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3 **Minutes of**
4 **Lehman College Senate Meeting**
5 **Wednesday, November 15, 2017**
6
7

8 **Senators Present:** Acevedo, J.; Alborn, T.; Alexander-Street, A.; Ali, T.; Amend, A.; Arias Bueno,
9 M.; Assoumanou, S.; Atif, I.; Austin, L.; Baba, N.; Badillo, D.; Bayne, G.; Bazile, S.; Bergmann, R.;
10 Bhuiya, S.; Budescu, M.; Burt, K.; Burton-Pye, B.; Cabrera, S.; Campeanu, S.; Capote, N.; Cheng, H.;
11 Clark, V.; Conner, P.; Cruz, J.; Deckman, S.; DiBello, M.; Eleyinafe, O.; Farrell, R.; Fayne, H.; Feliz,
12 M.; Fera, J.; Finger, R.; Forde, A.; Gerry, C.; Gilles, Z.; Gomez, E.; Gyeabour, K.; Hyman, D.; Johnson,
13 M.; Jordan, S.; Machado, E.; Magdaleno, J.; Manier, D.; Marianetti, M.; Markens, S.; Martín, Ó.;
14 McKenna, C.; McNeil, C.; Phillips, M.; Prince, P.; Prohaska, V.; Rampersaud, W.; Rice, A.; Rivera-
15 McCutchen, R.; Rosario, Y.; Sabab Sawonto, M.; Sailor, K.; Sarmiento, R.; Schlesinger, K.; Scott, K.;
16 Sen, G.; Singh, S.; Sisselman, A.; Sosnovskiy, O.; Tananbaum, D.; Ulysse, V.; Valentine, R.;
17 Wangerin, R.; Wynne, B.; Yates, S.; Yavuz, D.

18 **Senators Absent:** Calderon, P.; DiRaimo, S.; Doyran, M.; Eshun, Y.; Graulau, J.; Jeronimo, C.;
19 Latimer, W.; MacKillop, J.; Mak, W.; Marshall, A.; McCabe, J.; Munch, J.; Nolli Gasper, S.; Oh,
20 H.; Pettipiece, D.; Salazar, S.; Sauane, M.; Shanley, D.
21
22

23 The meeting was called to order by President José L. Cruz at 3:35 p.m.
24

25 **1. Approval of the Minutes**

26 The minutes of the October 18, 2017 Senate meeting were approved by unanimous voice vote.
27

28 **2. Announcements and Communications**

29 **a. Report of the President**

30 Dr. Cruz referenced his recent campus-wide announcement that highlighted the great work
31 and accomplishments of faculty and staff, in various areas, toward sustaining excellence on
32 campus and provided an update on the work being done in support of 90x30.
33

34 **b. Student Legislative Assembly—**

35 Mr. Jose Acevedo thanked the Computer Science, Health Sciences, Anthropology, Japanese
36 Language, Biological Sciences, and Dietetics, Foods, and Nutrition departments for their
37 respective responses to the email messages sent regarding student representation in
38 departments. He explained that the goal was to produce a pamphlet, by the end of the

39 semester, that would list student representatives for each department. Mr. Acevedo said that
40 this pamphlet would allow students to have a quick point-of-contact, should students have
41 any questions. The pamphlet would also inform students of the programs and services
42 offered on campus. He stated that more information would be available on the matter at the
43 November 29th General Faculty Meeting.

44
45 Mr. Acevedo offered that the Assembly, by mean of a petition, wanted to advocate for the
46 right of students to walk during their graduation ceremony. However, Mr. Acevedo told the
47 meeting attendees that the Vice President of Student Affairs, Jose Magdaleno, informed the
48 Assembly that proposals for such were already in process.

49
50 Lastly, Mr. Acevedo informed all that the Assembly would also be looking at other schools,
51 to determine the best practices regarding the implementation of free hours.

52 53 54 **REPORTS OF STANDING COMMITTEES-**

55 56 **1. Graduate Studies**

57 Professor Janet Desimone presented proposals for curriculum changes in the following departments:
58 Health Sciences; Counseling, Leadership, Literacy, and Special Education; and Speech-Language-
59 Hearing Sciences. The proposals were approved by unanimous voice vote.

60
61 See Attachment I

62
63 The next meeting was scheduled for December 6th at 11:00 a.m. in Carman, B33.

64 65 66 **2. Governance Committee**

67 Professor Duane Tananbaum presented Valery Ulysse as the nominee to fill the vacancy created by
68 the resignation of Zipporah Gilles on the Undergraduate Curriculum Committee. The nomination
69 was approved by unanimous voice vote.

70 Professor Tananbaum reported that the committee, with help from the Student Legislative Assembly,
71 would be looking into the issue of student representation on department committees. He explained
72 that the Office of the Provost participated in this effort, through the circulation a survey submitted
73 to all departments.

74 Dr. Fayne explained that 24 out of 28 departments had completed the survey, which inquired
75 regarding the departmental participation opportunities available to students. The survey also
76 referenced the issues of student involvement in special celebrations, how best to propose items for
77 the student “tech fee”, and other meaningful ways to have students involved in departmental matters.

78

79 The next meeting was scheduled for November 21st at 12:45 p.m. in Carman 201.

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

81 Professor Penny Prince presented on the issue of freshman admissions. She mentioned that there are
82 three ways that students are admitted as freshmen to Lehman: “regular” admissions, the Searching
83 for Evaluation, Education, and Knowledge (SEEK) program, and through the Opportunity for
84 Student Success program (OSS).

85

86 See Attachment II

87

88 There were a number of questions raised about OSS, the legitimacy of the policy, and the role of the
89 Senate in formulating admission standards, inasmuch OSS provides a flexible mechanism that while
90 available to all CUNY institutions had not previously been widely discussed at Lehman. Dr. Cruz
91 indicated that it was important that our College’s shared governance structure be engaged in what is
92 one of the most important decisions that an institution makes, but suggested that the Senate take a
93 longer and broader view of admission standards, rather than focus solely on OSS. President Cruz
94 stressed the importance of making responsible use of all available admissions vehicles and that
95 changes to admissions policies and practices be fully informed by actionable quantitative and
96 qualitative data that reflected the work that is currently being done to better support student success.
97 To this end, he proposed that the Division of Enrollment Management work with the CAEAS
98 committee to develop the appropriate planning and reporting templates that will inform future
99 admissions cycles.

100
101 Professor Tananbaum expressed his belief that it would take some time to resolve the issues
102 discussed. He offered that what CAEAS had presented was not a proposal. He also pointed out that
103 there was a commitment from the president and the College’s administration to continue working
104 with the Senate on the matter.

105
106 President Cruz stated that faculty and staff had done excellent work in securing a wonderful
107 freshman class of students who— regardless of the admissions vehicle that brought them to
108 Lehman— have entrusted their aspirations to the College. And he expressed confidence that as we
109 work to improve our policies and practices, we will frame the conversations in a way that recognizes
110 the College’s mission and its commitment to expanding opportunities and supporting student
111 success.

112
113 Dr. Cruz turned the meeting over to Professor Tanenbaum.

114
115 **4. Undergraduate Curriculum**

116 Professor Vincent Prohaska presented proposals for curriculum changes in the following
117 departments: Chemistry, Economics & Business, Health Sciences, Latin American & Puerto Rican
118 Studies, Middles & High School Education, Speech-Language-Hearing Sciences, and Sociology.
119 The proposals were approved by unanimous voice vote.

120
121 Prof. Prohaska also presented two informational items.

122
123 See Attachment III

124
125 The next meeting was scheduled for December 6th at 1:00 p.m. in SC 1405A.

126
127 **5. Academic Freedom**

128 Professor David Manier explained how the Senate had charged the committee with the task of
129 drafting a Statement on Academic Freedom. The Statement was presented to the Senate for
130 approval. The Statement on Academic Freedom was approved by unanimous voice vote.

131

132 See Attachment IV

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

134 Professor Stephen Castellano presented the report and discussed announcements from the Library,
135 Division of Information Technology, and Online Education.

136

137 See Attachment V

138

139 The next meeting was scheduled for November 27th at 11:00 a.m. in CA 162

140

141 **7. Campus Life and Facilities**

142 There was no report. Mr. William Rampersaud introduced himself as the new chair of the Campus
143 Life and Facilities committee and noted that he was the first student in the history of the committee
144 to be designated as such. Mr. Rampersaud also indicated that he had met with student representatives
145 from the Senate who were concerned about issues related to parking on campus. He explained that
146 the matter was referred to the Auxiliary Board, Public Safety, and the Business Office.

147

148 The next meeting was scheduled for December 6th at 2:30 p.m. in CA B018.

149

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

151 Professor Haiping Cheng announced that he was elected as chair of the committee for the 2017-2018
152 academic year. He also reported on the budget.

153

154 See Attachment VI

155

156 The next meeting was scheduled for February 21st at 3:30 p.m. in Shuster 336.

157

158 **9. University Faculty Senate Report**

159 Dr. Ayanna Alexander-Street reported on the meeting of the University Faculty Senate (UFS).

160

161 Dr. Alexander-Street mentioned that Senior Vice Chancellor Matthew Sapienza discussed the new
162 economic model for CUNY and the strategic framework. They will focus on the administrative

163 excellence initiative, philanthropy and public fundraising, maximizing use of facilities, and
164 tuition/fee structure.

165 Dr. Alexander-Street also explained that the new General Counsel and Vice Chancellor for Student
166 Affairs, Loretta Martinez, discussed her priorities, her intent to identify areas within CUNY that
167 require attention, the implementation of policy changes, and developing the process for financial
168 aid to both undocumented and part-time students.

169

170 The next meeting was scheduled for December 5th at 6:30 in the Graduate Center.

171

172 Old Business----None.

173

174 New Business----- Dr. Harriet Fayne presented one informational item: the new Student
175 Evaluations of Teaching and Learning.

176

177 See Attachment VII

178

179 **ADJOURNMENT**

180 The meeting was adjourned at 5:13 p.m.

181

182 Respectfully submitted:

183

184 Dennis DaCosta

Senate Meeting – November 15, 2017
Proposed Graduate Studies Report

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

Department of Health Sciences

- New courses: HEA 501, 510, 511, 675
- Degree changes: MA, Health Education and Promotion

Department of Counseling, Leadership, Literacy and Special Education

- Course changes: EDL 704, 706, 707, 708, 709, 710, 711

Department of Speech-Language-Hearing Sciences

- New courses: SPE 754, 755, 756, 757
- Course change: SPE 735
- Degree changes: MA, Speech, Language and Hearing Sciences

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

Our next grad studies meeting is Wednesday, December 6 at 11 a.m. in Carman, B33.

**LEHMAN COLLEGE
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**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND
SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
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	Educational Leadership
Course Prefix & Number	EDL 708
Course Title	Research, Assessment, and Data-Driven Decision Making
Description	Identification, use, and interpretation of educational research to impact on school management, instruction, and student performance. Data collection methods for accountability and program evaluation. Action research methods emphasized. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
Pre/ Co Requisites	EDL 705 and EDL 706 and/or permission of the Program Coordinator.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
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	Educational Leadership
Course Prefix & Number	EDL 708
Course Title	Research, Assessment, and Data-Driven Decision Making
Description	Identification, use, and interpretation of educational research to impact on school management, instruction, and student performance. Data collection methods for accountability and program evaluation. Action research methods emphasized. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
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:

When EDL 705 was removed officially from the MEd/EDL program, the course sequence was revised. The prerequisites for EDL 708 are no longer relevant or required. Also, since the EDL course sequence is very specific, with no electives, registration permission is not needed. Students will continue to be advised on courses and other program issues, but do not need registration permission in CUNYfirst from the program coordinator.

5. Date of departmental approval: October 10, 2017

**LEHMAN COLLEGE
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**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND
SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
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	Educational Leadership
Course Prefix & Number	EDL 704
Course Title	Instructional and Curriculum Leadership
Description	Considers structural and professional coordination and supervision of instruction and curriculum. Topics include, but are not limited to developing an instructional vision; clinical supervision; learning theories; curriculum development and theories; instructional and assessment strategies; in-service program design and implementation; and summative and formative evaluations. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
Pre/ Co Requisites	EDL 701 and EDL 702 and/or permission of the Program Coordinator.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

Department(s)	Counseling, Leadership, Literacy and Special Education
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	Educational Leadership
Course Prefix & Number	EDL 704
Course Title	Instructional and Curriculum Leadership
Description	Considers structural and professional coordination and supervision of instruction and curriculum. Topics include, but are not limited to developing an instructional vision; clinical supervision; learning theories; curriculum development and theories; instructional and assessment strategies; in-service program design and implementation; and summative and formative evaluations. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

When EDL 705 was removed officially from the MEd/EDL program, the course sequence was revised. The prerequisites for EDL 704 are no longer relevant or required. Also, since the EDL course sequence is very specific, with no electives, registration permission is not needed. Students will continue to be advised on courses and other program issues, but do not need registration permission in CUNYfirst from the program coordinator.

5. **Date of departmental approval:** October 10, 2017

**LEHMAN COLLEGE
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**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND
SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
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	Educational Leadership
Course Prefix & Number	EDL 706
Course Title	Legal and Economic Issues and the Administration of Schools
Description	Provides an overview of the legal and economic issues that impact education on the Federal, State, and local levels. Topics include, but are not limited to, the duties and liabilities of school personnel; faculty and student rights; religion and public education; labor negotiations; fiscal planning and budgeting; facility management; and creating a healthy, safe, and secure school environment through effective building management. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
Pre/ Co Requisites	EDL 703 and EDL 704 and/or permission of the Program Coordinator.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

Department(s)	Counseling, Leadership, Literacy and Special Education
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	Educational Leadership
Course Prefix & Number	EDL 706
Course Title	Legal and Economic Issues and the Administration of Schools
Description	Provides an overview of the legal and economic issues that impact education on the Federal, State, and local levels. Topics include, but are not limited to, the duties and liabilities of school personnel; faculty and student rights; religion and public education; labor negotiations; fiscal planning and budgeting; facility management; and creating a healthy, safe, and secure school environment through effective building management. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

When EDL 705 was removed officially from the MEd/EDL program, the course sequence was revised. The prerequisites for EDL 706 are no longer relevant or required. Also, since the EDL course sequence is very specific, with no electives, registration permission is not needed. Students will continue to be advised on courses and other program issues, but do not need registration permission in CUNYfirst from the program coordinator.

5. **Date of departmental approval:** October 10, 2017

**LEHMAN COLLEGE
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**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND
SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
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	Educational Leadership
Course Prefix & Number	EDL 707
Course Title	Creating Effective and Supportive Learning Environments for All Students
Description	Explores the design and implementation of instructional programs targeting students with special needs, English-language learners, and at-risk students. Topics include, but are not limited to, metacognitive strategies; early assessment and intervention; IEP development; applications of behavior management techniques; differentiated instruction; alternative assessment and high-stakes testing; inclusive placements; and co-teaching models. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
Pre/ Co Requisites	EDL 705 and EDL 706 and/or permission of the Program Coordinator.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

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

Department(s)	Counseling, Leadership, Literacy and Special Education
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	Educational Leadership
Course Prefix & Number	EDL 707
Course Title	Creating Effective and Supportive Learning Environments for All Students
Description	Explores the design and implementation of instructional programs targeting students with special needs, English-language learners, and at-risk students. Topics include, but are not limited to, metacognitive strategies; early assessment and intervention; IEP development; applications of behavior management techniques; differentiated instruction; alternative assessment and high-stakes testing; inclusive placements; and co-teaching models. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	_____ Scientific World
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4. Rationale:

When EDL 705 was removed officially from the MEd/EDL program, the course sequence was revised. The prerequisites for EDL 707 are no longer relevant or required. Also, since the EDL course sequence is very specific, with no electives, registration permission is not needed. Students will continue to be advised on courses and other program issues, but do not need registration permission in CUNYfirst from the program coordinator.

5. **Date of departmental approval:** October 10, 2017

**LEHMAN COLLEGE
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**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND
SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
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	Educational Leadership
Course Prefix & Number	EDL 709
Course Title	Case Studies in School Building Leadership
Description	This capstone course will help students apply the various theories in leadership, decision-making, organizational structure, and motivation to solve problem-based examples related to school building leaders. Through case-study problems, students will also review principles and practices emphasized on the New York State Leadership Assessments.
Pre/ Co Requisites	EDL 707 and EDL 708 and/or permission of the Program Coordinator.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
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	Educational Leadership
Course Prefix & Number	EDL 709
Course Title	Case Studies in School Building Leadership
Description	This capstone course will help students apply the various theories in leadership, decision-making, organizational structure, and motivation to solve problem-based examples related to school building leaders. Through case-study problems, students will also review principles and practices emphasized on the New York State Leadership Assessments.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

When EDL 705 was removed officially from the MEd/EDL program, the course sequence was revised. The prerequisites for EDL 709 are no longer relevant or required. Also, since the EDL course sequence is very specific, with no electives, registration permission is not needed. Students will continue to be advised on courses

and other program issues, but do not need registration permission in CUNYfirst from the program coordinator.

5. **Date of departmental approval:** October 10, 2017

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**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND
SPECIAL EDUCATION**

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
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	Educational Leadership
Course Prefix & Number	EDL 710
Course Title	The Leadership Experience I – Building Level
Description	First of two required supervised internships for School Building Leader certification. Interns are required to complete 200 hours of school-based leadership experiences at approved school sites. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.
Pre/ Co Requisites	Satisfactory completion of 21 credits in Educational Leadership and permission of the Program Coordinator.
Credits	3
Hours	12 field, 1 lecture
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
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)	Counseling, Leadership, Literacy and Special Education
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	Educational Leadership
Course Prefix & Number	EDL 710
Course Title	The Leadership Experience I – Building Level
Description	<u>One</u> of two required supervised internships for School Building Leader certification. Interns are required to complete 200 hours of school-based leadership experiences at approved school sites. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.
Pre/ Co Requisites	NA
Credits	3
Hours	12 field, 1 lecture
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

When EDL 705 was removed officially from the MEd/EDL program, the course sequence was revised. The prerequisite for EDL 711 is no longer relevant or required. Also, since the EDL course sequence is very specific, with no electives, registration permission is not needed. Students will continue to be advised on courses and other

program issues, but do not need registration permission in CUNYfirst from the program coordinator.

5. **Date of departmental approval:** October 10, 2017

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND
SPECIAL EDUCATION**

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
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	Educational Leadership
Course Prefix & Number	EDL 711
Course Title	The Leadership Experience II-Building Level
Description	Second of two required supervised internships for School Building Leader certification. Interns are required to complete 200 hours of school-based leadership experiences at approved school sites. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.
Pre/ Co Requisites	EDL 710 and permission of the Program Coordinator.
Credits	3
Hours	12 field, 1 lecture
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
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	Educational Leadership
Course Prefix & Number	EDL 711
Course Title	The Leadership Experience II-Building Level
Description	<u>One</u> of two required supervised internships for School Building Leader certification. Interns are required to complete 200 hours of school-based leadership experiences at approved school sites. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.
Pre/ Co Requisites	NA
Credits	3
Hours	12 field, 1 lecture
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
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:

When EDL 705 was removed officially from the MEd/EDL program, the course sequence was revised. The prerequisite for EDL 711 is no longer relevant or required. Also, since the EDL course sequence is very specific, with no electives, registration permission is not needed. Students will continue to be advised on courses and other program issues, but do not need registration permission in CUNYfirst from the program coordinator.

5. **Date of departmental approval:** October 10, 2017

**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	Health Education and Promotion
Course Prefix & Number	HEA 502
Course Title	Women and Health
Description	Overview of the physiological, psychological, political, and social determinants of the health of women. Emphasis is on the use of contemporary research to understand the issues surrounding women across the lifespan and the role of health educators (Closed to students who have taken HEA 302 or equivalent.)
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

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

We have an undergraduate course called HEA 302 Women and Health, but we do not offer an equivalent course on the graduate level. For several years we have been offering a section of HEA 680 Special Topics in Health that focuses on women and health. We feel it is time to offer Women and Health as a separate course on the graduate level. It will be a 500-level course and will be closed to students who have taken HEA 302 or equivalent.

