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**Minutes of  
The Lehman College Senate Meeting  
Wednesday, October 7, 2020  
Senate Meeting**

7 **Senators Present:** AlexanderStreet, A.;Ali, S.;Auslander, D.;Austin, L.;Babalola, B.;Banks,  
8 R.;Baraldi, C.;Bayne, G.;Bazile, S.;Bergmann, R.;Bettioli, R.;Boston, N.;Budescu, M.;BurtonPye,  
9 B.;Calvet, L.;Campeanu, S.;Cheng, H.;Codrington, N.;Collett, J.;Cooper, W.;Dominquez, V.;Donkor,  
10 B.;Dumais, S.;Ebersole, S.;EwingMorgan, D.;Fakhouri, S.;Farrell, R.;Fera, J.;Finger, R.;Firpo,  
11 A.;Ford, G.;FortunatoTavares, T.;Georges, C.;Gonzalez Castillo, R.;Harrison, E.;Hattori, T.;Kim,  
12 C.;Kim, H.;Lemons, D.;Loscocco, P.;Luerssen, A.;Machado, E.;MacKillop, J.;Mahon, J.;Maney,  
13 B.;Marcelino, K.;Marianetti, M.;Markens, S.;McKenna, C.;Mellen, A.;Mills, P.;MillsBakhsh,  
14 J.;Morgan, J.;Munch, J.;Murphy, B.;Mutura, F.;NunezTorres, A.;Nwosu, P.;O’Neil, C.;Ohmer,  
15 S.;Prince, P.;Ramirez, M.;Rice, A.;Rivera, C.;Rosario, Y.;Rotolo, R.;Sarmiento, R.;Schlesinger,  
16 K.;Schwittek, D.;Sisselman, A.;Sofianos, E.;Stein Smith, S.;Valdovinos, C.;Valentine, R.;Yavuz,  
17 D.;Zerphey, N.

18  
19 **Senators Absent:** Aisemberg, G.; Durodola, S.; Hyman, D.; Mazza, C.; O’Dowd, M.; Valarezo, J.  
20  
21

22 The meeting was called to order by President Daniel Lemons at 3:49 p.m.  
23

24 **1. Approval of the Minutes**

25 The minutes of the September 2, 2020 Senate meeting was approved by unanimous vote.  
26

27 **2. Announcements and Communications**

28 **a. Report of the President—**  
29

30 Dr. Lemons welcomed all to the Senate and reported on several information items. He  
31 reminded all that the Campus Climate Taskforce would be at work, helping to foster an  
32 environment of safety, equity, and inclusion. Dr. Lemons also informed of the new *Sara*  
33 *Little Turnbull Visiting Designer Speaker Series*, a seven-part lecture held on Tuesdays at  
34 1:00 p.m. spanning from October 6, 2020 through November 17, 2020. He encouraged all to  
35 attend. Furthermore, Dr. Lemons discussed the budget. He informed that the College would  
36 be allocated a partial budget—funding that would be enough to cover the fall semester and  
37 the winter intersession. However, Dr. Lemons explained that the calculation was based on a  
38 20 percent reduction due to TAP allocation and tax-levy funds. Dr. Lemons assured that  
39 despite this reduction, Lehman would benefit from an 8 percent fund balance which will help

40 cover some of the budget reduction. He explained that the future fund balance, which owes  
41 itself to a combination of not filling \$5 million in positions and a enrollment beyond the  
42 college's enrollment target, would provide Lehman with a better ability to manage budget  
43 reductions this and the next fiscal year. Dr. Lemons went on to inform that Lehman would  
44 remain open and grant access to those in the same manner the college has approved since  
45 August: through use of the Everbridge application. He reminded that anyone with a red, no  
46 entry token would be prohibited from entering the college campus. Dr. Lemons also shared  
47 that the application's health screening and tracking process, alongside Lehman's learning  
48 and service delivery approach, has already proven useful. As a result of such precaution, he  
49 explained, the college has experienced very few red token cases. Dr. Lemons thanked all for  
50 their commitment towards keeping the campus community safe and urged all with questions  
51 to attend his next live briefing session.

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

54 Ms. Sumana Ali welcomed new senators to the Senate, noting that there were still some  
55 student vacancies on Senate Standing Committees. She encouraged all to inform students of  
56 the openings available and to have all students interested in the opportunity contact her via  
57 email. Ms. Ali also touched on the issue of meeting schedules arranged by Senate Standing  
58 Committees, remarking that the adopted schedules have often made it difficult for students  
59 to attend in the past. She urged faculty and administrators to be mindful of student schedules  
60 and to arrange meetings in a manner that accommodates all members, so that they may have  
61 the opportunity to attend.

62  
63 Ms. Ali made several announcements. She announced that Student Affairs would be  
64 launching a virtual cares center, the purpose of which would streamline access to support  
65 services in order to address students' needs. For his efforts in helping to bring the virtual  
66 cares center to fruition, Ms. Ali thanked the Dean of Students, Dr. Stanley Bazile. She also  
67 thanked the Office of Campus Life for the virtual food bank and their efforts in helping to  
68 make the service a success during the pandemic. Ms. Ali expounded that the grant received  
69 for the food bank, which was distributed to students in the form of gift cards, has helped over  
70 300 students and has allowed students to continue to be served by the pantry.

71

72 Ms. Ali reminded that, although the pandemic has increased isolation among students, the  
73 Student Government Association (SGA) has established virtual events to keep students  
74 engaged. She informed of a recent event in honor of Hispanic Heritage Month, and asked all  
75 to share with students that SGA would be accepting art inspired by Latinx heritage to  
76 showcase on social media platforms. Ms. Ali also urged all to encourage students to  
77 participate as well as attend additional events to promote civic engagement. Furthermore,  
78 she briefed that SGA would be addressing the need for additional mental health resources on  
79 campus; she thanked all of those involved for their attention on the matter. In addition, Ms.  
80 Ali stressed the importance of inspiring students to vote, with a message to faculty in  
81 particular, that their great influence has the power to shape the minds of their students.

82  
83 Dr. Lemons thanked Ms. Ali for her report and added to an earlier note she made concerning  
84 mental health resources. He informed that the Central Office would be releasing funds for  
85 the purpose of health and wellness and that a portion would be allocated to Lehman College.  
86 Reflecting on the seriousness of the issue, Dr. Lemons shared the results of a recent  
87 nationwide survey, in which 75 percent of college students were reported to have experienced  
88 mental health issues that worsened as a result of the global pandemic. Dr. Lemons reassured  
89 that the college would do everything it can to address the issue as pertinent to Lehman  
90 College students.

## 91 92 **REPORTS OF STANDING COMMITTEES**

### 93 94 **1. Graduate Studies**

95 Professor Janet DeSimone presented proposals for curriculum changes in the following departments:  
96 Nursing, Biological Sciences, and Speech-Language-Hearing Sciences. All proposals were  
97 unanimously approved.

98  
99 See Attachment I

100  
101 The next meeting was scheduled for Wednesday, November 4, 2020 at 11:00 a.m.

### 102 103 **2. Governance Committee**

104 Professor Joseph Fera reported on several items. The first was a faculty vacancy on the Graduate  
105 Studies Committee. He provided a review of the process and informed of the Governance  
106 Committee's nominee, Professor Liat Sieger of the Speech-Language-Hearing Sciences department.  
107 Prof. Fera then opened the floor to the Senate for additional nominations. There were none. The  
108 nomination process was closed and Prof. Fera moved to a vote. Prof. Sieger was elected to the  
109 Graduate Studies Committee by unanimous vote. Prof. Fera also discussed one information item  
110 concerning amendments to the Senate Bylaws and Governance documents. He reiterated that the  
111 amendments were tabled last academic year due to the pandemic, and he informed that that would  
112 continue until the Senate is allowed to physically convene. Prof. Fera went on to report on student  
113 committee vacancies. He shared a slate provided by SGA, on which were listed student nominees to  
114 fill vacancies on Senate Standing Committees. Prof. Fera opened the floor to additional nominations.  
115 There were none. He moved to a vote to approve the slate of student nominees. The slate was  
116 unanimously approved.

117

118 See Attachment II

119

120 The next meeting was scheduled for Monday, October 19, 2020 at 1:00 p.m.

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

122 Professor Sandra Campeanu presented three items to the Senate. The first was a proposal to confer  
123 a posthumous degree to the late Mr. Clinton Washington. The proposal was unanimously approved.  
124 The second was a curriculum change in the Department of Health Sciences. The proposal was  
125 unanimously approved. The third was a resolution to adopt new freshman admission criteria for  
126 spring 2021. The resolution was approved by majority vote.

127

128 See Attachment III

129

130 **4. Undergraduate Curriculum**

131 Professor Lynn Rosenberg presented proposals for curriculum changes in the following departments:  
132 Biological Sciences, Economics & Business, Health Sciences, Physics & Astronomy, and Speech-  
133 Language-Hearing Sciences. All presented proposals were unanimously approved.

134

135 See Attachment IV

136

137 The next meeting was scheduled for Wednesday, November 4, 2020 at 1:00 p.m.

138

139 **5. Academic Freedom:**

140 There was no report.

141

142 The next meeting was scheduled for Thursday, October 15, 2020 at 3:30 p.m.

143

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

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

147

148 See Attachment V

149

150 The next meeting was scheduled for Wednesday, October 28, 2020 at 11:00 a.m.

151

152 **7. Campus Life and Facilities**

153 There was no report.

154

155 The next meeting was scheduled for Wednesday, November 4, 2020 at 2:00 p.m.

156

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

158 Professor Haiping Cheng presented the report of the Joint Committee of Senate and FP&B Budget  
159 and Long Range Planning. He announced that he was elected chair of the committee, discussed  
160 several items concerning Academic Affairs, and provided a year-end budget report for the 2020  
161 fiscal year.

162

163 See Attachment VI.

164

165 The next meeting was scheduled for Wednesday, November 18, 2020 at 1:00 p.m.

166

167 **9. University Faculty Senate Report**

168 Professor Judith Duncker presented the report. She relayed the major points discussed at the  
169 September 22, 2020 Plenary Session of the University Faculty Senate.

170

171 See Attachment VII.

172

173 The next Plenary Session was scheduled for Tuesday, October 27, 2020 at 6:30 p.m.

174

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

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

177 Dr. Victor Brown provided an update on the activities of the Academic Assessment Council  
178 Ad-Hoc Committee.

179

180 See Attachment VIII

181

182 **Old Business**----None.

