-3</u>
<u>SPE 799</u>	<u>Thesis Seminar</u>	<u>1-3</u>

Education Courses: (6 credits)**Either:**

<u>ESC 759</u>	<u>Foundation of Bilingual/Bicultural Education</u>	<u>3</u>
<u>ESC 761</u>	<u>Teaching English as a Second Language to Adolescents and Adults</u>	<u>3</u>

Or:

<u>EDC/EDE 709</u>	<u>Multilingualism in the Classroom, B-6</u>	<u>3</u>
	<u>and</u>	
<u>EDC/EDE 727</u>	<u>Teaching English as a Second Language (Pre-K to Grade 6)</u>	<u>3</u>

Department Grade Requirements/Progression Criteria

To avoid academic probation, students must maintain a minimum GPA of 3.0 throughout their program. Students who achieve a GPA of 2.75 or lower in their first 12 credits cannot continue in the program, subject to appeal. A GPA of 3.0 or greater is required for enrollment in SPE 729 Clinical Practicum (two semesters) and for enrollment in SPE 730 (two semesters).

Clinical Practica Prerequisites, Sequence, and Continuation Criteria

- There are four prerequisite courses (SPE 718, SPE 721, SPE 722, and SPE 725), one PRE-REQ/COREQ course (SPE 726), and a pre-clinic orientation prior to the initial enrollment in SPE 729 (Clinical Practicum and Seminar).
- Upon completion of 12 credits (SPE 718, SPE 721, SPE 722, and SPE 725), and with a GPA of 3.0 or greater, students must enroll in SPE 729 (Clinical Practicum and Seminar).
- Prior to the initial enrollment in SPE 729, students are required to present signed and dated documentation of 25 clock hours of observation of clinical practice conducted and/or supervised by an ASHA.- certified speech-language pathologist. Students must complete all four courses (SPE 718, SPE 721, SPE 725, and SPE 722) prior to initial enrollment in SPE 729.
- Students enrolling in their first SPE 729 clinical practicum must attend scheduled one-hour clinic orientation seminars in speech-language pathology (0 credits) in the semester prior to their first clinical practicum rotation.
- Students enrolled in SPE 729, SPE 730, or SPE 734 must submit documentation of current liability insurance prior to the beginning of the semester.
- Students must complete SPE 726 prior to enrollment in the adult clinic.
- PREREQS for SPE 730 (Clinical and Classroom Externship in Speech-Language Pathology): successful completion of two semesters of SPE 729 and one semester of SPE 734; and completion of coursework: SPE 718, SPE 721, SPE 722, SPE 723, SPE 725, SPE 726.

Clinical Training Sequence:

1st Semester Clinical Practicum:

		<u>Credits</u>
<u>SPE 729</u>	<u>Clinical Practicum and Seminar in Speech-Language Pathology</u>	<u>3 (May be repeated for up to 9 credits.)</u>

PREREQ:

		<u>Credits</u>
<u>SPE 718</u>	<u>Phonology and Articulation</u>	<u>3</u>
<u>SPE 721</u>	<u>Early Childhood Language and Communication Disorders</u>	<u>3</u>
<u>SPE 722</u>	<u>Language Disorders in School-Age Children and Adolescents</u>	<u>3</u>
<u>SPE 725</u>	<u>Diagnostic and Clinical Methods in Speech-Language Pathology</u>	<u>3</u>

Plus PREREQ/COREQ:

		<u>Credits</u>
<u>SPE 726</u>	<u>Aphasia and Related Disorders</u>	<u>3</u>
<u>SPE 734</u>	<u>Diagnostic Practicum</u>	<u>3</u>

SPE 734: OPTIONAL.**2nd Semester Clinical Practicum:**

		<u>Credits</u>
<u>SPE 729</u>	<u>Clinical Practicum and Seminar in Speech-Language Pathology</u>	<u>3 (May be repeated for up to 9 credits.)</u>

PREREQ:

		<u>Credits</u>
<u>SPE 718</u>	<u>Phonology and Articulation</u>	<u>3</u>
<u>SPE 721</u>	<u>Early Childhood Language and Communication Disorders</u>	<u>3</u>
<u>SPE 722</u>	<u>Language Disorders in School-Age Children and Adolescents</u>	<u>3</u>
<u>SPE 725</u>	<u>Diagnostic and Clinical Methods in Speech-Language Pathology</u>	<u>3</u>
<u>SPE 726</u>	<u>Aphasia and Related Disorders</u>	<u>3</u>
<u>SPE 734</u>	<u>Diagnostic Practicum</u>	<u>3</u>