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

- Identify, describe, and discuss issues that impact women's lives and their health.
- Utilize the health literature to assess women's health issues and identify and develop appropriate strategies for prevention and early intervention.
- Describe the social determinants of health and disparities and their role in women's health.
- Create health education tools that will provide relevant information regarding a particular women's health issue emphasizing cultural competency and health literacy.

5. Date of Departmental Approval: 9/27/2017

**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	Health Education and Promotion
Course Prefix & Number	HEA 510
Course Title	Health and Aging
Description	Overview of the physiological, psychological, and social aspects of the aging process. Emphasis is on the use of contemporary research to understand the issues surrounding aging and the role of health educators in promoting health and wellness among older adults. (Closed to students who have taken HEA 310 or equivalent.)
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	____ Individual and Society ____ Scientific World
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3. Rationale:

We have an undergraduate course called HEA 310 Health and Aging, but we do not offer an equivalent course one on the graduate level. For several years we have been offering a section of HEA 680 Special Topics in Health that focuses on Health and Aging. We feel it is time to offer Health and Aging as a separate course on the graduate level. It will be a 500-level course and will be closed to students who have taken HEA 310 or equivalent.

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

- Describe aging as a developmental process determined by biology, behavioral choices, social roles and opportunities, and cultural values.
- Identify common myths and stereotypes about aging, mid-life and older adults, and the impact of ageism upon the aging process.
- Identify normal biological changes of aging and their implications for disease risk, environmental and psychological adaptation.
- Use gerontological concepts to describe psychosocial adaptation of the aging process.
- Think critically about social and economic factors that contribute to wellness in mid and later life.
- Demonstrate heightened awareness of one's own background and experiences as it relates to aging and demonstrate increased sensitivity toward older people.
- Identify ways to assess and promote wellness among older adults.

5. Date of Departmental Approval: 9/27/2017

**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	Health Education and Promotion
Course Prefix & Number	HEA 511
Course Title	Perspectives on HIV/AIDS
Description	Examination of HIV/AIDS in the United States and the world, including biomedical aspects of HIV/AIDS, history of the epidemic, epidemiology, prevention, treatment, and policy issues. Emphasis is on the use of contemporary research to understand the issues surrounding HIV/AIDS and the role of health educators particularly in terms of prevention (Closed to students who have taken HEA 211 or equivalent.)
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

	_____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World
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3. Rationale:

We have an undergraduate course called HEA 211 Perspectives on AIDS, but we do not offer an equivalent course on the graduate level. For several years we have been offering a section of HEA 680 Special Topics in Health that focuses on HIV/AIDS. We feel it is time to offer Perspectives on HIV/AIDS as a separate course on the graduate level. It will be a 500-level course and will be closed to students who have taken HEA 211 or equivalent.

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

- Describe the nature of the epidemic in the US and globally.
- Discuss the etiology and transmission of HIV disease.
- Describe the progression of HIV illness and outline treatment options.
- Discuss the psychosocial impact of HIV/AIDS on those who are infected as well as their loved ones.
- Identify ways to prevent the transmission of HIV.
- Identify ways to promote health and safety among people who are not infected as well as people who are infected.
- Demonstrate health literacy by discussing topical issues relating to HIV/AIDS in an informed manner.
- Act as a resource person and be able to evaluate and recommend various educational resources about HIV/AIDS.
- Assess needs and priorities for educational interventions for people about HIV/AIDS.
- Evaluate different types of educational interventions for people about HIV/AIDS and suggest changes.

5. Date of Departmental Approval: 9/27/2017

**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	Health Education and Promotion
Course Prefix & Number	HEA 675
Course Title	Teaching Strategies for Community Health
Description	Teaching strategies aimed at individuals and groups across the life span and in community health settings. Students will explore curricular design theory, instructional strategies, learner characteristics, teaching materials and aids, learning environments, and evaluation methods.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	____ Scientific World
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3. Rationale:

We currently offer a teaching methods course (HEA 671), which is required of students in both the MA and MEd programs. That course is geared mainly toward school teachers. We feel that students in both programs will be better served by having a separate teaching methods course that is geared toward the setting in which they will practice. Students in the MEd program will continue to take HEA 671. Students in the MA program will take a new course called HEA 675 Teaching Strategies for Community Health. This course will be tailored to the needs of community health educators who practice in settings other than schools (e.g., clinics, hospitals, community-based organizations) and the focus will be on teaching and health promotion strategies in these settings.

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

- Formulate and employ a wide range of educational methods and techniques in community health settings.
- Assess individual learning styles.
- Assess individual literacy.
- Assess the learning environment.
- Apply individual or group process methods as appropriate to given learning situations.
- Select methods that best facilitate practice of program objectives.
- Analyze learner and community characteristics, legal aspects, feasibility, and other considerations influencing choices among methods.
- Critically analyze technologies, methods, and media for their acceptability to diverse groups.
- Identify existing sources of health-related databases.
- Stimulate development of cooperation among personnel responsible for community health education programs.
- Access principal on-line and other database health information resources.
- Assemble educational material of value to the health of individuals and community groups.
- Apply communication theory and principles in the development of health education materials.
- Evaluate the worth and applicability of resource materials for given audiences.
- Compare different methods for distributing educational materials.
- Describe major responsibilities of the health educator in the practice of health education.
- Employ a wide range of strategies for dealing with controversial health issues.

- Utilize a wide range of techniques for communicating health and health education information.
- Demonstrate proficiency in communicating health and health education needs.
- Demonstrate both proficiency and accuracy in written presentations.
- Use culturally sensitive communication methods and techniques.
- Facilitate emerging group processes.
- Design and conduct focus group strategies for assessing health attitudes and needs.

5. Date of Departmental Approval: 9/27/2017

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

DEPARTMENT OF HEALTH SCIENCES

Curriculum Change

Name of Program and Degree Award: Health Education and Promotion, MA

Hegis Number: 0837.00

Program Code: 02186

Effective Term: Fall 2018

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

Health Education and Promotion M.A. Program

The M.A in Health Education and Promotion is a 33-credit graduate degree that provides advanced academic training for individuals employed or planning to seek employment as health educators in academic, clinical, community, and corporate settings. This program prepares students to meet the expanding need for health education professionals capable of working with the community in a variety of public, private, and professional settings. Graduates of the program may also find career opportunities as health advocates, program planners and evaluators, case managers, policy analysts and health administrators. This degree may also be suitable for individuals such as nurses, social workers, physician assistants or allied health personnel who wish to enhance their qualifications. Upon completion of the degree, students are eligible to sit for the CHES (Certified Health Education Specialist) or MCHES exam (Master Certified Health Education Specialist), a national credential awarded by the National Commission for Health Education Credentialing.

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

Admission Requirements

To be considered for admission to the M.A. in Health Education and Promotion, an applicant must:

1. Possess a bachelor's degree from an accredited university.
2. Have completed an approved program of study with a minimum average of approximately B (3.0) in the major and B- (2.7) overall.

3. Submit three letters of recommendation (including one from a professor from your undergraduate degree program).
4. Submit a personal goal statement.

Degree Requirements

The curriculum consists of 33 graduate credits and a comprehensive examination. Course and credit requirements are as follows:

In required HEA courses (21):

	Credits
HEA 602 Research Methods in Health Education	3
HEA 603 History and Philosophy of Health Education and Promotion	3
HEA 620 Health Counseling	3
HEA 622 Organization and Administration of Health Education and Promotion Programs	3
HEA 623 Program Planning and Evaluation in Health Education	3
HEA 670 Field Experience in Health Education	3
HEA 671 Teaching Strategies for Health; Psychosocial Wellness	3

HEA 670: Subject to departmental permission, students currently employed in the field of health education may take an HEA elective in lieu of HEA 670.

In HEA electives (12)

3. To:

Health Education and Promotion M.A. Program

The M.A in Health Education and Promotion is a 33-credit graduate degree that provides advanced academic training for individuals employed or planning to seek employment as health educators in academic, clinical, community, and corporate settings. This program prepares students to meet the expanding need for health education professionals capable of working with the community in a variety of public, private, and professional settings. Graduates of the program may also find career opportunities as health advocates, program planners and evaluators, case managers, policy analysts and health administrators. This degree may also be suitable for individuals such as nurses, social workers, physician assistants or allied health personnel who wish to enhance their qualifications. Upon completion of the degree, students are eligible to sit for the CHES (Certified Health Education Specialist) or

MCHES exam (Master Certified Health Education Specialist), a national credential awarded by the National Commission for Health Education Credentialing.

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

Admission Requirements

To be considered for admission to the M.A. in Health Education and Promotion, an applicant must:

5. Possess a bachelor's degree from an accredited university.
6. Have completed an approved program of study with a minimum average of approximately B (3.0) in the major and B- (2.7) overall.
7. Submit three letters of recommendation (including one from a professor from your undergraduate degree program).
8. Submit a personal goal statement.

Degree Requirements

The curriculum consists of 33 graduate credits and a comprehensive examination. Course and credit requirements are as follows:

In required HEA courses (21):

	Credits
HEA 602 Research Methods in Health Education	3
HEA 603 History and Philosophy of Health Education and Promotion	3
HEA 620 Health Counseling	3
HEA 622 Organization and Administration of Health Education and Promotion Programs	3
HEA 623 Program Planning and Evaluation in Health Education	3
HEA 670 Field Experience in Health Education	3
<u>HEA 675 Teaching Strategies for Community Health</u>	<u>3</u>

HEA 670: Subject to departmental permission, students currently employed in the field of health education may take an HEA elective in lieu of HEA 670.

In HEA electives (12)

Students may select from the following elective courses:

	<u>Credits</u>
<u>HEA 502 Women and Health</u>	<u>3</u>
<u>HEA 507 Human Sexuality</u>	<u>3</u>
<u>HEA 509 Drugs and Substance Abuse</u>	<u>3</u>
<u>HEA 510 Health and Aging</u>	<u>3</u>
<u>HEA 511 Perspectives on HIV/AIDS</u>	<u>3</u>
<u>HEA 636 Perspectives on Death and Dying</u>	<u>3</u>
<u>HEA 640 Nutrition and Chronic Diseases</u>	<u>3</u>
<u>HEA 680 Special Topics in Health</u>	<u>3</u>

4. Rationale:

- We have replaced HEA 671 Teaching Strategies for Health: Psychosocial Wellness with HEA 675 Teaching Strategies for Community Health. Up to now, HEA 671 has been required of students in both the MA and MS Ed programs. HEA 671 has been geared mainly toward school teachers. We feel that students in the MA and MS Ed programs would be better served by having a separate teaching methods course that is geared toward the setting in which they will practice. Students in the MS Ed program will continue to take HEA 671 which is geared toward school health teachers. Students in the MA program will take this new course HEA 675 Teaching Strategies for Community Health. This course will be tailored to the needs of community health educators who practice in settings other than schools (e.g., clinics, hospitals, community based organizations) and the focus will be on teaching and health promotion strategies in these settings.
- Under the section titled “In HEA electives (12)”, we have included a list of electives that students can choose from to satisfy their 12 credits in electives. This will avoid confusion about which electives students can take.

5. Date of departmental approval: 9/27/2017

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Speech-Language Pathology, M.A.

Hegis Number: 1220.00

Program Code: 34037

Effective Term: Fall 2018

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

2. **From:**
Degree Requirements

To fulfill the requirements for the M.A. degree in Speech-Language Pathology, students must complete the curriculum consisting of ~~60~~ credits with a minimum GPA of 3.0. To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which ~~20 hours include an audiology practicum, and~~ 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians.

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

Coursework:

		Credits
SPE 700	Introduction to Research Methods	3
SPE 701	Seminar in Professional Issues	1
SPE 705	Speech Science	3
SPE 717	Advanced Anatomy, Physiology, and Neurology of Speech	3

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

One 3-credit elective course:

A minimum of one elective course:

	Credits
SPE 748 Augmentative and Alternative Communication (AAC)	3
Or	
SPE 735 Seminar in Speech-Language Pathology	3
Or	

SPE 796	Independent Study	1-3
	Or	
SPE 703	Theory and Application of Bilingualism to Speech Language Pathology	3

3. To:

Degree Requirements

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

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

Coursework:

		Credits
SPE 700	Introduction to Research Methods	3
SPE 701	Seminar in Professional Issues	1
SPE 705	Speech Science	3
SPE 717	Advanced Anatomy, Physiology, and Neurology of Speech	3
SPE 718	Phonology and Articulation	3
SPE 719	Audiology for the Speech-Language Pathologist	4
SPE 721	Early Childhood Language Disorders	3
SPE 722	Language Disorders in School-Age Children and	3

Adolescents		
SPE 723	The Nature, Diagnosis, and Treatment of Fluency Disorders	3
SPE 725	Diagnostic Techniques in Speech-Language Pathology	3
SPE 726	Aphasia and Related Disorders	3
SPE 727	Voice Disorders	3
SPE 729	Clinical Practicum and Seminar in Speech-Language Pathology	3
SPE 730	Clinical and Classroom Practicum in Speech-Language Pathology	2
SPE 734	Diagnostic Practicum	3
SPE 736	Motor Speech Disorders	3
SPE 739	Dysphagia	3

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

		Credits
SPE 748	Augmentative and Alternative Communication (AAC)	3
Or		
*SPE 735	Seminar in Speech-Language Pathology	3
Or		
**SPE 796	Independent Study	1-3
Or		
SPE 703	Theory and Application of Bilingualism to Speech Language Pathology	3

<u>SPE 754</u>	<u>Medical Speech-Language Pathology</u>	<u>3</u>
<u>SPE 755</u>	<u>Autism Spectrum Disorders and Related Disorders</u>	<u>3</u>
<u>SPE 756</u>	<u>Expert Clinical Writing and Clinical Methods</u>	
<u>SPE 757</u>	<u>Topics in Early Intervention</u>	<u>3</u>
<u>**SPE 799 Thesis Seminar</u>		<u>1-3</u>

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

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

4. Rationale:

Rationale for adding an elective and changing the total number of credits for the graduate program from 60 to 63:

Our alumni and graduate surveys revealed the need for additional course-work in clinical areas of students' interests. As a result we are also pursuing specialization tracks for students who wish to apply to more competitive externship sites and jobs post-graduation, or who show an interest in research and pursuing a Ph.D. Offering more options for electives allows students to either broaden their knowledge of theoretical and clinical issues in Speech-Language Pathology, or to tailor the graduate program to their specific areas of interest.

Rationale for eliminating Audiology hours from description:

The clinical practicum in Audiology (SPE 724) was eliminated as a stand-alone course and was incorporated into the audiology course (SPE 719), which was changed from 3 credits to 4 credits. According to The American Speech and Hearing Association (ASHA), the governing body of our profession, there is no specific number of clinical hours that must be completed in the area of audiology and it is up to the discretion of the graduate program to decide what is appropriate. Students can receive audiology hours in SPE 719 as well as in the clinical courses SPE 729, 734, and 730.

5. Date of departmental approval: February 10, 2017

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech-Language Pathology
Course Prefix & Number	SPE 754
Course Title	Medical Speech Language Pathology
Description	Overview of the role of speech-language pathologists in medical settings. Focus on the evaluation and treatment of acquired organic and neurological disorders. Topics include aphasia, traumatic brain injury, laryngectomy, tracheotomy and ventilator dependency, and impairments of cognition, swallowing, and voice across the lifespan. Medical terminology, abbreviations, chart review, and medical writing will be introduced.
Pre/ Co Requisites	SPE 717, SPE 726
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

3. Rationale:

Many students who are interested in working in medical settings would benefit from a course that covers topics that are relevant to those settings and do not get to be fully addressed in the core coursework of the degree.

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

- Read a medical chart and identify pertinent information for the diagnosis and management of patients referred to speech-language pathology service
- Complete written documentation of a patient's diagnosis, progress and discharge plan
- Identify typical swallowing function and major disorders of deglutition
- Discuss the basic instrumental diagnostic examinations of dysphagia
- Discuss the various communication options for patients with total laryngectomy
- Identify and label medical abbreviations and medical terminology
- Demonstrate proficiency in neurologic examination and cranial nerve function testing
- Demonstrate knowledge of vital signs and the physical examination
- Discuss the scope of practice and responsibilities of the speech language pathologist in the medical setting
- Evaluate and discuss acute care and critical illnesses including the NICU, CCU and ICU
- Identify infectious control policies and procedures

5. Date of Departmental Approval: September 15, 2017

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech-Language Pathology
Course Prefix & Number	SPE 755
Course Title	Autism Spectrum Disorders and Related Disorders
Description	This seminar focuses on autism and related disorders of socialization across the life span. It consists of a series of modules on major topics in etiology, diagnosis and assessment, treatment and advocacy.
Pre Requisites	SPE 721, SPE 722
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:** Social communication disorders have become more prevalent in recent years. Differential diagnosis of autism and other communication disorders can be

challenging. This course will strengthen the clinical knowledge and skills required in the assessment and treatment of these disorders.

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

- Increase knowledge and skill in applying family-centered and culturally competent care to the assessment and intervention of children and adolescents with ASD and their families
- Increase awareness and knowledge of both formal and informal methods of assessment for children and adolescents with ASD
- Increase understanding of the diagnostic criteria used to identify children and adolescents with ASD.
- Create diagnostic profiles of children and adolescents with ASD leading to meaningful, evidence-based intervention planning
- Increase understanding of the various interventions proposed for serving the needs of children and adolescents with ASD and their families
- Increase knowledge and use of creative problem solving, conflict management and mediation strategies to support team decision making around selection and development of intervention programs for children with ASD and their families

5. **Date of Departmental Approval:** September 15, 2017

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech-Language-Hearing Sciences
Course Prefix & Number	SPE 756
Course Title	Expert Clinical Writing and Clinical Methods
Description	This course serves to support the clinical practicum and will focus on clinical methods and clinical writing. Students will be introduced to case studies that will include a variety of populations and disorders. Students will learn to generate treatment goals and session plans, collect baseline data, and write concise session notes.
Pre/ Co Requisites	SPE 725
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Based on our ongoing assessment of our students' needs and feedback, a broader and more extensive clinical preparation in the areas of clinical methodology and technical writing will benefit our students as they begin their clinical training.

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

- (1) Develop appropriate intervention plans with measurable and achievable goals that meet clients' needs (Standard V-B, 2a)
- (2) Select or develop and use appropriate materials and instrumentation for prevention and intervention (Standard V-B, 2c)
- (3) Measure and evaluate clients'/patients' performance and progress (Standard V-B 2d)
- (4) Complete administrative and reporting functions necessary to support intervention (Standard V-B, 2f)
- (5) Write in a concise, professional manner, using APA style

5. Date of Departmental Approval: September 15, 2017

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech-Language-Hearing Sciences
Course Prefix & Number	SPE 757
Course Title	Topics in Early Intervention
Description	This course is designed to give students an in-depth understanding of the unique features of service delivery to children from birth to three years of age through Early Intervention. Early Intervention policies, regulations, service delivery models, and documentation will be discussed. The significance of parent training through embedded coaching and counseling, as well as an overview of the assessment and treatment of special populations, such as pediatric feeding, genetic syndromes, will be covered.
Pre/ Co Requisites	SPE 721
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	_____ Individual and Society _____ Scientific World
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3. Rationale:

The Lehman College Department of Speech, Language and Hearing Sciences has partnered with the NYC Department of Health and Mental Hygiene, Division of Family and Child Health to enhance the clinical training of our students in the assessment and treatment of young children with speech, language, and communication disorders. The course SPE 728 will serve as an elective course for graduate students that demonstrate an interest in completing an externship in an Early Intervention setting. This course focuses on various topics related to Early Intervention such as policies, regulations, service delivery, and special populations.