183

184 **New Business**----None.

185

186 **ADJOURNMENT**

187 President Lemons adjourned the meeting at 5:18 p.m.

188

189 Respectfully submitted:

190

191 Cynthia Cessant



**GOVERNANCE COMMITTEE**  
**Senate Report**  
**October 7<sup>th</sup>, 2020**

1. Faculty Vacancy: Graduate Studies
  - a. Review Process:
    - i. Governance Committee nominates replacement to fill vacancy.
    - ii. Additional nominations solicited from Senate floor.
    - iii. If there is an additional nomination, then contested election with email ballot. If not, yay/nay vote.
  - b. The Governance Committee nominates **Liat Sieger** for the vacancy left by Diana Almodovar (term exp. 6/21).
  - c. Additional Nominations?
  - d. If none, yay/nay vote.
2. Amendments to Senate Bylaws and Governance Documents
  - a. **No** plan to bring amendments to the Senate while meeting remotely.
  - b. Plan to hold a special Senate meeting just for voting on amendments.
  - c. Governance Meeting on January 19<sup>th</sup> at 1pm to discuss any/all amendments.  
Open Invitation.
3. Student Committee Vacancies
4. Next Governance Meeting: October 19<sup>th</sup> at 1pm, Zoom Info on Website



**CUNY Lehman College  
Student Legislative Assembly 2020-21**

**Senate Committee Student Representatives**

**Note. Highlighted Names Indicate Students Already Elected to Serve.** Voting in new members only.

**-Governance**

**Sumana Ali**

Josue Valarezo

Nadine Zerphey

**-Admissions, Evaluation and Academic Standards**

**Jessica Mills Bakhsh**

Cristian Valdovinos

Beatrice Donkor

**-Undergraduate Curriculum**

**Josue Valarezo**

Kayme Marcelino

Clara Rivera

**-Graduate Studies**

Victoria Babalola

Beatrice Donkor

**-Academic Freedom**

**Josue Valarezo**

Analia Firpo

**-Library, Technology, and Telecommunications**

**Caleb Kim**



**-Campus Life and Facilities**

Caleb Kim

Jameila Morgan

**-Budget and Long Range Planning**

Jameila Morgan

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Senate Meeting of October 7, 2020 Admissions, Evaluation and Academic Standards Committee

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

Senate Meeting: October 7, 2020

The CAEAS committee met on September 21 at 3-4pm and had a quorum present.

The committee heard a proposal from the Health Services Administration Program in the Department of Health Sciences to correct an error in the bulletin and clarify existing practice of the Program with respect to transferred courses. The committee voted unanimously to approve the proposal.

The committee heard a request for a posthumous degree from the Department of Counseling Leadership, Literacy and Special Education. The committee voted unanimously to recommend granting the request.

The committee heard a proposal for a revision to the Freshman Admission Criteria for Spring 2021, given that CUNY's Board of Trustees recently mandated that SAT scores not be considered for admission to CUNY Colleges in the next three semesters. The committee voted unanimously to approve the proposal.

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Health Services Administration, 54-credit B.S.

Hegis Number: 1202

Program Code: 10113

Effective Term: Fall 2020

1. **Type of Change:**

Change in Departmental Grading Policy

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

Health Services Administration: Students must earn a C- or above in all courses for the major and the minor. If the grade is lower, the student must repeat the course.

3. **To:** Underline the changes

Health Services Administration: Students must earn a C- or above in all courses for the major and the minor. If the grade is lower, the student must repeat the course. The Program will accept a total of one (1) transferred course with a D grade from the following list of Lehman College equivalent courses: PSY 166, ECO 166, ECO 167, ACC 171, or ACC 185.

4. **Rationale:**

This change clarifies existing practice for the Health Services Administration Program within the Department of Health Sciences and will reduce the number of course substitutions that have been made. It has been determined that earning a D grade in the designated courses where it is acceptable will not prevent students from achieving learning outcomes. No more than one (1) transferred course which has a D grade and is from the list indicated above counts toward the HSA Major Requirements for a student.

5. **Date of departmental approval:** April 5, 2017

6. **Date of CAEAS approval:** September 21, 2020

**Resolution: Posthumous Degree - Mr. Clinton Washington**

***Department of Counseling Leadership, Literacy and Special Education***

WHEREAS, Herbert H. Lehman College of The City University of New York shares with the family and friends in the tragic loss and beautiful memory of Mr. Clinton Washington; and

WHEREAS, Clinton was a graduate student in Organizational Leadership at Lehman College who was in excellent standing; with 21 credits, a 3.7 GPA and scheduled to graduate in September 2020; and

WHEREAS, Clinton was deeply focused on his academic goals, never allowing his challenges to stop him from completing his work and even trying to attend class, virtually, from his hospital bed; and

WHEREAS, Clinton was a caring and committed student, father to his young sons and husband, who enrolled in Organizational Leadership to advance the remarkable work he started in the non-profit world, helping people and transforming communities; and

WHEREAS, Clinton passed away as a result of complications from COVID-19 illness in April 2020; and

WHEREAS, the faculty of the Department of Counseling, Leadership, Literacy and Special Education have requested that Clinton Washington be awarded a posthumous degree; and

WHEREAS, the Chair of the Department of Counseling, Leadership, Literacy and Special Education and the Executive-in-Charge of the School of Education have recommended that Clinton Washington be awarded a posthumous degree; and

WHEREAS, the Provost has reviewed the recommendation and supports the granting of a posthumous degree to Clinton Washington; and

WHEREAS, the Committee on Admissions, Evaluation and Academic Standards has reviewed the recommendations and support awarding a posthumous degree to Clinton Washington, therefore it be

**RESOLVED**, that the Herbert H. Lehman College Senate comprised of faculty, students, and administrators, hereby recommends that President Daniel Lemons confer a posthumous Master of Science Degree to Mr. Clinton Washington.

## **Lehman College Senate**

### **RESOLUTION TO ADOPT NEW FRESHMAN ADMISSION CRITERIA FOR SPRING 2021**

WHEREAS, the Board of Trustees passed a resolution on July 30 2020 to suspend the use of standardized tests such as SAT and ACT for determination of admission to CUNY colleges; and

WHEREAS, an analysis of several recent cohorts' application data was conducted to determine which admission criteria provide the best prediction of success at Lehman;

WHEREAS, the administrations of Regents exams in the summer of 2020 were suspended and their administrations moving forward are uncertain, resulting in the inability to consider Regents exams as predictors for the Spring 2021 admission cycle;

NOW, THEREFORE BE IT RESOLVED that the Lehman College Senate adopts the following freshman admission criteria for the Spring 2021 semester:  $\text{Index} = 3.3 * \text{Eng\_Av} + 3.1 * \text{Social\_studies\_average} + 7.6 * \text{Math\_credits} + .3 * \text{Overall GPA (CAA)} - 321.4$ , with a minimum cutoff for this index of 250 and a minimum English and Social Studies average of 75.

**Freshman Admission Criteria Brief**

Prepared by: Kevin Sailor, Professor and Sandra Campeanu, Doctoral Lecturer

In response to the recent July 30 Board of Trustees resolution to suspend the use of standardized tests such as SAT and ACT for determination of admission to CUNY colleges, we have reviewed the records of several recent cohorts of applications (Fall 2016, 2017, and 2018) to determine which admission criteria provide the best ability to predict success at Lehman and enroll a freshman class that is similar in size and demographics to recent freshman cohorts.

There are a number of factors that have complicated this review. First, a set of potentially useful predictors are likely to be missing from some portion of applicants because of the response to the Covid pandemic. Administrations of Regents exams were suspended for June 2020 and August 2020 and it is not yet known what percent of the applicants are missing certain Regents Scores. We do not yet know whether Regents Exams will be administered this academic year.

A second factor is that these changes are taking place throughout CUNY and likely local colleges. In previous reviews of our admission criteria, it was possible to assume that the criteria at other colleges were relatively stable. This stability made it possible to estimate the degree of overlap in admission criteria. For example, the past revision of the admission criteria emphasized high school GPA and reduced the role of SAT. This change qualified some applicants who were not eligible for admission to other senior colleges due to lower SAT scores. This advantage with this population of students is likely to disappear this year.

As is common in these exercises, we attempted to identify factors that would best predict first year GPA and credit accumulation. Some of the best fitting models included English GPA, Social Studies GPA, and either scores on specific Regents exams (e.g., American History, and Common Core Geometry) or the cumulative number of Regents exams with scores exceeding some value. If we knew that most Regents scores were part of each applicant's record, we would advocate a model incorporating the previously mentioned factors.

Given the uncertainty about Regents exams, we are proposing to use the following factors: English GPA, Social Studies GPA, Overall High School Average and number of math credits taken in high school. The following index weights each of these factors in proportion to their ability to predict first year grades and to a lesser extent credits.

Index=  $3.3 * \text{Eng\_Av} + 3.1 * \text{Social\_studies\_average} + 7.6 * \text{Math\_credits} + .3 * \text{Overall GPA (CAA)} - 321.4$

The cut off for this index would be 250. We also suggest a minimum English and Social Studies average of 75.

As a basis of comparison, the following table provides some key comparisons between the current freshman admission criteria and the proposed criteria.

	Current Criteria	Proposed Criteria
High School GPA of Applicants (CAA)	89.0	88.2
Prop. of Eligible Applicants	.45	.54
1 <sup>st</sup> year GPA at CUNY	3.03	2.98
1 <sup>st</sup> year Cumulative Credits	31.3	30.1
Average 1 <sup>st</sup> year GPA Lehman matric	3.11	3.13
Number of Credits earned Lehman Matric	31.1	31.3

Overall, a higher proportion of applicants would be deemed eligible with the new criteria. Their overall high school GPA would be slightly lower but the GPA of students who meet these criteria that attended CUNY suggests that their performance would be quite similar.

Senate Meeting – October 7, 2020

**Proposed Graduate Studies Report**

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

Department of Nursing

- Withdrawal of program: Advanced Certificate, Nursing Administration
- Withdrawal of program: Advanced Certificate, Nursing Education

Department of Biological Sciences

- Change in degree/admission requirements: MS, Biology
- Change in degree/admission requirements: MA, Biology

Department of Speech-Language-Hearing Sciences

- Change in bulletin description: adding information on early admission for MA, Speech-Language Pathology

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

Our next meeting will be on **November 4 at 11 a.m. via Zoom.**



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

**DEPARTMENT OF BIOLOGICAL SCIENCES**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Biology, M.S.

Hegis Number: 0401.

