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3 **Minutes of**
4 **The Lehman College Senate Meeting**
5 **Wednesday, March 8, 2017**
6 **Senate Meeting**
7
8

9 **Senators Present:** Acevedo, J.; Akers, M.; Assoumanou, S.; Azeem, A.; Banoum, B.; Bayne, G.;
10 Benefo, K.; Bergmann, R.; Budescu, M.; Cabrera, S.; Calderon, P.; Campeanu, S.; Cheng, H.; Christian,
11 M.; Clark, V.; Coit, W.; Conner, P.; Cruz, J.; Diaz, J.; Edwards, A.; Fayne, H.; Fera, J.; Finger, R.;
12 Flores, D.; Garcia-Dwyer, D.; Gerry, C.; Gjickokaj, A.; Gocaj, L.; Luerssen, A.; Machado, E.;
13 Magdaleno, J.; Mak, W.; Marianetti, M.; Markens, S.; Marshall, A.; Martín, Ó.; Mazza, C.; McCabe,
14 J.; Mejia, D.; Munoz, M.; O'Connor, N.; Ortiz Pena, K.; Paddyfoote, A.; Petkov, R.; Prince, P.;
15 Prohaska, V.; Rahath, A.; Ramsundar, S.; Ramsundar, S.; Rivera, C.; Rivera-McCutchen, R.; Rodricks,
16 B.; Rosario, Y.; Rubin, H.; Rupp, S.; Sailor, K.; Sarmiento, R.; Sauane, M.; Schlesinger, K.; Sen, G.;
17 Severe, M.; Shanley, D.; Spence, N.; Tananbaum, D.; Waring, E.; Williams, J.; Yates, S.; Yavuz, D.

18
19 **Senators Absent:** Amend, A.; Badillo, D.; Benitez, J.; Blanco, L.; Bujaj, A.; Carey, R.; Delgado, E.;
20 Dellapina, M.; Doyran, M.; Flores-Veliz, A.; Georges, C. A.; Glover, B.; Gorokhovich, Y.; Graulau,
21 J.; Jervis, J.; Jordan, S.; Kanzie, H.; Kaur, M.; Keso, S.; Latimer, W.; Liriano, R.; Maybee, J.;
22 Minchala, E.; Nadeem, S.; Pettipiece, D.; Pham, M.; Roush, K.; Samuel, L.; Sinishtaj, M.; Spencer,
23 R.; Valentine, R.; Vazquez, F.; Williams, H.
24
25

26 The meeting was called to order by President José L. Cruz at 3:34 p.m.
27

28 **1. Approval of the Minutes**
29

30 The minutes of the February 8, 2017 Senate meeting were approved by unanimous voice vote.
31

32 **2. Announcements and Communications**

33 **a. Report of the President**

34 President Cruz announced that, next week, he would send the campus community a message
35 regarding events which had transpired since his last announcement. Dr. Cruz mentioned that
36 the New York State Assembly and the New York State Senate were working on their one-
37 house budget resolution for fiscal year 2017 and encouraged the campus community to
38 remain vigilant to potential impacts to CUNY.
39
40

41 **b. Student Legislative Assembly**

42 Ms. Leonora Gocaj welcomed everyone to the Senate and wished all female attendees a
43 happy International Women’s Day. She announced that she and other members of the Student
44 Legislative Assembly had met and worked with Prof. Duane Tananbaum and the Counsel to
45 the President, Dennis DaCosta, regarding issues related to SGA bylaws. Ms. Gocaj also
46 announced that the Assembly will continue to work closely with the Provost to address
47 student concerns, including those related to courses.

48

49 **REPORTS OF STANDING COMMITTEES**

50

51 **1. Graduate Studies**

52 Prof. Janet Desimone presented proposals for curriculum changes in the following departments:
53 Psychology, Biological Sciences, Health Sciences, Music, and Graduate Studies. The proposals
54 were approved by unanimous voice vote.

55

56 See Attachment I

57

58 The next meeting was scheduled for Wednesday, April 5, 2017 at 11:00 a.m. in Carman B33A.

59

60 **2. Governance**

61 Prof. Duane Tananbaum presented Prof. Claudia Case, of the Journalism, Communication, and
62 Theatre department, as a nominee to fill the vacancy on the Undergraduate Curriculum
63 Committee. There were no additional nominations from the Senate floor. The Senate voted and
64 Prof. Case was elected, by acclamation, to serve. Prof. Tananbaum also announced that the
65 elections for Senators-at-large will begin in approximately one week and that, with the help of
66 the Information Technology Division, elections are expected to take place electronically.

67 Prof. Tananbaum discussed the Faculty Governance Leaders meeting he attended in February.
68 He reported that there were two items that were the main focus of the meeting: (1) diversity
69 issues, in terms of minority representation on the faculty. Prof. Tananbaum stated that Lehman
70 has done well in this category, especially relative to other senior colleges; (2) the issue of clarity

71 in surveys concerning governance on CUNY campuses. It is expected that new surveys will be
72 recirculated to CUNY governance leaders once this concern has been addressed.

73 See Attachment II

74

75 The next meeting was scheduled for Tuesday, March 21, 2017 at 9:00 a.m. in Carman 201.

76 **3. Admissions, Evaluations and Academic Standards**

77 There was no committee report.

78

79 The next meeting was scheduled for Monday, March 20, 2017 at 2:00 p.m. in Shuster 018.

80

81 **4. Undergraduate Curriculum**

82 Prof. Vincent Prohaska presented proposals for curriculum changes in the following
83 departments: Biological Sciences; Economics; Latin American, Latino and Puerto Rican Studies;
84 Music; Political Science; Sociology; and Social Work. All were approved by unanimous voice
85 vote. Prof. Prohaska also presented an informational item regarding an experimental course in
86 the department of Earth, Environment, and Geospatial Sciences.

87

88 See Attachment III

89

90 The next meeting was scheduled for Wednesday, March 15, 2017 at 1:00 p.m. in SC 1405A.

91

92 **5. Academic Freedom**

93 Prof. David Manier reviewed a timeline on the subject of campus free speech. He also requested
94 that a resolution be passed to support the University of Chicago Report on Free Expression. The
95 recommendation was approved by unanimous voice vote.

96

97 See Attachment IV

98

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

100 Stefanie Havelka presented the report.

101

102 See Attachment V

103

104 **7. Campus Life and Facilities**

105 There was no committee report.

106

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

108 Prof. Haiping Cheng presented the report.

109

110 See Attachment VI.

111

112 The next meeting was scheduled for Wednesday, April 19, 2017 at 3:30 p.m. in Shuster 336.

113

114 **Old Business** – None.

115

116 **New Business** – None.

117

118 **ADJOURNMENT**

119 President Cruz adjourned the meeting at 4:45 p.m.

120

121 Respectfully submitted:

122

123

124 Dennis DaCosta

Governance Committee Report

The Governance Committee nominates Claudia Case of the Journalism, Communications, and Theatre Dept. to fill a vacancy on the Undergraduate Curriculum Committee for the rest of this academic year.

Elections for Senators-at-large will be starting in about a week.

Report on Faculty Governance Leaders meeting.

Senate Meeting – March 8, 2017
Graduate Studies Proposed Report

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

Department of Psychology

- Course withdrawals: PSY 531, 541, 605, 676, 720

Department of Biological Sciences

- Course changes (description, hours, credits): BIO 503

Department of Health Sciences

- Change in degree requirements: MS, Nutrition
- New courses: DFN 510, 637, 644

Department of Music

- Course changes (credits and prerequisites): MSP 703; 704; 705; 706; and 707
- The above items are being presented again to correct errors in the course prefix originally submitted (as MSH) by the department.

Department of Graduate Studies

- Policy/procedures updates: good academic standing and promotion
- Policy/procedures update: department approval for course registration

Does anyone have any questions and/or comments?

Our next meeting will on April 5, 2017, at 11 a.m. in Carman B33A.

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2. **From:**

| | |
|---|---|
| Department(s) | Biological Sciences |
| Career | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Biology |
| Course Prefix & Number | Bio 503 |
| Course Title | Topics in Urban Ecology |
| Description | Exploration of the study of interrelationships between organisms and their biotic and abiotic environment in relation to urban settings including population and community interactions, the nature of the niche, endangered species within city settings, the urban heat island effect, and human's role in the system. Students will learn how to gather and interpret local ecological data to understand the complexity of ecosystems. |
| Pre/ Co Requisites | Departmental permission |
| Credits | 3 |
| Hours | 3 |
| Liberal Arts | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures |

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

3. To:

| | |
|---|---|
| Department(s) | Biological Sciences |
| Career | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Biology |
| Course Prefix & Number | Bio 503 |
| Course Title | Topics in Urban Ecology |
| Description | Exploration of the study of interrelationships between organisms and their biotic and abiotic environment in relation to urban settings including population and community interactions, the nature of the niche, endangered species within city settings, the urban heat island effect, <u>pollution concepts in general</u> , and human's role in the system. <u>Examination of the complexities of the ecosystems through gathering and interpreting local ecological data. Includes lab work and analysis using various data analysis software.</u> |
| Pre/ Co Requisites | Departmental permission |
| Credits | <u>4</u> |
| Hours | <u>4</u> |
| Liberal Arts | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

4. Rationale:

Understanding ecology is important since it provides insights into the myriad environmental issues confronting us both at the regional and global scale. This class was specifically designed for Master's education students in middle and secondary science teaching who require background in the life sciences, for which there is no comparable course offered at Lehman. Through introductory lectures, discussions of current topics, and practical demonstrations on Lehman's campus, this class will show STEM teachers how to use their surrounding environment as a 'living classroom' for exploring urban ecology, which can be adapted to any city park or green space within walking distance.

The change in the number of credits and hours is required to add a laboratory component to the course. Since it is essential that students, particularly secondary science teachers, develop hands on skills in laboratory exercises in ecology, which they can bring into their classrooms, the Science Education Program has requested that we add a laboratory component to this course, and therefore, adjusted the number of credits appropriately.

5. Date of departmental approval: January 17, 2017

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

DEPARTMENT OF GRADUATE STUDIES

CURRICULUM CHANGE

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

2. **From:**

Departmental Approval for Registration in Courses

~~All applicants for graduate work at Lehman College, whether degree candidates or not, must meet with the Graduate Program Adviser before registering for any courses in order to plan an academic program. In most cases registration is not possible without department approval. Telephone numbers of individual departments and Program Advisers can be obtained from the Graduate Studies website or the Office of Graduate Admissions (718-960-8777).~~

3. **To:**

Departmental Approval for Registration in Courses

All graduate students at Lehman College, should meet with their Graduate Program Advisor to ensure proper course selection, program planning, and in most cases to secure departmental approval. In most cases registration is not possible without department approval.

Students may contact the Office of Graduate Studies, graduate.studies@lehman.cuny.edu, for assistance identifying an advisor, registering for courses, and/or navigating CUNYfirst.

4. **Rationale:**

This policy has been updated to align with current practice.

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

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

DEPARTMENT OF GRADUATE STUDIES

CURRICULUM CHANGE

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

2. **From:**

Good Academic Standing and Probation

All graduate students, regardless of matriculation status, are expected to make appropriate academic progress and maintain a 3.0 (B) cumulative average or better in their courses. Grades of B-, C+, and C, while considered meeting course completion requirements, are considered marginal progress outcomes. Students earning a marginal progress grade in selected courses may be required to repeat and achieve a satisfactory progress grade in these select courses to continue in the program of study. (See specific program course descriptions for requirement details.) Students may also be asked by their academic adviser to take a lighter course load until the GPA is improved.

Matriculated and non-matriculated students in special funded programs need to contact the program coordinators for details regarding their eligibility and continuation requirements.

~~After attempting 9 or more graduate credits,~~ graduate students will be placed on academic probation when their cumulative GPA falls below 3.0. After attempting 9 or more graduate credits, those whose G.P.A. falls to or below a 2.50 (2.70 or lower in some programs) will not be granted an automatic probation period. Continuation in the program is granted only upon successful appeal to the Office of Graduate Studies. A letter of support from the academic department must accompany such appeals.