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

- 1.1, 1.2a, Students will demonstrate knowledge of and the principles of biological, developmental, linguistic bases of basic human communication in typical and atypical populations of early language, articulation and phonological disorders.
- 1.2e, Students will demonstrate the knowledge of normal speech and language development for basic human communication in early intervention.
- 1.3. Students will demonstrate the knowledge of the etiologies, characteristics and related speech and language disorders in genetic syndromes.
- 1.3 Students will be able to identify methods of assessment, tools of assessment and intervention of language disorders in the birth to three populations.
- 1.4 Students will demonstrate knowledge of evaluation and screening procedures of the birth to three populations.
- 2.1 Students will demonstrate knowledge of and utilization of evidence based practice, theoretical models and their clinical applications.
- 2.2 Students will be able to integrate goals, materials and methods by professionals in a written lesson plan.
- 2.3 Students will analyze quantitative information and solve problems logically.
- 3.1 Students will accurately use the terminology applicable to the field of speech language pathology in written research summaries, lesson plans and class discussions.
- 4.1 Students will demonstrate knowledge of Early Intervention policies, structure, and service delivery through class discussions and written course work.

5. Date of Departmental Approval: September 15, 2017

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Course description; credit allowance

2. **From:**

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech-Language Pathology
Course Prefix & Number	SPE 735
Course Title	Seminar in Speech Language Pathology
Description	Special topics and issues in speech-language pathology.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	
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Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech-Language Pathology
Course Prefix & Number	SPE 735
Course Title	Seminar in Speech Language Pathology
Description	Special topics and issues in speech-language pathology. <u>(Can be taken up to 9 credits covering different topics).</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

We would like to offer our students a broader experience with special topics that are not typically covered in the required course work. Therefore, we require them to take more than one seminar.

5. Date of departmental approval: February 10, 2017

Senate Meeting – November 15, 2017

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on October 25, 2017 (8 of 10 members in attendance):

1. Chemistry
 - Change credits, hours CHE 232
 - Change credits, hours CHE 234
 - Change title, desc, pre/co-req CHE 345
 - Change title, desc, pre/co-req CHE 347
 - Change pre/co-req CHE 442
 - Change pre/co-req CHE 443
 - Change pre/co-req CHE 444
 - Change desc, pre/co-req, credits, hours CHE 391
 - Change desc, pre/co-req, credits, hours CHE 491
2. Economics and Business
 - Change minor HRMarketing
 - New course ECO 344
 - New course ECO 345
3. Health Sciences
 - Change degree PHBS
 - New course HEA 336
 - Change pre-req DFN 445
 - Change desc, pre-req DFN 472
4. Latin American, Latino, and Puerto Rican Studies
 - Change degree LAC BA
 - Change course LAC 214
 - Change degree PRS BA
 - Change LPR minor
 - Change desc title code LPR 307
 - Change desc title code LPR 309
 - Change desc title code LPR 316
 - Change desc title code number LPR 410
 - Change title, desc, code, pre-req LTS/LAC 420
 - Change code LPR 212
 - Change code LPR 213
 - Change code LPR 224
 - Change code LPR 232
 - Change code LPR 242
 - Change code LPR 234
 - Change code LPR 269
 - Change code LPR 300
 - Change code LPR 301
 - Change code LPR 302

- Change code LPR 308
 - Change code LPR 311
 - Change code LPR 312
 - Change code LPR 314
 - Change code LPR 319
 - Change code LPR 320
 - Change code LPR 321
 - Change code LPR 339
 - Change code LPR 341
 - Change code LPR 346
 - Change code LPR 348
 - Change code LPR 349
 - Change desc title code LPR 350
 - Change desc title code LPR 360
 - Change code LPR 363
 - Change desc code pre-req LPR 490
 - Change code LPR 353
5. Middle & High School Education
- Change desc ESC 470
 - Change desc ESC 462
 - Change desc ESC 432
 - Change desc ESC 424
 - Change desc ESC 422
 - Change desc ESC 419
6. Speech, language & Hearing Sciences
- Withdraw SPV 162, 230, 329, 428
 - Change LA SPV (LNG) 245
 - Change LA SPV (LNG) 247
7. Sociology
- Change pre-req SOC 250
 - Change pre-req SOC 307
 - Change title, desc SOC 328

Informational Items:

1. Experimental course LEH 450
2. Experimental cross-listing CMP 320

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

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

1. **Type of Change:** Hours and Credits

2. **From:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 232
Course Title	Organic Chemistry Lecture I
Description	Study of the structure and properties of the fundamental classes of organic compounds, with emphasis on reactivity, reaction mechanisms, synthesis, and stereochemistry.
Pre/ Co Requisites	PREREQ: CHE 168 and CHE 169. COREQ: CHE 233.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 232
Course Title	Organic Chemistry Lecture I
Description	Study of the structure and properties of the fundamental classes of organic compounds, with emphasis on reactivity, reaction mechanisms, synthesis, and stereochemistry.
Pre/ Co Requisites	PREREQ: CHE 168 and CHE 169. COREQ: CHE 233.
Credits	<u>4</u>
Hours	<u>4</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

In order to address poor student performance in Organic Chemistry the Chemistry department has modified its pedagogical approach to include techniques that more actively engage students in their learning. To be truly effective this new approach requires students to be intellectually and actively engaged for four hours of structured course work every week instead of three.

One of the more successful techniques that have been used across the country to engage students is the inclusion of an additional course hour during which students engage in problem solving through peer instruction and/or group workshops. These problem-solving sessions provide a structured opportunity for students to solve typically difficult problems, in a collaborative setting. (There is tremendous research evidence to demonstrate the effectiveness of collaborative settings on student learning.)

The Chemistry department proposes to change from a three-hour traditional lecture to a four-hour classroom model that incorporates peer instruction and group workshops into an integrated and seamless pedagogical approach. In this new sequence students will come to class for 4 hours a week to engage in an active lecture environment that includes structured problem-solving exercises. As a consequence, all four hours of the course will be intellectually demanding and involve the delivery of significant course content. Students should receive course credit that appropriately reflects the workload of the course.

5. **Date of departmental approval:** May 2, 2017

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

1. **Type of Change:** Hours and Credits

2. **From:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 234
Course Title	Organic Chemistry Lecture II
Description	Continuation of CHE 232
Pre/ Co Requisites	PREREQ: CHE 232. COREQ: CHE 235.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 234
Course Title	Organic Chemistry Lecture II
Description	Continuation of CHE 232
Pre/ Co Requisites	PREREQ: CHE 232. COREQ: CHE 235.
Credits	<u>4</u>
Hours	<u>4</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Hour and Credit increase:

In order to address poor student performance in Organic Chemistry the Chemistry department has modified its pedagogical approach to include techniques that more actively engage students in their learning. To be truly effective this new approach requires students to be intellectually and actively engaged for four hours of structured course work every week instead of three.

One of the more successful techniques that have been used across the country to engage students is the inclusion of an additional course hour during which students engage in problem solving through peer instruction and/or group workshops. These

problem-solving sessions provide a structured opportunity for students to solve typically difficult problems, in a collaborative setting. (There is tremendous research evidence to demonstrate the effectiveness of collaborative settings on student learning.)

The Chemistry department proposes to change from a three-hour traditional lecture to a four-hour classroom model that incorporates peer instruction and group workshops into an integrated and seamless pedagogical approach. In this new sequence students will come to class for 4 hours a week to engage in an active lecture environment that includes structured problem-solving exercises. As a consequence, all four hours of the course will be intellectually demanding and involve the delivery of significant course content. Students should receive course credit that appropriately reflects the workload of the course.

5. **Date of departmental approval:** May 2, 2017

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

1. **Type of Change:** Title, Course Description, Pre/Co Requisites

2. **From:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 345
Course Title	Physical Chemistry Laboratory †
Description	Experimental work employing important physicochemical techniques.
Pre/ Co Requisites	PREREQ: CHE 249 and CHE 342 COREQ: CHE 342, with Departmental permission.
Credits	2
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Chemistry
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Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 345
Course Title	Physical Chemistry Laboratory <u>in Quantum Chemistry</u>
Description	Experimental work employing important <u>techniques in Quantum Chemistry and/or Spectroscopy</u>
Pre/ Co Requisites	PREREQ: CHE 249. <u>PRE-or COREQ: CHE 342</u>
Credits	2
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The Chemistry Department no longer requires students who take CHE 345 to take CHE 342 (Physical Chemistry course in Quantum Chemistry) as a pre-requisite course. Instead students can take CHE 342 as a pre- or co-requisite course. The content in the CHE 345 laboratory course has been specifically sequenced to be in line with the CHE 342 lecture course. In light of this the department would no longer require students to obtain departmental permission to take the course.

5. Date of departmental approval: September 11, 2017

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

1. **Type of Change:** Title, Course Description, Pre/Co Requisites

2. **From:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 347
Course Title	Physical Chemistry Laboratory II
Description	Continuation of CHE 345.
Pre/ Co Requisites	PREREQ: CHE 344 and CHE 345 COREQ: CHE344, with Departmental Permission
Credits	2
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Chemistry
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Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 347
Course Title	Physical Chemistry Laboratory <u>in Kinetics and Thermodynamics</u>
Description	<u>Experimental work employing important techniques in Kinetics and/or Thermodynamics</u>
Pre/ Co Requisites	PREREQ: CHE 249. <u>PRE-or COREQ: CHE 344</u>
Credits	2
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The Chemistry Department no longer requires students who take CHE 347 to take CHE 344 (Physical Chemistry course in Kinetics and Thermodynamics) as a pre-requisite course. Instead students can take CHE 344 as a pre- or co-requisite course. The content in the CHE 347 laboratory course has been specifically sequenced to be in line with the CHE 344 lecture course. In light of this the department would no longer require students to obtain departmental permission to take the course.

5. Date of departmental approval: September 11, 2017

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 442
Course Title	Inorganic Chemistry
Description	Study of inorganic chemical principles including relevant concepts of bonding, intermolecular forces, acid- base behavior, and reduction-oxidation properties. Chemistry of the main group elements along with transition metals and their complexes.
Pre/ Co Requisites	PREREQ: CHE 234. PRE- or COREQ: CHE 249
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 442
Course Title	Inorganic Chemistry
Description	Study of inorganic chemical principles including relevant concepts of bonding, intermolecular forces, acid- base behavior, and reduction-oxidation properties. Chemistry of the main group elements along with transition metals and their complexes.
Pre/ Co Requisites	PREREQ: CHE 234.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The Chemistry Department no longer requires students who take CHE 442 to take CHE 249 (Quantitative Analysis) as a pre or co-requisite course. Based on the required course content, the only prior knowledge required to be successful in CHE 442 is learned in CHE 234 (Organic Chemistry 2).

5. **Date of departmental approval:** May 2, 2017

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 443
Course Title	Advanced Inorganic Chemistry
Description	Advanced studies in modern inorganic chemical theories as related to the interpretation and explanation of the properties, and relationships between, the elements, their compounds and their structures.
Pre/ Co Requisites	PREREQ: CHE 235 and 442. PRE-or COREQ: CHE 342
Credits	5
Hours	8 (2 lecture, 6 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 443
Course Title	Advanced Inorganic Chemistry
Description	Advanced studies in modern inorganic chemical theories as related to the interpretation and explanation of the properties, and relationships between, the elements, their compounds and their structures.
Pre/ Co Requisites	PREREQ: CHE 235 and 442. PRE-or COREQ: CHE <u>249</u>
Credits	5
Hours	8 (2 lecture, 6 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The Chemistry Department no longer requires students who take CHE 443 to take CHE 342 (Physical Chemistry course in Quantum Chemistry) as a pre/co-requisite course. Based on the course content the prior knowledge required to be successful in CHE 443 is learned in CHE 235 (Organic Chemistry 2 lab), CHE 442 (Inorganic Chemistry) and CHE249 (quantitative analysis), which is being added as an additional pre/co-requisite course.

5. **Date of departmental approval:** September 11, 2017

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 444
Course Title	Biochemistry I
Description	(Closed to students who have taken CHE 244.) Fall term only. Study of amino acids, protein structure and conformation, kinetic and molecular basis of enzyme action, lipids, and membrane structure, carbohydrates and intermediary metabolism, regulatory mechanisms, elementary thermodynamics in biochemical equilibria, and relationships between structure and function of biological macromolecules.
Pre/ Co Requisites	PREREQ: CHE 234. PRE or COREQ: CHE 334 or CHE344
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 444
Course Title	Biochemistry I
Description	(Closed to students who have taken CHE 244.) Fall term only. Study of amino acids, protein structure and conformation, kinetic and molecular basis of enzyme action, lipids, and membrane structure, carbohydrates and intermediary metabolism, regulatory mechanisms, elementary thermodynamics in biochemical equilibria, and relationships between structure and function of biological macromolecules.
Pre/ Co Requisites	PREREQ: CHE 234.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The Chemistry Department no longer requires students who take CHE 444 to take CHE 334 (Introductory Physical Chemistry II) or 344 (Physical Chemistry Course in Kinetics and Thermodynamics) as a pre- or co-requisite course. Based on the required course content, the only prior knowledge required to be successful in CHE 444 is learned in CHE 168 (General Chemistry II) and CHE 234 (Organic Chemistry 2). CHE168 is not included as a pre-requisite course because it is the required pre-requisite to CHE 234.

5. **Date of departmental approval:** September 11, 2017

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

1. **Type of Change:** Pre/co-requisites, Hours, Credits and Description.

2. **From:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 391
Course Title	Chemical Investigations
Description	(Limited to students majoring in Chemistry and Biochemistry.) A course designed to allow qualified students to participate in original chemical investigation under the supervision of a faculty member. A written report is required each semester. Note: The total credits received for CHE 391 and CHE 491 may not exceed 9.
Pre/ Co Requisites	PREREQ: CHE 234 and CHE 235.
Credits	3 (maximum 6 credits)
Hours	
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 391
Course Title	Chemical Investigations
Description	<p>A course designed to allow qualified students to participate in original chemical investigation under the supervision of a faculty member. A written report is required each semester.</p> <p>Note: The total credits received for CHE 391 may not exceed 9.</p>
Pre/ Co Requisites	<u>Department Permission required.</u>
Credits	<u>1-3 (maximum 9 credits)</u>
Hours	<u>1-3</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

In order to strengthen our undergraduate research presence and better support our undergraduate students who engage in departmental research we would like to change the number of course credits and hours to allow students to register for a 1 credit, 3 hour, 2 credit, 6-hour or 3 credit, 9-hour course. This course currently requires students to register for 3 credits, but many of our students do not have time to devote 9 hours a week (3 hours for every laboratory research credit) to doing research when they first begin. We believe that having the 1 credit and 2 credit options will allow more of our students to explore research options in our department. We envision a natural growth where our students will register for 1 credit of research during their first semester (where they are mostly shadowing another student and learning basic techniques), followed by the 2 credit option (where they become more independent) and finally the 3 credit option (where they are ready to embark on full scale independent research).

In addition, we are changing the course pre-requisites. We have found over the past few years that many of our freshman students are ready to join a research lab in their second semester while taking General Chemistry 2. In fact, it has become apparent in the literature that early research experiences are “high impact practices” that support student success and retention. The department would thus no longer require students to take Organic Chemistry 2 lecture and Lab (CHE 234 and CHE 235) before they may register for CHE 391. Instead, the department would like every student who registers for research to obtain department permission upon selection of a research mentor. Students may register for CHE 391 at any stage in their tenure as students.

Finally, we are changing the course description. We are removing the limitation that the course only be available to chemistry and biochemistry majors and we are allowing the CHE 391 course to be repeatable for a total of 9 credits. This will allow a student to complete at least 4 semesters of CHE 391 research (1 credit, 2 credits, 3 credits, 3 credits).

5. **Date of departmental approval:** September 11, 2017

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

1. **Type of Change:** Pre/co-requisites, Hours, Credits, Description.

2. **From:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 491
Course Title	Chemical Research
Description	<p>(Limited to students majoring in Chemistry or Biochemistry.) This course is designed to enable the advanced student to pursue an investigation of a topic of common interest to the student and a faculty member of the Department. A written research report is required each semester.</p> <p>Note: Satisfactory completion of 3 credits of CHE 491 is one of the requirements for Departmental honors. The total credits received for CHE 491 and 391 may not exceed 9.</p>
Pre/ Co Requisites	PREREQ: CHE 234 and CHE 235, or CHE 344, or CHE 334 and Departmental Permission
Credits	3 (maximum 6 credits)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

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

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 491
Course Title	Chemical Research
Description	<p>This course is designed to enable the advanced student to pursue an investigation of a topic of common interest to the student and a faculty member of the Department. A written research report is required each semester.</p> <p>Note: Satisfactory completion of 3 credits of CHE 491 is one of the requirements for Departmental honors <u>and it is highly encouraged that students complete at least 1 semester of CHE 391 before requesting permission to register for CHE 491.</u> The total credits received for CHE 491 may not exceed 9.</p>
Pre/ Co Requisites	<u>Department Permission required.</u>
Credits	<u>1-3 (maximum 9 credits)</u>
Hours	
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	____ Creative Expression ____ Individual and Society ____ Scientific World
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4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

In order to strengthen our undergraduate research presence and better support our undergraduate students who engage in advanced departmental research we would like to change the number of course credits and hours to allow students to register for a 1 credit, 3-hour, 2 credit, 6-hour or 3 credit, 9-hour course. This course currently requires students to register for 3 credits, but many of our students do not have time to devote 9 hours a week (3 hours for every laboratory research credit) to doing research when they are in the advanced stages of their tenure. We believe that having the 1 credit and 2 credit options will allow more of our students to explore advanced research in our department and thus qualify for departmental honors. On the other hand, at its most advanced stages research can be both very demanding and very time consuming, and those of our students who are interested in pursuing PhD degrees often spend many more than 9 hours a week in the lab. These select students would benefit greatly from being able to combine these courses for a 4 credit, 12-hour or even a 5 credit, 15-hour research experience.

In addition, we are changing the course pre-requisites. We envision a natural growth where our students will complete a cycle of CHE 391 research before they register for CHE 491, but realize that this may not always be the case. The CHE 491 research course will thus require department permission for every student who wishes to register. The department would no longer require students to take Organic Chemistry 2 lecture and Lab (CHE 234 and CHE 235) or PChem lecture (CHE 334, or CHE 344) before they may register for CHE 491. Instead, the requirement of department permission would allow us to tailor the experience so that it best benefits each of our advanced research students.

Finally, we are changing the course description. We are removing the limitation that the course only be available to chemistry and biochemistry majors and we are allowing the CHE 491 course to be repeatable for a total of 9 credits. This will allow a student to complete multiple semesters of advanced research under this course number.

5. Date of departmental approval: September 11, 2017

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

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

1. **Type of change:** Add crosslisting to existing experimental course

2.

Department(s)	Computer Science; Physics and Astronomy
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	Quantum information science and quantum computing
Course Prefix & Number	PHY (CMP) 320
Course Title	Quantum Computer Science
Description	Quantum information science and quantum computing for majors in computer science, physics, and mathematics, topics include: the linear algebra of quantum mechanics, bits versus qubits, quantum cryptography, quantum teleportation, quantum gates and quantum computing, the Grover search algorithm.
Pre/ Co Requisites	PREREQ: MAT 313
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The original PHY experimental course was approved in 2016. It has been found also to be appropriate for students in computer science, so the Computer Science Department would like to cross-list it so that CMP students taking it can earn credit toward the CMP major.

From the original proposal:

Quantum information science and computing is a field that has burgeoned into prominence over the past two decades, an interdisciplinary field combining elements of physics, computer science, and mathematics. There is increasing curiosity about this field among undergraduates in the above mentioned fields, and this course is designed to fulfill and further stimulate that curiosity. Several colleges and universities have already introduced undergraduate courses in this subject, but Lehman would be the first to do so at CUNY.