SPE 734: OPTIONAL.And successful completion with a grade of B or better in first semester SPE 729 practicum**3rd Semester Clinical Practicum:**

		<u>Credits</u>
<u>SPE 730</u>	<u>Clinical and Classroom Practicum in Speech-Language Pathology</u>	<u>3 (May be repeated for up to 9 credits)</u>
<u>SPE 734</u>	<u>Diagnostic Practicum</u>	<u>3</u>

SPE 734: OPTIONAL.

PREREQ: Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.

4th Semester Clinical Practicum:

		<u>Credits</u>
<u>SPE 730</u>	<u>Clinical and Classroom Practicum in Speech-Language Pathology</u>	<u>3 (May be repeated for up to 9 credits)</u>
<u>SPE 734</u>	<u>Diagnostic Practicum</u>	<u>3</u>

SPE 734: OPTIONAL.

PREREQ: Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.

Practica Grading

No student will advance to a second clinical practicum (SPE 729), to a diagnostic practicum (SPE 734), or to a clinical and classroom externship (SPE 730) unless he/she earns a grade of B or better in the previous clinical practicum experience. If a student receives a practicum grade of B- or lower, he/she must re-enroll in the practicum course and earn a minimum grade of B. The student is permitted to enroll in only one additional graduate course during the semester in which he/she is retaking a practicum course. In order to continue in the program, students cannot receive two final grades of B- or less, or INC or W, or any combination of these grades in either SPE 729 or SPE 730.

4. Rationale:

The Master of Arts in Speech-Language Pathology with Bilingual Extension had not previously been listed as a separate program but rather as an optional track. Reference to coursework for the bilingual extension has been deleted from the M.A. in Speech-Language Pathology, and this separate listing is being added to clarify that we are offering two different degrees.

5. Date of departmental approval: March 8, 2019

Senate Meeting – October 2, 2019

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on September 4, 2019 (8 of 10 members in attendance):

1. Health Sciences
 - New course EXS 260
2. Languages & Literatures
 - New course FRE 360
3. Natural & Social Sciences
 - New course NSS 352
4. Political Science
 - New course POL 359

Informational Item:

1. Economics & Business
 - Experimental course CED 100

Next meeting: November 13, 2019, 1 pm, Science 1405A

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

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

2.

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Workforce Development
Course Prefix & Number	CED 100
Course Title	Jumpstart Your Career: Braven Accelerator
Description	Preparation for the competitive, globalized job marketplace including formation of professional networks, communication in multiple formats, teamwork, development of career potentials, and project management.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<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:

In today's increasing competitive job market, simply graduating with a Bachelor's degree in the Liberal Arts and Sciences is not enough. Student must also develop the "hard" and "soft" skills and habits of mind that employers desire. They also must learn how to develop networks and present themselves effectively. This course, conducted with Braven, a not-for-profit devoted to preparing college students for success in strong jobs after college graduation, seeks to prepare students develop the knowledge and skills needed to establish successful career trajectories.

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

- Identify personal leadership assets and career path possibilities.
- Identify key skills, abilities and mindsets employers most desire.
- Develop/expand personals and professional networks.
- Present themselves and their ideas through clear, compelling and effective communications in diverse media.
- Work successfully in a team environment.
- Set goals and manage time/projects to achieve those goals.

5. Date of Departmental Approval: August 29, 2019

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Exercise Science
Course Prefix & Number	EXS 260
Course Title	Fitness and Exercise for Life
Description	Study of health and skill related fitness; role of exercise and fitness as an integral component of a healthy lifestyle.
Pre/ Co Requisites	None
Credits	2
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Physical inactivity and a negative lifestyle threaten health and speed deterioration of the body. Death from all causes attributable to lifestyle-related risk factors for men and

women in the United States. Prevention is the best medicine against many chronic diseases. Physical activity affects health and quality of life.