When a student is on academic probation, a probation indicator is placed by the Office of Graduate Studies. The probation indicator prevents affected students from registering until appropriate academic advisement takes place. Once an appropriate academic plan is agreed upon, the Office of Graduate Studies will lift the probation indicator so that the student may register for the current term. The probationary indicator will be replaced for future registration(s) or until the cumulative GPA is raised to 3.0 or above.

During the probation period, students may only enroll in courses that satisfy the degree curriculum.

A student may be on probation only once during their course of study. Students on probation, who achieve a semester index of at least 3.2 for each semester of probation and earn 100% of all credits attempted, will be permitted to extend his/her probationary period for a maximum of three registered terms.

Students who have met all graduation requirements except the possession of an earned cumulative GPA of 3.0 will be permitted to file an appeal for an additional semester of eligibility.

Graduate students on academic probation are not issued a graduate degree or advanced certificate.

Furthermore, students on academic probation may not take the comprehensive examination, or submit a thesis unless specific approval is granted by the academic department.

CONTINUATION AND DISMISSAL

If the cumulative GPA remains below 3.0 at the end of the probation period, the student will be dismissed from the College. The decision to dismiss is not taken lightly and involves discussion between the academic department and the Office of Graduate Studies. Once a decision to dismiss is made, notification of dismissal is sent by the Office of Graduate Studies. Graduate students who have been dismissed at the end of the probationary period will be allowed to continue in their program only upon successful appeal to the Office of Graduate Studies. The appeal must contain a written letter of support from the program advisor or Chair in the academic department.

3. To:

Good Academic Standing and Probation

All graduate students, regardless of matriculation status, are expected to make appropriate academic progress and maintain a 3.0 (B) cumulative average or better in their courses. Grades of B-, C+, and C, while considered meeting course completion requirements, are considered marginal progress outcomes. Students earning a marginal progress grade in selected courses may be required to repeat and achieve a satisfactory progress grade in these select courses to continue in the program of study. (See specific program course descriptions for requirement details.) Students may also be asked by their academic adviser to take a lighter course load until the GPA is improved.

Matriculated and non-matriculated students in special funded programs need to contact the program coordinators for details regarding their eligibility and continuation requirements.

Graduate students will be placed on academic probation when their cumulative GPA falls below 3.0. After attempting 9 or more graduate credits, those whose G.P.A. falls to or below a 2.50 (2.70 or lower in some programs) will not be granted an automatic probation period. Continuation in the program is granted only upon successful appeal to the Office of Graduate Studies. A letter of support from the academic department must accompany such appeals.

When a student is on academic probation, a probation indicator is placed by the Office of Graduate Studies. The probation indicator prevents affected students from registering until appropriate academic advisement takes place. Once an appropriate academic plan

is agreed upon, the Office of Graduate Studies will lift the probation indicator so that the student may register for the current term. The probationary indicator will be replaced for future registration(s) or until the cumulative GPA is raised to 3.0 or above.

During the probation period, students may only enroll in courses that satisfy the degree curriculum.

A student may be on probation only once during their course of study. Students on probation, who achieve a semester index of at least 3.2 for each semester of probation and earn 100% of all credits attempted, will be permitted to extend his/her probationary period for a maximum of three registered terms.

Students who have met all graduation requirements except the possession of an earned cumulative GPA of 3.0 will be permitted to file an appeal for an additional semester of eligibility.

Graduate students on academic probation are not issued a graduate degree or advanced certificate.

Furthermore, students on academic probation may not take the comprehensive examination, or submit a thesis unless specific approval is granted by the academic department.

CONTINUATION AND DISMISSAL

If the cumulative GPA remains below 3.0 at the end of the probation period, the student will be dismissed from the College. The decision to dismiss is not taken lightly and involves discussion between the academic department and the Office of Graduate Studies. Once a decision to dismiss is made, notification of dismissal is sent by the Office of Graduate Studies. Graduate students who have been dismissed at the end of the probationary period will be allowed to continue in their program only upon successful appeal to the Office of Graduate Studies. The appeal must contain a written letter of support from the program advisor or Chair in the academic department.

4. **Rationale:**

Presently students who have a low GPA during the first 9 credits of their academic program may not be placed on academic probation or dismissed from an academic program. This policy often creates scenarios whereby students are enrolled with no possibility of achieving the minimum required GPA for graduation. This change in policy will allow the institution to enforce academic probation and dismissal from the first semester.

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

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Nutrition, MS

Hegis Number: 1306.00

Program Code: 87372

Effective Term: Fall 2017

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

2. **From:**

Each candidate must complete an approved program of study of at least 37 credits that includes the general core courses and approved elective courses, which may include the courses required for the Dietetic Internship (DI) program. The student may elect either to write a thesis or pass a comprehensive examination for a minimum total of 37 credits. At this time, only the comprehensive exam is being offered.

Core Courses:

All students are required to take the following courses and credits (total of 25 credits):

| | Credits |
|--|--------------|
| HEA 600 Biostatistics | 3 |
| HEA 620 Health Counseling | 3 |
| BIO 610 Mammalian Physiology | 4 |
| Or | |
| BIO 644 Biological Chemistry | 4 |
| DFN 610 Nutrition: An Integrated Approach | 3 |
| DFN 620 Life-Cycle Nutrition | 3 |
| DFN 641 Public Health and Community Nutrition | 3 |
| DFN 651 Medical Nutrition Therapy | 3 |
| DFN 791 Research and Evaluation Methods in Nutrition | 3 |

Elective Courses:

Students may select from the following courses and credits for a minimum of 12 credits:

| | Credits |
|--|---------|
| DFN 530 Food Service Operations and Management | 4 |

| | |
|--|---|
| DFN 621 Ethnic and Therapeutic Meal Patterns | 4 |
| DFN 630 Special Topics in Nutrition | 1 |
| DFN 642 Sports Nutrition | 3 |
| DFN 661 Food Service Management | 3 |
| DFN 692 Independent Study in Clinical Nutrition | 3 |
| DFN 693 Independent Study in Community Nutrition | 3 |
| DFN 730 Supervised Professional Practice | 3 |
| DFN 731 Concepts and Methods of Dietetics Practice | 3 |
| DFN 741 Workshop in Nutrition Education | 3 |
| DFN 771 Nutritional Support | 3 |
| DFN 792 Practicum in Clinical Nutrition | 3 |
| DFN 793 Practicum in Community Nutrition | 3 |
| DFN 794 Thesis Seminar in Clinical Nutrition | 3 |
| DFN 795 Thesis Seminar in Community Nutrition | 3 |
| HSD 606 Epidemiology | 3 |
| Other courses | |

Other courses: Selected with permission of the Graduate Adviser (total of a minimum of 12 credits).

DFN 730, DFN 731: A maximum of 9 credits from DFN 730 and DFN 731 may be credited toward the requirements for the MS degree for those students completing the DI program.

3. To:

Each candidate must complete an approved program of study of at least 37 credits that includes the general core courses and approved elective courses, which may include the courses required for the Dietetic Internship (DI) program. The student may elect either to write a thesis or pass a comprehensive examination for a minimum total of 37 credits. At this time, only the comprehensive exam is being offered.

Core Courses:

All students are required to take the following courses and credits (total of 25 credits):

| | Credits |
|-------------------------------------|----------|
| HEA 600 Biostatistics | 3 |
| <u>DFN 637 Nutrition Counseling</u> | <u>3</u> |
| BIO 610 Mammalian Physiology | 4 |
| Or | |
| BIO 644 Biological Chemistry | 4 |
| Or | |

| | |
|--|----------|
| <u>DFN 644 Nutritional Biochemistry</u> | <u>4</u> |
| DFN 610 Nutrition: An Integrated Approach | 3 |
| DFN 620 Life-Cycle Nutrition | 3 |
| DFN 641 Public Health and Community Nutrition | 3 |
| DFN 651 Medical Nutrition Therapy | 3 |
| DFN 791 Research and Evaluation Methods in Nutrition | 3 |

Elective Courses:

Students may select from the following courses and credits for a minimum of 12 credits:

| | Credits |
|--|----------|
| <u>DFN 510 Food Justice</u> | <u>3</u> |
| <u>DFN 520 Food Science</u> | <u>3</u> |
| DFN 530 Food Service Operations and Management | 4 |
| DFN 621 Ethnic and Therapeutic Meal Patterns | 4 |
| DFN 630 Special Topics in Nutrition | 1 |
| DFN 642 Sports Nutrition | 3 |
| DFN 661 Food Service Management | 3 |
| DFN 692 Independent Study in Clinical Nutrition | 3 |
| DFN 693 Independent Study in Community Nutrition | 3 |
| DFN 730 Supervised Professional Practice | 3 |
| DFN 731 Concepts and Methods of Dietetics Practice | 3 |
| DFN 741 Workshop in Nutrition Education | 3 |
| DFN 771 Nutritional Support | 3 |
| DFN 792 Practicum in Clinical Nutrition | 3 |
| DFN 793 Practicum in Community Nutrition | 3 |
| DFN 794 Thesis Seminar in Clinical Nutrition | 3 |
| DFN 795 Thesis Seminar in Community Nutrition | 3 |
| HSD 606 Epidemiology | 3 |
| Other courses | |

Other courses: Selected with permission of the Graduate Adviser (total of a minimum of 12 credits).

DFN 730, DFN 731: A maximum of 9 credits from DFN 730 and DFN 731 may be credited toward the requirements for the MS degree for those students completing the DI program.

4. Rationale:

DFN 637 (3 cr) will replace HEA 620 (3 cr), addressing the topic of health counselling from a nutritional perspective. Inclusion of DFN 510 and DFN 520 as electives will equip students with knowledge pertaining to food justice and food science, thereby improving job opportunities in the field of food justice, food service and public health. DFN 644 will address biochemistry from a nutritional perspective. These changes will not impact total credit load.

5. Date of departmental approval: 12/07/2016

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2.

| | |
|---|--|
| Department(s) | Health Sciences |
| Career | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Dietetics, Foods, and Nutrition |
| Course Prefix & Number | DFN 644 |
| Course Title | Nutritional Biochemistry |
| Description | A study of the structure, digestion and metabolism of carbohydrates, lipids, proteins, vitamins and minerals in relation to food and nutrition. Nutrient bioavailability, transport and function at biochemical and physiological levels will be covered. |
| Pre/ Co Requisites | Pre-requisites: Course work in nutrition, organic chemistry, human anatomy and physiology. |
| Credits | 4 |
| Hours | 4 |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | Lecture |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

3. Rationale:

The proposed course will expand understanding of the biological roles of macro- and micro-nutrients and their metabolism using basic knowledge in physiology and human nutrition. The course will integrate information on the biochemical roles of nutrients in nutrition and health, especially in context to cardiovascular disease, diabetes, cancer and metabolic disorders.

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

- Demonstrate knowledge of the digestion, absorption, transport and metabolism of macro- and micro-nutrients using principles of physiology and human nutrition.
- Explain regulation of metabolic pathways under different dietary conditions.
- Explain mechanisms of nutrient homeostasis in the human body.
- Analyze relationship between nutrients and disease from a biochemical perspective.

5. Date of Departmental Approval: 12/07/2016

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

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

2.

| | |
|---|--|
| Department(s) | Health Sciences |
| Career | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Dietetics, Foods and Nutrition |
| Course Prefix & Number | DFN 510 |
| Course Title | Food Justice |
| Description | Examination of the relationship between race, ethnicity, class, culture and food systems. Analysis of the effect of corporate consolidation of food systems on food justice, sustainability and food security. |
| Pre/ Co Requisites | Pre-requisite: Course work in nutrition. Department permission. |
| Credits | 3 |
| Hours | 3 |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

3. Rationale:

Given the current attention on food sustainability and justice, the course provides a framework of how power and privilege affect various populations' access to food and health care. The course will be offered as an elective to undergraduate seniors and graduate students to equip them with recent research findings and community-based endeavors directed towards food security and justice.