Program Code: 39636

Effective Term: Fall 2021

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

2. **From:**  
**Biology M.S. Program**

**Admission Requirements**

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to pursue graduate study successfully - that is, have attained a minimum undergraduate grade average of B in the field selected for the graduate major and a minimum grade average of B- in the undergraduate record as a whole.
- Have completed a major in biology, chemistry, physics, or an allied field.
- With Undergraduate Specialization in Biology: Candidates whose undergraduate major was in biology must have completed: (1) one year of organic chemistry, with laboratory; (2) one year of college physics; and (3) either one year of calculus or one semester of calculus and a semester of statistics.
- With Undergraduate Specialization in Chemistry, Physics, or Allied Field: Candidates whose undergraduate major was in either chemistry, physics, or an allied field must have completed: (1) the equivalent of an undergraduate minor in biology; (2) one year of organic chemistry, with laboratory; (3) one year of college physics; and (4) either one year of calculus or one semester of calculus and a semester of statistics.
- In addition, students must submit ~~up to three letters of recommendation and, if conditionally admitted, satisfy the conditions within one year.~~

**Degree Requirements**

- All students (matriculated or nonmatriculated) should consult with the Departmental Graduate Adviser regarding their programs.
- A student must complete 30 credits of coursework and complete an independent laboratory research project. A student may elect to substitute 1 to 6 credits in original laboratory research (BIO ~~799.1, 799.2, and 799.3~~) for 1 to 6 credits of coursework. When a student is ready to select a research problem, a research advisory committee of faculty members will be established in consultation with his or her thesis adviser\* to guide the investigation. A thesis based on this research must be defended satisfactorily in an oral presentation prior to its submission in partial fulfillment of the requirements for the degree of Master of Science. Approved copies of the thesis must be deposited in the Lehman College Library and the Department of Biology.
- \*Students who choose a thesis adviser at the New York Botanical Garden or at another institution must have an "in-house" adviser. This individual must be a full-time faculty member of the Department of Biological Sciences at Lehman College ~~and a member of the graduate faculty in biological sciences.~~

### **Academic Probation and Continuation**

- All graduate students whose GPA falls ~~between 2.7 and~~ 3.0 will be placed on academic probation. See the College's graduate policies and procedures regarding probation and continuation.
- Graduate students in Biological Sciences degree programs whose GPA falls below ~~2.7 will not be eligible for probation and~~ may only continue in their program upon successful appeal to the Graduate Studies Committee.
- Students who received a failing grade in a course and have a cumulative GPA ~~between 2.7 and~~ 3.0 will only be granted one semester to make sufficient progress towards degree completion and bring the GPA back up to 3.0 or above. Students may not continue in any course for which the failed course is a prerequisite. If the GPA is not raised to a 3.0 or above by the end of the next registered semester the student will be asked to discontinue their program of study.
- Students, who receive two failing grades in any of the courses satisfying the degree curriculum, will not be eligible for probation and will be asked to discontinue their program of study.

### **3. To: Biology M.S. Program**

#### **Admission Requirements**

A bachelor's degree (or its equivalent) from an accredited college or university.

Demonstrate the potential to pursue graduate study successfully - that is, have attained a minimum undergraduate grade average of B or 3.0 in the field selected for the graduate major and a minimum grade average of B- or 2.7 in the undergraduate record as a whole.

Have completed a major in biology, chemistry, physics, or an allied field.

With Undergraduate Specialization in Biology: Candidates whose undergraduate major was in biology must have completed: (1) one year of organic chemistry, with laboratory; (2) one year of college physics; and (3) either one year of calculus or one semester of calculus and a semester of statistics.

With Undergraduate Specialization in Chemistry, Physics, or Allied Field: Candidates whose undergraduate major was in either chemistry, physics, or an allied field must have completed: (1) the equivalent of an undergraduate minor in biology; (2) one year of organic chemistry, with laboratory; (3) one year of college physics; and (4) either one year of calculus or one semester of calculus and a semester of statistics.

In addition, students must submit a personal statement describing their career goals, explain how the master's program will help to achieve these goals, and how their prior education and research experience, if any, have prepared the student to move on to a master's degree. Students should indicate their research interests and identify at least one possible research mentor who is willing to advise the student for thesis research. It is recommended that students contact the Department Master's Program Graduate Advisor to get help in identifying possible thesis mentors. Students should also submit up to three letters of recommendation and, if conditionally admitted, satisfy the conditions within one year.

### **Degree Requirements**

All students (matriculated or nonmatriculated) should consult with the Departmental Master's Program Graduate Adviser regarding their programs.

\*Students must comply with the specific guidelines provided by the Department of Biological Sciences in developing and writing the thesis.

For a Master of Science, a student must complete 30 credits of coursework and complete an independent laboratory research project. A student may elect to substitute 1 to 6 credits in original laboratory research (BIO 7991, 7992, and 7993) for 1 to 6 credits of coursework. When a student is ready to select a research problem, a research advisory committee will be established in consultation with his or her thesis adviser to guide the investigation. The research advisory committee shall consist of three experts from academia or industry with the relevant educational qualifications and background to guide the student research. The makeup of the research advisory committee shall be reviewed by the Department Graduate Studies Committee. The student can continue the thesis project once the Chair of the Department Graduate Studies Committee has submitted a signed document to the thesis adviser to endorse the research advisory

committee. A thesis based on this research must be defended satisfactorily in an oral presentation prior to its submission in partial fulfillment of the requirements for the degree of Master of Science. Approved copies of the thesis must be deposited in the Lehman College Library and the Department of Biology.

Students who choose a thesis adviser at the New York Botanical Garden or at another institution must have an "in-house" adviser. This individual must be a full-time faculty member of the Department of Biological Sciences at Lehman College.

### **Academic Probation and Continuation**

All graduate students whose GPA falls below 3.0 will be placed on academic probation. See the College's graduate policies and procedures regarding probation and continuation.

Graduate students in Biological Sciences degree programs whose GPA falls below 3.0 may only continue in their program upon successful appeal to the College Graduate Studies Committee with the approval of the Biology Department's Graduate Advisor.

Students who received a failing grade in a course and have a cumulative GPA below 3.0 will only be granted one semester to make sufficient progress towards degree completion and bring the GPA back up to 3.0 or above. Students may not continue in any course for which the failed course is a prerequisite. If the GPA is not raised to a 3.0 or above by the end of the next registered semester the student will be asked to discontinue their program of study.

Students, who receive two failing grades in any of the courses satisfying the degree curriculum, will not be eligible for probation and will be asked to discontinue their program of study.

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

*Degree requirements:* It has been made clearer in the bulletin description that the graduate adviser will share the official guidelines for the master's thesis process with students at the beginning of their career to familiarize them with the process of creating a research proposal and writing a master's thesis.

*Admission requirements:* The minimum GPA has been increased to 3.0 to ensure admission of students who are more likely to successfully complete the MS program. In addition, future applicants will be asked to submit a personal statement describing career goals and their research experience, which also will assess program preparedness. Further, applicants will be asked in the essay to identify their research interest and identify one possible research mentor as part of the admissions requirements. This requirement will ensure that students are not simply admitted without a suitable mentor willing to supervise a thesis research project. Students do not always understand that there needs to be a match between student interest and faculty availability. This change better serves the needs of the students.

*Academic probation and continuation:* The minimum GPA has been increased to 3.0 to maintain a program that is rigorous and competitive for students' future career goals.

5. **Date of departmental approval:** May 13, 2020

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

**DEPARTMENT OF BIOLOGICAL SCIENCES**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Biology, M.A.

Hegis Number: 0401

Program Code: 02563

Effective Term: Fall 2021

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

2. **From:**  
**Biology M.A. Program**

**Admission Requirements**

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to pursue graduate study successfully - that is, have attained a minimum undergraduate grade average of B in the field selected for the graduate major and a minimum grade average of B- in the undergraduate record as a whole.
- Have completed a major in biology, chemistry, physics, or an allied field.
- With Undergraduate Specialization in Biology: Candidates whose undergraduate major was in biology must have completed: (1) one year of organic chemistry, with laboratory; (2) one year of college physics; and (3) either one year of calculus or one semester of calculus and a semester of statistics.
- With Undergraduate Specialization in Chemistry, Physics, or Allied Field: Candidates whose undergraduate major was in either chemistry, physics, or an allied field must have completed: (1) the equivalent of an undergraduate minor in biology; (2) one year of organic chemistry, with laboratory; (3) one year of college physics; and (4) either one year of calculus or one semester of calculus and a semester of statistics.
- In addition, students must submit up to three letters of recommendation and, ~~if conditionally admitted, satisfy the conditions within one year.~~

**Degree Requirements**

- All students (matriculated or nonmatriculated) should consult with the Departmental Graduate Adviser regarding their program.
- A student must complete 34 credits of coursework including 4 credits of tutorial (BIO 792.2). This tutorial is performed under the supervision of a member of the ~~graduate faculty~~ in Biological Sciences. It is intended to involve the student in the performance of a carefully supervised project. The project may involve research in the laboratory, a library review of relevant topics, or a combination of the two. The results of this project will be written and submitted to the Department of Biological Sciences in partial fulfillment of the requirements of the master's degree. This document will become part of the departmental library.

### **Academic Probation and Continuation**

- All graduate students whose GPA falls ~~between 2.7 and~~ 3.0 will be placed on academic probation. See the College's graduate policies and procedures regarding probation and continuation.
- Graduate students in Biological Sciences degree programs whose GPA falls below ~~2.7 will not be eligible for probation and~~ may only continue in their program upon successful appeal to the Graduate Studies Committee.
- Students who received a failing grade in a course and have a cumulative GPA ~~between 2.7 and~~ 3.0 will only be granted one semester to make sufficient progress towards degree completion and bring the GPA back up to 3.0 or above. Students may not continue in any course for which the failed course is a prerequisite. If the GPA is not raised to a 3.0 or above by the end of the next registered semester the student will be asked to discontinue their program of study.
- Students, who receive two failing grades in any of the courses satisfying the degree curriculum, will not be eligible for probation and will be asked to discontinue their program of study.