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

- Identify and discuss the differences between wellness and physical fitness, health and fitness standards and the components of health and skill related fitness.
- Demonstrate an understanding of the process of health behavior modification and goal setting.
- Explain the concept of physical fitness as an integral component of a healthy lifestyle, a personal choice and a lifetime commitment.
- Describe the functions of macro- and micro-nutrients in the human body
- Define body composition and determine recommended body weight based upon desirable body fat values
- Define cardiorespiratory endurance, muscular flexibility and muscular strength/endurance and demonstrate knowledge of the exercise principles that govern their maintenance/development.
- Discuss the relationship of exercise and relaxation techniques to stress management.
- Identify cardiovascular and cancer risk factors and discuss risk management.
- Design a personal exercise program based upon individual needs and interests.

5. **Date of Departmental Approval:** 4/17/2019

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2.

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	French
Course Prefix & Number	FRE 360
Course Title	Cinema for French Conversation
Description	A study of major films reflecting on the history and culture of the French and Francophone world, their themes, styles, and aesthetic commitments. Complementary assigned readings and research projects in French will provide context and necessary vocabulary for class discussions and written compositions on those films from the aesthetic, social and historical contexts. All work will be done in French.
Pre/ Co Requisites	FRE 202 or placement at the 300 level.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	_____ Creative Expression _____ Individual and Society _____ Scientific World
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3. Rationale:

There is currently no advanced French course on the catalogue for French cinema. This course will allow students to acquire knowledge of culture and cinema through advanced conversation complemented by individual projects, class presentations, and written assignments. This course is particularly aimed at students who are placed at the advanced level (including heritage students) yet need work to level their writing and speaking abilities, prior to taking advanced literary courses with heavier focus on textual analyses and research papers. Through conversation on cinema, students will increase their knowledge in culture and history while developing individual research projects that culminate in a final paper.

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

- Converse (speak with proper pronunciation and understandable spoken French) with a high level of intelligence in correct French, demonstrating mastery of the vocabulary, as well as grammatical and cinematic concepts included in the textbook.
- Demonstrate cultural, historical, and aesthetic knowledge of the French and Francophone world through cinema.
- Demonstrate the ability to think critically and write a scholarly paper in French.

5. Date of Departmental Approval: 11/05/18

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

DEPARTMENT OF SCHOOL OF NATURAL AND SOCIAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	School of Natural and Social Sciences (NSS)
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Pre-Professional Seminar
Course Prefix & Number	NSS 352
Course Title	The Medical School Admissions Process
Description	Study of the medical school admissions process, including the role of personal statements, standardized testing, clinical experience, professional accomplishments, and distinctiveness, as well as factors such as when in an admissions cycle an application is submitted. Particular attention will be given to the Medical College Admissions Test (MCAT), including how topics are selected for inclusion, analysis of question format, and strategies for successful test performance including development of effective plans of study.
Pre/ Co Requisites	PREREQ: Permission by NSS.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	none
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Pre-medical students often treat the medical school application process as a given: mysterious, arbitrary, and inflexible. In addition, Lehman students are often the first in their family to go to college, and are thus unfamiliar with the “hidden curriculum” of expectations and norms inherent in the process. (Ironically, the concepts of the hidden curriculum, teacher expectancy, and educational segregation and stratification are themselves topics which are tested by the Medical College Admission Test—the MCAT.)

This course teaches students the rationale and practice of medical school admissions, providing both the perspective of medical schools, which explains why the process is the way it is, and applicants, who can benefit from a better understanding of it.

In so doing, students will learn to build a bridge between the knowledge they have learned in their previous courses and the expectations of the medical school admission process. For example, by considering why medical schools ask for a personal statement, students will learn how a personal statement is distinct from the kinds of essays they have written in writing-intensive courses, and yet build on those skills. Similarly, they will learn how the material they have learned in natural and social science courses can be tested in a passage-based multiple-choice format, as well as become cognizant of higher-level skills they have developed along the way, such as the ability to combine new information from a passage with previously learned concepts to synthesize new conclusions.

This course is based in part on a pilot which has been offered since 2017 as an LSP seminar.

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

- Create an effective and authentic personal statement
- Develop a personalized plan of study for the MCAT
- Self-study an unfamiliar topic, consider how it could be included on a standardized test, and present a lesson on the topic to the class
- Create a set of MCAT-style questions and answer choices
- Apply content-based knowledge from undergraduate courses to MCAT format questions
- Demonstrate the ability to answer multiple-choice questions based on passages drawn from advanced and novel work in the field

5. Date of Approval by School Executive Committee: April 19, 2019

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

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. Type of change: New Course

2.