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

- Provide historical context for how power has become concentrated and is exerted in the current U.S. food system
- Explain how governmental policies and actions have created inequities in the food system
- Describe how privilege in the food system is exhibited in terms of race, class, and gender
- Describe current movements that aim to alter the power structure and how disenfranchised populations are working to gain equality
- Apply research findings to promote food justice.

5. Date of Departmental Approval: 12/07/2016

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

CURRICULUM CHANGE

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

2.

| | |
|---|--|
| Department(s) | Health Sciences |
| Career | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Dietetics, Foods and Nutrition |
| Course Prefix & Number | DFN 637 |
| Course Title | Nutrition Counseling |
| Description | Theory and application of verbal and written communication skills for individual and group-based, client-centered nutrition education and counseling |
| Pre/ Co Requisites | Co-requisite: DFN 641 |
| Credits | 3 |
| Hours | 3 |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

3. Rationale:

Career expectations for post-graduate nutrition professionals include facilitating behavior change through effective nutrition counseling specific to nutrition-related chronic diseases. Applied aspects of nutrition education as well as proficiency in varied communication skills elucidated in this course will prepare graduate students and dietetic interns for the field of community nutrition as well as fulfil dietetic internship competency requirements outlined by the Accreditation Council for Education in Nutrition and Dietetics.

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

- Demonstrate use of effective education and counseling skills to facilitate behavior change
- Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development.
- Develop a nutrition educational session for a target population.
- Demonstrate effective and professional oral and written communication and use of varied and current information technologies to communicate with individuals, groups and the public.

5. Date of Departmental Approval: 12/07/2016

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

1. **Type of Change:** *credits*

2. **From:**

| | |
|---|--|
| Department(s) | Music |
| Career | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Music Performance |
| Course Prefix & Number | MSP 703 |
| Course Title | Concert Band |
| Description | Study and performance of concert band repertoire. Development of leadership and assessment skills in preparing a large ensemble. |
| Pre/ Co Requisites | Audition and departmental permission |
| Credits | 1 |
| Hours | 3 |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

3. To:

| | |
|---|--|
| Department(s) | Music |
| Career | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Music Performance |
| Course Prefix & Number | MSP 703 |
| Course Title | Concert Band |
| Description | Study and performance of concert band repertoire. Development of leadership and assessment skills in preparing a large ensemble. <u>(Maximum 6 credits)</u> |
| Pre/ Co Requisites | Audition and departmental permission |
| Credits | 1 |
| Hours | 3 |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

4. Rationale:

The credits are being increased because students often want to enroll in an ensemble each semester and have the experiential learning for their intended profession, but they are being prevented from enrolling in the same ensemble after having taken the course already. Students cannot just register for orchestra for one semester and be done; rather they want to enroll in orchestra (or band or chorus, etc.) every semester that they

are pursuing their degree, but they cannot unless we raise the maximum credits. This change will not impact the overall course credits of the MAT program, since this course is not a requirement of the degree. In addition, the ensembles are open to the entire Lehman community, so a student in MALS or any other graduate program could participate in the chorus or orchestra as is typical on other liberal arts campuses. Lastly, the change to 6 maximum credits for the course will match with other college's department graduate performing ensembles.

5. **Date of departmental approval: August 25, 2016**

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

1. **Type of Change:** *credits*

2. **From:**

| | |
|---|--|
| Department(s) | Music |
| Career | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Music Performance |
| Course Prefix & Number | MSP 704 |
| Course Title | Orchestra |
| Description | Study and performance of orchestral literature. Development of leadership and assessment skills in preparing a large ensemble. |
| Pre/ Co Requisites | Audition and departmental permission. |
| Credits | 1 |
| Hours | 3 |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

3. To:

| | |
|---|--|
| Department(s) | Music |
| Career | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Music Performance |
| Course Prefix & Number | MSP 704 |
| Course Title | Orchestra |
| Description | Study and performance of orchestral literature. Development of leadership and assessment skills in preparing a large ensemble. <u>(Maximum 6 credits)</u> |
| Pre/ Co Requisites | Audition and departmental permission. |
| Credits | 1 |
| Hours | 3 |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

4. Rationale:

The credits are being increased because students often want to enroll in an ensemble each semester and have the experiential learning for their intended profession, but they are being prevented from enrolling in the same ensemble after having taken the course already. Students cannot just register for orchestra for one semester and be done;

rather they want to enroll in orchestra (or band or chorus, etc.) every semester that they are pursuing their degree, but they cannot unless we raise the maximum credits. This change will not impact the overall course credits of the MAT program, since this course is not a requirement of the degree. In addition, the ensembles are open to the entire Lehman community, so a student in MALS or any other graduate program could participate in the chorus or orchestra as is typical on other liberal arts campuses. Lastly, the change to 6 maximum credits for the course will match with other college's department graduate performing ensembles.

5. **Date of departmental approval: August 25, 2016**

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

1. **Type of Change:** *credits*

2. **From:**

| | |
|---|--|
| Department(s) | Music |
| Career | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Music Performance |
| Course Prefix & Number | MSP 705 |
| Course Title | Chamber ensemble |
| Description | Study and performance of small instrumental ensemble music. Development of leadership and assessment skills in preparing a small ensemble. |
| Pre/ Co Requisites | Audition and departmental permission. |
| Credits | 1 |
| Hours | 3 |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

3. To:

| | |
|---|--|
| Department(s) | Music |
| Career | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Music Performance |
| Course Prefix & Number | MSP 705 |
| Course Title | Chamber ensemble |
| Description | Study and performance of small instrumental ensemble music. Development of leadership and assessment skills in preparing a small ensemble. <u>(Maximum 6 credits)</u> |
| Pre/ Co Requisites | Audition and departmental permission. |
| Credits | 1 |
| Hours | 3 |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

4. Rationale:

The credits are being increased because students often want to enroll in an ensemble each semester and have the experiential learning for their intended profession, but they are being prevented from enrolling in the same ensemble after having taken the course already. Students cannot just register for orchestra for one semester and be done; rather they want to enroll in orchestra (or band or chorus, etc.) every semester that they

are pursuing their degree, but they cannot unless we raise the maximum credits. This change will not impact the overall course credits of the MAT program, since this course is not a requirement of the degree. In addition, the ensembles are open to the entire Lehman community, so a student in MALS or any other graduate program could participate in the chorus or orchestra as is typical on other liberal arts campuses. Lastly, the change to 6 maximum credits for the course will match with other college's department graduate performing ensembles.

5. **Date of departmental approval: August 25, 2016**

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

1. **Type of Change:** *credits*

2. **From:**

| | |
|---|--|
| Department(s) | Music |
| Career | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Music Performance |
| Course Prefix & Number | MSP 706 |
| Course Title | Latin Band |
| Description | Study and performance of Latin band repertoire and improvisation techniques. Development of leadership and assessment skills in preparing an ensemble. |
| Pre/ Co Requisites | Audition and departmental permission. |
| Credits | 1 |
| Hours | 3 |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

3. To:

| | |
|---|--|
| Department(s) | Music |
| Career | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Music Performance |
| Course Prefix & Number | MSP 706 |
| Course Title | Latin Band |
| Description | Study and performance of Latin band repertoire and improvisation techniques. Development of leadership and assessment skills in preparing an ensemble. <u>(Maximum 6 credits)</u> |
| Pre/ Co Requisites | Audition and departmental permission. |
| Credits | 1 |
| Hours | 3 |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

4. Rationale:

The credits are being increased because students often want to enroll in an ensemble each semester and have the experiential learning for their intended profession, but they are being prevented from enrolling in the same ensemble after having taken the course already. Students cannot just register for orchestra for one semester and be done; rather they want to enroll in orchestra (or band or chorus, etc.) every semester that they are pursuing their degree, but they cannot unless we raise the maximum credits. This

change will not impact the overall course credits of the MAT program, since this course is not a requirement of the degree. In addition, the ensembles are open to the entire Lehman community, so a student in MALS or any other graduate program could participate in the chorus or orchestra as is typical on other liberal arts campuses. Lastly, the change to 6 maximum credits for the course will match with other college's department graduate performing ensembles.

5. **Date of departmental approval: August 25, 2016**

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

1. **Type of Change:** *credits*

2. **From:**

| | |
|---|--|
| Department(s) | Music |
| Career | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Music Performance |
| Course Prefix & Number | MSP 707 |
| Course Title | Jazz Band |
| Description | Study and performance of jazz repertoire, including big-band, bebop, Latin, fusion, and free-jazz, including improvisation and rehearsal techniques. Development of leadership and assessment skills in preparing a large jazz ensemble. |
| Pre/ Co Requisites | Audition and departmental permission. |
| Credits | 1 |
| Hours | 3 |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

3. To:

| | |
|---|---|
| Department(s) | Music |
| Career | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Music Performance |
| Course Prefix & Number | MSP 707 |
| Course Title | Jazz Band |
| Description | Study and performance of jazz repertoire, including big-band, bebop, Latin, fusion, and free-jazz, including improvisation and rehearsal techniques. Development of leadership and assessment skills in preparing a large jazz ensemble. <u>(Maximum 6 credits)</u> |
| Pre/ Co Requisites | Audition and departmental permission. |
| Credits | 1 |
| Hours | 3 |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p> <input type="checkbox"/> English Composition</p> <p> <input type="checkbox"/> Mathematics</p> <p> <input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p> <input type="checkbox"/> World Cultures</p> <p> <input type="checkbox"/> US Experience in its Diversity</p> <p> <input type="checkbox"/> Creative Expression</p> <p> <input type="checkbox"/> Individual and Society</p> <p> <input type="checkbox"/> Scientific World</p> |

4. Rationale:

The credits are being increased because students often want to enroll in an ensemble each semester and have the experiential learning for their intended profession, but they are being prevented from enrolling in the same ensemble after having taken the course already. Students cannot just register for orchestra for one semester and be done; rather they want to enroll in orchestra (or band or chorus, etc.) every semester that they

are pursuing their degree, but they cannot unless we raise the maximum credits. This change will not impact the overall course credits of the MAT program, since this course is not a requirement of the degree. In addition, the ensembles are open to the entire Lehman community, so a student in MALS or any other graduate program could participate in the chorus or orchestra as is typical on other liberal arts campuses. Lastly, the change to 6 maximum credits for the course will match with other college's department graduate performing ensembles.

5. **Date of departmental approval: August 25, 2016**

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

DEPARTMENT OF PSYCHOLOGY

CURRICULUM CHANGE

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

2. **Description:**

PSY 531 Psychology of the Physically Handicapped

PSY 541 The Psychology of Adolescence

PSY 605 Abnormal Psychology-Advanced Course

PSY 676 Psychology of Personality

PSY 720 Developmental Psychology I

3. **Rationale:**

These courses have not been offered in over 25 years, and there are no plans to offer them.

4. **Date of departmental approval:** December 12, 2016

Senate Meeting – March 8, 2017

Undergraduate Curriculum Committee (UCC) Report

**The following proposals were approved unanimously by the UCC
with a quorum present (8 of 10 members in attendance) on February 15, 2017:**

1. Biological Sciences
 - Change degree BA II
 - Change degree BA I
 - Change course BIO 400
 - Change course BIO 431

2. Economics & Business
 - Change minor – Business Practice
 - Change minor – Management
 - Change minor – Accounting
 - New minor – Marketing
 - New minor – HR Management
 - New minor – Finance
 - New minor – Business Law
 - New minor – International Business

3. Latin American, Latino and Puerto Rican Studies and Africana Studies
 - New course LAC/AAS 300
 - New course LAC/AAS 307

4. Music
 - Change minor requirements
 - New minor – Digital Music
 - MST 221 for Pathways

5. Political Science
 - Change course POL 331

6. Social Work
 - Change degree BA
 - Change course SWK 446

7. Sociology
 - Change course SOC 300
 - Change course SOC 301
 - Change course SOC 302
 - Change course SOC 303
 - Change course SOC 345
 - Change degree requirements BA

Informational Item

1. Earth, Environmental and Geospatial Sciences
 - Experimental course GEP 312

Next meeting: March 15, 2017, 1 p.m., SC 1405A

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Biological Sciences, Bachelor of Arts

Hegis Number: 0401.00

Program Code: 25940

Effective Term: Spring 2017

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

2. **From:** Biology II, B.A. (53 Credit Major)

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

The required credits are distributed as follows:

8 credits in: BIO 166 and BIO 167

20 credits in Advanced Biology Courses:

3. **To:** Biology II, B.A. (53 Credit Major)

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

The required credits are distributed as follows:

8 credits in: BIO 166 and BIO 167

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

20 credits in Advanced Biology Courses:

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):** Both BIO 166 and 167 count towards the Pathways General Education requirements; one course counts toward Life and Physical Sciences while the other can be applied to Scientific World or the second Flexible Core course in one area.