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

Students will:

- Understand the unique features and advantages of quantum information processing as compared to what is possible by standard information technology.
- Be able to mathematically describe the operation and outcomes of various processes and be able to solve elementary problems pertaining to these outcomes.

5. Date of Departmental Approval: October 17, 2016

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

Name of Program and Degree Award: Human Resource Management, Minor
Effective Term: Fall 2018

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

2. **From:**

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

3. **To:**

Minor in Human Resource Management

This minor consists of:

		Credits
BBA 204	Principles of Management	3
BBA 327	<u>Organizational</u> Behavior and <u>Development</u>	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):**

An error was made in the name of the minor as well as for the title of the BBA 327 course.

5. **Date of departmental approval:** September 18, 2017

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

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

2.

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Economics
Course Prefix & Number	ECO 344
Course Title	Economic Evaluation of Health Programs
Description	Introduces students to concepts related to the assessment of health and healthcare from an economic point of view, discusses measurements of opportunity costs, monetary benefits and health outcomes.
Pre/ Co Requisites	ECO 166 and ECO 167; BBA 303 or ECO 302; or Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

This course will serve as an elective for economic majors.

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

- Analyze quantitative economic data in health using industry relevant softwares
- Identify diverse methodologies about economic analysis for health and healthcare programs regarding viability, implementation and its decision-making process.
- Demonstrate understanding of Cost-Effectiveness, Cost-Utility and Cost-Benefit Analyses and its applications in health and healthcare.
- Employ economic evaluation tools regarding patient-level data and decision analytic modeling
- Discuss ways to present and use economic evaluation results (dissemination).

5. Date of Departmental Approval: September 18, 2017

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

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

2.

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Economics
Course Prefix & Number	ECO 345
Course Title	Health Economics
Description	An analysis of healthcare markets and structures; demand and supply for healthcare; insurance and funding mechanisms; performance of the health care sector from a theoretical perspective as well as provides an analysis of the United States healthcare system compared to other systems.
Pre/ Co Requisites	ECO 166 and ECO 167
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course will serve as an elective for economic majors.

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

- Describe the importance of health and healthcare under scarcity of services
- Demonstrate understanding of demand and supply for health and healthcare
- Describe how healthcare is allocated through the provision of health insurance
- Analyze the effect of market failures in the decision-making process.
- Discuss and formulate healthcare policy issues
- Demonstrate understanding of the US healthcare system through a comparative analysis.

5. **Date of Departmental Approval:** September 18, 2017

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

Curriculum Change

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

2. **From:**
Public Health, B.S. (54 Credit Major)

The basic distribution of credits for this major appears in Table 1, followed by course lists.

Table 1: Distribution of credits for the Public Health major.

Component	Credits
Core Courses	30
Specialization Courses: Geographic Information Science or Global Health	18
Fieldwork and Capstone	6

Degree Requirements

30 credits in Required Core Courses

	Credits
HEA 300 Introduction to Public Health	3
HSD 269 Fundamentals of Biostatistics for Health Professionals	3
HSD 306 Epidemiology	3
HEA 267 Human Behavior and Health	3
HEA 301 Environmental Health	3
HSA 267 Management of Health Organizations	3
HSD 266 The U.S. Health Care Delivery System	3
HEA 400 Program Planning and Evaluation	3
PHE 302 Social Determinants of Health	3
PHE 303 Approaches to Public Health Research	3

18 credits in Geographic Information Science Specialization

12 Credits in Required Specialization Courses

	Credits
GEP 204 Basic Mapping: Applications and Analysis	3
GEP 205 Principles of Geographic Information Science	3
GEH 320 Population Geography	3
GEP 310 Geography of Urban Health	3

6 credits in GIS Specialization Electives selected from the following:

	Credits
GEH 240 Urban Geography	3
GEH 232 Medical Geography	3
GEP 321 Introduction to Remote Sensing	4
GEP 330 Spatial Statistics and Advanced Quantitative Methods in Geography	3
GEP 360 Geovisualization and Analytic Cartography	4
GEP 350 Special Projects in Geographic Information Systems	4
GEH 490 Honors in Geography.	One semester, 2, 3, or 4 credits (may be repeated for a maximum of 6 credits).

18 Credits in Global Health

12 Credits in Required Specialization Courses

		Credits
PHE 304	Fundamentals of Global Health	3
PHE 306	Global Burden of Communicable and Non-Communicable Disease	3
PHE 340	Global Nutrition and Disease	3
PHE 307	Emergency Preparedness at the Community Level	3

6 Credits in Global Health Specialization Electives selected from

		Credits
HEA 302	Women and Health	3
HEA 211	Perspectives on AIDS	3
POL 343	International and Regional Organizations	3
HEA 348	Latino Health	3
PHE 305	Community-based Participatory Research Methods	3
GEH 232	Medical Geography	3

6 Credits in Required Fieldwork and Capstone for both Specializations

		Credits
PHE 470	Public Health Field Experience	3
PHE 472	Public Health Capstone	3

Admissions Requirements

To be considered for admission to the BS in Public Health, an application must:

1. Have a minimum GPA of 3.0.

1. To:

The Bachelors of Science in Public Health (BSPH) program prepares students for the professional practice, service and advance training like graduate school. The program trains students in core methods, theories and concepts so that they may apply these to improve health access and equity. The program has a particular emphasis on the health needs of global communities, and through international collaborations at Lehman College, students may add a global experience to their training.

Students complete a core course series, program track courses, and an internship experience to apply their knowledge in a local or global setting. Also, students take a capstone seminar as a culminating learning experience for the program.

The program is designed to prepare students for careers in public health such as: Peace Corps, city health agencies, nonprofit organizations, international organizations, and higher educational institutions. After completing the program, students will be able to develop, manage, and evaluate public health programs while working with communities in diverse settings. Additionally, the program provides foundational training to prepare students for graduate school including law school and masters and doctoral programs in public health.

Public Health, B.S. (48 Credit Major)

The basic distribution of credits for this major appears in Table 1, followed by course lists.

Table 1: Distribution of credits for the Public Health major.

Component	Credits
Core Courses	<u>24</u>
Specialization Courses: Geographic Information Science or Global Health	18
Fieldwork and Capstone	6

Degree Requirements

24 credits in Required Core Courses

		Credits
HEA 300	Introduction to Public Health <u>OR</u>	3
<u>PHE 304</u>	<u>Fundamentals of Global Health*</u>	<u>3</u>
HSD 269	Fundamentals of Biostatistics for Health Professionals	3
HSD 306	Epidemiology	3
HEA 267	Human Behavior and Health	3
HSD 266	The U.S. Health Care Delivery System	3
HEA 400	Program Planning and Evaluation	3
PHE 302	<u>Social & Environmental Determinants of Health</u>	3

PHE 303	Approaches to Public Health Research	3
*Students may take either HEA 300 or PHE 304		

18 credits in Geographic Information Science (GIS) Specialization

12 Credits in Required Specialization Courses

	Credits
GEP 204 Basic Mapping: Applications and Analysis	3
GEP 205 Principles of Geographic Information Science	3
GEH 320 Population Geography	3
GEP 310 Geography of Urban Health	3

6 credits in GIS Specialization Electives selected from the following:

	Credits
GEH 240 Urban Geography	3
GEH 232 Medical Geography	3
GEP 321 Introduction to Remote Sensing	4
GEP 330 Spatial Statistics and Advanced Quantitative Methods in Geography	3
GEP 360 Geovisualization and Analytic Cartography	4
GEP 350 Special Projects in Geographic Information Systems	4
GEH 490 Honors in Geography	One semester, 2, 3, or 4 credits (may be repeated for a

maximum of 6 credits.

18 Credits in Global Health Specialization

12 Credits in Required Specialization Courses

	Credits
<u>PHE 305</u> <u>Community-based Participatory Research Methods</u>	<u>3</u>
PHE 306 Global Burden of Communicable and Non-Communicable Disease	3
PHE 307 Emergency Preparedness at the Community Level	3
<u>PHE 360</u> <u>Special Topics in Public Health</u>	<u>3</u>

6 Credits in Global Health Specialization Electives selected from

	Credits
HEA 302 Women and Health	3
HEA 211 Perspectives on AIDS	3
POL 343 International and Regional Organizations	3
HEA 348 Latino Health	3
<u>PHE 340</u> <u>Global Nutrition and Disease</u>	<u>3</u>
GEH 232 Medical Geography	3

6 Credits in Required Fieldwork and Capstone for both Specializations

	Credits
PHE 470 Public Health Field Experience	3
PHE 472 Public Health Capstone	3

Admissions Requirements

To be considered for admission to the BS in Public Health, an application must:

1. Have a minimum GPA of 3.0.

4. Rationale (Explain how this change is expected to fulfill the learning goals and objectives of the Department and major/program).

These changes will enable the degree to be more aligned with CEPH accreditation. The proposed changes will reduce the number of credits for the major from 54 to 48 credits. These changes include the removal of HEA 301 and HSA 267 from the major since the content is covered in HEA 300 and PHE: 302, 304, 303, & 305. Also, students may take either HEA 300 or PHE 304 since the course content overlaps. Further, we changed the course title for PHE 302 to reflect how the course will examine both the social and environmental factors that influence determinants of health.

Two courses are re-organized into a methods sequence to align with the CEPH accreditation goals. PHE 303, Public Health Research Methods, and PHE 305, Community Based Participatory Research, will be a course sequence to develop student research methods skills. PHE 340 has been moved to an elective to accommodate this course sequence. There are no changes to the Geographic Information Systems (GIS) specialization coursework.

Finally, we are proposing one new course to support CEPH requirements and to support student learning. PHE 360, Special Topics in Public Health, will allow the program to offer topical content based on student interest and to develop new courses for the major.

5. Date of departmental approval: April 5, 2017

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <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	Health Education and Promotion
Course Prefix & Number	HEA 336
Course Title	Perspectives on Death and Dying
Description	Study of death, dying, and bereavement from psychological, social, and cultural perspectives. Topics including end of life care, the effects of different types of death on the grief process, children and bereavement, and grief counseling. Implications for health services delivery.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

We have a graduate course called HEA 636 Perspectives on Death and Dying but we do not offer an equivalent course on the undergraduate level. For several years we have been offering a section of HEA 360 Selected Topics in Health that focuses on death and dying. We feel it is time to offer Perspectives on Death and Dying as a separate course on the undergraduate level and geared toward community health educators.

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

- Communicate accurate and comprehensive content knowledge about the subject of dying, death and bereavement.
- Demonstrate health literacy skills by discussing topical issues related to dying, death, and bereavement in an informed manner.
- Explain the value of the many perspectives brought to the study of dying, death, and bereavement by people from diverse backgrounds.
- Explain the importance of being open, nonjudgmental, compassionate and supportive when teaching others about dying, death, and bereavement.
- Demonstrate self-awareness when teaching people about this subject and assisting people who are impacted by loss.
- Act as a resource person and be able to evaluate and recommend various educational resources related to grief and bereavement.
- Assess needs and priorities for educational and/or counseling interventions for children and families that promote understanding around grief and bereavement.
- Evaluate different types of educational and/or counseling interventions for children and families impacted by loss and suggest changes.
- Explain the role of the community health educator as it pertains to death education and end of life care.

5. **Date of Departmental Approval:** September 27, 2017

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 445
Course Title	Advanced Nutrition
Description	An in-depth study of the digestion, absorption, transport and metabolism of the energy nutrients, and of the metabolic functions of water and selected vitamins and minerals. Dietary calculations based on current nutrient standards and analysis of topical nutrition research.
Pre/ Co Requisites	HSD 240, CHE 244 and CHE 245, and BIO 181 and BIO 182 or BIO 228, and DFN 220.
Credits	4
Hours	4
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	___X_ Not Applicable ____ Required ____ 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)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 445
Course Title	Advanced Nutrition
Description	An in-depth study of the digestion, absorption, transport and metabolism of the energy nutrients, and of the metabolic functions of water and selected vitamins and minerals. Dietary calculations based on current nutrient standards and analysis of topical nutrition research.
Pre/ Co Requisites	HSD 240; both CHE 244 and CHE 245, <u>or both DFN 244 and DFN 245</u> ; and both BIO 181 and BIO 182, or BIO 228; and DFN 220. <u>Departmental permission required.</u>
Credits	4
Hours	4
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing)	NA

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

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

This course is an advanced course taken by students admitted to the DFN Option accredited by ACEND, and is therefore specifically designed to meet the accreditation requirements for students who expect to become registered dietitians. The course is not designed to be taken by students who are not in the accredited option and thus requires departmental permission. Option 1 students can enroll in either DFN 244-245 or CHE 244-245 to fulfill chemistry requirements and this has been modified in the pre-requisite requirements for DFN 445.

5. Date of departmental approval: September 27, 2017

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 472
Course Title	Field experience in Community Nutrition
Description	A minimum of 100 hours of supervised field experience in a health care facility that offers clinical nutritional services. Periodic meetings with the instructor. A paper is required.
Pre/ Co Requisites	DFN 342 and HEA 437.
Credits	2
Hours	2
Liberal Arts	[] Yes [X] 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)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 472
Course Title	Field experience in Community Nutrition
Description	A minimum of 100 hours of supervised field experience in <u>community nutrition including community outreach, food production or procurement, nutrition education, health promotion, or health policy. A paper assessing the potential impact of the experience with reference to the professional literature is required.</u>
Pre/ Co Requisites	DFN 341; HEA 437 (or DFN 437).
Credits	2
Hours	2
Liberal Arts	[] Yes [X] No
Course Attribute (e.g.	NA

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 revised course description better describes how the course is currently taught. The existing course description is in error as it states that the field work is in clinical nutrition which is incorrect. The prerequisites are revised to better prepare HEA and DFN students to perform successfully in field work and reflect the two counseling courses that are appropriate prerequisites.

5. Date of departmental approval: September 27, 2017

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

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

CURRICULUM CHANGE

Name of Program and Degree Award: Latin American Studies, B.A.

Hegis Number: 0308.00

Program Code: 34018

Effective Term: Fall 2018

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

2. **From**:

Total credits: ~~30~~

6 credits in:

LAC 266 Introduction to Latin America and the Caribbean I

LAC 267 Introduction to Latin America and the Caribbean II

~~3 credits in the following:~~

~~—— LAC/SPA 301 Spanish American Literature of the 19th Century~~

~~—— LAC/SPA 329 Literature of the Dominican Republic~~

~~—— LAC/SPA 332 Spanish American Fiction of the 20th Century~~

~~—— LAC/SPA 333 Spanish American Literature of the Conquest~~

~~—— LAC/SPA 343 20th Century Spanish American Literature~~

~~—— LPR 300 Puerto Rican Literature~~

9 credits—one course in each of the areas:

~~Socioeconomic structures~~

~~Literature and the Arts~~

~~History and Politics~~

~~12 credits in electives~~

~~At least 6 credits must be at the 300 or 400-level~~

3. **To**:

Total credits: 36

6 credits in:

LAC 266 Introduction to Latin America and the Caribbean I

LAC 267 Introduction to Latin America and the Caribbean II

9 credits—one course in each of the areas

Socio-Cultural and Economic Processes:

LAC 210: Women in Latin America

LAC 224: Dominicans in the US
LAC 231: Latinos in the US
LAC 235: Caribbean Societies
LAC 238: Ethnography of Latin America
LAC 289: Regional Geography: Latin America
LAC 307: Black Brazil
LAC 312: Latino Migrations
LAC 313: Religion in Hispaniola
LAC 314: Religions in Latin America, the Caribbean and Latino US
LAC 317: Early Civilizations of Latin America and the Caribbean
LAC 318: Early Civilizations of Mexico and Central America
LAC 323: Economic Development in Latin America
LAC 347: Race and Ethnic Relations in Latin America
LAC 400: Seminar: Slavery in New World

Literature and the Arts

LAC 143: Introduction to the History of Latin American Art
LAC 214: Literature of the Caribbean and the Caribbean Diaspora
LAC 216: Latin American Cinema
LAC 233: Latin American Literature in Translation
LAC 241: Literature of the English and Francophone Caribbean
LAC 247: Brazilian Literature
LAC 250: Contemporary Problems in the Hispanic World
LAC 265: Contemporary Literature of Spain and Spanish America
LAC 300: Afro-Latin American Literature
LAC 301: Puerto Rican Literature
LAC 316: Visual Culture of Latin America, the Caribbean and the Diaspora
LAC 319: Latinos in Film
LAC 320: Spanish American Literature of the 19th Century
LAC 328: Spanish American Fiction of the 20th Century
LAC 329: Literature of the Dominican Republic
LAC 333: Spanish American Literature of the Conquest
LAC 334: Music of the Caribbean
LAC 339: Latino/Latina Literatures in English
LAC 341: Puerto Rican Music
LAC 342: Latin American Popular Music
LAC 343: Pre-Columbian Art
LAC 344: 20th Century Latin American Poetry
LAC 346: Introduction to Mexican and Chicano/a Literature
LAC 352: Special Topics in Hispanic Literature
LAC 359: Spanish American Civilizations

History and Politics

LAC 225: History of the Dominican Republic

LAC 226: Contemporary Dominican Politics and Society

LAC 268: History of Mexico

LAC 304: Social History of Hispaniola

LAC 306: Haitian/Dominican Border

LAC 315: Contemporary History of the Hispanic Caribbean

LAC 321: Latino New York

LAC 324: History of Cuba

LAC 330: Latin America in the 19th Century

LAC 331: Modern Latin America

LAC 332: Political Systems of Latin America

LAC 335: The Caribbean in World Politics

LAC 336: Political Systems of Central America and the Caribbean

LAC 337: Latin America and the US 1823 to present

LAC 338: Colonial Latin America

LAC 340: Slavery in Latin America and the Caribbean

LAC 345: History of South America

LAC 349: Latino Political Economy

LAC 351: Mexican Revolution

LAC 364: Through Foreign Eyes: Mexico

21 credits in LAC electives—at least 12 credits must be at the 300- or 400-level

Language requirement: In addition to the 36 credit major students must show competency in Spanish. Students must complete, or test out of, the intermediate Spanish sequence of 6 credits:

For non-native speakers: SPA 201: Intermediate Spanish Grammar and SPA 202: Intermediate Spanish Reading.

For heritage learners: SPA 203: Elements of Contemporary Spanish I and SPA 204: Elements of Contemporary Spanish II.

4. Rationale:

We seek to make the major more rigorous and streamlined for undergraduate students to successfully complete. In order ensure that our students graduate in a timely fashion we are adding clear specific Spanish-language requirements for non-native and heritage speakers. The upper-level literature course, which served as the language requirement, is being eliminated. Students may take upper literature courses within the Literature and Arts area. To make the major more consonant with other comparable majors the total number of credits needed for completing it is increased from 30 to 36. Finally, to complete the 36 required credits the number of elective credits in the major is increased from 12 to 21.

5. **Date of Departmental Approval:** March 7, 2017

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

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

CURRICULUM CHANGE

1. Type of Change: Course description, title, crosslisting

2. From:

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latin American Studies
Course Prefix & Number	LAC (LPR) 214
Course Title	Literature of the Caribbean
Description	A-comparative survey-of-Caribbean-literature, including common themes, structures, and approaches to literary texts. Examples are chosen from works in Spanish, French, English, and Papiamento, read in translation if necessary.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input checked="" type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latin American Studies
Course Prefix & Number	LAC (<u>LTS</u>) 214
Course Title	Literature of the Caribbean and the Caribbean Diaspora
Description	Comparative survey of <u>literature of the Caribbean as well as Caribbean Diasporic populations</u> , including common themes, structures, and approaches to literary texts. Examples are chosen from works in Spanish, French, English, and Papiamento, read in translation if necessary.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input checked="" type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The change allows the course to encompass the vast wealth of literature of the Caribbean diaspora, written outside of the Caribbean but conceptually and

historically related to and relevant to the study of literature written in the region.
The Pathways learning objectives are not affected by this change.