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Political Science/Public Policy
Course Prefix & Number	POL 359
Course Title	Science, Policy, and Politics
Description	Role and application of scientific knowledge to the development of public policy. Examination of how funding organizations, the interests, beliefs, culture, and values of formal and informal policy actors, and the channels through which elected officials and appointed officials receive scientific information affect the science-policy interface.
Pre/ Co Requisites	POL 166 or POL 211.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	____ Scientific World
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3. Rationale:

In the 21st century, the role of science in public policy has become increasingly important. Epistemic communities of scientists have historically played an important role in the policymaking process at various levels of government. As such, it is imperative that students with an interest in public policy, and political science more generally, develop an understanding of the complex relationship between how science is created by scientists, their research sponsors, the existing institutional frameworks of specific policy areas, and how various policy actors influence the development of public policy.

This course introduces students to the interdisciplinary nature of science-policy and, in particular, the role of science and epistemic communities of a variety of scientific disciplines and sub-disciplines in identifying and addressing public problems. The course will examine the form and function of domestic and international scientific organizations. Additionally, we will examine how funding organizations and the interests, beliefs, culture, and values of various policy actors can affect scientific analyses, the interpretation of scientific findings, and the channels through which elected officials and appointed officials receive scientific information, thus contributing to the politicization of science. Currently, there are no courses offered in the Department of Political Science that focus explicitly on this science-policy relationship. The Science, Policy, and Politics course fills this gap, and will provide theoretical and practical training for Political Science majors, while complementing the curriculum of students with an interest in public policy who are majoring in health and science disciplines.

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

At the end of this course, students will be able to:

1. Explain the interdisciplinary nature of public policy and the role of science and epistemic communities in identifying and addressing public problems;
2. Describe the role of epistemic communities in the development of policy solutions for substantive public policy issues.
3. Describe the scientific method, and how it is applied to inform policymaking at various stages of the policy process;
4. Identify scientific institutions, and the role of various scientific organizations and epistemic communities in the development of public policies for substantive policy issues;
5. Analyze how science is created by scientists, their public, non-profit, and private research sponsors, and the existing institutional frameworks of specific public policy areas;
6. Analyze how the interests, beliefs, culture, and values of formal and informal policy actors can affect scientific analyses, the interpretation of scientific findings, the channels through which elected officials and appointed officials receive scientific information, and contribute to the politicization of science;

5. Date of Departmental Approval: May 1, 2019

LEHMAN COLLEGE
ACADEMIC FREEDOM COMMITTEE REPORT
9 SEP 2019

Present: Diane Auslander, Karen Britt, Duran Fiack, David Manier (chair), Nadine Zerphey

1. A quorum having been established, Prof. Manier was re-elected as chair.
2. We reviewed an issue related to an adjunct professor's complaint that his chair and dean had switched his course to an online course shortly before the semester began, and then told him that he must use the Blackboard website for the course, and that he must NOT use any other website or application for the course. Several questions were raised: Does Lehman College have an official policy about this issue? Do deans and department chairs have access to (or exercise control over) the Blackboard websites of individual professors? Are there valid reasons for such a policy that requires using Blackboard, or that forbids using other websites for courses? (For example, are there valid concerns about professors having their classes use non-CUNY websites, presuming that no confidential information is uploaded to those websites?) The committee requested the chair to raise these issues for discussion by the Lehman Senate.
3. We reviewed an issue related to how labor policies are published and enforced at Lehman College – for example, are there standard policies governing start-up money and relocation costs? Again, the committee requested the chair to raise this issue for discussion by the Lehman Senate.
4. We reviewed an issue related to concerns about how some faculty have reported instances of being bullied or intimidated by others in positions of power on campus. This issue is currently under review, not only by our committee, but also by the local chapter of PSC-CUNY.



Library, Technology, and Telecommunications Committee Meeting

Date: September 25, 2019

Location: Carman 162

Attendance: Ron Bergmann, Stephen Castellano, Sherry Deckman, Michelle Ehrenpreis, John DeLooper, Naliza Sadik, Kenneth Schlesinger. Jennifer Van Allen

Guests: Jonah Brucker-Cohen
Carolina Leon Saavedra

Professor Brucker-Cohen described his activities organizing Makerspace Workshops at the College. These provide participants with found materials and supplies to refashion into functional objects.