### **3. To: Biology M.A. Program**

#### **Admission Requirements**

A bachelor's degree (or its equivalent) from an accredited college or university.

Demonstrate the potential to pursue graduate study successfully - that is, have attained a minimum undergraduate grade average of B or 3.0 in the field selected for the graduate major and a minimum grade average of B- or 2.7 in the undergraduate record as a whole.

Have completed a major in biology, chemistry, physics, or an allied field.

With Undergraduate Specialization in Biology: Candidates whose undergraduate major was in biology must have completed: (1) one year of organic chemistry, with laboratory; (2) one year of college physics; and (3) either one year of calculus or one semester of calculus and a semester of statistics.

With Undergraduate Specialization in Chemistry, Physics, or Allied Field: Candidates whose undergraduate major was in either chemistry, physics, or an allied field must have completed: (1) the equivalent of an undergraduate minor in biology; (2) one year of organic chemistry, with laboratory; (3) one year of college physics; and (4) either one year of calculus or one semester of calculus and a semester of statistics.

In addition, students must submit up to three letters of recommendation and a personal statement describing their career goals, explain how the master's program will help to achieve these goals, and how their prior education and research experience, if any, have prepared the student to move on to a master's degree. Students should indicate their research interests and identify at least one possible faculty mentor who is willing to advise the student for the tutorial. It is recommended that students contact the Department Master's Program Graduate Advisor to get help in identifying possible faculty mentors. Students should also submit up to three letters of recommendation and, if conditionally admitted, satisfy the conditions within one year.

### **Degree Requirements**

All students (matriculated or nonmatriculated) should consult with the Departmental Graduate Adviser regarding their program.

\*Students must comply with the specific guidelines provided by the Department of Biological Sciences in developing and writing a tutorial.

A student must complete 34 credits of coursework including 4 credits of \*tutorial (BIO 7922) or 2 credits of tutorial (BIO 7921) repeated twice. This tutorial is performed under the supervision of a faculty member in Biological Sciences. It is intended to involve the student in the performance of a carefully supervised project. The project may involve research in the laboratory, a library review of relevant topics, or a combination of the two. The results of this project will be written and submitted to the Department of Biological Sciences in partial fulfillment of the requirements of the master's degree. This document will become part of the departmental library.

### **\*Biology Masters Tutorial Guideline**

Students must complete a comprehensive hypothesis-based literature review related to the faculty's research or agreed upon topic and submit a written report of their study. The faculty shall guide and provide feedback to the student throughout the process (BIO 7922 – 4 credits).

OR



The faculty could require that the student show competency in at least one laboratory technique relevant to the faculty's research project (BIO 7921 – 2 credits repeated twice for 4 credits).

### **Academic Probation and Continuation**

All graduate students whose GPA falls below 3.0 will be placed on academic probation. See the College's graduate policies and procedures regarding probation and continuation.

Graduate students in Biological Sciences degree programs whose GPA falls below 3.0 may only continue in their program upon successful appeal to the College Graduate Studies Committee with the approval of the Biology Department's Graduate Advisor.

Students who received a failing grade in a course and have a cumulative GPA below 3.0 will only be granted one semester to make sufficient progress towards degree completion and bring the GPA back up to 3.0 or above. Students may not continue in any course for which the failed course is a prerequisite. If the GPA is not raised to a 3.0 or above by the end of the next registered semester the student will be asked to discontinue their program of study.

Students, who receive two failing grades in any of the courses satisfying the degree curriculum, will not be eligible for probation and will be asked to discontinue their program of study.

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

*Degree requirements:* It has been made clearer in the bulletin description that the graduate adviser will share the official guidelines with students at the beginning of their career to familiarize them with the process of tutorial generation. Including some of the general guidelines in the bulletin description will clarify the department's expectations for students.

*Admission requirements:* The minimum GPA has been increased to 3.0 to ensure admission of students who are more likely to successfully complete the MS program. In addition, future applicants will be asked to submit a personal statement describing career goals and their research experience, which also will assess program preparedness. Further, applicants will be asked in the essay to identify their research interest and identify one possible research mentor as part of the admissions requirements. This requirement will ensure that students are not simply admitted without a suitable mentor willing to supervise a thesis research project. Students do not always understand that there needs to be a match between student interest and faculty availability. This change better serves the needs of the students.

*Academic probation and continuation:* The minimum GPA has been increased to 3.0 to maintain a program that is rigorous and competitive for students' future career goals.

#### **5. Date of departmental approval: May 13, 2020**

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

**DEPARTMENT OF NURSING**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Nursing Administration, Certificate

Hegis Number: 1203.12

Program Code: 28210

Effective Term: Fall 2021

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

2. **Description:**

**Nursing Administration Certificate**

This certificate program is no longer accepting students as the program will be closed.

**Admission Requirements**

- A master's degree in Nursing from an accredited college or university.
- Two (2) letters of recommendation.
- An interview with the director of the graduate program or his/her designee.

Students must consult with an adviser in the Nursing Program before starting their certificate program. During their first semester, matriculated students are required to plan their program with an adviser. All students must complete the 15-credit curriculum with a cumulative index of 3.0 or better.

**Curriculum**

**The Certificate in Nursing Administration program consists of a sequence of four courses for a total of 15 credits as listed below:**

NUR 748 Nursing Administration of Healthcare Systems 3

NUR 749.1 Nursing Practice Synthesis & Application, Section 01, Advanced Nurse Practice Role 6

Or

NUR 749.2 Nursing Practice Synthesis and Application, Section 02, Nurse Administrator Role 6

Or

NUR 749.3 Nursing Practice Synthesis and Application, Section 03, Nurse Educator Role 6

NUR 730 Nursing Informatics 3

NUR 731 Total Quality Management (T.Q.M.) 3

**3. Rationale:**

The masters programs to which the advanced certificates were connected were withdrawn. These programs were Masters of Science in Adult Health Nursing and Masters of Science in Nursing of Older Adult, with functional areas of education and administration. NYSED requires that all advanced certificate programs in nursing must be connected to a master of science in nursing degree.

**4. Date of departmental approval: May 19, 2020**

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

**DEPARTMENT OF NURSING**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Nursing Education, Certificate

Hegis Number: 1203.12

Program Code: 28211

Effective Term: Fall 2021

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

2. **Description:**

**Nursing Education Certificate**

This certificate program is no longer accepting students as the program will be closed.

**Admission Requirements**

- A master's degree in Nursing from an accredited college or university.
- Two (2) letters of recommendation.
- An interview with the director of the graduate program or his/her designee.

Students must consult with an adviser in the Nursing Program before starting their certificate program. During their first semester, matriculated students are required to plan their program with an adviser. All students must complete the 12-credit curriculum with a cumulative index of 3.0 or better.

**Curriculum**

**The Certificate in Nursing Education program consists of a sequence of three courses for a total of 12 credits as listed below:**

NUR 756 The Nurse's Role in Professional Development 3

NUR 749.1 Nursing Practice Synthesis & Application, Section 01, Advanced Nurse Practice Role 6

Or

NUR 749.2 Nursing Practice Synthesis and Application, Section 02, Nurse Administrator Role 6

Or

NUR 749.3 Nursing Practice Synthesis and Application, Section 03, Nurse Educator Role 6

NUR 730 Nursing Informatics 3

**3. Rationale:**

The masters programs to which the advanced certificates were connected were withdrawn. These programs were Masters of Science in Adult Health Nursing and Masters of Science in Nursing of Older Adult, with functional areas of education and administration. NYSED requires that all advanced certificate programs in nursing must be connected to a master of science in nursing degree.

**4. Date of departmental approval: May 19, 2020**

**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, M.A.

Hegis Number: 34037

Program Code: 1220

Effective Term: Fall 2021

1. **Type of Change:** Early Admission into Graduate Study in Speech-Language Pathology

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 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 Professional and Ethical Issues in Speech-Language Pathology	1
SPE 705 Speech Science	2
SPE 717 Neuroanatomy and Physiology for Communication Disorders	3
SPE 718 Phonology and Articulation	3
SPE 719 Audiology and Aural Rehabilitation for the Speech-Language Pathologist	3
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 and Clinical Methods 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 Externship Practicum	3
SPE 734 Diagnostic Practicum	3
SPE 736 Motor Speech Disorders	3
SPE 739 Dysphagia	3
<i>SPE 729: 2 semesters, 3 credits each.</i>	
<i>SPE 730: 2 semesters, 3 credits each.</i>	
<i>SPE 734: 2 semesters, 3 credits each.</i>	

#### **Six credits of elective courses:**

	Credits
SPE 703 Theory and Application of Bilingualism to Speech Language Pathology	3

SPE 709 Speech-Language Pathology in Educational Settings 1.5  
 SPE 711 Counseling in Speech-Language Pathology 1.5  
 SPE 714 Topics in Speech-Language Pathology 1.5  
 SPE 735 Seminar in Speech-Language Pathology 3  
 SPE 748 Augmentative and Alternative Communication (AAC) 1.5  
 SPE 754 Medical Speech Language Pathology 3  
 SPE 755 Autism Spectrum Disorders and Related Disorders 1.5  
 SPE 756 Advanced Clinical Methods and Writing 1.5  
 SPE 757 Topics in Early Intervention 3  
 SPE 758 Global Initiatives in Speech-Language Pathology 3  
 SPE 796 Independent Study 1-3  
 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. 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.
- 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: 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 and Clinical Methods 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 and Clinical Methods 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 Externship Practicum 3  
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 Externship Practicum 3  
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.

For requirements for Early Admissions, in which qualified students begin their graduate studies in Speech-Language Pathology during the senior year, while simultaneously completing their undergraduate B.A. degree, please refer to the undergraduate bulletin.

### Application Due Date:

Students interested in applying to for Early Admission must submit their application approximately four weeks prior to the end of the first semester of their junior year. For the current application due date, see the Department of Speech-Language-Hearing Sciences Undergraduate Program website.