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

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

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

CURRICULUM CHANGE

Name of Program and Degree Award: Puerto Rican Studies, B.A.
Hegis Number: 0308.00
Program Code: 34019
Effective Term: Fall 2018

1. **Type of Change**: Change in Degree Requirements, Name of Registered Degree, Alpha Numeric Code

2. **From**:

~~Major in Latino/Puerto Rican Studies~~

~~9-credits in required courses~~

~~LPR 212 (History of Puerto Rico) or LPR 213 (Puerto Rican Culture)~~

~~LPR-242 Latinos in the U.S.~~

~~LPR 269 History of U.S. Latinos~~

~~9-credits in three LPR courses at the 300-level or above~~

~~3-credits in one course in Latino or Puerto Rican Literature~~

~~LPR 339 Latino Literature~~

~~LPR 346 Intro. to Mexican and Chicano/a Literatures~~

~~LPR 301 Puerto Rican Literature~~

~~LPR 320 Puerto Rican Literature in English~~

~~9-credits in elective courses~~

~~Latino or Puerto Rican Studies at the 200-level or above or in related disciplines~~

3. **To**:

Major in Latino Studies

Total credits: 36

6 credits in required courses

LTS 242 Latinos in the U.S.

LTS 269 History of U.S. Latinos

9 credits—one course in each of the areas

Socio-cultural and Economic Processes

LTS 213 Puerto Rican Culture: Global Identities

LTS 224 Dominicans in the U.S.

LTS 232 Family and Gender Relations among Latinos

LTS 308 The Economy of Puerto Rico

LTS 311 Migration and the Puerto Rican Community in the United States

LTS 312 Latino Migrations

LTS 314 Religions in Latin America, the Caribbean, and Latino U.S.

LTS 348 Latino Health

LTS 349 Latino Political Economy

Literature and the Arts

LTS 214 Literature of the Caribbean & the Caribbean Diaspora

LTS 301 Puerto Rican Literature

LTS 302 Dominican-American Literature

LTS 316 Visual Culture of Latin America, the Caribbean and the Diaspora

LTS 319 Latinos in Film

LTS 320 Puerto Rican Literature in English: Nation and Diaspora

LTS 339 Latino Literature

LTS 341 Puerto Rican Music

LTS 346 Introduction to Mexican and Chicano/a Literatures

LTS 410 Latino Popular Culture

History and Politics

LTS 212 History of Puerto Rico

LTS 234 Latino Politics

LTS 300 Social and Economic History of Puerto Rico from the Industrial Revolution to the Present

LTS 307 Contemporary Puerto Rican Politics & Society

LTS 309 Latino Social Movements and Civil Rights

LTS 321 Latino New York

LTS 353 Latino Media

LTS 363 Mexican Migration to the U.S.: History, Culture, and Civil Rights

15 credits in Latino Studies (LTS) courses—12 credits at the 300-level or above

6 credits electives in LAC or any of the following courses:

HIS 244—Modern US History

HIU 315—Recent US History, 1945 to present

HIU 335—Immigration in America
SOC 338—Race & Ethnicity in Society
ESC (ECE) 310—The Spanish-Speaking American in Urban Setting
POL 230—Immigration and Citizenship

4. Rationale:

We seek to make our major at once more rigorous and more streamlined for undergraduate students to successfully complete. While the major has always been interdisciplinary, the proposed structure for students to complete the major ensures that they are exposed to each of three disciplinary orientations and then are able to specialize if they choose through their choice of elective courses. Previously, the major was 30 credits. 36 credits is now more consonant with comparable majors.

The new major follows the format of our major in Latin American Caribbean Studies in that students select courses from three distribution areas: History and Politics, Literature and the Arts, and Socio-cultural and Economic Processes. It increases the number of higher level courses (300-level and above) from 3 to 4. It also eliminates the requirement of one of a specific set of literature courses because relying on another department to offer those was making it difficult for us to ensure our students could complete the major in a timely fashion. The name change of the major is proposed as a result of shifts broadly in US Latino Studies across the nation. While our department offered one of the first ethnic studies majors in the nation (Puerto Rican Studies, established in 1968), the diversity of national origins among Latinos in the US requires a broader frame of analysis. This broader frame is already represented in our course offerings and the major name change will reflect that. Students whose primary interest is in Puerto Rican studies will still be able to specialize in this area in their course selections.

5. Date of departmental approval: March 30, 2017

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

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

CURRICULUM CHANGE

Name of Program and Degree Award: Latino/Puerto Rican Studies, Minor
Effective Term: Fall 2018

1. **Type of Change**: Change in Degree Requirements, Name of Registered Degree, Alpha Numeric Code

2. **From**:

Minor in ~~Latino / Puerto Rican Studies~~

6 credits in required courses ~~(select two from):~~

~~LPR 212 (History of Puerto Rico)~~

~~LPR 213 (Puerto Rican Culture)~~

~~LPR 242 Latinos in the U.S.~~

~~LPR 269 History of U.S. Latinos~~

6 credits in two additional ~~LPR courses~~ at the 300-level or above

3. **To**:

Minor in Latino Studies

Total credits: 12

6 credits in required courses

LTS 242 Latinos in the U.S.

LTS 269 History of U.S. Latinos

6 credits— in Latino Studies (LTS) courses at the 300-level or above

4. **Rationale**:

The name change of the major is proposed as a result of shifts broadly in US Latino Studies across the nation. While our department offered one of the first ethnic studies minors in the nation (Puerto Rican Studies, established in 1968), the diversity of national origins among Latinos in the US requires a broader frame of analysis. This broader frame is already represented in our course offerings and the major name change will reflect that. Students whose primary interest is in Puerto Rican studies will still be able to specialize in this area in their course selections.

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

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

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

CURRICULUM CHANGE

1. Type of Change: Course description, title, alpha code

2. From:

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino and Puerto Rican Studies
Course Prefix & Number	LPR 307
Course Title	Puerto Rico in the Twentieth Century
Description	Intensive study of socioeconomic and political changes in twentieth-century Puerto Rico.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 307
Course Title	<u>Contemporary Puerto Rican Politics and Society</u>
Description	Intensive study of <u>current</u> socioeconomic and political <u>contexts in Puerto Rico.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The course's title is antiquated. This change reflects the contemporary focus of the course on Puerto Rican society and politics. Change in subject area and alpha code follow proposal to change Latino/Puerto Rican Studies to Latino Studies and the alpha code from LPR to LTS.

5. Date of departmental approval: March 30, 2017

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

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

CURRICULUM CHANGE

1. **Type of Change:** Course description, title, alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino and Puerto Rican Studies
Course Prefix & Number	LPR 309
Course Title	Social and Political Movements in Puerto Rico
Description	Social and political movements in Puerto Rico from the nineteenth century to the present. Emphasis on the independence, annexationist, and autonomist movements and their relation to analogous movements across the Caribbean.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	____ Scientific World
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3. To:

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	LTS 309
Course Title	Latino Social Movements and Civil Rights
Description	Social and political movements <u>among Latinos in the US and Puerto Rico</u> from the nineteenth century to the present.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The change allows the course to comprehensively address social and civil rights movements among Latinos, including Puerto Rican, Mexican-American and other civil and social rights movements dating from the 19th century to the present. Change in subject area and alpha code follow proposal to change Latino/Puerto Rican Studies to Latino Studies and the alpha code from LPR to LTS.

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

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

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

CURRICULUM CHANGE

1. **Type of Change:** Course description, title, alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino and Puerto Rican Studies
Course Prefix & Number	LAC (LPR) 316
Course Title	Visual Culture in the Hispanic Caribbean
Description	Visual culture across the Hispanic Caribbean, including visual arts, photography, film, video, and television and new media.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LAC (LTS) 316</u>
Course Title	Visual Culture of Latin America, the Caribbean and the Diaspora
Description	Visual culture across Latin America, the Caribbean and the Diaspora, including visual arts, photography, film, video, and television and new media.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The change allows the course to comprehensively address social and civil rights movements among Latinos, including Puerto Rican, Mexican-American and other civil and social rights movements dating from the 19th century to the present. Change in subject area and alpha code follow proposal to change Latino/Puerto Rican Studies to Latino Studies and the alpha code from LPR to LTS.

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

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

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

CURRICULUM CHANGE

1. **Type of Change:** Course description, title, alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino and Puerto Rican Studies
Course Prefix & Number	LPR 410
Course Title	Puerto Rican and Folklore and Popular Culture
Description	Study of folklore and popular culture in Puerto Rico and of Puerto Ricans in the United States from the perspective of the social sciences. Analysis of the processes and product in the continual making of identity.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	<u>Latino Studies</u>
Course Prefix & Number	<u>LTS 313</u>
Course Title	Latino Popular Culture
Description	<u>Study of Latino popular culture including various genres, such as visual art, music, film, and dance.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The change makes the course more comprehensive of the vast diversity of popular cultures among Latino groups. Change in subject area and alpha code follow proposal to change Latino/Puerto Rican Studies to Latino Studies and the alpha code from LPR to LTS.

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

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

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

CURRICULUM CHANGE

1. **Type of Change:** Description, pre-requisite, title, crosslisting

2. **From:**

Department(s)	Latin American, Latino and Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	LAC 420
Course Title	Latin American and Caribbean Seminar
Description	Variable themes of Latin American and Caribbean studies chosen by the instructor.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Latin American, Latino and Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	LAC (<u>LTS</u>) 420
Course Title	Latin American and Latino Studies Seminar: Interdisciplinary Research Methods in Latino/a and Latin American Studies
Description	Interdisciplinary approach to research methodologies on topics related to Latin American and Latino studies.
Pre/ Co Requisites	12 credits in LAC or LTS courses or Department permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This cross-listed seminar is designed for upper division Latin American (LAC) and Latino/Puerto Rican Studies (LPR) majors, as well as upper division undergraduates or masters' students who are conducting research on topics related to Latin American and Latino/a studies. This course offers an interdisciplinary approach to research methodologies, close supervision of research projects, and the opportunity to work in collaboration with other students and faculty. Students will practice a range of qualitative, quantitative and mixed

research methods. Students will gain experience in interview techniques, narrative and visual analysis, fieldwork, archival work, and how to frame research questions. Participatory Action Research, collaborative research, and other methods for decolonized or subject-centered research will be discussed.

In an effort to update and strengthen the LALPRS majors in Latin American and Caribbean Studies (LAC) and Latino and Puerto Rican Studies (LPR), LALPRS' curriculum committee has been reviewing and revising our curriculum. We did not have a thesis or capstone requirement. Part of the reason is that as an interdisciplinary department, we struggled with how to communicate to and train students in research methodologies drawn from diverse disciplines and traditions. As a result of engaging discussions among our faculty, we feel it incumbent on us to introduce students precisely to an interdisciplinary research environment in which the research questions drive the selection of methods and there is a constant and critical dialogue about adapting methodologies to the inquiry driving a project. We also wish to serve students interested in pursuing graduate study with the opportunity for an intensive thesis or capstone project.

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

Conduct Undergraduate Research

Engage in Collaborative Assignments and Projects

Experience Service Learning/Community Based Learning

Produce a Capstone Project

CUNY GenEd learning outcomes (when applicable)

Although the course is not part of the Pathways curriculum, the following learning outcomes of the CUNY GenEd curriculum are applicable:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

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.

Major or program-specific learning outcomes to be addressed through this course:

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

Outcomes:

- Critically analyze the 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 each discipline covered by the program: history; politics; anthropology; literature/the arts

Optional: Goal V: Demonstrate competence in Spanish

Outcomes:

- students will have the option to conduct part of their work in Spanish or indigenous languages such as Mixtec and Nahuatl, if applicable

Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view

5. **Date of departmental approval:** March 31, 2017

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

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

CURRICULUM CHANGE

1. **Type of Change:** Change in description title and alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	L PR 350
Course Title	Latino /Puerto Rican Studies Research Seminar
Description	Selected aspects of Latino/ Puerto Rican history, politics, arts, and society. Topics to be announced each semester.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 350
Course Title	<u>Latino</u> Studies Research Seminar
Description	Selected aspects of Latino history, politics, arts, and society. Topics to be announced each semester.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Change in subject area and alpha code follow proposal to change Latino/Puerto Rican Studies to Latino Studies and the alpha code from LPR to LTS.

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

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

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

CURRICULUM CHANGE

1. **Type of Change:** Change in description, title and alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	L PR 360
Course Title	Variable Topics in Latino / Puerto Rican Studies
Description	Various topics in Puerto Rican studies.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 360
Course Title	<u>Variable Topics in Latino Studies</u>
Description	<u>Various topics in Latino studies.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Change in subject area and alpha code follow proposal to change Latino/Puerto Rican Studies to Latino Studies and the alpha code from LPR to LTS.

5. Date of departmental approval: March 30, 2017.

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

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

CURRICULUM CHANGE

1. **Type of Change:** Change in description alpha code, pre-requisites

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	LPR 490
Course Title	Directed Independent Study
Description	Directed independent study affords an opportunity for the student who wishes to undertake a well-defined research project. While the student conducts work under the guidance of a faculty member chosen by the student, the project is carried out in an independent manner, without regular class meetings.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	____ Scientific World
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3. To:

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 490
Course Title	Directed Independent Study
Description	Directed independent study affords an opportunity for the student who wishes to undertake a well-defined research project. While the student conducts work under the guidance of a faculty member chosen by the student, the project is carried out in an independent manner, without regular class meetings.
Pre/ Co Requisites	<u>Department permission.</u>
Credits	3 (<u>may be repeated for a maximum of 6 credits</u>)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

As a 400-level course pre-requisites were added. Being an independent study course where the themes of study vary, a provision was added allowing students

the flexibility to take the course more than one time—as long as the subject matter of the independent study is different. Change in subject area and alpha code follow proposal to change Latino/Puerto Rican Studies to Latino Studies and the alpha code from LPR to LTS.

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

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

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

CURRICULUM CHANGE

1. **Type of Change:** Change in alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	L PR 212
Course Title	History of Puerto Rico
Description	Survey of the history of Puerto Rico.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input checked="" 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)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 212
Course Title	History of Puerto Rico
Description	Survey of the history of Puerto Rico.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input checked="" type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Change in subject area and alpha code follow proposal to change Latino/Puerto Rican Studies to Latino Studies and the alpha code from LPR to LTS.

5. Date of departmental approval: March 30, 2017.

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

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

CURRICULUM CHANGE

1. **Type of Change:** Change in alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	L PR 213
Course Title	Puerto Rican Culture: Global Identities
Description	Culture as seen from the comparative perspectives of Hispanic Caribbean, Latin American, and U.S. experience. Particular attention on identity formation, hybridity, and change among island and mainland Puerto Ricans.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input checked="" 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)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 213
Course Title	Puerto Rican Culture: Global Identities
Description	Culture as seen from the comparative perspectives of Hispanic Caribbean, Latin American, and U.S. experience. Particular attention on identity formation, hybridity, and change among island and mainland Puerto Ricans.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input checked="" type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Change in subject area and alpha code follow proposal to change Latino/Puerto Rican Studies to Latino Studies and the alpha code from LPR to LTS.

5. Date of departmental approval: March 30, 2017.

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

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

CURRICULUM CHANGE

1. **Type of Change:** Change in alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	L PR 224
Course Title	Dominicans in the United States
Description	The study of the migration, settlement, incorporation, labor market, culture, and identity of the Dominican community in the United States.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 224
Course Title	Dominicans in the United States
Description	The study of the migration, settlement, incorporation, labor market, culture, and identity of the Dominican community in the United States.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Change in subject area and alpha code follow proposal to change Latino/Puerto Rican Studies to Latino Studies and the alpha code from LPR to LTS.

5. Date of departmental approval: March 30, 2017.

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

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

CURRICULUM CHANGE

1. **Type of Change:** Change in alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	LPR 232
Course Title	Family and Gender Relations among Latinos
Description	Comparative study of gender relations and the family among Latinos in the U.S.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input checked="" 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)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 232
Course Title	Family and Gender Relations among Latinos
Description	Comparative study of gender relations and the family among Latinos in the U.S.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input checked="" type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Change in subject area and alpha code follow proposal to change Latino/Puerto Rican Studies to Latino Studies and the alpha code from LPR to LTS.

5. Date of departmental approval: March 30, 2017.

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

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

CURRICULUM CHANGE

1. **Type of Change:** Change in alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	L PR 242
Course Title	Latinos in the United States
Description	A comparative study of the social, political, and economic processes affecting Latino groups in the United States. Discussion will focus on the variable adaptations made by Puerto Ricans, Chicanos, Dominicans, Cubans, Colombians, and other Latinos in their migration and settlement within American society.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input checked="" 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)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 242
Course Title	Latinos in the United States
Description	A comparative study of the social, political, and economic processes affecting Latino groups in the United States. Discussion will focus on the variable adaptations made by Puerto Ricans, Chicanos, Dominicans, Cubans, Colombians, and other Latinos in their migration and settlement within American society.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input checked="" type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Change in subject area and alpha code follow proposal to change Latino/Puerto Rican Studies to Latino Studies and the alpha code from LPR to LTS.

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

**LEHMAN COLLEGE
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**DEPARTMENT OF
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CURRICULUM CHANGE

1. **Type of Change:** Change in alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	L PR 234
Course Title	Latino Politics
Description	Latino social and political movements within the U.S political system. Topics include Latino social movements; political incorporation; electoral processes; immigration politics; foreign policy; and identity movements.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input checked="" 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)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 234
Course Title	Latino Politics
Description	Latino social and political movements within the U.S political system. Topics include Latino social movements; political incorporation; electoral processes; immigration politics; foreign policy; and identity movements.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input checked="" type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Change in subject area and alpha code follow proposal to change Latino/Puerto Rican Studies to Latino Studies and the alpha code from LPR to LTS.

5. Date of departmental approval: March 30, 2017.

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

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

CURRICULUM CHANGE

1. **Type of Change:** Change in alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	L PR 269
Course Title	History of U.S. Latinos
Description	The history of Latinos in the United States from their seventeenth- century beginnings to the present.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input checked="" 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)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 269
Course Title	History of U.S. Latinos
Description	The history of Latinos in the United States from their seventeenth- century beginnings to the present.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input checked="" 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):

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CURRICULUM CHANGE

1. **Type of Change:** Change in alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	L PR 300
Course Title	Social and Economic History of Puerto Rico from the Industrial Revolution to the Present.
Description	Intensive survey of the socioeconomic formations of Puerto Rico from the Industrial Revolution to the present.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 300
Course Title	Social and Economic History of Puerto Rico from the Industrial Revolution to the Present
Description	Intensive survey of the socioeconomic formations of Puerto Rico from the Industrial Revolution to the present.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Change in subject area and alpha code follow proposal to change Latino/Puerto Rican Studies to Latino Studies and the alpha code from LPR to LTS.

5. Date of departmental approval: March 30, 2017.

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**DEPARTMENT OF
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CURRICULUM CHANGE

1. **Type of Change:** Change in alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	L PR 301
Course Title	Puerto Rican Literature
Description	Chronological survey of Puerto Rican literature, especially in the twentieth century, in cultural, social, and political context, with attention to the major genres of Spanish and English-language works.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 301
Course Title	Puerto Rican Literature
Description	Chronological survey of Puerto Rican literature, especially in the twentieth century, in cultural, social, and political context, with attention to the major genres of Spanish and English-language works.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

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2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	L PR 302
Course Title	Dominican American Literature
Description	Analysis of the literary production of Dominicans in the United States.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 302
Course Title	Dominican American Literature
Description	Analysis of the literary production of Dominicans in the United States.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Change in subject area and alpha code follow proposal to change Latino/Puerto Rican Studies to Latino Studies and the alpha code from LPR to LTS.