5. **Date of departmental approval:** November 18, 2016

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Biological Sciences, Bachelor of Arts

Hegis Number: 0401.00

Program Code: 34022

Effective Term: Spring 2017

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

2. **From:** Biology I, B.A. (69-70 Credit Major)

The required courses and credits are distributed as follows:

Credits (69-70)

8 credits in: BIO 166 and BIO 167: ~~One counts as General Education and the other toward the major. Both are prerequisites to all other Biology courses.~~

3. **To:** Biology I, B.A. (69-70 Credit Major)

The required courses and credits are distributed as follows:

Credits (69-70)

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

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):** Both BIO 166 and 167 count towards the Pathways General Education requirements; one course counts toward Life and Physical Sciences while the other can be applied to Scientific World or the second Flexible Core course in one area.

5. **Date of departmental approval:** November 18, 2016

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Pre or corequisite

2. **From:**

| | |
|---|--|
| Department(s) | Biological Sciences |
| Career | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Biology |
| Course Prefix & Number | BIO 400 |
| Course Title | Biological Chemistry |
| Description | Stress on the central role of nucleic acids and proteins in living cells: biological oxidation and intermediary metabolism of carbohydrates, lipids, and proteins, and the general properties of enzymes and enzyme catalyzed reactions in the intact cell and cell-free systems. Laboratory work stresses use of modern techniques used in biochemical analysis and in enzyme assays. Selected experiments to demonstrate the dynamic aspects of biochemistry in living cells and in cell-free systems. |
| Pre/ Co Requisites | Wildcard Biology & CHE 234/235 |
| Credits | 4 |
| Hours | 6 |
| Liberal Arts | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression |

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

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 400 |
| Course Title | Biological Chemistry |
| Description | Stress on the central role of nucleic acids and proteins in living cells: biological oxidation and intermediary metabolism of carbohydrates, lipids, and proteins, and the general properties of enzymes and enzyme catalyzed reactions in the intact cell and cell-free systems. Laboratory work stresses use of modern techniques used in biochemical analysis and in enzyme assays. Selected experiments to demonstrate the dynamic aspects of biochemistry in living cells and in cell-free systems. |
| Pre/ Co Requisites | <u>Two BIO courses at 200 level or above, and, CHE 234 and CHE 235</u> |
| Credits | 4 |
| Hours | 6 |
| Liberal Arts | <input checked="" type="checkbox"/> Yes [] No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):** The phrase: "Wildcard Biology" is unclear and should be replaced with specific courses.

5. **Date of departmental approval:** November 18, 2016

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Pre or corequisite

2. **From:**

| | |
|---|--|
| Department(s) | Biological Sciences |
| Career | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Biology |
| Course Prefix & Number | BIO 431 |
| Course Title | Comparative Animal Physiology |
| Description | Comparative aspects of cellular and organ physiology, the evolutionary basis for development of homeostatic mechanisms, and structure-function correlation within the animal kingdom. Laboratory work includes the use of modern techniques to elucidate and illustrate the principles discussed in the lectures. |
| Pre/ Co Requisites | Wildcard Biology & CHE 234/235 |
| Credits | 4 |
| Hours | 6 |
| Liberal Arts | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

| | |
|--|--|
| | |
|--|--|

3. To:

| | |
|---|--|
| Department(s) | Biological Sciences |
| Career | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Biology |
| Course Prefix & Number | BIO 431 |
| Course Title | Comparative Animal Physiology |
| Description | Comparative aspects of cellular and organ physiology, the evolutionary basis for development of homeostatic mechanisms, and structure-function correlation within the animal kingdom. Laboratory work includes the use of modern techniques to elucidate and illustrate the principles discussed in the lectures. |
| Pre/ Co Requisites | <u>Two BIO courses at 200 level or above, and, CHE 234 and CHE 235</u> |
| Credits | 4 |
| Hours | 6 |
| Liberal Arts | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program): There is an error. Prerequisite is shown as part of the course description. The additional prerequisite referring to Wildcard Biology is unclear and should be removed.

5. Date of departmental approval: November 18, 2016

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

DEPARTMENT OF EARTH, ENVIRONMENTAL, AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

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

2.

| | |
|---|---|
| Department(s) | Earth, Environmental, and Geospatial Sciences (EEGS) |
| Career | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Geographic Information Science |
| Course Prefix & Number | GEP 312 |
| Course Title | Quantitative and Qualitative Methods in Historical and Cultural GISc |
| Description | A cross-cultural and longitudinal study of how maps have been used in society and how maps have shaped history. How to analyze and interpret historical events using maps, charts, and graphs, and to create simple maps pertaining to historic events, changes over time, and cultural distributions. How to use archival maps and other historic documents to create new data sets and maps within the framework of geographic information systems (GIS). |
| Pre/ Co Requisites | Instructor's permission |
| Credits | 3 |
| Hours | 4 (2 lecture, 2 lab) |
| Liberal Arts | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures |

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

3. Rationale:

This course will be utilized as an elective for the 28-credit Geography Major, the 17-credit GISc Certificate and the 14-credit GISc Minor. It will provide students with an introduction to geographic quantitative and qualitative analysis techniques used in creating and interpreting historical and cultural spatial products.

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

- Demonstrate a general understanding of the fundamentals of spatial humanities and the role of GIS in historical and cultural research;
- Create simple GIS datasets from historic maps and develop geovisualizations of historic spatial data;
- Conduct basic quantitative and qualitative spatial analysis of historic and cultural data;
- Georeference and digitize archival maps;
- Perform geographic information retrieval of historic documents on the Internet and in digital libraries;
- Present elementary quantitative and qualitative GIS analyses through written reports, GISc lab assignments, and oral presentations.

5. Date of Departmental Approval: November 9, 2016

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

Name of Program and Degree Award: Business Practice, Minor

Effective Term: Fall 2017

1. **Type of Change:** Change in Minor name and requirement

2. **From:**

Minor in Business Practice

This minor consists of any four courses with a BBA prefix at the 200 level or higher. Not open to students majoring in Accounting or ~~Business Administration~~. Students majoring in Economics cannot elect BBA 303 under this minor.

3. **To:**

Minor in Business Administration

This minor consists of any four courses with a BBA prefix at the 200 level or higher. Not open to students majoring in Accounting. Students majoring in Economics cannot elect BBA 303 under this minor.

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

This change doesn't affect learning outcomes. The change in the Minor's name to "Business Administration" is to be consistent with, and to appropriately reflect the courses offered under the degree program titled "Business Administration".

Additionally, students who are majoring in Bachelor of Business Administration may not minor in the same program.

5. **Date of departmental approval:** December 6, 2016

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

Name of Program and Degree Award: Management, Minor
Effective Term: Fall 2017

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

2. **From:**

Minor in Management

This minor consists of:

| | | Credits |
|---------|----------------------------|---------|
| BBA 204 | Principles of Management | 3 |
| BBA 303 | Business Statistics I | 3 |
| BBA 405 | Management Decision Making | 3 |
| BBA 407 | Strategic Management | 3 |

Not open to students majoring in ~~Accounting~~ or Business Administration.

BBA 303: Economics majors who wish to take this minor must substitute another 300- or 400-level BBA course for BBA 303.

3. **To:**

Minor in Management

This minor consists of:

| | | Credits |
|---------|----------------------------|---------|
| BBA 204 | Principles of Management | 3 |
| BBA 303 | Business Statistics I | 3 |
| BBA 405 | Management Decision Making | 3 |
| BBA 407 | Strategic Management | 3 |

Not open to students majoring in Business Administration.

BBA 303: Economics majors who wish to take this minor must substitute another 300- or 400-level BBA course for BBA 303.

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

This change doesn't affect learning outcomes. Students who are majoring in Business Administration are already required to take the four required management courses but

this is not the case for the accounting majors (with the exception of BBA 303). Minor in management is therefore relevant for accounting students who may wish to pursue a career in management of an accounting practice.

5. **Date of departmental approval:** December 6, 2016

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

Name of Program and Degree Award: Accounting, Minor
Effective Term: Fall 2017

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

2. **From:**

Minor in Accounting

This minor consists of:

| | | Credits |
|---------|-----------------------------|---------|
| ACC 272 | Principles of Accounting II | 3 |
| ACC 334 | Intermediate Accounting I | 3 |
| ACC 335 | Intermediate Accounting II | 3 |
| ACC | One ACC course | |

One ACC course: 300- or 400-level.

~~Not open to students majoring in Business Administration~~

3. **To:**

Minor in Accounting

This minor consists of:

| | | Credits |
|---------|-----------------------------|---------|
| ACC 272 | Principles of Accounting II | 3 |
| ACC 334 | Intermediate Accounting I | 3 |
| ACC 335 | Intermediate Accounting II | 3 |
| ACC | One ACC course | |

One ACC course: 300- or 400-level.

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

This change doesn't affect learning outcomes. With the exception of ACC 171 and 272, students majoring in Business Administration are not required to take any additional courses in accounting. In particular, for students majoring in Business Administration with concentration in Finance, having a minor in accounting is particularly relevant and will enrich their academic preparation in pursuit of a career in finance.

5. **Date of departmental approval:** December 6, 2016

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

Name of Program and Degree Award: Marketing, Minor
Effective Term: Fall 2017

1. **Type of Change:** New Minor in Marketing

2. **From:** New Minor

3. **To:**
Minor in Marketing

This minor consists of:

| | | Credits |
|---------|--------------------------|---------|
| BBA 204 | Principles of Management | 3 |
| BBA 332 | Marketing Management | 3 |
| BBA 367 | Consumer Behavior | 3 |
| BBA 467 | Marketing Research | 3 |

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

Having a minor in a specific business major like marketing is both valuable and pertinent for students who may wish to highlight their additional academic training specifically in that area. For Business Administration majors in non-marketing areas (such as Finance and Human Resource Management), having this minor will allow them to do a double concentration. For non-Business majors such as Psychology majors who may wish to obtain employment in marketing related functions (such as advertising), having a differentiated minor such as marketing is valuable.

5. **Date of departmental approval:** December 6, 2016

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

Name of Program and Degree Award: Human Resources Management, Minor
Effective Term: Fall 2017

1. **Type of Change:** New Minor in Human Resource Management
2. **From:** New Minor
3. **To:**
Minor in Human Resource Marketing

This minor consists of:

| | | Credits |
|---------|--------------------------------------|---------|
| BBA 204 | Principles of Management | 3 |
| BBA 327 | Organization Behavior and Management | 3 |
| BBA 328 | Human Resource Management | 3 |
| BBA 329 | Union-Employers Relations | 3 |

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

Having a minor in a specific business major like human resource management is both valuable and pertinent for students who may wish to highlight their additional academic training specifically in that area. For Business Administration majors in non-human resource management areas (such as Finance and Business Law), having this minor will allow them to do a double concentration. For non-Business majors such as Health Sciences majors who may wish to obtain employment in Human Resource functional areas in healthcare, having a differentiated minor such as human resource minor is valuable.