Library Report

**Library announces that the newly-renovated First Floor will reopen in January 2020

**Library recently met with Student Government and Public Safety to consider request for Extended Hours during Midterms. It has requested Written Proposal from Student Government.

**Library is pleased with its new *Reflection Space* on Third Floor North – and requests community members to observe Usage Guidelines including maintaining quiet and not using it as study area

Division of Information Technology

**Planning ongoing for migration of faculty-staff e-mail to Microsoft Office365 cloud-based collaboration suite. Migration will start towards end of Fall semester through Spring 2020. IT website contains supporting documentation with FAQs: lehman.edu/office365

**Please update or download enhanced Lehman mobile app at either the App Store or Playstore – search for Lehman College. Lehman App is excellent source of campus information.

**Development of Lehman Lightning Chatbot continues. Chatbot contains answers to Frequently Asked Questions like: How do I register for classes? or How do I declare a major? Chatbot is expected debut later this Fall.

**Please be vigilant with e-mail to reduce threat of phishing. Don't provide log-in credentials or personal information in response to any e-mail request – don't click on links or attachments from unknown senders.

Blackboard Report

**There was unplanned Blackboard outage on September 19th from 6:12-7:19 PM. This stemmed from configuration error on Blackboard side.

Online Education

Preparation for Teaching Online Workshop will be offered November 4th-17th

Respectfully submitted,
Stephen Castellano, Chair

Oct. 2, 2019

Lehman Senate Budget Committee Report

Based on committee meeting on 9/25/2019

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

Senators

Haiping Cheng
Mia Budescu

Alexander Nunez Terres

Alison Behrman

Rick DesRochers

Ruth Wangerin

FP&B members

Brian Murphy
Dene Hurley

Ryan Raaum

Marie Marianetti

Wesley Pitts

Administration

Peter Nwosu
Rene Rotolo

Bethania Ortega

Melissa Kirk

Students

Guests

Bertrade Neo-Ngijol-Banoum

Paula Loscocco

The Budget committee meeting was called to order at 1:40 pm by Haiping Cheng on Sept. 25, 2019, in Shuster 336.

- **Election:** Prof. Haiping Cheng was elected unanimously to be Chair for the Committee for 2019-2020 year
- **Budget report:** Budget Director Bethania Ortega: presented in details on next page.
 - Topics discussed
 - Budget reliance on tuition increased from 46% (FY2014) to 49% (FY2019)
 - FY2019 Year end report → Year end balance (CUTRA) \$8.9M
 - TAP gap
- **Academic Affairs Report:** Provost Peter Nwosu
 - Oral report
 - Faculty searches: by types: 16 replacement lines, 5 new professor lines, 5 new lecturers
by schools: A&H (7), HS2N (6), Library (1), NSS (10), SoE (2)
 - Written report
 - ECP searches, Associate Provost, Deans of NSS, Education, and HS2N
 - Faculty computer refresher with 135 new computers (\$150K)
 - Strategic Growth and Investment Plan (SGIP) update

Lehman Budget Committee Report

Based on budget report on Sept. 25, 2019

FY2020 projection

Total resource managed by Lehman \$ 111.8 M

↑ \$2.7M increase due to exceeding enrollment target

Saving/Year 2019 \$8.9 M



Major Spending (Millions)

	2020	(% 2020 total)	(% change from 2019)
PS regular	82.8	74%	5%
OTPS	7.95	7%	21%
Adjuncts	15.2	14%	-4%
Temp service	5.1	5%	19%
I/O	4.7		

Lehman Foundation Philanthropy

Budget Highlights	2017	2018	2019	2020	2021	2022
Strategic Investment		\$1.3M	\$1.6M	\$0.5M		
New faculty	0	2	5*2	5*2+5*3	0	
Year End saving	\$6.0M	\$7.1M	\$8.9M	\$7.6M	\$4.3M	\$0.1M
Recommended saving				\$4.5M	\$4.5M	\$4.5M

*Green (increase) and Red (reduction) from prior period.
 *2 last of 10 new faculty line from enrollment growth
 *3 Provost investment: 5 new lecturer lines, funded with adjunct budget.

Next Budget meeting,
 Nov. 20, 1:30-3:00pm,
 S-336