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**LEHMAN COLLEGE
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**DEPARTMENT OF
LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES**

CURRICULUM CHANGE

1. **Type of Change:** Change in alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	LPR 308
Course Title	The Economy of Puerto Rico
Description	The impact of the United States on the economy of Puerto Rico, with emphasis on unemployment, prices, wage rates, industrialization, trade, commerce, and migration. Analysis of the consequences of the economic status of the island for the Puerto Rican people.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	____ Scientific World
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3. To:

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 308
Course Title	The Economy of Puerto Rico
Description	The impact of the United States on the economy of Puerto Rico, with emphasis on unemployment, prices, wage rates, industrialization, trade, commerce, and migration. Analysis of the consequences of the economic status of the island for the Puerto Rican people.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

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CURRICULUM CHANGE

1. **Type of Change:** Change in alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	L PR 311
Course Title	Migration and the Puerto Rican Community in the United States
Description	History and development of the Puerto Rican community in the United States: migration, community establishment, institutions, regional patterns of settlement, and issues of class, race, ethnicity, and gender.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 311
Course Title	Migration and the Puerto Rican Community in the United States
Description	History and development of the Puerto Rican community in the United States: migration, community establishment, institutions, regional patterns of settlement, and issues of class, race, ethnicity, and gender.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	LPR 312
Course Title	Latino Migrations
Description	Examination of a hemisphere on the move, with particular attention to mass migrations within Latin America as well as to and from the United States.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 312
Course Title	Latino Migrations
Description	Examination of a hemisphere on the move, with particular attention to mass migrations within Latin America as well as to and from the United States.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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CURRICULUM CHANGE

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2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	L PR 314
Course Title	Religion in Latin America, the Caribbean, and Latino U.S.
Description	Religion as a revealing lens through which to study the history and contemporary cultures of Latin America and the Caribbean. The central role of religion from before Columbus to the present day, with emphasis on contemporary ethnographies of religion in the Americas (including Latin America, the Caribbean, and Latino U.S.).
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 314
Course Title	Religion in Latin America, the Caribbean, and Latino U.S.
Description	Religion as a revealing lens through which to study the history and contemporary cultures of Latin America and the Caribbean. The central role of religion from before Columbus to the present day, with emphasis on contemporary ethnographies of religion in the Americas (including Latin America, the Caribbean, and Latino U.S.).
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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CURRICULUM CHANGE

1. **Type of Change:** Change in alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	L PR 319
Course Title	Latinos in Film
Description	Latino ethnicities have been constructed in Hollywood films from the silent era to the present.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 319
Course Title	Latinos in Film
Description	Latino ethnicities have been constructed in Hollywood films from the silent era to the present.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Change in subject area and alpha code follow proposal to change Latino/Puerto Rican Studies to Latino Studies and the alpha code from LPR to LTS.

5. Date of departmental approval: March 30, 2017.

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

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

CURRICULUM CHANGE

1. **Type of Change:** Change in alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	L PR 320
Course Title	Puerto Rican Literature in English
Description	Puerto Rican literature originally written in English in the Diaspora, as well as seminal works translated into English from Spanish.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 320
Course Title	Puerto Rican Literature in English
Description	Puerto Rican literature originally written in English in the Diaspora, as well as seminal works translated into English form Spanish.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

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5. Date of departmental approval: March 30, 2017.

**LEHMAN COLLEGE
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**DEPARTMENT OF
LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES**

CURRICULUM CHANGE

1. **Type of Change:** Change in alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	L PR 321
Course Title	Latino New York
Description	A multidisciplinary investigation of the presence and impact of Latino populations in New York City from 1800s to the present.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 321
Course Title	Latino New York
Description	A multidisciplinary investigation of the presence and impact of Latino populations in New York City from 1800s to the present.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Change in subject area and alpha code follow proposal to change Latino/Puerto Rican Studies to Latino Studies and the alpha code from LPR to LTS.

5. Date of departmental approval: March 30, 2017.

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

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

CURRICULUM CHANGE

1. **Type of Change:** Change in alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	L PR 339
Course Title	Latino Literature
Description	English-language literature developed by Puerto Ricans, Chicanos, Cubans, Dominicans, and other Latino groups in the U.S. Emphasis on the similarities in the development of themes, structures, genres, and relationships with mainstream American literature.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	____ Scientific World
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3. To:

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 339
Course Title	Latino Literature
Description	English-language literature developed by Puerto Ricans, Chicanos, Cubans, Dominicans, and other Latino groups in the U.S. Emphasis on the similarities in the development of themes, structures, genres, and relationships with mainstream American literature.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Change in subject area and alpha code follow proposal to change Latino/Puerto Rican Studies to Latino Studies and the alpha code from LPR to LTS.

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

**LEHMAN COLLEGE
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**DEPARTMENT OF
LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES**

CURRICULUM CHANGE

1. **Type of Change:** Change in alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	L PR 341
Course Title	Puerto Rican Music
Description	Analysis of musical performance with respect to identity, gender, race, and class. Emphasis will be placed on the hybrid nature of the music and on the role played by the Puerto Rican Diaspora in the creation of the music.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 341
Course Title	Puerto Rican Music
Description	Analysis of musical performance with respect to identity, gender, race, and class. Emphasis will be placed on the hybrid nature of the music and on the role played by the Puerto Rican Diaspora in the creation of the music.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

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5. Date of departmental approval: March 30, 2017.

**LEHMAN COLLEGE
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**DEPARTMENT OF
LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES**

CURRICULUM CHANGE

1. **Type of Change:** Change in alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	LPR 346
Course Title	Introduction to Mexican and Chicano/a Literature
Description	Major themes in Mexican and Chicano/a literatures within their specific historical and sociopolitical contexts.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 346
Course Title	Introduction to Mexican and Chicano/a Literature
Description	Major themes in Mexican and Chicano/a literatures within their specific historical and sociopolitical contexts.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Change in subject area and alpha code follow proposal to change Latino/Puerto Rican Studies to Latino Studies and the alpha code from LPR to LTS.

5. Date of departmental approval: March 30, 2017.

**LEHMAN COLLEGE
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**DEPARTMENT OF
LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES**

CURRICULUM CHANGE

1. **Type of Change:** Change in alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	L PR 348
Course Title	Latino Health
Description	An interdisciplinary perspective on the health of Latinos in the United States. Topics include health disparities, immigrant paradox, chronic disease, and current research on protective factors.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 348
Course Title	Latino Health
Description	An interdisciplinary perspective on the health of Latinos in the United States. Topics include health disparities, immigrant paradox, chronic disease, and current research on protective factors.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

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5. Date of departmental approval: March 30, 2017.

**LEHMAN COLLEGE
OF THE
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**DEPARTMENT OF
LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES**

CURRICULUM CHANGE

1. **Type of Change:** Change in alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	LPR 349
Course Title	Latino Political Economy
Description	The role of Hispanics/Latinos in the U.S. political economy. Emphasis on experiences and challenges involving jobs, income, poverty, wealth, and business administration. Attention to the economic status of the Hispanic/Latino population compared to other ethnic populations; the nature, variety, and relations among various Latino groups; the role of political economy in contemporary public-policy debates; and economic prospects for Hispanics/Latinos.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

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

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 349
Course Title	Latino Political Economy
Description	The role of Hispanics/Latinos in the U.S. political economy. Emphasis on experiences and challenges involving jobs, income, poverty, wealth, and business administration. Attention to the economic status of the Hispanic/Latino population compared to other ethnic populations; the nature, variety, and relations among various Latino groups; the role of political economy in contemporary public-policy debates; and economic prospects for Hispanics/Latinos.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

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

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

CURRICULUM CHANGE

1. **Type of Change:** Change in alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	L PR 353
Course Title	Latino Media
Description	The production, representations, and cultural meanings of Latino media in the U.S., including television, radio, film, advertising, newspapers, and magazines.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 353
Course Title	Latino Media
Description	The production, representations, and cultural meanings of Latino media in the U.S., including television, radio, film, advertising, newspapers, and magazines.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

CURRICULUM CHANGE

1. **Type of Change:** Change in alpha code

2. **From:**

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	L PR 363
Course Title	Mexican Migration to the U.S.: History, Culture, and Civil Rights
Description	An assessment of the history of Mexican migration to the U.S., as well as Mexico's past and present impact on culture, public policy, and civil rights.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latino Studies
Course Prefix & Number	<u>LTS</u> 363
Course Title	Mexican Migration to the U.S.: History, Culture, and Civil Rights
Description	An assessment of the history of Mexican migration to the U.S., as well as Mexico's past and present impact on culture, public policy, and civil rights.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Change in subject area and alpha code follow proposal to change Latino/Puerto Rican Studies to Latino Studies and the alpha code from LPR to LTS.

5. Date of departmental approval: March 30, 2017.

Change or Adapt a Registered Program

Use the [Request to Change or Adapt a Registered Program](#) form to request program changes that require approval by the State Education Department (see chart).^{*} For **programs that are registered jointly** with another institution, all participating institutions must confirm support for the changes.

Exceptions:

- To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](#) for guidance.
- To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.

Changes and Adaptations Requiring State Education Department Approval

Changes in Program Content (all programs)

1. Any of the following substantive changes:

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

Other Changes (all programs)

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

Establishing New Programs Based on Existing Registered Programs

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

PLEASE NOTE:

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

^{*} CUNY and SUNY institutions: contact System Administration for guidance.



NEW YORK STATE EDUCATION DEPARTMENT
 Office of Higher Education—Office of College and University Evaluation
 89 Washington Avenue, Albany, NY 12234
 (518) 474-2593 Fax: (518) 486-2779
 ocueinfo@mail.nysed.gov
<http://www.highered.nysed.gov/ocue/>

Request to Change or Adapt a Registered Program

Item	Response <i>(type in the requested information)</i>
Institution name and address	Lehman College 250 Bedford Park Blvd. West Bronx, NY 10468 <i>Additional information:</i> <ul style="list-style-type: none"> ▪ Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	Program title: Puerto Rican Studies <u>Award</u> (e.g., B.A., M.S.): B.A. Credits: 30 HEGIS code: 0308.00 <u>Program code</u> : 34019
Contact person for this proposal	Name and title: David Badillo, Dept. Chair Telephone: 718-960-8280 Fax: 718-960-7804 E-mail: DAVID.BADILLO@lehman.cuny.edu
CEO (or designee) approval	Name and title: Signature and date: <div style="background-color: black; color: white; padding: 2px;">If the program will be registered jointly¹ with another institution, provide the following information:</div> Partner institution's name: Name and title of partner institution's CEO: Signature of partner institution's CEO:

- For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.
- To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](#) for guidance.
- To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.

¹ If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm.

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

Check all changes that apply and provide the requested information.

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

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

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

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

Program title:

Major in Latino Studies (Name change from Latino/Puerto Rican Studies)

Total credits: 36 (change from 30 credits)

Change in Degree Requirements

Name of Registered Degree or Certificate Program

We seek to make our major at once more rigorous and more streamlined for undergraduate students to successfully complete. While the major has always been interdisciplinary, the proposed structure for students to complete the major ensures that they are exposed to each of three disciplinary orientations and then are able to specialize if they choose through their choice of elective courses.

Previously, the major was 30 credits. 36 credits is now more consonant with comparable majors. The new major follows the format of our major in Latin American Caribbean Studies in that students select courses from three distribution areas: History and Politics, Literature and the Arts, and Socio-cultural and Economic Processes. It increases the number of higher level courses (300-level and above) from 3 to 4. It also eliminates the requirement of one of a specific set of literature courses because relying on another department to offer those was making it difficult for us to ensure our students could complete the major in a timely fashion.

The name change of the major is proposed as a result of shifts broadly in US Latino Studies across the nation. While our department offered one of the first ethnic studies majors in the nation (Puerto Rican Studies, established in 1968), the diversity of national origins among Latin@s in the US requires a broader frame of analysis. This broader frame is already represented in our course offerings and the major name change will reflect that. Students whose primary interest is in Puerto Rican studies will still be able to specialize in this area in their course selections.

Program award

Mode of Delivery (Note: if the change involves adding a **distance education format** to a registered program, please complete the [distance education application](#).)

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

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

- a) Indicate proposed format:
- b) Describe availability of courses and any change in faculty, resources, or support services:
- c) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the program.

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

Establishing New Programs Based on Existing Registered Programs

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

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

	Program Title	Degree Award	Program Code
Program 1			
Program 2			

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

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

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

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

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

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

September 2009

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

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF
LATIN AMERICAN, LATINO AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

Name of Program and Degree Award: Puerto Rican Studies, B.A.

Hegis Number: 0308.00

Program Code: 34019

Effective Term: Fall 2018

1. **Type of Change**: Change in Degree Requirements; Name of Registered Degree

2. **From**:

Major in Latino/Puerto Rican Studies

9-credits in required courses

~~LPR 212 (History of Puerto Rico) or LPR 213 (Puerto Rican Culture)~~

~~LPR 242 Latinos in the U.S.~~

~~LPR 269 History of U.S. Latinos~~

~~9 credits in three LPR courses at the 300-level or above~~

~~3 credits in one course in Latino or Puerto Rican Literature~~

~~LPR 339 Latino Literature~~

~~LPR 346 Intro. to Mexican and Chicano/a Literatures~~

~~LPR 301 Puerto Rican Literature~~

~~LPR 320 Puerto Rican Literature in English~~

~~9 credits in elective courses~~

~~Latino or Puerto Rican Studies at the 200-level or above or in related disciplines~~

3. **To**:

Major in Latino Studies

Total credits: 36

6 credits in required courses

LTS 242 Latinos in the U.S.

LTS 269 History of U.S. Latinos

9 credits—one course in each of the areas

Socio-cultural and Economic Processes

LTS 213 Puerto Rican Culture: Global Identities

LTS 224 Dominicans in the U.S.

LTS 232 Family and Gender Relations among Latinos

LTS 308 The Economy of Puerto Rico

LTS 311 Migration and the Puerto Rican Community in the United States
LTS 312 Latino Migrations
LTS 314 Religions in Latin America, the Caribbean, and Latino U.S.
LTS 348 Latino Health
LTS 349 Latino Political Economy

Literature and the Arts

LTS 214 Literature of the Caribbean & the Caribbean Diaspora
LTS 301 Puerto Rican Literature
LTS 302 Dominican-American Literature
LTS 316 Visual Culture of Latin America, the Caribbean and the Diaspora
LTS 319 Latinos in Film
LTS 320 Puerto Rican Literature in English: Nation and Diaspora
LTS 339 Latino Literature
LTS 341 Puerto Rican Music
LTS 346 Introduction to Mexican and Chicano/a Literatures
LTS 410 Latino Popular Culture

History and Politics

LTS 212 History of Puerto Rico
LTS 234 Latino Politics
LTS 300 Social and Economic History of Puerto Rico from the Industrial Revolution to the Present
LTS 307 Contemporary Puerto Rican Politics & Society
LTS 309 Latino Social Movements and Civil Rights
LTS 321 Latino New York
LTS 353 Latino Media
LTS 363 Mexican Migration to the U.S.: History, Culture, and Civil Rights

15 credits in Latino Studies (LTS) courses—12 credits at the 300-level or above

6 credits electives in LAC or any of the following courses:

HIS 244—Modern US History
HIU 315—Recent US History, 1945 to present
HIU 335—Immigration in America
SOC 338—Race & Ethnicity in Society
ESC (ECE) 310—The Spanish-Speaking American in Urban Setting
POL 230—Immigration and Citizenship

4. Rationale:

We seek to make our major at once more rigorous and more streamlined for undergraduate students to successfully complete. While the major has always been interdisciplinary, the proposed structure for students to complete the major ensures that they are exposed to each of three disciplinary orientations and then are able to specialize if they choose through their choice of elective courses. Previously, the major was 30 credits. 36 credits is now more consonant with comparable majors.

The new major follows the format of our major in Latin American Caribbean Studies in that students select courses from three distribution areas: History and Politics, Literature and the Arts, and Socio-cultural and Economic Processes. It increases the number of higher level courses (300-level and

above) from 3 to 4. It also eliminates the requirement of one of a specific set of literature courses because relying on another department to offer those was making it difficult for us to ensure our students could complete the major in a timely fashion.

The name change of the major is proposed as a result of shifts broadly in US Latino Studies across the nation. While our department offered one of the first ethnic studies majors in the nation (Puerto Rican Studies, established in 1968), the diversity of national origins among Latinos in the US requires a broader frame of analysis. This broader frame is already represented in our course offerings and the major name change will reflect that. Students whose primary interest is in Puerto Rican studies will still be able to specialize in this area in their course selections.

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

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

UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

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

2.

Department(s)	Undergraduate Curriculum Committee
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	General Education
Course Prefix & Number	LEH 450
Course Title	General Education Capstone
Description	Culminating integrative experience: development, completion, and presentation of an issues- or research-based scholarly capstone project in one of the general education study areas: World Cultures, US Experience in its Diversity, Creative Expression, Individual and Society, Scientific World. Projects reflect student interests, integrate learning from general education and major, and involve collaborative effort.
Pre/ Co Requisites	Completion of 75 credits including at least one 300-level LEH course
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	____ Individual and Society ____ Scientific World
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3. **Rationale:**

LEH 450 is designed as a culminating experience in a student's academic career at Lehman. The course presents students at the final stage of their undergraduate studies the opportunity to work collaboratively with other students to integrate learning from their earliest college experiences with learning from their majors to complete a scholarly project of interest to them.

Just as individual disciplines build knowledge, skills and proficiencies by sequencing courses from foundational to intermediate to advanced, LEH 450 is the final step in a general education sequence that begins with the Common Core (foundational), proceeds through the College Option (LEH 35x - intermediate) and culminates in LEH 450 (advanced). In addition, LEH 450 also provides students with the opportunity to integrate their general education and major experiences into a cohesive and connected whole. As a capstone to their undergraduate studies at Lehman, upon completion of LEH 450 students will demonstrate their proficiency in the Lehman College learning objectives. Specifically, students will demonstrate that they are **educated, empowered and engaged**.

LEH 450 will allow an assessment of Lehman students' progress from LEH 100 ("native" students) or LEH 35x (transfer students) to the approaching end of their college careers.

The course will be an Experiential Learning Opportunity (ELO) course (CUNY category Research/Field Study - CUNYFirst Attribute: RFS). It thereby serves the ambitions of the college, the university, and the state, to increase experiential learning opportunities for undergraduates.

Focusing on projects of student interest, and involving a substantial student choice in project design and development, LEH 450 seeks to fulfill the goals of the Association of American Colleges and Universities' (AAC&U) "signature projects" for students.

NOTE 1: LEH 450 may be used as a substitute for one LEH 35x level course in the College Option Requirement, regardless of student's major.

NOTE 2: LEH 450 will not be "cross-listed," nor will it "meet with" departmental courses.

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

- **Use of critical thinking skills:** Projects use evidence-based reasoning (i.e., a comprehensive exploration of issues, ideas, artifacts, and events) and logical argumentation (educated objective).
- **Competence within at least one discipline:** Although projects are expected to be multidisciplinary, students demonstrate the ability to integrate knowledge from their own and other disciplines as appropriate (educated objective).

- **Demonstrate skills in quantitative reasoning, information literacy, creative expression and research**: Projects demonstrate proficiency in at least one of these skills: comprehend, analyze, interpret, present and perform an analysis of quantitative data; ethically and legally, identify, locate, comprehend, analyze, evaluate and perform an analysis of information from a multitude of sources to solve diverse problems; conduct primary and secondary research involving the collection, analysis, synthesis and expression of data, information or concepts (educated objective).
- **Demonstrate outstanding communication skills in diverse media**: Projects are effectively communicated through diverse media (e.g., written, oral, performance, etc.) as well as use appropriate rhetorical strategies with different audiences (empowered objective).
- **Demonstrate multicultural, global and ethical awareness of diverse peoples and communities**: Project designs respect individual differences and demonstrate empathy towards diverse viewpoints, values and experiences (engaged objective).
- **Demonstrate the ability to work collaboratively as part of a team**: Projects are team-focused to allow students to contribute as team members to building consensus and to share their skills and knowledge (engaged objective).
- **Demonstrate the potential for leadership**: Projects allow students to assume leadership roles (engaged objective).