5. **Date of departmental approval:** December 6, 2016

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

Name of Program and Degree Award: Finance, Minor

Effective Term: Fall 2017

1. **Type of Change:** New Minor in Finance

2. **From:** New Minor

3. **To:**

Minor in Finance

This minor consists of:

| | Credits |
|--|---------|
| BBA 204 Principles of Management | 3 |
| BBA 207 Principles of Finance | 3 |
| BBA 308 Corporation Finance | 3 |
| BBA 310 Security and Investment Analysis | 3 |

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

Having a minor in a specific business major like finance is both valuable and pertinent for students who may wish to highlight their additional academic training specifically in that area. For Business Administration majors in non-finance areas (such as Marketing and Business Law), having this minor will allow them to do a double concentration. For non-Business majors such as majors in Mathematics or Economics who may wish to obtain employment in finance industry, having a differentiated minor such as finance is valuable.

5. **Date of departmental approval:** December 6, 2016

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

Name of Program and Degree Award: Business Law, Minor
Effective Term: Fall 2017

1. **Type of Change:** New Minor in Business Law
2. **From:** New Minor
3. **To:**
Minor in Business Law

This minor consists of:

| | | Credits |
|---------|--------------------------|---------|
| BBA 204 | Principles of Management | 3 |
| BBA 336 | Business Law 1 | 3 |
| BBA 337 | Business Law 2 | 3 |
| BBA 339 | Commercial Transactions | 3 |

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

Having a minor in a specific business major like Business Law is both valuable and pertinent for students who may wish to highlight their additional academic training specifically in that area. For Business Administration majors in non-Business Law areas (such as Marketing and Human Resource Management), having this minor will allow them to do a double concentration. For non-Business majors such as liberal arts majors who may eventually want to pursue a law degree, having a differentiated minor such as Business Law is valuable.

5. **Date of departmental approval:** December 6, 2016

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

Name of Program and Degree Award: International Business, Minor
Effective Term: Fall 2017

1. **Type of Change:** New Minor in International Business
2. **From:** New Minor
3. **To:**
Minor in International Business

This minor consists of:

| | | Credits |
|---------|-----------------------------------|---------|
| BBA 204 | Principles of Management | 3 |
| ECO 324 | International Economics | 3 |
| BBA 432 | International Business Management | 3 |
| BBA 433 | Global Marketing | 3 |

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

Having a minor in a specific business major like International Business is both valuable and pertinent for students who may wish to highlight their additional academic training specifically in that area. For Business Administration majors in non-International Business Law areas (such as Marketing and Human Resource Management), having this minor will allow them to do a double concentration. For non-Business majors such as political science majors or majors in languages and literature who may wish to pursue international careers, having a differentiated minor such as International Business is valuable.

5. **Date of departmental approval:** December 6, 2016

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

**DEPARTMENT OF LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES &
DEPARTMENT OF AFRICANA STUDIES**

CURRICULUM CHANGE

1. **Type of change:** New Course with Cross-listing

2.

| | |
|---|--|
| Department(s) | Latin American, Latino and Puerto Rican Studies & Africana Studies |
| Career | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Latin American Literature |
| Course Prefix & Number | LAC / AAS 300 |
| Course Title | Literatures of the African Diaspora in Latin America |
| Description | Analysis of literature by Latin American writers of African descent. Poetry, the novel, drama, and other literary forms. Works studied translated to English. |
| Pre/ Co Requisites | |
| Credits | 3 |
| Hours | 3 |
| Liberal Arts | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

3. **Rationale:** This would be the first course with a specific focus on African Diaspora Literature in Latin America. Lehman offers Religion in the Caribbean; Francophone and English Caribbean Literature; Caribbean Societies; Literatures of Africa and the African Diaspora. There are hundreds of works written by authors of African descent since the 15th century in Latin America and the Caribbean. The curriculum will bring the current renaissance in the Afro Latino identity and its cultural (literary expressions) to LALPRS and AAS majors, as well as Literatures and Languages, History and Political Science, Sociology, Anthropology, Mexican Studies.

4. **Learning Outcomes:**

The course presents an analysis of the literary works of Afro-Latin American writers (poetry, the novel, drama, and other literary forms of major and lesser known authors). By the end of the course, students will be expected to:

- **Analyze** a text with close reading analysis;
- **List** characteristics of Afro-Latin American literature and literary genres
- **Identify** and **describe** Afro-Latin American works and authors
- **Define** what is “Afro-Latin America” with examples from the literature read in the course.
- **Identify** canonical and minor genres of Afro-Latin American literature (poetry, the novel, drama, and other literary forms of major and lesser known authors)
- **Create** and **assess** a valid hypothesis for an essay of literary criticism
- **Gather** and **assess** valid evidence from a text to prove a hypothesis in an essay
- **Explain** the historical, philosophical and social contexts of works of literature
- **Demonstrate** advanced discussion and writing skills
- **Use** respect, accountability and self-confidence to cultivate professionalism and academic standing.

How the course meets LALPRS LEARNING GOALS

Goal I: Understand Latin American and Caribbean cultures through reading literature and an appreciation for the diversity of Latin America and the Caribbean

Outcomes:

- Critically analyze the Afro-Latino/a experience in terms of significant issues, theories, current problems, and solutions

Goal II: Conduct original research on a current important issue facing Latin America

Outcomes:

- Incorporate ideas from sources and use them appropriately
- Develop a well-written thesis
- Analyze various viewpoints
- Support evidence applying historically-based and culturally-informed arguments as indicated by the instructor in literature

Goal III: Explain the main developments in Latin American history and culture, from the colonial period to the present

Outcomes:

- Explain the main historical periods relevant to Afro-Latin American literature in the course
- Analyze how political transformations shaped Afro-Latin American literature

Goal IV: Show competence in the artistic expressions of Latin America and the Caribbean

Outcomes:

- Demonstrate an understanding of at least one of the major artistic expressions of Latin America: literature
- Demonstrate knowledge of Afro-Latin American and Caribbean art's political and historical contexts in relation to literature studied
- Analyze the role of the literature in Afro-Latin American and Caribbean societies

How the course meets AAS LEARNING GOALS**I. Demonstrate knowledge of the major developments in African and African American people's experiences.**

To achieve this goal, students will be able to:

- Trace the development of African civilizations and examine their contributions to the development of major world civilizations in Latin America;
- Identify major figures of African descent in Latin American literature, culture and history;
- Describe and analyze the experiences of people of African descent in Mexico, Central and South America.

II. Analyze information critically using African and African American studies' theories and concepts.

To achieve this goal, students will be able to:

- Collect and analyze qualitative data in literature;
- Use data to explain the impact of societal, economic, and political factors on the experiences of people of African descent in Latin America;
- Compare and contrast different theories and research methods that have been used to analyze the literature and explain the experiences of persons of African descent in Latin America (Hanchard, Andrews, Branche, Telles, Gates, etc.)

III. Communicate effectively in oral and written form about their knowledge of key concepts in African and African American studies

To achieve this goal, students will be able to:

- Demonstrate knowledge of research techniques, evaluation of evidence, documentation, organization, style and mechanics of writing;
- Write a cohesive argument demonstrating knowledge of research techniques, documentation, organization, and the mechanics of writing;
- Defend a cohesive argument before an audience of peers (in class discussion or presentation).

V. Demonstrate knowledge of the interdisciplinary, cross-cultural, and global

nature of African and African American Studies.

To achieve this goal, students will be able to:

- Apply African and African American centered theories, approaches and concepts, and research to literature and culture.
- Identify in the literature how national and/or global forces shape the perspective of others towards people of African descent (colonialism, conquest, the slave trade, 19th century nation-building, “race mixing” in Latin America, the impact of Apartheid and independence movements in Africa onto Latin America, etc.)

5. Date of Departmental Approval:

- Latin American, Latino and Puerto Rican Studies: September 6, 2016.
- Africana Studies: November 9, 2016.

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

**DEPARTMENT OF LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES &
DEPARTMENT OF AFRICANA STUDIES**

CURRICULUM CHANGE

1. **Type of change:** New Course with Cross-listing

2.

| | |
|---|--|
| Department(s) | Latin American, Latino and Puerto Rican Studies & Africana Studies |
| Career | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Latin American Studies |
| Course Prefix & Number | LAC / AAS 307 |
| Course Title | Black Brazil |
| Description | Analysis of the social, political, and cultural ideology and practices of Black Brazilians. |
| Pre/ Co Requisites | |
| Credits | 3 |
| Hours | 3 |
| Liberal Arts | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

3. **Rationale:** This course will expand offerings to Lehman students interested in cross-cultural and interracial issues in culture, history and policy-making in Latin America; empowerment and resistance in the African Diaspora; as well as central issues affecting citizens of African descent in Brazil and other geographical regions (including the U.S.), the intersectionality of race, gender and class in Latin America. Secondly, this would be the first upper-level course for LALPRS and AAS majors and minors with a specific focus on African Diaspora in Latin America and other regions (complementing Religion in the Caribbean; Francophone and English Caribbean Literature; Caribbean Societies; Black Britain, and other courses), and specifically, Brazil.

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

1. **Learning Objectives:**

- **Analyze** culture and historical processes;
- **List** characteristics of Afro-Brazilian culture
- **Describe** the significance of (not) claiming Blackness in Brazil;
- **Analyze** historical evidence and literature about Blacks in São Paulo, Rio de Janeiro, and Salvador.

By the end of the term, students will be able to:

- List major Black Brazilian works, authors, artists, politicians, activists.
- Delineate the chronology of Black Brazil
- Explain the historical, philosophical and social contexts of each period and how these periods relate to each other.
- Demonstrate advanced discussion and writing skills
- Write a synopsis, research a topic, create a thesis sentence, and complete a bibliography and a paper in MLA style.
- Perform a critical analysis of a work of art in essay and discussion formats.
- Respect, accountability and self-confidence to cultivate professionalism and outstanding academic standing.

How the course meets LALPRS LEARNING GOALS

GOAL I. Understand Black Brazilian cultures through an appreciation for the extraordinary diversity of the region.

To achieve this goal, students will be able to:

- Compare and contrast the historical development of Brazil from the vantage point of the African Diaspora
- Explain the forces impacting the region's economic, political, and cultural development from the colonial period to the present using interdisciplinary approaches
- Examine the constantly changing processes of (forced) migration in the region

GOAL II. Conduct original research on a current important issue facing Latin America and the Caribbean

To achieve this goal, students will be able to:

- Incorporate ideas from sources and use them appropriately

- Develop a well-written thesis
- Analyze various viewpoints
- Support evidence applying historically based and culturally-informed arguments as indicated by the instructor in literature/the arts

GOAL III. Explain the major developments in Black Brazilian history and culture.

To achieve this goal, students will be able to:

- Delineate the major historical periods and how these differed from regional perspectives within Latin America and the Caribbean
- Analyze how social, economic, demographic, political, and cultural transformations shaped Latin America and the Caribbean development through time
- Examine the role of international and internal migration in Latin America and the Caribbean with special emphasis on migration to the U.S. during the 20th century

GOAL IV. Show an understanding of the artistic expressions of Latin America and the Caribbean

To achieve this goal, students will be able to:

- Show understanding in at least one of the major artistic expressions of Latin America and the Caribbean: music, film, visual art, performance art, and literature
- Demonstrate knowledge of Latin American and Caribbean art's political and historical contexts
- Analyze the role of literature in Black Brazilian society

How the course meets AAS LEARNING GOALS

I. Demonstrate knowledge of the major developments in African and African American people's experiences.

To achieve this goal, students will be able to:

- Describe the major social, cultural, and political movements in Brazil
- Trace the development of African civilizations and examine their contributions to the development of Brazil;
- Identify major figures in Black Brazilian culture and explain their impact on their societies and beyond (in the U.S., various countries in Africa, and Europe);
- Describe and analyze the experiences of people of African descent in Brazil.

II. Analyze information critically using African and African American studies' theories and concepts.

To achieve this goal, students will be able to:

- Collect and analyze qualitative and quantitative data;
- Use data to explain the impact of societal, economic, and political factors on the experiences of people of African descent in Brazil;
- Compare and contrast different theories and research methods that have been used to explain the experiences of persons of African descent in Brazil, including U.S.-Brazil comparative methods (Telles, Hanchard, Vargas, Alberto, Skidmore).