For additional information please contact the Undergraduate Academic Advisor at [UGSpeech.advisement@lehman.cuny.edu](mailto:UGSpeech.advisement@lehman.cuny.edu)

## **Curriculum in Speech-Language Pathology (63 credits)**

### **Coursework:**

	Credits
SPE 700 Introduction to Research Methods	3
SPE 701 Professional and Ethical Issues in Speech-Language Pathology	1
SPE 705 Speech Science	2
SPE 717 Neuroanatomy and Physiology for Communication Disorders	3
SPE 718 Phonology and Articulation	3
SPE 719 Audiology and Aural Rehabilitation for the Speech-Language Pathologist	3
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 and Clinical Methods 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 Externship Practicum 3

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

Plus PREREQ/COREQ:

	Credits
SPE 726 Aphasia and Related Disorders 3	
SPE 734 Diagnostic Practicum 3	
<i>SPE 734: OPTIONAL.</i>	

**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 and Clinical Methods in Speech-Language Pathology 3	
SPE 726 Aphasia and Related Disorders 3	
SPE 734 Diagnostic Practicum 3	
<i>SPE 734: OPTIONAL.</i>	

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

**3rd Semester Clinical Practicum:**

Credits

SPE 730 Externship Practicum 3

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 Externship Practicum 3

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:**

This new admissions pathway to the graduate program in Speech-Language Pathology, will maximize undergraduate course utilization and allow students to decrease costs for graduate school, because 15 graduate credits will be taken during the senior year, for which undergraduate tuition fees and financial aid will apply. This new pathway may help to motivate students to pursue graduate study and may facilitate graduate study for students with limited financial resources.

**5. Date of departmental approval: March 15, 2020**

**Senate Meeting – 10/07/20**

**Undergraduate Curriculum Committee (UCC) Report**

**The following proposals were approved unanimously by the UCC, with a quorum present on 9/02/20 (8 of 9 members in attendance):**

1. Speech Language Hearing Sciences
  - Speech Pathology and Audiology, B.A.-undergraduate bulletin changes
2. Health Sciences
  - Health Services Administration, B.S.- BIO 181-new elective to elective choices
  - EXS 427-change in prerequisites
  - REC 360-change in prerequisites
  - REC 361-change in prerequisites
  - REC 370-change in prerequisites
3. Physics and Astronomy
  - PHY 167-change in prerequisites
4. Economics and business
  - BBA 231-new course
5. Biology
  - BIO 331-change in course pre/corequisites
  - BIO 415-change in course pre/corequisites

Next meeting: November 4<sup>th</sup>, 2020 1 pm, Virtual via zoom

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

**DEPARTMENT OF BIOLOGICAL SCIENCES**

**CURRICULUM CHANGE**

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

2. **From:**

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 331
Course Title	Experimental Microbiology
Description	Consideration of major groups of microorganisms with emphasis on metabolic activities, chemical composition, ultrastructure, genetics, ecology, and phylogenetic relationships. Basic and advanced microbiological techniques.
Pre/ Co Requisites	BIO 166 and BIO 167 and CHE 168 and CHE 169.
Credits	4
Hours	6 (2, Lecture; 4, lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World



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**3. To:**

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 331
Course Title	Experimental Microbiology
Description	Consideration of major groups of microorganisms with emphasis on metabolic activities, chemical composition, ultrastructure, genetics, ecology, and phylogenetic relationships. Basic and advanced microbiological techniques.
Pre/ Co Requisites	BIO 166 and BIO 167, <u>BIO 238 and CHE 168 and CHE 169 and CHE 232 and CHE 233.</u>
Credits	4
Hours	6 (2, Lecture; 4, lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):** Students need to have additional knowledge in organic chemistry and genetics to better understand the course content for BIO 331.

**5. Date of departmental approval:** February 19, 2020

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

**DEPARTMENT OF BIOLOGICAL SCIENCES**

**CURRICULUM CHANGE**

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

2. **From:**

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 415
Course Title	Medical Microbiology
Description	The course will focus on disease mechanism, antibiotic and antiviral susceptibility and resistance, and epidemiology of primarily human diseases caused by bacteria, viruses and fungi as well as by those caused by emerging diseases.
Pre/ Co Requisites	BIO 166, and BIO 167, and BIO 331 <del>or BIO 350.</del>
Credits	4
Hours	6 (2, Lecture; 4, lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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**3. To:**

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 415
Course Title	Medical Microbiology
Description	The course will focus on disease mechanism, antibiotic and antiviral susceptibility and resistance, and epidemiology of primarily human diseases caused by bacteria, viruses and fungi as well as by those caused by emerging diseases.
Pre/ Co Requisites	BIO 166, and BIO 167, and <u>BIO 238</u> , and BIO 331, and CHE 166 and <u>CHE 167</u> and CHE 168 and CHE 169 and CHE 232 and CHE 233.
Credits	4
Hours	6 (2, Lecture; 4, lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):** This does not impact the learning outcomes of the department and major/program. Students need genetics (BIO 238) and the additional chemistry prerequisites to better understand medical microbiology. BIO 350 does not need to be a prerequisite for BIO 415.

5. **Date of departmental approval:** February 19, 2020

**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 checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 231
Course Title	Real Estate Investment and Management
Description	Real estate acquisition, development and management, as well as budgeting and financing of a real estate property. NOTE: Includes project-based, experiential, and off-campus activities.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Experiential learning
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 experiential learning course is offered in partnership with Project Destined, a non-profit organization that manages commercial properties where students can learn about financing and managing real estate projects. While the students are undertaking in-class learning on real estate management and financing, they will also receive applied learning through project work that is based on the work of Project Destined.

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

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

1. Use “Strategic Storytelling,” a business communication tool used in business and deal-making;
2. Explain different types of real estate and key players in the real estate market who are critical to the success of property development;
3. Discuss the various types of acquisitions (core, value add and opportunistic), the process and key players involved in the acquisition of a property;
4. Use analytical tools to perform the valuation of an asset and perform an analysis of a profit and loss statement;
5. Explain the role of the general contractor and construction budgeting process, and identify key criteria used in selecting a general contractor;
6. Identify financial instruments and their appropriateness in financing real estate projects;
7. Explain the fundamentals of operations and property management, list and apply key metrics and tools to measure annual and long-term asset performance;
8. Use communication and presentation tools for effective business presentations

**5. Date of Departmental Approval: May 7, 2020**

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Health Services Administration, B.S.

Hegis Number: 1202

Program Code: 10113

Effective Term: Fall 2021

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

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

**Health Services Administration, B.S. (54 Credit Major)**

The program in Health Services Administration provides an economically and culturally diverse undergraduate student population with the critical knowledge and skills needed by health services managers who will work with clinicians to manage health care delivery systems, hospitals, organized physician groups, community health facilities (including ambulatory care facilities), nursing homes, extended care facilities, financing and insurance agencies, managed care organizations, and other organizations which either directly provide critical personal health care services or support the provision of those services.

This program serves a number of purposes:

- To give students an enhanced capacity and opportunity to seek and obtain challenging administrative positions which allow them to plan, implement, and manage a wide variety of health services which are delivered in a comprehensive range of health services organizations and settings.
- To provide students with an educational background which helps them to pursue a variety of health services career options, including certification and licensure options: for instance, an HSA major can help students meet the professional requirements which will make them eligible for admission to the New York State Licensing Examination for Nursing Home Administrators.
- To prepare students for graduate study in Health Services Administration.

**Admission Requirements**

An application for admission to the program in Health Services Administration requires a cumulative index of 2.5 for admission.

**Distribution of Required Courses and Credits**

The distribution of courses and credits to be earned by majors pursuing the general program in Health Services Administration is as follows (54 credits):

**9 credits in Departmental courses:** Credits

HSD 266	The U.S. Health Care Delivery System	3
HSD 269	Fundamentals of Biostatistics for Health Professionals	3
HSD 306	Epidemiology	3

**18 credits in Health Services Administration:** Credits

HSA 267	Management of Health Organizations	3
HSA 301	Human Resources Management and Labor Relations in Health Services	3
HSA 304	Financial Aspects of Health Care Administration	3
HSA 312	Managed Health Care	3
HSA 402	Research and Program Evaluation in Health Services Administration	3
HSA 403	Strategic Management: Health Planning in a Competitive Environment	3

**6 credits in Health Services Administration Internship:** Credits

HSA 470	Health Services Administration Internship	6
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Departmental permission required to waive internship. Applications for waiver must be submitted 60 days prior to the semester the internship will take place.

**6 credits in Psychology:**

PSY 166	General Psychology	3
	PSY One 200 or 300 Level PSY course	
	Chosen with HSA advisement	

**6 credits in Economics and Accounting:** Credits

ECO 166	Introduction to Macroeconomics	3
Or		
ECO 167	Introduction to Microeconomics	3
ACC 185	Introduction to Accounting for Non-Accounting Majors	3
Or		
ACC 171	Principles of Accounting I	3



**9 credits of required electives:**

Chosen from the approved list of HSA Major Electives or their equivalent in conjunction with HSA adviser or other Departmental approval as appropriate.

HSD Courses:		Credits
HSD 240	Nutrition and Health	3
HSD 308	Legal Issues in Health Care	3

## HSA Courses:

HSA 320	Long-Term Care Administration	3
HSA 325	Nursing Home Administration	3
HSA 401	Quality Improvement in Health Services Organizations	3
ENW 300	Business Writing	3
ENW 370	Health and Science Writing	3
PHI 172	Contemporary Moral Issues	3
PHI 330	Business Ethics	3
SOC 240	Death, Dying, and Bereavement	3
SOC 305	Sociology of Health Care	3
PSY 335	Health Psychology	3
HIN 268	Growth and Development	3
BBA 204	Principles of Management	3
BBA 336	Business Law I	3
ENW 300 (Formerly ENW204)	(Need English Department Approval)	3
ENW 3070 (Need English Department Approval)		3
PHI 330 (PREREQS: BBA204 or Philosophy Department Approval)		3
SOC 305 (Must Have Taken SOC166)		3
PSY 335 (May count as an HSA Major Elective, 3 or as meeting the 200/300 Level Psychology Requirement, but it cannot count as both)		3

HIN 268 (Requires Nursing Department Approval)

HEA, REC, REH, AND EXS COURSES MAY BE USED TO FULFILL THE HSA MAJOR ELECTIVE REQUIREMENTS. INDIVIDUAL COURSES MAY ALSO REQUIRE APPROVAL BY THE PROFESSOR WHO TEACHES THE COURSE.

NOTE: Students who declared the Health Services Administration (HSA) Major prior to September 15, 2017 must follow the required curriculum for the 55 Credit Subplan for that major. Information concerning those requirements is available from the HSA Program in Gillet Hall, and by clicking [here](#).