5. **Date of Undergraduate Curriculum Committee Approval**: October 25, 2017

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 470
Course Title	Student Teaching in Middle and High School Grades.
Description	One semester of full-time supervised student teaching, minimum two experiences totaling 14 weeks (or other approved experiences). Student teaching in the middle and high school grades, plus conferences. PREREQ: Completion of appropriate Content Area Teaching Methods course(s), with a B or better; maintenance of overall GPA of at least 3.0; submission of scores on the ALST and EAS Teacher Certification Examinations to the Division Office; Departmental permission; and approval from the Professional Development Network Coordinator.
Pre/ Co Requisites	COREQ: ESC 471
Credits	3
Hours	3
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 470
Course Title	Student Teaching in Middle and High School Grades.
Description	One semester of full-time supervised student teaching, minimum two experiences totaling 14 weeks (or other approved experiences). Student teaching in the middle and high school grades, plus conferences. PREREQ: Completion of appropriate Content Area Teaching Methods course(s), with a B or better; maintenance of overall GPA of at least 3.0; submission of scores on the EAS Teacher Certification Examination to the Division Office; Departmental permission; and approval from the Professional Development Network Coordinator.
Pre/ Co Requisites	COREQ: ESC 471
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

New York State eliminated the ALST certification exam.

5. **Date of departmental approval:** September 19, 2017

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 462
Course Title	Teaching Language Arts in Languages Other than English
Description	4 hours, 4 credits; 25 hours fieldwork required. Methods, materials, and assessment for developing literacy through language arts in a language other than English at the middle and high school levels. Curriculum development; use of relevant technology and software; current standards; instructional strategies; inclusion of special populations; assessment. Fieldwork under supervision. PREREQ: This course represents the first course of the certification sequence. A cumulative index of 3.0 or better in ESC 301, ESC 302, and ESC 463; enrollment in the certification sequence; completion of at least 50 percent of the credits in a foreign language major; submission of scores on the New York State ALST examination to the School of Education Office. PRE- or COREQ: ESC 424.
Pre/ Co Requisites	See course description.
Credits	4
Hours	4
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 462
Course Title	Teaching Language Arts in Languages Other than English.
Description	4 hours, 4 credits; 25 hours fieldwork required. Methods, materials, and assessment for developing literacy through language arts in a language other than English at the middle and high school levels. Curriculum development; use of relevant technology and software; current standards; instructional strategies; inclusion of special populations; assessment. Fieldwork under supervision. <u>NOTE: This course represents the first course of the certification sequence.</u>
Pre/ Co Requisites	<u>A cumulative index of 3.0 or better in ESC 301, ESC 302, and ESC 463; enrollment in the certification sequence; completion of at least 50 percent of the credits in a foreign language major.</u>
Credits	4
Hours	4
Liberal Arts	[] Yes [X] 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

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

New York State eliminated the ALST certification exam.

5. **Date of departmental approval:** September 19, 2017

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Middle and High School Education
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	Middle and High School Education
Course Prefix & Number	ESC 432
Course Title	Teaching Mathematics in Middle and High School.
Description	25 hours fieldwork required. Introduction to methods and materials for teaching mathematics in middle and high school, overview of curriculum, current standards, lesson planning; instructional strategies, uses of technology, problem solving; assessment, inclusion of special student populations, and literacy development in mathematics.
Pre/ Co Requisites	PREREQ: This course represents the first course of the certification sequence. A cumulative index of 3.0 or better in ESC 301, ESC 302, ESC 463, ESC 429; enrollment in the certification sequence; completion at least 50 percent of the credits in the student's major; submission of scores on the New York State ALST examination to the School of Education Office.
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 432
Course Title	Teaching Mathematics in Middle and High School.
Description	25 hours fieldwork required. Introduction to methods and materials for teaching mathematics in middle and high school, overview of curriculum, current standards, lesson planning; instructional strategies, uses of technology, problem solving; assessment, inclusion of special student populations, and literacy development in mathematics.
Pre/ Co Requisites	PREREQ: This course represents the first course of the certification sequence. A cumulative index of 3.0 or better in ESC 301, ESC 302, ESC 463, ESC 429; enrollment in the certification sequence; completion at least 50 percent of the credits in the student's major.
Credits	4
Hours	4
Liberal Arts	[] Yes [X] 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):**

New York State eliminated the ALST certification exam.

5. **Date of departmental approval:** September 19, 2017

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 424
Course Title	Teaching Foreign Languages in Middle and High School.
Description	Field hours required. Methods and materials for teaching foreign languages at middle and high school levels. Developing communicative competence, academic literacy through the four skills, and crosscultural awareness in a language other than English. Curriculum development; use of relevant technology; current standards; lesson planning; instructional strategies; inclusion of special populations; and assessment.
Pre/ Co Requisites	PREREQ: This course represents the first course of the certification sequence. A cumulative index of 3.0 or better in ESC 301 , ESC 302 , and ESC 463 ; enrollment in the certification sequence; completion of at least 50 percent of the credits in the student's major; submission of scores on the NYS ALST examination to the School of Education Office.
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 424
Course Title	Teaching Foreign Languages in Middle and High School.
Description	Field hours required. Methods and materials for teaching foreign languages at middle and high school levels. Developing communicative competence, academic literacy through the four skills, and crosscultural awareness in a language other than English. Curriculum development; use of relevant technology; current standards; lesson planning; instructional strategies; inclusion of special populations; and assessment.
Pre/ Co Requisites	PREREQ: This course represents the first course of the certification sequence. A cumulative index of 3.0 or better in ESC 301, ESC 302, and ESC 463; enrollment in the certification sequence; completion of at least 50 percent of the credits in the student's major.
Credits	4
Hours	4
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

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

New York State eliminated the ALST certification examination.

5. **Date of departmental approval:** September 19, 2017

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 422
Course Title	Teaching English in Middle and High School.
Description	25 hours fieldwork required. Introduction to methods and materials for teaching English at the middle and high school levels. Developing communicative competence, academic literacy through the four skills, and crosscultural awareness in a language other than English. Curriculum development; use of relevant technology; current standards; lesson planning; instructional strategies; inclusion of special populations; and assessment. PREREQ: This course represents the first course of the certification sequence. A combined index of 3.0 or better in ESC 301, ESC 302, ESC 463, ESC 429; enrollment in the certification sequence; completion of at least 50 percent of the credits in the student's major; and submission of scores on the New York State ALST examination to the School of Education Office.
Pre/ Co Requisites	See Course Description.
Credits	4
Hours	4
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 422
Course Title	Teaching English in Middle and High School.
Description	25 hours fieldwork required. Introduction to methods and materials for teaching English at the middle and high school levels. Developing communicative competence, academic literacy through the four skills, and crosscultural awareness in a language other than English. Curriculum development; use of relevant technology; current standards; lesson planning; instructional strategies; inclusion of special populations; and assessment.
Pre/ Co Requisites	PREREQ: This course represents the first course of the certification sequence. A combined index of 3.0 or better in ESC 301, ESC 302, ESC 463, ESC 429; enrollment in the certification sequence; completion of at least 50 percent of the credits in the student's major.
Credits	4
Hours	4
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

New York State eliminated the ALST certification examination.

5. **Date of departmental approval:** September 19, 2017

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 419
Course Title	Teaching Science in Middle and High School.
Description	25 hours fieldwork required. Research and practice in the teaching of science at the middle and high school levels. Attention to inquiry-driven methods consistent with current standards in science education, uses of technology and relevant software, teaching strategies, assessment, inclusion of special student populations, and literacy development in science. Fieldwork under supervision. <u>PREREQ: This course represents the first course of the certification sequence. A combined index of 3.0 or better in ESC 301, ESC 302, ESC 463, and ESC 429; enrollment in the certification sequence; completion of at least 50 percent of the credits in a State-accredited science major; and submission of scores on the New York State ALST examination to the School of Education Office.</u>
Pre/ Co Requisites	PREREQ: See course description.
Credits	4
Hours	4
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

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

3. To:

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 419
Course Title	Teaching Science in Middle and High School.
Description	25 hours fieldwork required. Research and practice in the teaching of science at the middle and high school levels. Attention to inquiry-driven methods consistent with current standards in science education, uses of technology and relevant software, teaching strategies, assessment, inclusion of special student populations, and literacy development in science. Fieldwork under supervision.
Pre/ Co Requisites	<u>PREREQ: This course represents the first course of the certification sequence. A combined index of 3.0 or better in ESC 301, ESC 302, ESC 463, and ESC 429; enrollment in the certification sequence; completion of at least 50 percent of the credits in a State-accredited science major.</u>
Credits	4
Hours	4
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

New York State eliminated the ALST certification exam.

5. **Date of departmental approval:** September 19, 2017

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 250
Course Title	Racial and Ethnic Communities in the United States
Description	Sociological description and analysis of a specific racial or ethnic community.
Pre/ Co Requisites	PRS 211 and PRS 212
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 250
Course Title	Racial and Ethnic Communities in the United States
Description	Sociological description and analysis of a specific racial or ethnic community.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:** This proposal is to change the prerequisites for this course because the major does not require prerequisites for 200-level courses. Also, the courses (and prefixes) no longer exist.

5. **Date of departmental approval:** September 6, 2017

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 307
Course Title	Mass Communication and Public Opinion
Description	The function of communication in mass society, including media such as television, film, radio, and newspapers. Attention to the social process of public-opinion formation and the diffusion of ideas.
Pre/ Co Requisites	SOC 166 and SOC 246
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 307
Course Title	Mass Communication and Public Opinion
Description	The function of communication in mass society, including media such as television, film, radio, and newspapers. Attention to the social process of public-opinion formation and the diffusion of ideas.
Pre/ Co Requisites	SOC166 <u>or any 200-level sociology course</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:** This proposal is to correct the prerequisites for this course to match the major requirement that SOC 166 or any 200-level class is a prerequisite for a 300-level class. Also, SOC 246 is no longer offered.

5. **Date of departmental approval:** September 6, 2017

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 328
Course Title	Gender Politics in Middle East & North Africa Societies
Description	Norms, values, and the political and social institutions that shape the dynamics of gender relations in different MENA societies.
Pre/ Co Requisites	SOC 166 or any 200-level course
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 328
Course Title	<u>Sociological Perspectives on the Dynamics of Gender</u>
Description	<u>Theoretical and empirical issues regarding the ways in which gender relationships influence and are influenced by economic, political and social institutions.</u>
Pre/ Co Requisites	SOC 166 or any 200-level course
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The name and description change reflect a shift in the substantive focus of this course so that it may be offered by instructors with broad expertise in the dynamics of gender. The course will focus on the dynamics of gender relationships without specific focus on the Middle East and North African regions. This proposal is to correct for a discrepancy in the Lehman Smart Catalog and CUNYFirst. This course title and description change was approved by the Sociology Department in 2014 and appears in the Lehman Catalog, but the change never appeared in the CUR and therefore it does not appear in CUNYFirst.

5. Date of departmental approval: September 6, 2017

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Change in Liberal Arts Designation

2. **From:**

Department(s)	Speech-Language-Hearing 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	Speech
Course Prefix & Number	SPV 245 (LNG 245)
Course Title	Articulatory Phonetics
Description	Fundamentals of articulatory phonetics; descriptive analysis of spoken forms of American English and other languages
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Speech-Language-Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Speech
Course Prefix & Number	SPV 245 (LNG 245)
Course Title	Articulatory Phonetics
Description	Fundamentals of articulatory phonetics; descriptive analysis of spoken forms of American English and other languages.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

- SPV 245 is cross-listed with LNG 245; however SPV 245 is listed as Non-Liberal Arts while LNG 245 is designated as Liberal Arts.
- Changing SPV 245 to a requirement designation of Liberal Arts is appropriate since articulatory phonetics explores the basic fundamentals of human speech, and places it along with LNG 245 as a Liberal Arts course.
- This change does not impact the learning outcomes of the department and undergraduate program in Speech-Language-Hearing Sciences

5. Date of departmental approval: October 10, 2017

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Change in Liberal Arts Designation

2. **From:**

Department(s)	Speech-Language-Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Speech
Course Prefix & Number	SPV 247 (LNG 247)
Course Title	Anatomy and Physiology of the Speech Mechanism
Description	Anatomy, physiology, and neurophysiology of the speech and vocal mechanism; physiological studies of speech.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Speech-Language-Hearing 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	Speech
Course Prefix & Number	SPV 247 (LNG 247)
Course Title	Anatomy and Physiology of the Speech Mechanism
Description	Anatomy, physiology, and neurophysiology of the speech and vocal mechanism; physiological studies of speech.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

- SPV 247 is cross-listed with LNG 247; however SPV 247 is listed as Non-Liberal Arts while LNG 247 is designated as Liberal Arts.
- Changing SPV 247 to a requirement designation of Liberal Arts is appropriate since the course content covers the structure and function of the human speech mechanism; placing SPV 247/ LNG 247 both as Liberal Arts requirement designation.
- This change does not impact the learning outcomes of the department and undergraduate program in Speech-Language-Hearing Sciences.

5. Date of departmental approval: October 10, 2017

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF SPEECH -LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Withdrawal of courses
2. **Description:**
 - SPV 162, Language, Speech, and Hearing
 - SPV 230, Survey of Speech and Hearing Problems
 - SPV 329; Social and Regional Dialects of English
 - SPV 428 Clin Prac Audiology
3. **Rationale (Explain why this course/program is no longer needed in the Department):**
 - The department and undergraduate program have not offered these courses for the past several years; there is no anticipated offerings in the future.
 - These are not required courses in the UG major in Speech-Language-Hearing Sciences.
4. **Date of departmental approval:** September 15, 2017

CAEAS Report to the Senate on Issues of Freshman Admissions 11.07.17

At the Senate session of September 13, 2017, a question was raised about the causes and implications of this year's increase in Freshman Enrollment, and whether there has been a change in admission criteria. The Committee on Admissions, Evaluations and Academic Standards was asked to look into this. As a result, our committee called three meetings, one on October 11, in which Vice President Jose Magdaleno explained current data, one on October 25, in which Vice Provost Reine Sarmiento and Director of Admissions and Recruitment Laurie Austin responded to our questions, and again on November 6 at which VP Sarmiento explained additional data as well as the origins of the OSS policy. We have asked for more information which will be presented to the Senate as we receive and analyze it. What follows is our review of this matter as of November 7, 2017.

Brief History

There are three basic ways of gaining admission to Lehman College as a freshman: through Regular admissions, through OSS (the Opportunities for Student Success program), and through the SEEK program.

- **Regular Admissions:** The criteria for admission is based on SAT scores (critical reading and math) and CAA grades (academic grade point average) and CPI units (College Preparatory Initiative). In 2013, the Senate voted to raise the guidelines for eligibility to a 950 SAT, and an 82 CAA. In 2015, the SAT standard remained the same but we voted to raise the CAA to 83%. However, recognizing that our enrollment had been decreasing rather than increasing, and along with the long standing practice that students who did not quite meet these numbers could appeal and be judged on a case by case basis, came the 2015 policy that if one of the two criteria was lower but the other one higher, a student could still be considered for admission. For example, an applicant presenting with a 920-940 SAT but an 85 CAA, would still be considered for admission. In 2015, the Senate voted on another alteration in criteria, concerning CPI credits (college preparatory academic units). Previously, students had to have attained 16 of these credits for admission, but in recognition of the fact that some of these CPI classes may not yet be reflected on the applicant's transcript when applying, we voted to lower the requirement to 14 CPI credits by time of application.
- **OSS (Opportunities for Student Success) Admissions:** Since 2012, CUNY initiated a "pilot program," a more flexible admission initiative in which the college may accept up to but no more than 10% of its admitted students who do not quite meet the established criteria but whom Lehman feels, with support, would succeed here. The OSS students meet or exceed the standards for SEEK admission. They have demonstrated satisfactory levels in one of the two proficiency test standards (each four year college may choose either English or Math and Lehman chose English), but may need assistance in Mathematics upon admission. The OSS students must take the college math proficiency

test after their first year. According to the original OSS memorandum issued by CUNY Central in 2015, “Students admitted through the OSS program should constitute no more than 10% of the admitted freshman class.”

- SEEK (Search for Education, Elevation and Knowledge) Admissions: SEEK has been an effective program at Lehman. The required SAT and CAA grade averages to be admitted through SEEK are lower than for the regular admits. Lehman provides SEEK admits with a great deal of support upon entering Lehman, and students have achieved excellent success rates through this program. However, due to federal funding, there is a cap on the number of SEEK students we are permitted to accept each year. There are many applicants who qualify for SEEK for whom there are no spots available through that program.

Review

What prompted this review initially was the preliminary enrollment data: in 2017, 8394 students were accepted and 946 enrolled: 724 were Regular and OSS freshmen compared to 481 in 2016, an increase of 51%. Our fall, 2017 enrollment is comprised of 30% Regular, 25% OSS, and 25% SEEK. (The remaining 20% represent other, missing or incomplete data.) Of the 25% OSS students, 58% would meet SEEK requirements but could not be accepted through that program due to the cap. In view of these increases, Lehman committed sizable services (money and personnel) for the OSS admits, comparable to services SEEK students receive upon acceptance.

As to the question of whether our criteria has changed, we have learned that no, our criteria has **not** changed, but the distribution of students within categories has changed: the number of OSS students enrolled has more than doubled, though they still represent less than 10% of the accepted student pool. However, neither CAEAS nor the Senate had been formally consulted about the OSS policy: its criteria or the 10% number, until now.

Lehman’s Mission and our Questions:

Our mission at Lehman as expressed by President Cruz is to become the leading institution in meeting the needs of the Bronx community by helping students fulfill their educational, economic, and career aspirations. In this spirit, and in view of the stated goal of 90x30, our freshman admissions policies are poised to give more applicants a shot at a Lehman education. Our committee shares the dream of the mission, and wants all students to succeed at Lehman. We have several questions to consider before we can draft a resolution regarding this policy.

Our committee's requests for additional data for years 2013-present include:

1. Standard deviation and range data (not just the average/mean) for each graph we have examined, including the CAA and SAT scores of all three groups since 2013, and interquartile range graphs for all measurements and outcomes,
2. Outcome data at the conclusion of this semester and in the spring which will demonstrate how the OSS students are performing,
3. Data pertaining to retention levels in all three categories, 2013-present including proportion of students on probation and dismissed from each of the three categories, since 2013,
4. Results of the first- year Math Proficiency test for each admit category (with SD and range),
5. Outcome data at the conclusion of each semester (ongoing), including GPA and retention rates,
6. A breakdown of the 20% "other" in the admissions data

Our Questions:

- a) If this is a "pilot program," is there an end date?
- b) If each senior college is advised to admit *up to* 10% via the OSS program, might it be wise to lower that percentage, perhaps with a number amount instead?
- c) Do we have a commitment of data being provided to CAEAS and the Senate on an ongoing basis so that we may determine whether and how to strengthen this program going forward?
- d) How will Lehman ensure the monetary and personnel allocations required to support these students going forward? Can the appropriate body at Lehman conduct a cost-benefit analysis to ascertain how resources are being allotted?