III. Communicate effectively in oral and written form about their knowledge of key concepts in African and African American studies

To achieve this goal, students will be able to:

- Demonstrate knowledge of research techniques, evaluation of evidence, documentation, organization, style and mechanics of writing;
- Write a cohesive argument demonstrating knowledge of research techniques, documentation, organization, and the mechanics of writing;
- Defend a cohesive argument before an audience of peers.

V. Demonstrate knowledge of the interdisciplinary, cross-cultural, and global nature of African and African American Studies.

To achieve this goal, students will be able to:

- Apply African and African American centered theories, approaches and concepts, and research to various disciplines such as history, sociology, etc;
- Identify national and/or global forces that have shaped the perspective of others towards people of African descent in Brazil (colonialism and conquest, slavery, post-abolition European migration to Brazil, “racial democracy,” Apartheid, etc.).

5. Date of Departmental Approval:

- Latin American, Latino and Puerto Rican Studies: September 6, 2016
- Africana Studies: November 9, 2016.

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

Name of Program and Degree Award: Music, Minor
Effective Term: Fall 2017

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

2. **From:** Minor missing from the undergraduate bulletin

3. **To:**

In consultation with a faculty advisor, students may select any 12 credits from the music major to create a Minor in Music. It is recommended that students seek a balance between history, theory, and performance with the following as a suggested program:

MSH 200 Introduction to Music History and Culture (3)

MST 236 Theory 1 (3)

MST 236 Musicianship 1 (1)

at least 2 ensemble credits (1 credit for each ensemble)

one other course of the student's choosing (3)

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

The music minor exists but the description is missing from the bulletin.

5. **Date of departmental approval:** January 30, 2017

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

Name of Program and Degree Award: Digital Music Applications, Minor
Effective Term: Fall 2017

1. **Type of Change:** New Minor

2. **From:** New Minor

3. **To:**

The Minor in Digital Music Applications is a 16-credit program that combines fundamentals of music theory with creative applications in a digital environment. :

MST 236 Theory 1 (3)

MST 266 Musicianship 1 (1)

MST 221 Fundamentals of Film Music (3)

MST 321 Making Music with Computers (3)

MST 322 Recording Techniques and Studio Production (3)

MST 323 Scoring for Media (3)

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

These courses form a new minor focusing on music technology, which will update the department's offerings and degree practicality. This addition of this minor better aligns with our current program goals and future development. The total of 16 credits, more than the usual credits for a minor, are necessary for students to acquire competency in digital music.

5. **Date of departmental approval:** January 30, 2017

**CUNY Common Core
Course Submission Form**

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

| | |
|---|--|
| College | Lehman College |
| Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX) | MST 221 |
| Course Title | Fundamentals of Film Music |
| Department(s) | Music |
| Discipline | Music Theory |
| Credits | 3 |
| Contact Hours | 3 |
| Pre-requisites (if none, enter N/A) | n/a |
| Co-requisites (if none, enter N/A) | n/a |
| Catalogue Description | Trends and events in film music history, techniques of film scoring, and the technical process of synchronization between music and picture. |
| Special Features (e.g., linked courses) | |
| Sample Syllabus | Syllabus must be included with submission, 5 pages max recommended |

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

Flexible

- World Cultures and Global Issues
- US Experience in its Diversity
- Creative Expression
- Individual and Society
- Scientific World

Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of “Mathematical and Quantitative Reasoning” and “Life and Physical Sciences.” Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:

Waiver requested

If waiver requested:

Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.

If waiver requested:

Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

| | |
|--|---|
| | <ul style="list-style-type: none">• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables. |
| | <ul style="list-style-type: none">• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems. |
| | <ul style="list-style-type: none">• Represent quantitative problems expressed in natural language in a suitable mathematical format. |
| | <ul style="list-style-type: none">• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form. |
| | <ul style="list-style-type: none">• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation. |
| | <ul style="list-style-type: none">• Apply mathematical methods to problems in other fields of study. |

C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- | | |
|--|--|
| | <ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a life or physical science. |
| | <ul style="list-style-type: none">• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation. |
| | <ul style="list-style-type: none">• Use the tools of a scientific discipline to carry out collaborative laboratory investigations. |
| | <ul style="list-style-type: none">• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report. |
| | <ul style="list-style-type: none">• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data. |

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.

- | | |
|--|---|
| | <ul style="list-style-type: none">• Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically. |
| | <ul style="list-style-type: none">• Produce well-reasoned written or oral arguments using evidence to support conclusions. |

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

- | | |
|--|--|
| | <ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. |
| | <ul style="list-style-type: none">• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |
| | <ul style="list-style-type: none">• Analyze the historical development of one or more non-U.S. societies. |
| | <ul style="list-style-type: none">• Analyze the significance of one or more major movements |

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| | that have shaped the world's societies. |
| | <ul style="list-style-type: none">• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies. |
| | <ul style="list-style-type: none">• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own. |

B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

- | | |
|--|---|
| | <ul style="list-style-type: none">• Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically. |
| | <ul style="list-style-type: none">• Produce well-reasoned written or oral arguments using evidence to support conclusions. |

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

- | | |
|--|--|
| | <ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature. |
| | <ul style="list-style-type: none">• Analyze and explain one or more major themes of U.S. history from more than one informed perspective. |
| | <ul style="list-style-type: none">• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. |
| | <ul style="list-style-type: none">• Explain and evaluate the role of the United States in international relations. |
| | <ul style="list-style-type: none">• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy. |
| | <ul style="list-style-type: none">• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation. |

C. Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.

| | |
|---|---|
| <p>Students will be evaluating musical evidence through the course by watching selected films of 7 composers, one per week, who define the history of film music from the 1930's to the present. Oral and written presentations will be assigned throughout the semester. For example, "Source Music" is film music that appears to be emanating from a source shown in a film (live band, radio or string quartet in the subway) as opposed to originally scored background cues. Students will identify and research 2 examples, from on line or film libraries, of a source music scene from an existing film one of which is successful and one not. In a short individual oral presentation, the students will present the two scenes and assess them both achievement of technical accuracy, sonic context, and accuracy of orchestration referencing, You Tube, Grove Music Online, or similar source.</p> | <ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view. |
| <p>Students will be evaluating musical evidence through in-depth analysis in class with each film and composer that is studied. Moreover, students will collaborate on a group project to evaluate the effectiveness of a film score. Dividing into 3 groups Students will prepare oral arguments, researching the entire context of the film (composer, director, producer, editor, background, etc.) to present evidence about its effectiveness (or lack thereof). They will use online tools such as IMDB, Oxford Music Online, iTunes, YouTube and others to find supporting information And defend their assessment using Powerpoint or other visual technologies.</p> | <ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically. |
| <p>Two short papers will give students opportunities to present written arguments the subject of which will be derived from class studies (i.e. The effect of ancient Grecian musical discoveries and theatrical works on film scoring of today, or the rise and demise of the Hollywood Studio system). Students will use online tools such as IMDB, Oxford Music Online, YouTube and others to find supporting information.</p> | <ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions. |
| <p>A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p> | |

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| <p>Over the course of the semester, students will identify the fundamental concepts of film scoring, how music can be an effective vehicle for communicating meaning, and how composers make decisions within the collaborative environment of film production. They will work on a scaffolded paper in which they explore the decision-making process of scoring a film. They will make their own musical decisions about a film score, including collaboration on an original class score to a well-known work.</p> | <ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater. |
| | <ul style="list-style-type: none"> • Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them. |
| | <ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed. |
| <p>In order to effectively impose an alternative score on an existing section of a film all sound must be removed. We will replace all existing dialogue and effects creating 2 “clean” scenes from the classic film “Vertigo”. This will involve Foley performance by the students, automated dialogue replacement, script writing and acting by students. They will choose and “lay in” sound effects chosen from an existing library or created in the classroom. The students will observe and participate in the audio recording. Once all of the sound is replaced the students must find 2 appropriate pieces of background music from cleared on line sources, on line streaming services or cd’s to replace Bernard Herrmann’s original work. All these elements must be mixed together with the final result evaluated.</p> | <ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process. |
| <p>Using an iconic film as subject students will work with the professor on digital workstations to come up with an appropriate ORIGINAL score for 2 contrasting dramatic sections of the unscored film, “The Birds” by Alfred Hitchcock. Click track, streamer and punch and free time synchronization techniques will all be evaluated and implemented. Use of all six of “the secret weapons” will be required. Student will orally select and defend their use of specific tonality, tempo, and orchestration directing the instrumental performance of the professor or fellow student instrumentalists in a large professional recording studio. The class as a whole will invent and</p> | <ul style="list-style-type: none"> • Use appropriate technologies to conduct research and to communicate. |

| | |
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| perform and record new sounds by whatever generation method they can think of (shouts, clapping, stomps, snapping). | |
|---|--|

D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

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|--|---|
| | <ul style="list-style-type: none">• Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically. |
| | <ul style="list-style-type: none">• Produce well-reasoned written or oral arguments using evidence to support conclusions. |

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

- | | |
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| | <ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology. |
| | <ul style="list-style-type: none">• Examine how an individual's place in society affects experiences, values, or choices. |
| | <ul style="list-style-type: none">• Articulate and assess ethical views and their underlying premises. |
| | <ul style="list-style-type: none">• Articulate ethical uses of data and other information resources to respond to problems and questions. |
| | <ul style="list-style-type: none">• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making. |

E. Scientific World

A Flexible Core course must meet the three learning outcomes in the right column.

- | | |
|--|---|
| | <ul style="list-style-type: none">• Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically. |
| | <ul style="list-style-type: none">• Produce well-reasoned written or oral arguments using evidence to support conclusions. |

A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:

- | | |
|--|--|
| | <ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies. |
| | <ul style="list-style-type: none">• Demonstrate how tools of science, mathematics, technology, |

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| | or formal analysis can be used to analyze problems and develop solutions. |
| | <ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory. |
| | <ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities. |
| | <ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role. |

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

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Hours, credits, and description for a course

2. **From:**

| | |
|---|--|
| Department(s) | Political Science |
| Career | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Political Science |
| Course Prefix & Number | POL 331 |
| Course Title | Methods of Social Research |
| Description | Methods of data collection and interpretation; measures of central tendency, variation and change, preparation and reading of tables and graphs; and the use of quantitative data to evaluate hypotheses and draw conclusions about the social world. Extensive use of computer applications. |
| Pre/ Co Requisites | Prerequisite: Either SOC 166 or or POL 166 or any 200-level Sociology or 200-level Political Science course |
| Credits | 3 credits |
| Hours | 4 hours |
| Liberal Arts | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

| | |
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3. To:

| | |
|---|--|
| Department(s) | Political Science |
| Career | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Political Science |
| Course Prefix & Number | POL 331 |
| Course Title | Methods of Social Research |
| Description | Methods of data collection and interpretation; measures of central tendency, variation and change, preparation and reading of tables and graphs; and the use of quantitative data to evaluate hypotheses and draw conclusions about the social world. Extensive use of computer applications <u>and hands-on, active learning exercises.</u> |
| Pre/ Co Requisites | Prerequisite: Either SOC 166 or or POL 166 or any 200-level Sociology or 200-level Political Science course |
| Credits | <u>4 credits</u> |
| Hours | 4 hours |
| Liberal Arts | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

4. **Rationale:** The class is currently 4 hours/3 credits because when the course was conceptualized as having 2 hours of lecture and a two hour lab. However the class has evolved so that there is no such distinction; the class is taught as a single unified 4 hour class. There is not a separate lab curriculum the way there is in some of the natural

sciences. Among other things, outside work will now be scaled to that of a 4 hour class instead of a 3 hour class.

5. **Date of departmental approval:** 12/16/2016

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

Name of Program and Degree Award: Social Work Program, B.A.