Students who declare an HSA Major after September 14, 2017 will follow the required curriculum for the 54 Credit Subplan as indicated in the current catalog.

3. **To:** Underline the changes

**Health Services Administration, B.S. (54 Credit Major)**

The program in Health Services Administration provides an economically and culturally diverse undergraduate student population with the critical knowledge and skills needed by health services managers who will work with clinicians to manage health care delivery systems, hospitals, organized physician groups, community health facilities (including ambulatory care facilities), nursing homes, extended care facilities, financing and insurance agencies, managed care organizations, and other organizations which either directly provide critical personal health care services or support the provision of those services.

This program serves a number of purposes:

- To give students an enhanced capacity and opportunity to seek and obtain challenging administrative positions which allow them to plan, implement, and manage a wide variety of health services which are delivered in a comprehensive range of health services organizations and settings.
- To provide students with an educational background which helps them to pursue a variety of health services career options, including certification and licensure options: for instance, an HSA major can help students meet the professional requirements which will make them eligible for admission to the New York State Licensing Examination for Nursing Home Administrators.
- To prepare students for graduate study in Health Services Administration.

**Admission Requirements**

An application for admission to the program in Health Services Administration requires a cumulative index of 2.5 for admission.

**Distribution of Required Courses and Credits**

The distribution of courses and credits to be earned by majors pursuing the general program in Health Services Administration is as follows (54 credits):

<b>9 credits in Departmental courses:</b>		Credits
HSD 266	The U.S. Health Care Delivery System	3
HSD 269	Fundamentals of Biostatistics for Health Professionals	3
HSD 306	Epidemiology	3
<b>18 credits in Health Services Administration:</b>		Credits
HSA 267	Management of Health Organizations	3

HSA 301	Human Resources Management and Labor Relations in Health Services	3
HSA 304*	Financial Aspects of Health Care Administration	3*
HSA 312	Managed Health Care	3
HSA 402	Research and Program Evaluation in Health Services Administration	3
HSA 403	Strategic Management: Health Planning in a Competitive Environment	3

**6 credits in Health Services Administration Internship: Credits**

HSA 470	Health Services Administration Internship	6
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Departmental permission required to waive internship. Applications for waiver must be submitted 60 days prior to the semester the internship will take place.

**6 credits in Psychology:**

PSY166	General Psychology	3
	PSY One 200 or 300 Level PSY course Chosen with HSA advisement	

**6 credits in Economics and Accounting:**

Credits

ECO 166	Introduction to Macroeconomics	3
	Or	
ECO 167	Introduction to Microeconomics	3
ACC 185	Introduction to Accounting for Non-Accounting Majors	3
	Or	
ACC 171	Principles of Accounting I	3

**9 credits of required electives:**

Chosen from the approved list of HSA Major Electives or their equivalent in conjunction with HSA adviser or other Departmental approval as appropriate.

HSD Courses:		Credits
HSD 240	Nutrition and Health	3
HSD 308	Legal Issues in Health Care	3

## HSA Courses:

HSA 320	Long-Term Care Administration	3
HSA 325	Nursing Home Administration	3
HSA 401	Quality Improvement in Health	

	Services Organizations	3
<u>BIO181</u>	<u>Anatomy and Physiology I</u>	<u>3</u>
ENW 300	Business Writing	3
ENW 370	Health and Science Writing	3
PHI 172	Contemporary Moral Issues	3
PHI 330	Business Ethics	3
SOC 240	Death, Dying, and Bereavement	3
SOC 305	Sociology of Health Care	3
PSY 335	Health Psychology	3
HIN 268	Growth and Development	3
BBA 204	Principles of Management	3
BBA 336	Business Law I	3
ENW 300 (Formerly ENW204)		
	(Need English Department Approval)	3
ENW 3070 (Need English Department Approval)		3
PHI 330 (PREREQS: BBA204 or Philosophy Department Approval)		3
SOC 305 (Must Have Taken SOC166)		3
PSY 335 (May count as an HSA Major Elective, 3 or as meeting the 200/300 Level Psychology Requirement, but it cannot count as both)		3

HIN268 (Requires Nursing Department Approval)

HEA, REC, REH, AND EXS COURSES MAY BE USED TO FULFILL THE HSA MAJOR ELECTIVE REQUIREMENTS. INDIVIDUAL COURSES MAY ALSO REQUIRE APPROVAL BY THE PROFESSOR WHO TEACHES THE COURSE.

NOTE: Students who declared the Health Services Administration (HSA) Major prior to September 15, 2017 must follow the required curriculum for the 55 Credit Subplan for that major. Information concerning those requirements is available from the HSA Program in Gillet Hall, and by clicking [here](#).

Students who declare an HSA Major after September 14, 2017 will follow the required curriculum for the 54 Credit Subplan as indicated in the current catalog.

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

Many HSA majors take BIO 181 because it is a prerequisite for other programs. Then they declare their HSA major but too few of their credits transfer in and it is difficult to complete the 54 credit major within four semesters. BIO 181 is a highly relevant, rigorous course whose material complements the program content. The course enhances the list of approved electives, helping our HSA students succeed.

**5. Date of departmental approval:** December 11, 2019

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

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

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

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Exercise Science
Course Prefix & Number	EXS 427
Course Title	Application of Training Principles
Description	Applications of strength and conditioning theories and training principles including fitness testing, protocol design and goal assessment, to clients in diverse exercise and fitness settings.
Pre/ Co Requisites	PREREQ: <u>EXS 425</u>
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Exercise Science
Course Prefix & Number	EXS 427
Course Title	Application of Training Principles
Description	Applications of strength and conditioning theories and training principles including fitness testing, protocol design and goal assessment, to clients in diverse exercise and fitness settings.
Pre/ Co Requisites	PREREQ: <u>EXS 326</u>
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

EXS 326 provides more appropriate background information to succeed in this course.

5. **Date of departmental approval:** December 11, 2019

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

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

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

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Recreation Education and Therapeutic Recreation
Course Prefix & Number	REC 360
Course Title	Selected Topics in Recreation
Description	Consideration of recent developments in recreation
Pre/ Co Requisites	<del>Department Consent Required</del>
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Recreation Education and Therapeutic Recreation
Course Prefix & Number	REC 360
Course Title	Selected Topics in Recreation
Description	Consideration of recent developments in recreation
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

REC 360 is an elective course option for REC and TR students. Therefore, it is not necessary to require department permission.

5. **Date of departmental approval:** December 11, 2019



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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

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

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

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

	____ Scientific World
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3. **To:** Underline the changes

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

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

REC 361 is an elective course option for REC and TR students. Therefore, it is not necessary to require department permission. Also, this class is a unique to learn outdoor recreation in urban setting and so this will give Lehman students access to explore REC majors.

5. **Date of departmental approval:** December 11, 2019

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

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

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

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Recreation Education and Therapeutic Recreation
Course Prefix & Number	REC 370
Course Title	Recreation Internship
Description	Supervised placement in a recreation or leisure service agency in order to develop knowledge of professional practice through on-site experience, with emphasis on leadership and programming.
Pre/ Co Requisites	REC 300, REC 320, and REC 321; and either 9 credits from REC 324, REC 325, REC 421, REC 425; or 6 credits from REC 360, REC 361, REC 422, REC 401.
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

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

3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Recreation Education and Therapeutic Recreation
Course Prefix & Number	REC 370
Course Title	Recreation Internship
Description	Supervised placement in a recreation or leisure service agency in order to develop knowledge of professional practice through on-site experience, with emphasis on leadership and programming.
Pre/ Co Requisites	REC 300, REC 320, and REC 321; and either 9 credits from REC 324, REC 325, REC 421, REC 425; or 6 credits from REC 360, REC 361, REC 422, REC 401. <u>Departmental Consent Required</u>
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Students need to meet with the internship supervisor before registering for this class and possess confirmation that they were accepted into their internship site.

5. **Date of departmental approval:** December 11, 2019

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

**DEPARTMENT OF PHYSICS AND ASTRONOMY**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Physics
Course Prefix & Number	PHY 167
Course Title	General Physics II
Description	(Algebra-based Physics: Customarily taken by premedical, preveterinary, and predental students.) Electromagnetism, geometrical and physical optics, and introduction to modern physics. Note 1: Only one of the following courses may be taken for credit: PHY 167 and PHY 169. Note 2: This course satisfies either Life & Physical Science or Scientific World requirement in the CUNY 2013 Gen Ed requirements at Lehman.
Pre/ Co Requisites	<del>Either PHY 135 or PHY 166 or PHY 168 and Departmental permission.</del>
Credits	5
Hours	6
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p> <input type="checkbox"/> Not Applicable  <input type="checkbox"/> Required  <input type="checkbox"/> English Composition  <input type="checkbox"/> Mathematics  <input checked="" 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 </p>

	__x__ Scientific World
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**3. To:**

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Physics
Course Prefix & Number	PHY 167
Course Title	General Physics II
Description	(Algebra-based Physics: Customarily taken by premedical, preveterinary, and predental students.) Electromagnetism, geometrical and physical optics, and introduction to modern physics. Note 1: Only one of the following courses may be taken for credit: PHY 167 <u>or</u> PHY 169. Note 2: This course satisfies either Life & Physical Science or Scientific World requirement in the CUNY 2013 Gen Ed requirements at Lehman.
Pre/ Co Requisites	<u>PHY 166, or PHY 168.</u>
Credits	5
Hours	6
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p> <input type="checkbox"/> Not Applicable  <input type="checkbox"/> Required  <input type="checkbox"/> English Composition  <input type="checkbox"/> Mathematics  <input checked="" 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 checked="" type="checkbox"/> Scientific World </p>

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



Current pre-requisite is incorrect, but the correct prerequisite cannot be coded into CUNYFirst. The change allows the correct pre-requisite to be coded.