Hegis Number: 2104.00

Program Code: 82477

Effective Term: Fall 2017

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

2. **From:**

Social Work, B.A. (55 Credit Major)

The following credits and courses are required of all Social Work majors:

33 credits in social work:

| | Credits |
|--|---------|
| SWK 237 Introduction to Social Work and Social Welfare | 3 |
| SWK 239 Social Welfare Institutions | 3 |
| SWK 305 Human Behavior and the Social Environment I | 3 |
| SWK 306 Human Behavior and the Social Environment II | 3 |
| SWK 311 Social Work Practice I | 3 |
| SWK 312 Social Work II | 3 |
| SWK 440 Fieldwork Seminar I | 2 |
| SWK 441 Fieldwork Seminar II | 2 |
| SWK 443 Social Welfare Policy | 3 |
| SWK 470 Fieldwork I | 4 |
| SWK 471 Fieldwork II | 4 |

SWK 470, SWK 312: Majors are expected to register for SWK 470 for the Fall semester after completing SWK 312.

9 credits in sociology:

| | Credits |
|-----------------------------------|---------|
| SOC 166 Fundamentals of Sociology | 3 |

SOC 301 Methods of Social Research 3
~~SOC 303 Advanced Methods of Social Research 3~~

One elective:

One 3-credit 300-level SWK elective course above SWK 312, OR one 3-credit 300-level SOC elective course above SOC 303.

~~10 credits in other disciplines:~~

| | Credits |
|---------------------------------------|---------|
| PSY 166 General Psychology | 3 |
| POL 166 The American Political System | 3 |
| BIO 183 Human Biology | 4 |

~~PSY 166, BIO 183: For students in the 1984 curriculum, PSY 166 and BIO 183 may be used toward fulfillment of Distribution Requirements.~~

Social Work may not be selected as a minor.

According to New York State Education Department regulations, students receiving a B.A. degree must complete 90 credits in liberal arts courses. Please note that ~~300- and 400-level courses in Social Work do not~~ qualify as liberal arts courses.

Courses

Note: Students should note that the following year-long sequences begin only in the Fall semester:

- Human Behavior and the Social Environment I and II (SWK 305 and SWK 306)
- Social Work Practice I and II (SWK 311 and SWK 312)
- Fieldwork Seminar I and II (SWK 440 and SWK 441)
- Fieldwork I and II (SWK 470 and SWK 471)

3. To:

Social Work, B.A. (55 Credit Major)

The following credits and courses are required of all Social Work majors:

36 credits in social work:

| | Credits |
|--|---------|
| SWK 237 Introduction to Social Work and Social Welfare | 3 |

| | |
|--|----------|
| SWK 239 Social Welfare Institutions | 3 |
| SWK 305 Human Behavior and the Social Environment I | 3 |
| SWK 306 Human Behavior and the Social Environment II | 3 |
| SWK 311 Social Work Practice I | 3 |
| SWK 312 Social Work II | 3 |
| SWK 440 Fieldwork Seminar I | 2 |
| SWK 441 Fieldwork Seminar II | 2 |
| SWK 443 Social Welfare Policy | 3 |
| SWK 470 Fieldwork I | 4 |
| SWK 471 Fieldwork II | 4 |
| <u>SWK 446 Research in Social Work</u> | <u>3</u> |

SWK 470, SWK 312: Majors are expected to register for SWK 470 for the Fall semester after completing SWK 312.

6 credits in sociology:

| | Credits |
|------------------------------------|---------|
| SOC 166 Fundamentals of Sociology | 3 |
| SOC 301 Methods of Social Research | 3 |

One elective:

One 3-credit 300-level SWK elective course above SWK 312, OR one 3-credit 300-level SOC elective course above SOC 303.

10-14 credits in other disciplines:

| | Credits |
|---------------------------------------|---------|
| PSY 166 General Psychology | 3 |
| POL 166 The American Political System | 3 |
| BIO 183 Human Biology; <u>OR</u> | 4 |
| <u>BIO 166 and BIO 167; OR</u> | 8 |
| <u>BIO 181; OR</u> | 4 |
| <u>BIO 182</u> | 4 |

Social Work may not be selected as a minor.

According to New York State Education Department regulations, students receiving a B.A. degree must complete 90 credits in liberal arts courses. Please note that SWK 311, 312, 440, 470, 441, and 471 do not qualify as liberal arts courses

Courses

Note: Students should note that the following year-long sequences begin only in the Fall semester:

- Human Behavior and the Social Environment I and II (SWK 305 and SWK 306)
- Social Work Practice I and II (SWK 311 and SWK 312)
- Fieldwork Seminar I and II (SWK 440 and SWK 441)
- Fieldwork I and II (SWK 470 and SWK 471)

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

The alternatives stated for BIO 183 provide the knowledge of biology needed for the Social Work major.

The Update is a correction since SWK 305, 306 and 443 are now considered liberal arts courses.

In order to better meet the learning needs of social work majors in research, a new course has been developed and approved, SWK 446, Social Work Research. This course replaces SOC 303.

5. Date of departmental approval: February 1, 2017

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
CURRICULUM CHANGE**

Name of Program and Degree Award: Social Work Program, B.A.
 Hegis Number: 2104.00
 Program Code: 82477
 Effective Term: Fall 2017

1. **Type of Change:** Change in pre-requisite

2. **From:**

| | |
|---|--|
| Department(s) | Social Work |
| Career | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Social Work Research |
| Course Prefix & Number | SWK 446 |
| Course Title | Social Work Research |
| Description | Research skills, methods, and processes needed to conceptualize social problems; critical evaluation of research designs; utilization of social work research to better understand social and economic injustices that affect at-risk populations in urban environments; knowledge of ethical and political considerations affecting research. |
| Pre/ Co Requisites | PRE-REQ: SWK 305, SWK 311, SOC 304 |
| Credits | 3 |
| Hours | 3 |
| Liberal Arts | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science |

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

3. **To:**

| | |
|---|--|
| Department(s) | Social Work |
| Career | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Social Work Research |
| Course Prefix & Number | SWK 446 |
| Course Title | Social Work Research |
| Description | Research skills, methods, and processes needed to conceptualize social problems; critical evaluation of research designs; utilization of social work research to better understand social and economic injustices that affect at-risk populations in urban environments; knowledge of ethical and political considerations affecting research. |
| Pre/ Co Requisites | PRE-REQ: SWK 305, SWK 311 |
| Credits | 3 |
| Hours | 3 |
| Liberal Arts | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

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

The curriculum for the newly approved course, SWK 446, Social Work Research, incorporates content from SOC 301 that is relevant for social work majors. SOC 301 is no longer necessary as a pre-requisite for SWK 446.

5. **Date of departmental approval:** February 1, 2017

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Hours, credits, and description for a course

2. **From:**

| | |
|---|--|
| Department(s) | Sociology |
| Career | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Sociology |
| Course Prefix & Number | SOC 300 |
| Course Title | The Sociological Imagination |
| Description | Close analysis of exemplary sociological texts and empirical data. Genres of sociological expression examined include literature reviews, quantitative and qualitative data analyses and theoretical exegesis. |
| Pre/ Co Requisites | |
| Credits | 3 credits |
| Hours | 3 hours |
| Liberal Arts | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

3. To:

| | |
|---|--|
| Department(s) | Sociology |
| Career | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Sociology |
| Course Prefix & Number | SOC 300 |
| Course Title | The Sociological Imagination |
| Description | Close analysis of exemplary sociological texts and empirical data. Genres of sociological expression examined include literature reviews, quantitative and qualitative data analyses, theoretical exegesis, <u>research ethics and information literacy for sociology</u> . |
| Pre/ Co Requisites | |
| Credits | <u>4 credits</u> |
| Hours | <u>4 hours</u> |
| Liberal Arts | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

4. Rationale:

This course has several parts. It was designed as an introduction to professional sociology and to give students the intellectual habits they need to be successful in other sociology courses. It has expanded to include a larger unit of research ethics including having students complete CITI training. With the changing nature

of SOC 302, an introduction to close readings of theoretical texts and examination of how sociologists use theory will expand. With the redesign of SOC 302 and the common situation of students moving directly from 300 to 302, SOC 300 has to expand its role as a pretheory class in addition to its original focus on understanding scholarly debates, use of scholarly sources, and sociological analysis. Therefore, the increase from 3cr/3hr to 4cr/4hr will allow SOC300 to include the expanded ethics component and additional use of library and computer applications for scholarly research without reducing the amount of original materials assigned for close reading.

5. **Date of departmental approval:** November 2, 2016

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Credits for a course

2. **From:**

| | |
|---|--|
| Department(s) | Sociology |
| Career | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Sociology |
| Course Prefix & Number | SOC 301 |
| Course Title | Methods of Social Research |
| Description | Methods of data collection and interpretation; measures of central tendency, variation and change; preparation and reading of tables and graphs; and the use of quantitative data to evaluate hypotheses and draw conclusions about the social world. Extensive use of computer applications. |
| Pre/ Co Requisites | PREREQ: Either SOC 166 or POL 166 or any 200-level Sociology or 200-level Political Science course. |
| Credits | 3 credits |
| Hours | 4 hours |
| Liberal Arts | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

| | |
|--|--|
| | |
|--|--|

3. To:

| | |
|---|--|
| Department(s) | Sociology |
| Career | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Sociology |
| Course Prefix & Number | SOC 301 |
| Course Title | Methods of Social Research |
| Description | Methods of data collection and interpretation; measures of central tendency, variation and change; preparation and reading of tables and graphs; and the use of quantitative data to evaluate hypotheses and draw conclusions about the social world. Extensive use of computer applications. |
| Pre/ Co Requisites | PREREQ: Either SOC 166 or POL 166 or any 200-level Sociology or 200-level Political Science course. |
| Credits | <u>4 credits</u> |
| Hours | 4 hours |
| Liberal Arts | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

4. Rationale:

This course has a new role as a prerequisite for sociology 345. Based on a year's experience in SOC 345 it is clear that students coming into the class need to have more foundational knowledge than they currently do. For example they need to understand levels of measurement, types of variables, and basic

descriptive statistics with a level of fluency that many do not currently have. At the same time, as SOC 303 becomes a course that is fully focused on topics in sociological research and the production of a full research proposal, SOC 301 needs to provide a more in depth introduction to each of the major sociological methods. The additional credit for the course will allow instructors to address these issues with additional assignments outside of class meetings.

5. **Date of departmental approval:** November 2, 2016

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Hours, credits, title and description for a course

2. **From:**

| | |
|---|--|
| Department(s) | Sociology |
| Career | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Sociology |
| Course Prefix & Number | SOC 302 |
| Course Title | Foundations of Modern Sociological Theories |
| Description | Theories of nineteenth and early twentieth-century sociologists, including but not limited to Marx, Durkheim, and Weber. |
| Pre/ Co Requisites | |
| Credits | 3 credits |
| Hours | 3 hours |
| Liberal Arts | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

3. To:

| | |
|---|--|
| Department(s) | Sociology |
| Career | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Sociology |
| Course Prefix & Number | SOC 302 |
| Course Title | <u>Sociological Theory</u> |
| Description | <u>Classical theorists (Marx, Durkheim, Weber) and a selection of twentieth century and contemporary theorists. Includes reading, analysis, and uses of sociological theory.</u> |
| Pre/ Co Requisites | |
| Credits | <u>4 credits</u> |
| Hours | <u>4 hours</u> |
| Liberal Arts | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

4. Rationale:

Sociology 302 is being expanded to include mid century and contemporary social theory and to the course is focused on classical theory (Marx, Weber, Durkheim and optionally sociologists such as Dubois, Simmel and Mead) and is largely isolated from other areas in the curriculum. The expanded content and new theme will require additional time in class and assignments outside of class

meetings, but will greatly improve the utility of this course for majors across their career at Lehman and beyond for those who attend graduate programs in sociology or related disciplines.