5. **Date of departmental approval:** May 11, 2020

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

**DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES**

**CURRICULUM CHANGE**

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

Hegis Number: 1220

Program Code: 79084

Effective Term: Spring 2021

1. **Type of Change:** Early Admission into Graduate Study in Speech-Language Pathology

2. **From:**  
**Speech Pathology and Audiology, B.A. (47.5-Credit Major)**

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

The required credits are distributed as follows:

Credits

SPV 228 Introduction to Audiology 3

SPV 245 Articulatory Phonetics 3

SPV 246 Introduction to Linguistics 3

SPV 247 Anatomy and Physiology of the Speech Mechanism 3

SPV 312 Bilingualism 3

SPV 321 Language Acquisition 3

SPV 326 Speech Pathology: Functional Disorders 3

SPV 327 Speech Pathology: Organic Disorders 3

SPV 349 Speech and Hearing Sciences 3

SPV 430 Introduction to Clinical Methods and Supervised Observation 3

Social Science requirement:

Credits

PSY 166 General Psychology 3

Or

SOC 166 Fundamentals of Sociology 3

Biological Science requirement:

Credits

BIO 183 Human Biology 4

Or

BIO 166 Principles of Biology: Cells and Genes 4

Natural Science requirement:

Credits

PHY 140 The Physics of Sound 3.5

Statistics requirement:

Credits

MAT 132 Introduction to Statistics 4

Writing requirement:

Credits

ENW 3070 Health and Science Writing 3

3. To: Underline the changes

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

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

The required credits are distributed as follows:

Credits

SPV 228 Introduction to Audiology 3

SPV 245 Articulatory Phonetics 3

SPV 246 Introduction to Linguistics 3

SPV 247 Anatomy and Physiology of the Speech Mechanism 3

SPV 312 Bilingualism 3

SPV 321 Language Acquisition 3

SPV 326 Speech Pathology: Functional Disorders 3

SPV 327 Speech Pathology: Organic Disorders 3

SPV 349 Speech and Hearing Sciences 3

SPV 430 Introduction to Clinical Methods and Supervised Observation 3

Social Science requirement:

Credits

PSY 166 General Psychology 3

Or

SOC 166 Fundamentals of Sociology 3

Biological Science requirement:

Credits

BIO 183 Human Biology 4

Or

BIO 166 Principles of Biology: Cells and Genes 4

Natural Science requirement:

Credits

PHY 140 The Physics of Sound 3.5

Statistics requirement:

Credits

MAT 132 Introduction to Statistics 4

Writing requirement:

Credits

ENW 3070 Health and Science Writing 3

#### Early Admission into Graduate Study in Speech-Language Pathology

This pathway provides qualified students with an opportunity to begin their graduate studies in Speech-Language Pathology during their senior year while simultaneously completing their undergraduate B.A. degree. Students accepted into this early admission pathway in their junior year will take five graduate classes (15 credits) during their senior year, as part of their free electives, that will be counted towards both the B.A. and M.A. degrees. Undergraduate tuition fees and financial aid apply to those five graduate classes. The requirements for the undergraduate major in Speech Pathology and Audiology are the same whether or not students apply for the combined degree program. The requirements for the M.A. degree in Speech-Language Pathology are the same whether students enter the graduate program through the early admission pathway or first complete a B.A. before applying to the M.A. program.

Requirements for consideration for Early Admission:

Completion of the following non-major courses:

- Statistics: MATH 132: Introduction to Statistics
- Social Sciences: PSY 166: General Psychology or SOC 166: Fundamentals of Sociology
- Biological Sciences: BIO 166: Principles of Biology or BIO 183: Human Biology
- Physical Sciences: PHY 140: The Physics of Sound

Completion of the following major courses in Speech Pathology and Audiology:

- SPV 245 Articulatory Phonetics
- SPV 247 Anatomy and Physiology of the Speech Mechanism

- SPV 249 Speech & Hearing Science
- SPV 321 Language Acquisition
- SPV 326 Speech Pathology I or 327 Speech Pathology II, and
- SPV 328 Introduction to Audiology

Additional Requirements:

- Minimum overall GPA of 3.5
- Minimum GPA of 3.75 in courses in the major of Speech Pathology and Audiology
- Submission of Graduate Record Examination (GRE) scores taken with the last five years.
- Approval from the Speech Pathology and Audiology undergraduate academic advisor and undergraduate program director
- Letter of recommendation from a Speech Pathology and Audiology faculty member from one of the six prerequisite courses
- Minimum of one semester volunteer activity in the Department of Speech-Language-Hearing Sciences, for example volunteering in the Speech and Hearing Center, serving as a student representative on a committee, or participating in faculty research.
- Personal statement

Upon review of all submitted applications for the early admission pathway, eligible applicants will be invited to meet with faculty for an interview. Final decisions regarding admission will be made following the interview.

English Language Policy:

A satisfactory command of the English language is necessary for student success in academic and clinical coursework in the graduate program in Speech-Language Pathology. Proficiency in spoken and written English is required for admission to the graduate program for all students. During the admissions interview, students must demonstrate English oral skills that are adequate for student success in graduate academic coursework and clinical practica.

In addition, applicants to the Lehman College graduate program in Speech-language Pathology who are international students (except for nationals of English-speaking countries) must demonstrate proficiency of English through one of the following:

- A passing score on the International Test of English as a Foreign Language (TOEFL)
- Completion of an undergraduate or graduate degree from an accredited college or university where English is the primary language of instruction

Application Due Date:

Students interested in applying to the to the Early Admission Pathway must submit their application approximately four weeks prior to the end of the first semester of their junior

year. For the current application due date, see the Department of Speech-Language-Hearing Sciences Undergraduate Program website.

For additional information please contact the Undergraduate Academic Advisor at UGSpeech.advisement@lehman.cuny.edu

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

This new admissions pathway to the graduate program in Speech-Language Pathology, will maximize undergraduate course utilization and allow students to decrease costs for graduate school, because 15 graduate credits will be taken during the senior year, for which undergraduate tuition fees and financial aid will apply. This new pathway may help to motivate students to pursue graduate study and may facilitate graduate study for students with limited financial resources.

**5. Date of departmental approval:** March 15, 2020



# Academic Assessment Committee Report

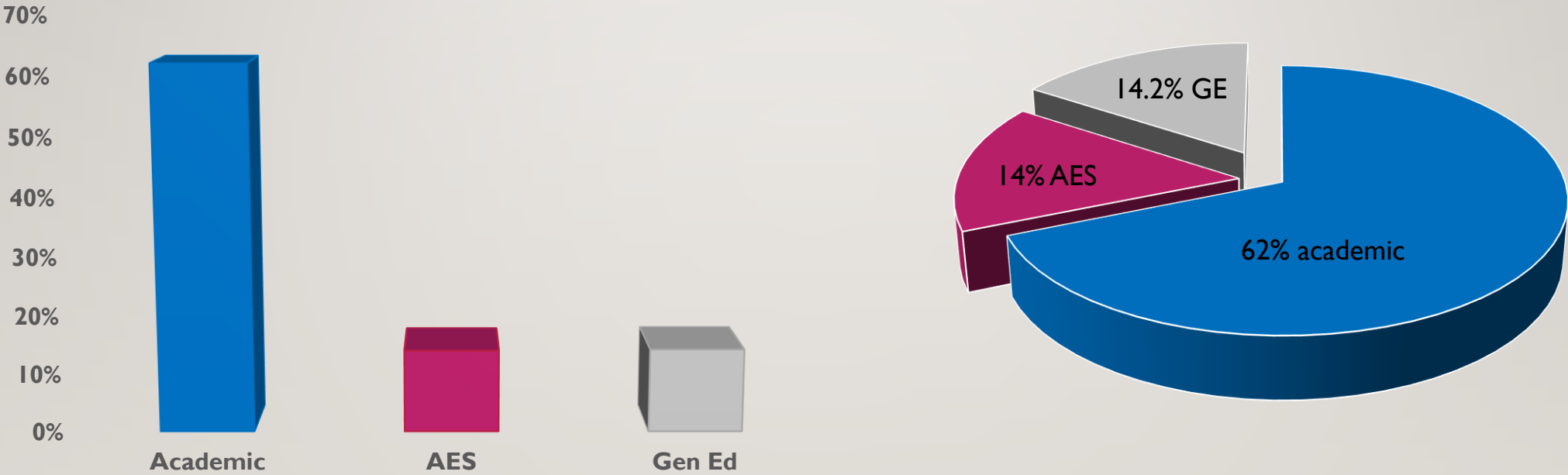
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Lehman College, The City University of New York

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

# 2020AY Assessment Report Breakdown

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# Culture of Assessment

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# Assessment Expectations

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- CUNY Central, and MSCHE all expect assessment activity to continue.
- Broad consensus by AAC, Associate Deans, Deans, Office of Assessment and Educational Effectiveness and the Provost to assess 2-3 learning outcomes per program on an annual basis.
- Every learning outcome will be assessed at least twice during a four-year assessment cycle.



# Assessment Workshop and Support

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- September 23<sup>rd</sup> Assessment Workshops for academic and AES units on based on the 6-step process.
  - 64 participants in attendance including Chairs, Associate Deans, Deans and staff
- September 17<sup>th</sup> meeting with assessment liaisons and AES directors/stakeholders to facilitate the organization of the AY 2020-2021 assessment activity.
  - 29 participants in attendance
- The Assessment Council will continue to meet this fall to shepherd this work.



# Next Meeting

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October 13<sup>th</sup> at 2:00 PM

# Lehman Senate Budget Committee Report

Based on committee meeting on 9/9/2020

## *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

Paula Loscocco

Marie Marianetti

**Wesley Pitts**

**Carl Mazza**

### **Administration**

Peter Nwosu

Rene Rotolo

Bethania Ortega

### **Students**

**Bold font indicate the presence**

**Guests:** PAMELA.MILLS; REINE.SARMIENTO; JAYE.JONES; ROBERT.FARRELL

**The Budget committee meeting was called to order at 1:10 pm by Haiping Cheng on Oct. 9, 2020**

- **Election:** Committee members nominated and then elected Haiping Cheng as the committee Chair for FY21
- **Budget update:** VP Rotolo and Budget Director Ortega
  - FY 2019-2020 Year Report, details on slide 2.
  - Monthly financial report for July-Sept, 2020, details on slide 2.
  - Tuition collection report: tuition collection rate:
    - Summer 2019: 84%
    - Fall 2019: 94%
    - Spring 2020: 90%
- **Academic Affairs Report:** Provost Nwosu and VP Sarmiento.
  - Progress on Faculty search: welcome 26 new faculty members, a very diverse group of new hires.
  - Enrollment Report: details on slide 3

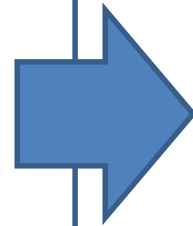
Oct 7, 2020

# Lehman Budget Committee Report

Based on budget report on Sept. 9, 2020

## FY2020 year end report and FY 2021 monthly spending

CUNY has no approved annual budget. Colleges are funded monthly.