5. **Date of departmental approval:** November 2, 2016

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Credits for a course

2. **From:**

| | |
|---|--|
| Department(s) | Sociology |
| Career | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Sociology |
| Course Prefix & Number | SOC 303 |
| Course Title | Advanced Methods of Social Research |
| Description | Systematic and scientific procedures for conducting social research. Consideration of the strategies of research design and elements of data-gathering techniques. |
| Pre/ Co Requisites | Prerequisite: SOC 301 (POL331). |
| Credits | 3 credits |
| Hours | 4 hours |
| Liberal Arts | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

3. To:

| | |
|---|--|
| Department(s) | Sociology |
| Career | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Sociology |
| Course Prefix & Number | SOC 303 |
| Course Title | Advanced Methods of Social Research |
| Description | Systematic and scientific procedures for conducting social research. Consideration of the strategies of research design and elements of data-gathering techniques. |
| Pre/ Co Requisites | Prerequisite: SOC 301 (POL331). |
| Credits | <u>4 credits</u> |
| Hours | 4 hours |
| Liberal Arts | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

4. Rationale:

Sociology 303 will expand its focus on more abstract and advanced concepts in research methods covering them in more depth. These include measurement theory, reliability, validity, sampling, more complex survey designs, and causality. This will also make it appropriate to use a more advanced textbook or other readings. The additional credit will allow instructors to assign more work outside

of class to advance the content and quality of the research proposals that students create to apply their knowledge of these advanced lessons of research methods.

5. **Date of departmental approval:** November 2, 2016

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Credits for a course

2. **From:**

| | |
|---|--|
| Department(s) | Sociology |
| Career | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Sociology |
| Course Prefix & Number | SOC 345 |
| Course Title | Quantitative analysis of Sociological Data |
| Description | An introduction to data analysis with descriptive and inferential statistics; graphing and other visual presentations of data analysis; statistical programming. Extensive use of computers. |
| Pre/ Co Requisites | SOC 301 with a grade of C- or better |
| Credits | 3 credits |
| Hours | 4 hours |
| Liberal Arts | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

3. To:

| | |
|---|--|
| Department(s) | Sociology |
| Career | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Sociology |
| Course Prefix & Number | SOC 345 |
| Course Title | Quantitative analysis of Sociological Data |
| Description | An introduction to data analysis with descriptive and inferential statistics; graphing and other visual presentations of data analysis; statistical programming. Extensive use of computers. |
| Pre/ Co Requisites | SOC 301 with a grade of C- or better |
| Credits | <u>4 credits</u> |
| Hours | 4 hours |
| Liberal Arts | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

4. Rationale:

This course is relatively new, and having now run it as a required course for a year we realize that it needs to incorporate a large amount of material that can be termed data science. That is material about cleaning and recoding data, handling missing data and principles of reproducible research and presentation of results. This is substantially more than a traditional social statistics course, and it resembles the kinds of work that sociology graduates would often be called to do

in the workplace, graduate school or research. Therefore this class should be four credits, reflecting the additional material that students are taught. Additionally, the use of R (open source) instead of SPSS and other packages more traditionally used in a sociology statistics course increases students' programming skills, but it is also more challenging than pointandclick programs they would use in class (with expensive licensing). We've found that students in the course would benefit from additional work outside of class to practice R.

5. **Date of departmental approval:** November 2, 2016

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

Hegis Number: 2208.00

Program Code: 34034

Effective Term: Fall 2017

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

2. **From:** Sociology, B.A. (~~33~~ Credit Major)

The required courses and credits are distributed as follows:

CORE COURSES (~~45~~ credits)

All students are required to complete the following courses:

| Credits | Course | Title |
|--------------|---------|--|
| 3 | SOC 300 | The Sociological Imagination |
| 3 | SOC 301 | Methods of Social Research |
| 3 | SOC 302 | Foundations of Modern Sociological Theory |
| 3 | SOC 303 | Advanced Methods of Social Research |
| 3 | SOC 345 | Quantitative Analysis of Sociological Data |

COURSES IN STUDENT'S CONCENTRATION (18 credits)

Each student is required to complete a concentration in one of three separate tracks. At least 9 of these credits must be at the 300-400 level. The tracks, detailed below, are (1) General Sociology, (2) Demography and Population Health, and (3) Education, Social Inequality and Urban Studies.

NOTES: 1. SOC 166 or any 200 level SOC course is a prerequisite for all 300 and 400 level courses. 2. Students registering for SOC 300 and SOC 301 must have a Sociology Grade Point Average of C (2.0) or better. 3. Students registering for SOC 302 and all 400 level courses must have completed SOC 300 with a grade of C- (1.7) or better. 4. Students registering for SOC 303 and all 400 level courses must have completed and SOC 301 with a grade of C- (1.7) or better.

3. **To:** Sociology, B.A. (~~38~~ Credit Major)

The required courses and credits are distributed as follows:

CORE COURSES (20 credits)

All students are required to complete the following courses:

| Credits | Course | Title |
|---------|--------|-------|
|---------|--------|-------|

| | | |
|----------|---------|--|
| <u>4</u> | SOC 300 | The Sociological Imagination |
| <u>4</u> | SOC 301 | Methods of Social Research |
| <u>4</u> | SOC 302 | Foundations of Modern Sociological Theory |
| <u>4</u> | SOC 303 | Advanced Methods of Social Research |
| <u>4</u> | SOC 345 | Quantitative Analysis of Sociological Data |

COURSES IN STUDENT'S CONCENTRATION (18 credits)

Each student is required to complete a concentration in one of three separate tracks. At least 9 of these credits must be at the 300-400 level. The tracks, detailed below, are (1) General Sociology, (2) Demography and Population Health, and (3) Education, Social Inequality and Urban Studies.

NOTES: 1. SOC 166 or any 200 level SOC course is a prerequisite for all 300 and 400 level courses. 2. Students registering for SOC 300 and SOC 301 must have a Sociology Grade Point Average of C (2.0) or better. 3. Students registering for SOC 302 and all 400 level courses must have completed SOC 300 with a grade of C- (1.7) or better. 4. Students registering for SOC 303, SOC 345, and all 400 level courses must have completed and SOC 301 with a grade of C- (1.7) or better.

4. **Rationale:** This change in degree requirements corresponds to changes in the number of credits (from 3 to 4 credits) for each of the 5 core courses for the major. As indicated in those course change proposals, the additional credits for 3 of the 5 classes (SOC301, SOC303, and SOC345) bring credits in line with the 4 hours that the courses have been taught as. In all 5 classes, the additional credits allow for the expansion of topics and depth of coverage of topics that are central to the major. Also, the increased credits and hours provide additional time for active and experiential learning in the core courses.

5. **Date of departmental approval:** November 2, 2016

Academic Freedom Committee

David Manier, Chair

Timeline

- 1810 – U z Berlin founded (FWIII, WvH), modern & secular principles (L/L Freiheit)
- 1915 – AAUP founded (AL, JD)
- 1940 – AACU & AAUP agreed to a Statement of Principles that guaranteed professors freedom of research/teaching & tenure.

Timeline

- 2011– Brooklyn College, David Horowitz faced protesters from the campus Palestinian Club.
- 2013 – Brooklyn College, Assemblyman Dov Hikind denounced pro-BDS campus speakers.
- 2013-14 – Record numbers of speakers were “disinvited” from making commencement addresses (e.g. Condoleezza Rice, Bill Ayers).

Timeline

- 2014 – The Committee on Freedom of Expression at the University of Chicago, appointed “in light of recent events nationwide that have tested institutional commitments to free and open discourse,” issued a Report supporting “completely free and open discussion of ideas.”
- 2015-16 – Frederick Schaffer (Vice Chancellor & General Counsel) headed a committee to revise a draft statement of CUNY policy on freedom of expression and expressive conduct.

Timeline

- 2016 – Several CUNY organizations (student/faculty groups and the UFS) raised objections to the CUNY draft policy. Some revisions to the policy were made in response.
- The UFS registered its support for the U. of Chicago Report on free expression, and the Executive Committee recommended that all college senates in CUNY join in expressing their support.

Timeline

- 2016 – Lehman College Senate charged the Academic Freedom Committee (AFC) to consider and make recommendations about the CUNY draft policy and the University of Chicago Report on Free Expression.
- The AFC passed a motion of support for the U. of Chicago principles, and recommended a similar resolution to the Lehman Senate. Some members of the Senate raised objections to the resolution, and it was tabled for further discussion.

Timeline

- 2016 – In response to faculty and student feedback, CUNY issued revisions to its draft policy, and the UFS (along with other CUNY groups) withdrew its former objections. General Counsel Schaffer resigned and was replaced with Jane Sovern.

Recommendations

- 2017 – At this time, the AFC is not recommending any further changes in the CUNY draft policy. Instead we are recommending that Lehman College:
 - 1) express its support for the Univ. of Chicago Report on Free Expression; and
 - 2) publish its own statement supporting freedom of expression and expressive conduct.

Main Points

- The policy guarantees all members of the college community the broadest possible latitude to speak, write, listen, challenge, and learn;
- although all members of the college community share in the responsibility for maintaining a climate of mutual respect, concerns about civility and mutual respect can not be used as a justification for closing off discussion of ideas;
- the college may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of the college.

Current Political Context

- Bills have recently been introduced in state legislatures in Iowa and North Carolina that seek to establish “political balance” in public universities by basing hiring decisions on the political party affiliations of prospective faculty.
- Professorwatchlist.org maintains a list of “professors that advance a radical agenda in lecture halls,” including Prof. Charles Strozier of CUNY.

Websites

- University of Chicago Report of the Committee on Freedom of Expression:
<https://provost.uchicago.edu/sites/default/files/documents/reports/FOECommitteeReport.pdf>
- Proposed Lehman College Statement on Academic Freedom:
<https://tinyurl.com/jeyoym6>



Library, Technology, and Telecommunications Committee

Lehman College Senate

Library, Technology, and Telecommunications Committee

March 8, 2017

1. Meeting was held today at 11:00 AM in Carmen 162
2. Ron Bergmann presented draft IT *2017-2018 Roadmap* for review. Committee also provided feedback on development of *Lehman 360 Portal* for students.
3. Committee acknowledges IT's Brian Ribeiro for his leadership of Student Technology Fee Committee
4. ACE Writing Center will offer walk-in Citation Clinics in the Library during Midterms and Final Exams [early April and mid-late May]
5. Library offers two upcoming events:
 - a. *Enigma Variations*, Reading and Discussion by André Aciman
Wednesday, April 5th, 5:30 – 6:30 PM, Treehouse Conference Room 317
 - b. Workshop on *Fake News, Alternative Facts, and Misleading Information* Wednesday, April 19th, 12:30 - 2:00 PM in Library Lab B27C
6. Library updated two Research Guides on *Citizenship and Immigration* [<http://libguides.lehman.edu>], as well as *Citation Research Guide* [<http://libguides.lehman.edu/citation>]
7. Office of Online Education hosted *VoiceThread* Bootcamp in collaboration with CUNY School of Professional Studies. 31 faculty members participated.
8. Online Education will host one-day Workshop on *Hybrid-Blended Course Design* March 9th, 9:00 AM – 4:00 PM
9. *Bronx EdTech Conference* will be held Friday, April 28th at Bronx Community College
10. CUNYfirst – Access and Academic Advising: Access to specific student citizenship status and VISA-related roles addressed by CUNY Central

Respectfully submitted,

Stefanie Havelka
Stephen Castellano
Co-Chairs

March 8, 2017

Lehman Senate Budget Committee Report

For 2/22/2017 meeting

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

Senators

Haiping Cheng (Chair)

Amod Choudharv

Thomas Conroy

Gul Sonmez

Joseph Fera

FP&B members

James Mahon

Abigail McNamee

Carl Mazza

Yuri Gorokhovich

Victoria Sanford

Serigne Gningue

Administration

Vincent Clark

Harriet Fayne

Bethania Ortega

Students

Kevin Ortiz Pena

Hywonin Kanzie

Ayanna Paddyfoote

Analysis of FY 2018 State Executive Budget, VP Clark

Pending approval by NY State Legislature

Only detailed to the levels of Senior vs. Community Colleges

Proposed to increase budget for senior colleges 4.6% (\$107.6M)

Proposed Excelsior Scholarship for families earning up-to \$100K

Provost report: Provost Fayne

Faculty hires for 2017-8

OTPS

Incentive Fund

FY17 Research Recovery Budget: Director, S. Hickman

Lehman College Foundation Report FY17: Executive Director: F. Gilbert

Next Budget meeting: April 19, 3:30-5:00pm, Shuster-336