### Major Spending (Millions)

	2020 plan	2020 Year end	2021 1 <sup>st</sup> quarter
PS regular	82.8	85.0	13.3
OTPS	7.95	7.1	4.7
Adjuncts	15.2	17.9	3.7
Temp service	5.1	4.7	0.9
I/O	4.7	3.7	n/a

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	\$9.6M	\$13.4M	\$?M	\$?M
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  
1-2:30pm, 11/18/2020,

# ENROLLMENT MANAGEMENT UPDATE

Joint Budget Senate Subcommittee

September 9, 2020

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Date	Fall 2020 Enrollment	UGRD	GRAD
9/6/19	14,689	12,552	2,137
9/8/20	14,804	12,543	2,261
	115	-9	124
	1%	0%	6%

	Lehman	FTE	Freshman	Transfer	Grad
Target	15,543	10,886	978	2191	2148
Actual	15,304	11,151	1,339	1946	2253
%/target	98%	102%	137%	89%	105%

**REPORT FROM THE UNIVERSITY FACULTY SENATE MEETING  
TUESDAY SEPTEMBER 22<sup>nd</sup> 2020**

**The 419<sup>th</sup> Plenary Session of The University Faculty Senate of  
The City University of New York  
Remote Via Zoom Pro  
Tuesday, September 22, 2020 6:30 – 8:00 p.m.**

**BUDGET COMMITTEE REPORT**

The UFS Budget Committee convened to discuss the reduction in state budget which is slated to cover 80% of the budget. In the absence of Congress passing the Cares Act, CUNY will be in dire straits fiscally. It has been ascertained that retrenchment is off the table, and so is tuition increase also off the table. Therefore, the only conceivable option for CUNY campuses going forward are

- a) reduction in OTPS [Other Than Personal Services] expenses such as library services, adjunct etc.
- b) Early retirement
- c) Furloughs

Librarians have already reported their inability to purchase textbooks and renew subscriptions

**REPORT FROM THE CHAIR PROF. MARTIN BURKE**

Chairman Burke expressed much consternation on what was seen as CUNY Central's recent move to convert temporary waivers which were issued to facilitate online learning. during the present pandemic request of department chairs to sign a permanent waiver for plan, CUNY Central is now requesting that all temporary waivers be converted to permanent waivers which would authorize NYSED and Middle States to register all degrees as online degree programs, simultaneously removing decisions on curriculum and mode of instruction from departments and college curriculum committees.

The requests for permanent waivers will result in CUNY ultimately leading to the conversion of all degree programs to online [only] degree programs. This blanket coverage of all degrees as online degree programs ability bypass departments or university curriculum committee to create a permanent online presence. The new waivers that department chairs are being asked [forced] to sign, will empower both NYSED and Middle States to create CUNY online, consolidation of campuses.

The move was the first step in using the present pandemic crisis as a stepping stone to consolidate and restructure all of CUNY to compete with its major competitors such as University of Phoenix and other. What this consolidation will look like is also disconcerting .



**PROPOSED AGENDA**  
The 419<sup>th</sup> Plenary Session  
of The University Faculty Senate  
of The City University of New York  
Remote Via Zoom Pro  
Tuesday, September 22, 2020  
6:30 – 8:00 p.m.

1. Adoption of the Agenda
2. Approval of the Minutes of May 12, 2020 and Notes of July 21, 2020
3. Approval of Chairs to UFS Standing Committees
  - A. Student Affairs – Enid Stubin (KBCC)
  - B. Library and Information Technology – Roxanne Shirazi (GC)
  - C. Status of the Faculty – Benjamin Franz (MEC)
  - D. Academic Freedom – Kimora (JJ)
4. Introduction of UFS Advisory Committee Chairs
  - A. Academic Affairs – Lubie G. Alatraste (NYCCT)
  - B. Enrollment Management – Jason Young (HC)
  - C. Faculty Advisory Council to the Research Foundation – David Jeruzalmi (CCNY)
  - D. Budget Advisory – Ned Benton (JJ)
5. Introduction of Faculty Representatives to Other UFS Committees
  - A. Simone Yearwood – Faculty Affairs Advisory Board (QC)
  - B. Zulema Blair – Faculty Affairs Advisory Board (MEC)
  - C. Patricia Sokolski – Faculty Affairs Advisory Board (LaGCC)
  - D. Lisa Ellis – University Advisory Council on Diversity (Baruch)
6. Update on Enrollment Management – Jason Young
7. Update on Budget – Ned Benton
8. Report From UFS representative to the IT Steering Committee – Lisa Rose (BMCC)
9. Chair’s Report
10. New Business

Committee meetings (held via Zoom Pro):

Library and Information Technology – 4:00 – 5:00 p.m.

Status of the Faculty – 5:00 – 6:00 p.m.

Student Affairs – 4:00 – 5:00 p.m.

Academic Freedom – 5:00 – 6:00 p.m.

Community College Caucus – 4:00 – 5:00 p.m.

# Budget Report to UFS

## September 22, 2020

Ned Benton and John Verzani

The typical budget cycle at CUNY involves a board vote on campus allocations for the next fiscal year (July 1-June 30) in June. This vote would follow after both the state and city budgeting announcements had been made.

This year, of course, is atypical.

The state did pass a budget declaration around April 1, but reserved the right to make adjustments on 4/30, 6/30, and 12/30. At the first opportunity it was announced that unless federal funds were forthcoming, the state would need to institute cuts. The state agencies, like CUNY, would be asked to share among the anticipated 8.3B in cuts. On average this was about a 10-14% cut. On 6/30, no new changes to this were announced, though it was announced that state revenues were down from the already reduced target. (The state estimate for losses in late April was 13.3B and this was pushed to 14.2B.)

As of 9/1, the state allocation to CUNY, and other state agencies have not been announced. Rather, the state has been allocating money at 80% of last year's amount for July, August, and September. It is a widely shared belief that the state is waiting on the federal government to announce additional COVID related funding before finalizing allocations for the fiscal year. It is also hoped that by the end of this financial quarter this will be done, but that is increasingly unlikely.

CUNY has followed suit, by allocating to the campuses 80% of the average monthly allocation from the past fiscal year. During the summer months, where the costs of adjunct instruction are less, this was sufficient to cover payroll. However, in FY18-19 allocations for campuses was \$2,408,211,000 and PS Regular and adjuncts costs were 87.2% of that. Adjunct costs have increased by about 20% since then. As such, 80% is insufficient to cover payroll costs, were they to remain the same. This point was raised at the last budget advisory committee.

The City did several things to impact the funding of the Community Colleges. First, there was a reduction in the allocation for the past fiscal year of around 21M. Then, there were reductions of 46.3M in city funding in the form of "efficiencies" and a reduction to ASAP. Some of the ASAP funding was restored, but not all. It was stated that CUNY would try to find the saving elsewhere, so the actual impact on the ASAP initiative is not clear.

The City has threatened that if it does not get spending authority from the state (direct or through a loan), that upwards of 22,000 employees would be dismissed. We were told that CUNY has not been among the agencies from which a target for layoffs has been requested.

The state had been requested to allow an additional \$250/fte increase, as it has supported the prior fiscal year, but this was reduced to \$200.

Outside of the impact on enrollment (which bodes quite poorly) the community college picture is clearer than the Sr. college picture and in theory allocations could be made so that campuses have some clarity. This has not been done, as it is felt the board would like one vote on this, not two; the enrollment picture may be quite significant; and the CARES funding might make a difference. In any scenario, it looks like a devastating fiscal picture for the CCs.

### **CARES funds**

The CARES funds came in two parts. The direct support to the students was distributed near the end of the spring semester. The remaining \$132M has not been distributed. CUNY did eventually receive approval for its distribution plan from the state, but has held off on moving forward with that plan. Though not public, in public comments by the Chancellor, it has been learned that about 1/3rd of the funds are earmarked as going to campuses to meet costs; the remaining 2/3rds going to students presumably to ensure they would be able to spend it on tuition and or residence halls (to stabilize enrollment). The PSC filed a lawsuit saying the money had an obligation to ensure no personnel were

let go and pointed to an anticipated \$30M in savings through adjunct reduction that was not in compliance. A court ruling did not honor the request for an injunction. (Though is the case still pending?)

### **CUNY Budget Measures**

Early, CUNY put in place a hiring freeze, with all exceptions to be reviewed by a vacancy review board. The BAC has not seen a tally on savings by this move, but in a typical year about 2-5% of personnel separate for various reasons so this could lead to significant overall savings.

CUNY has made several quiet suggestions to the campuses to reduce expenses. The Chancellor is now quick to point out that no full time personnel have been let go as a result of CUNY's funding position. However, part-time personnel are a different matter.

At some campuses it was reported that there was a significant number of PT faculty not reappointed. What hasn't been made clear is how many of those have subsequently been reappointed. This is accomplished by a combination of consolidation of sections and class size increases.

As for College Assistants, the university has suggested month-to-month reappointments. This has continued through August, and September.

### **Contingencies**

There appears to have been consideration of a list of actions generated by the fiscal scenarios committee late last spring. No faculty were involved in the development of this list.

Speculation on some scenarios discussed might include early retirement buyouts, furloughs, gradual deferral of salary payments (deferring a week or two of payroll until retirement -- has been held, but again, this would require union agreement.

CUNY has the authority to raise tuition and seek a wellness fee. The state has authorized this for the Senior and Comprehensive campuses. However we do not know whether this will be implemented by the BOT for spring.

### **SUNY**

Enrollment at SUNY's 64 campuses fell nearly 6% for this fall semester compared to last year amid the COVID-19 pandemic, continuing a downward trend of enrollment at New York public colleges over the past decade, new figures showed. SUNY enrollment is now down 16% over the past decade — and 30% at community colleges.

Overall, SUNY enrollment was at about 394,500 this fall, a drop of nearly 24,000 students since last year and almost 77,000 since 2010, according to the data released by SUNY officials at its Board of Trustees meeting this week.

SUNY officials say the decline this semester is actually less than they expected as they feared the coronavirus would keep more students from enrolling in classes, whether in-person or online. The majority of students are online only this fall, the data showed.