Attachments:

*MEMORANDUM on OSS from CUNY Central dated 10.13.15

*Proposed Revision for Criteria for Freshman Admissions Preliminary Data, 10.31.17, provided by Associate Provost Sarmiento, Source: IR and IT

Submitted by Dr. Penny Prince, Chair, and the CAEAS Committee 11.07.17

MEMORANDUM

October 13, 2015

TO: See Distribution List

FROM: Clare Norton, University Director of Admissions

RE: Opportunity for Student Success Pilot Program

In an effort to remain competitive in admitting and enrolling new freshman, we have created a pilot program – Opportunity for Student Success (OSS), formerly known as Students of Promise. This is a flexible admission initiative that allows CUNY four-year colleges to admit a small number of freshman students who do not meet the university-wide proficiency standards in mathematics and English or the college's stated admissions criteria, but whom the colleges deem to be likely to succeed. (These are generally applicants who fell just short of the academic indicators or proficiency exemption standards in one subject but who have exhibited proficiency in the other subject and have strong high school records). OSS can be utilized in both the spring and fall term.

The program was first piloted at Hunter College and Brooklyn College in Fall 2011 and has now been extended to Baruch College, City College, John Jay College, Lehman College and Queens College. In the first three years, the SAT scores of OSS-admitted students were included in the PMP calculations of average freshman SAT scores. However, after further review, we have determined that OSS students' SAT scores should be excluded from PMP beginning in Fall 2014.

OSS Program Requirements:

Central Office Enrollment Management believes that OSS allows colleges to professionalize the admissions decision process. Colleges should only select students for admission whom they believe will be successful in their intended area of study at the college. A student's admission should not be contingent upon the results of the CUNY Assessment tests. Students admitted through the OSS program should constitute no more than 10% of the admitted freshman class. While many students admitted via OSS will demonstrate proficiency at the time of high school graduation or upon completing the CUNY Assessment Test, those who do not will simply need to remain in good academic standing at the college and successfully complete an English and

mathematics course as required by their curriculum. The college is not required to provide interventions different than those offered to other new freshman students. OSS students may choose to participate in additional supports or interventions (free of charge) but their continued enrollment does not require them to meet a special condition.

All students admitted through the OSS program should be coded in CUNYfirst in the "SOP" student group. Colleges should also maintain a roster of all students admitted through OSS to be shared with OIRA each semester. With the support of OIRA, Central Office Enrollment Management will continue to evaluate the success of OSS based on students' GPA, retention, and graduation rates. The goal of the pilot is to demonstrate the need for flexibility in the admissions review process for individual colleges.

Please do not hesitate to contact me should you have additional questions and need more information.

Distribution List:

Marisa DeLaCruz, Baruch College
Penelope Terry, Brooklyn College
Joseph Fantozzi, Sr, City College
Lori Janowski, Hunter College
Sandra Palleja, John Jay College
Laurie Austin, Lehman College
Vincent Angrisani, Queens College
Emmanuel Esperance, College of Staten Island
La Toro Yates, York College
Shannon Clarke-Anderson, Medgar Evers College

C:

Vita Rabinowitz, EVC and University Provost
Robert Ptachik, CUNY Enrollment Management
Clare Norton, CUNY Welcome Center
Howard Kaplan, UAPC
James Murphy, CUNY Enrollment Management
Mary Gorman, Baruch College
Lillian O'Reilly, Brooklyn College
Mary Ruth Strzeszewski, City College
Eija Ayravainen, Hunter College
Robert Troy, John Jay College
Reine Sarmiento, Lehman College
Richard Alvarez, Queens College
Jennifer Borerro, College of Staten Island
Vincent Banrey, York College
Jeffrey Sigler, Medgar Evers College

Lehman College – City University of New York
Update on the fall 2017 freshman class
November 6, 2017

Admissions Criteria	SAT	CAA	OSS Count N=233	% OSS	Mean (SD) SAT	Mean (SD) CAA	Mean (SD) CPI
Current SEEK (No change)	≥800	≥77	135	58%	914 (58)	83.2 (3.8)	15.8 (2.1)
Proposed Regular	920 - 940	≥85	23	10%	936 (5)	89.2 (3.4)	16.4 (1.1)
Current Regular (No Change)	950 - 1140	≥83	71	30%	986 (37)	86.9 (2.9)	16.3 (2.1)
	≥1150	≥80	1	<1%	1150 (-)	85.1(-)	14.0 (-)
Proposed Regular	>1150	≥78	0	0%			
DID NOT MEET CRITERIA	TBD	TBD	1	<1%	790 (-)	81 (-)	
MISSING			2	1%			

Notes. Preliminary data (as of October 31, 2017).

Table only include OSS students.

Average (SD) all OSS Students: SAT: 938 (62) n=231 CAA: (84.8(4.1) n=233 CPA: 16.1 (2) n=173 .

Source. Office of Institutional Research and Information Technology.

Report of Lehman College Committee on Academic Freedom**To the Lehman College Senate**

15 November 2017

The Lehman College Committee on Academic Freedom (chaired by Prof. David Manier) has voted unanimously to approve the following Statement (subject to minor changes and/or friendly amendments), which we would like to be posted on the Lehman College website in a place where it can easily be accessed, and to submit as a resolution for approval by the Lehman College Senate the following: *Resolved*, to adopt this statement as the official Lehman College Statement on Academic Freedom.

Lehman College Statement on Academic Freedom

Academic freedom is the foundation of the modern university, as has been acknowledged and advocated for over a century, in clear and compelling terms, by the American Association of University of Professors, the [AAUP](#).^[1] Lehman College endorses, promotes, and celebrates academic freedom, which guarantees and protects the rights of all members of the college community to teach, learn, speak, listen, read, write, and undertake research. The liberty guaranteed by these rights has broad latitude, and must not be abridged or limited, except where there is substantial legal justification.

Only through free exercise of these rights can we expect to achieve the central [goals of Lehman College](#), which are to “work for the betterment of lives, the advancement of scientific knowledge, the engagement of our peoples through the arts and humanities, and the improvement of educational attainment.”^[2] For these reasons, based on a unanimous vote, the [Lehman College Senate](#) supports the [University of Chicago Report on Free Expression](#), which entails an unwavering “commitment to a completely free and open discussion of ideas.”^[3]

As announced in its [Mission Statement](#), Lehman College proudly embraces its diversity, and seeks to engage students’ active participation in their own “academic, personal, and professional development.”^[4] This encompasses a commitment to securing inclusion, opportunity, and equal justice for all. Lehman College adheres to the regulations and policies of the [City University of New York](#) (CUNY), affirming that efforts “to promote diversity and to combat bigotry are an inextricable part of the educational mission of the University. Diversity among the University’s many members strengthens the institution, promotes the exchange of new ideas, and enriches campus life.”^[5]

The concept of academic freedom simultaneously embraces both these ideals, that is, both liberty *and* justice. Therefore, academic freedom must not be construed as implying the liberty to violate the law. Further, as members of the Lehman community, we value and encourage discourse conducted with civility and mutual respect, on the part of both speakers and listeners. Yet, as stated in the [University of Chicago Report on Free Expression](#), “concerns about civility and mutual respect can never be used as a justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of our community. ... [Our] fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of [our] community to be offensive, unwise, immoral, or wrong-headed.”[6]

It is not the responsibility of instructors or researchers to censor, suppress, sanitize, or in other ways alter the contents of their teaching and research, simply from concern that someone might find them provocative, or even offensive. To the contrary, it is their duty - and the duty of their students - to pursue truth, inquiry, and knowledge, even if this culminates in discomfort or controversy. Collectively, we encourage faculty and students to seek understanding, enlightenment, and the unexpurgated truth, fully expecting and welcoming that at times this will be challenging, and even appear dangerous. When an individual expresses views that others find controversial or unacceptable, the appropriate response may be to respectfully disagree, but under no circumstances should a member of our community be subjected to any form of bullying (including cyberbullying) or administrative retaliation as a consequence of expressing controversial views.

Therefore, we support the statement of principles of free inquiry espoused by [faculty at Middlebury College](#), which includes the following: “All our students possess the strength, in head and in heart, to consider and evaluate challenging opinions from every quarter.”[7] This should not be interpreted as encouraging incivility or disrespect, but neither can it be interpreted as limiting the free speech rights of any member of our community.

In conclusion, it is only through upholding and promoting the values of academic freedom that Lehman College will be able to fulfill its [overarching goal](#) of “providing the highest quality education in a caring and supportive environment where respect, integrity, inquiry, creativity, and diversity contribute to individual achievement and the transformation of lives and communities.”[8] Whenever tradition enslaves us to falsehood and bias, the purpose of free inquiry is to liberate us from the shackles of ignorance and prejudice.

Footnotes

- [1] *Statement of principles on academic freedom and tenure*, AAUP, 1940/1970. Retrieved from <https://www.aaup.org/file/1940%20Statement.pdf>
- [2] *State of the College*, March 27, 2017, José Luis Cruz, President, Lehman College. Retrieved from <http://lehman.edu/president/documents/State-of-the-College-Lehman-College-March-27-2017.pdf>
- [3] *Minutes of The Lehman College Senate Meeting*, Wednesday, March 8, 2017. Retrieved from http://www.lehman.edu/college-senate/documents/SenateMinutes_Mar282017_Attachments.pdf See also the *University of Chicago Report of the Committee on Freedom of Expression*, January, 2015. Retrieved from <https://provost.uchicago.edu/sites/default/files/documents/reports/FOECommitteeReport.pdf>
- [4] *The mission of Lehman*, October 13, 2011. Retrieved from <http://www.lehman.cuny.edu/about/mission.php>
- [5] *Policies and procedures on non-discrimination and sexual harassment*, CUNY, July 2010. Retrieved from https://gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Policies/Affirmative%20Action/NEW-POLICIES-AND-PROCEDURES-ON-NON-DISCRIMINATION-AND-SEXUAL-HARASSMENT--JULY-2010_1.pdf , p. 3.
- [6] *University of Chicago Report of the Committee on Freedom of Expression*, January, 2015. Retrieved from <https://provost.uchicago.edu/sites/default/files/documents/reports/FOECommitteeReport.pdf>
- [7] *Middlebury's statement of principle*, Jay Parini and Keegan Callanan, March 6, 2017. Retrieved from <https://freeinquiryblog.wordpress.com/2017/03/06/free-inquiry-on-campus-a-statement-of-principles-by-a-number-of-middlebury-college-professors/>
- [8] *The mission of Lehman*, October 13, 2011. Retrieved from <http://www.lehman.cuny.edu/about/mission.php>



Library Technology and Telecommunications Senate Committee Meeting

Meeting Date: November 6, 2017

Attendance: Ron Bergmann, Stephen Castellano, Sherry Deckman, Raymond Diaz, Stefanie Havelka, Anna Luerssen, Kenneth Schlesinger, Olena Zhadko

Student Senator Representatives: No Student Senators Present at Meeting of 11/6/2017

Excused: Vincent Sandella, Assistant VP/ITR, Edi Ruiz

Library Report:

Library launched new Leisure Reading Collection, located on first floor opposite Circulation-Reserve Desk to encourage recreational reading, featuring titles covering every genre from literary fiction to science to romance and horror.

Library offered *Open Education Resources Faculty Showcase* on November 8th. OERs are teaching and learning resources that are free to use and repurpose - and can result in saving students thousands of dollars from not having to purchase commercial textbooks. Presenters included CUNY Office of Library Services' Ann Fiddler, and Lehman faculty Stacy Katz, Yuri Gorokhovich, Sharon Jordan, and Anne Rice.

Library hosted event with Social Work on November 14th debuting new journal, *Urban Social Work*, co-edited by Carl Mazza and Brenda Williams-Gray.

Please join us to experience the *Human Library* - based on concept of students behaving like books - and having ability to be *checked out* by other students. Event will be held Thursday, November 16th from Noon - 3:00 PM in Library Gallery on first floor. Information: Rebecca Arzola, x8831

Division of Information Technology:

Student Success Dashboard – Lehman has worked with CUNY Central to pilot a Student Success Dashboard. The dashboard is designed to provide actionable information to support Student Success Teams. A workshop for Lehman pilot users was conducted recently and after testing, the dashboard will eventually be rolled-out CUNY-wide.

Lehman 360 for Faculty – As you know, Lehman 360, which can be found on our website or on mobile app, was made available to students in early October. **Lehman 360 for Faculty** will be fully rolled-out in early December. Some faculty are already using the E-grade verification function. The 360 platform will enhance advising, provide a new way for faculty to message their classes, allow for a review of class wait lists and more. 360 is intended to have relevant information all in one place and will grow over time. Download the Lehman mobile app on the App Store or in the Play Store.

CUNY IT Conference – The Student Success Dashboard, Lehman 360 and several other Lehman initiatives will be presented at the CUNY IT Conference at John Jay College on November 30th and December 1st. All are invited.

The Student Tech Fee call for proposals email is being sent this week. Based on recommendations from last year, the Tech Fee process will be streamlined for Academic Affairs to maximize earlier collaboration, priority-setting and student input.

Blackboard Report

Spring 2018 Courses are now available. Faculty should see their Spring 2018 courses in the MY COURSES section of their Blackboard Home Page.

Along with the new courses for Spring 2018, we have made some new modifications to the Lehman College Bb Course Template. We hope that these new modifications will make working with Blackboard a better experience for both faculty and students.

Blackboard Upgrade will take place on December 28th @ 12:01am-December 29th @ 5pm. During the Upgrade, Bb will be UNAVAILABLE to the community. Please plan accordingly. The Registrar reports that Final Grades for the Fall semester are due on December 27th.

Online Education

The Office of Online Education has launched the 10-week Online Master Course Design Institute, from **October 12th to December 21st, 2017**. The Master Course Design Institute is a strategic initiative, supported by the Office of the Provost, in response to the Lehman College President's "grand challenge" to meet the goals of achieving 90,000 High Quality Degrees and Credentials by year 2030. During their enrollment in the Institute, faculty design and develop *one online course* that is essential for the online course offerings. 20 faculty are participating in the program, representing all Lehman schools.

The Office of Online Education is currently running the second [VoiceThread Bootcamp](#), offered collaboratively to faculty from Lehman College and CUNY SPS. VoiceThread is a web-based tool that allows faculty and students to have conversations using any mix of text, audio or webcam comments. VoiceThread can

be used to record a course introduction, create interactive online lectures, extend classroom conversations, enable students to create digital portfolios. Over 150 Lehman faculty have used VoiceThread to support their student learning. The Workshop ran from November 1-10

The Office of Online Education is presenting at the CUNY IT conference <http://www.centerdigitaled.com/events/CUNY-IT-Conference.html> on December 1st at 9:30 am on the topic "**OER Sustainable Scale Up: Faculty Development as Key Strategy**".

Next Committee Meeting: November 27th @ 11AM-Carman 162

Respectfully submitted,

Stefanie Havelka and Stephen Castellano
Co-Chairs



Campus Life and Facilities Committee Meeting

Meeting Date: November 15, 2017

Attendance: Rene Rotolo, Mia Budescu (Interim Chair), Alyse Anekstein, Kofi Benefo, Janis Massa, Wil Rampersaud, Oleg Sosnovskiy

Student Senator Representatives: Jose Acevedo, Valery Ulysse

Excused: Mark Christian, Teresita Levy

Report:

Elections for the Committee Chair were held. Wil Rampersaud was nominated. Since there were no other nominations the vote was called and Wil Rampersaud was unanimously elected Chair of the committee.

Student Representatives from Senate attended our meeting and spoke on some issues on parking. We referred them to the student members on the Auxiliary Board, Public Safety and Business Office

The meeting adjourned. The next meeting will be held on Wed, December 6 at 2:30pm in Shuster B018.

Submitted,

Wil Rampersaud
Chair

Nov. 15, 2017

Lehman Budget Committee Report

For 11/15/2015 meeting

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

Senators

Haiping Cheng (Chair)
Amod Choudharv
Thomas Conroy
Gul Sonmez
Joseph Fera
Daniel Kabat

FP&B members

James Mahon
Abigail McNamee
Dene Hurley
Brian Murphy
Victoria Sanford
Marie Marianetti

Administration

Vincent Clark
Harriet Fayne
Bethania Ortega

Students

Kevin Ortiz Pena
Hywonin Kanzie
Ayanna Paddyfoote

Election: Haiping Cheng was elected as the Chair for 2017-2018 academic year

Lehman College budget and personnel, VP Clark
FY 2018 budget update
Personnel analysis

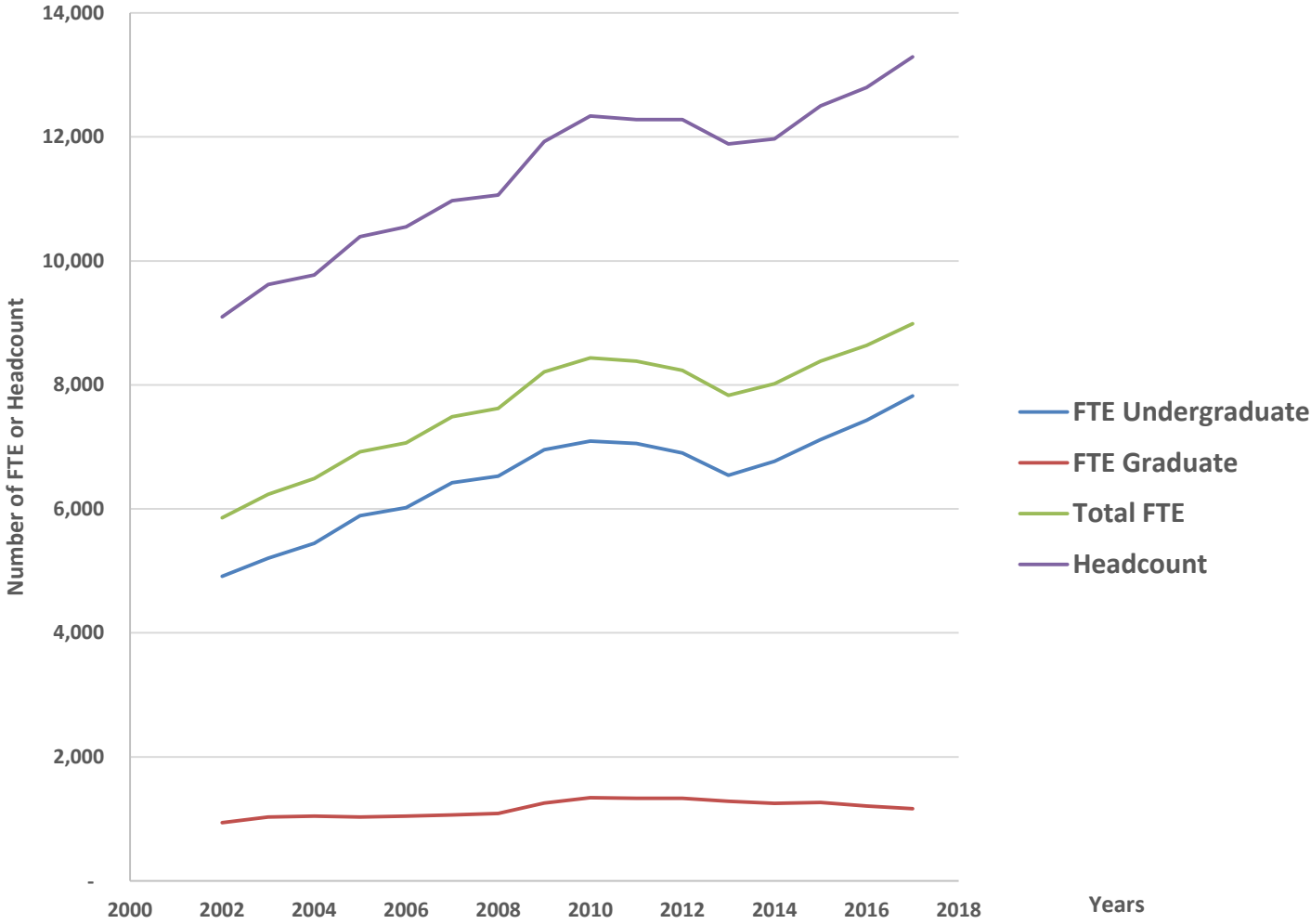
Provost report:

Faculty hires, 26 replace hires, 5 new by Lehman, 2 new by NYC

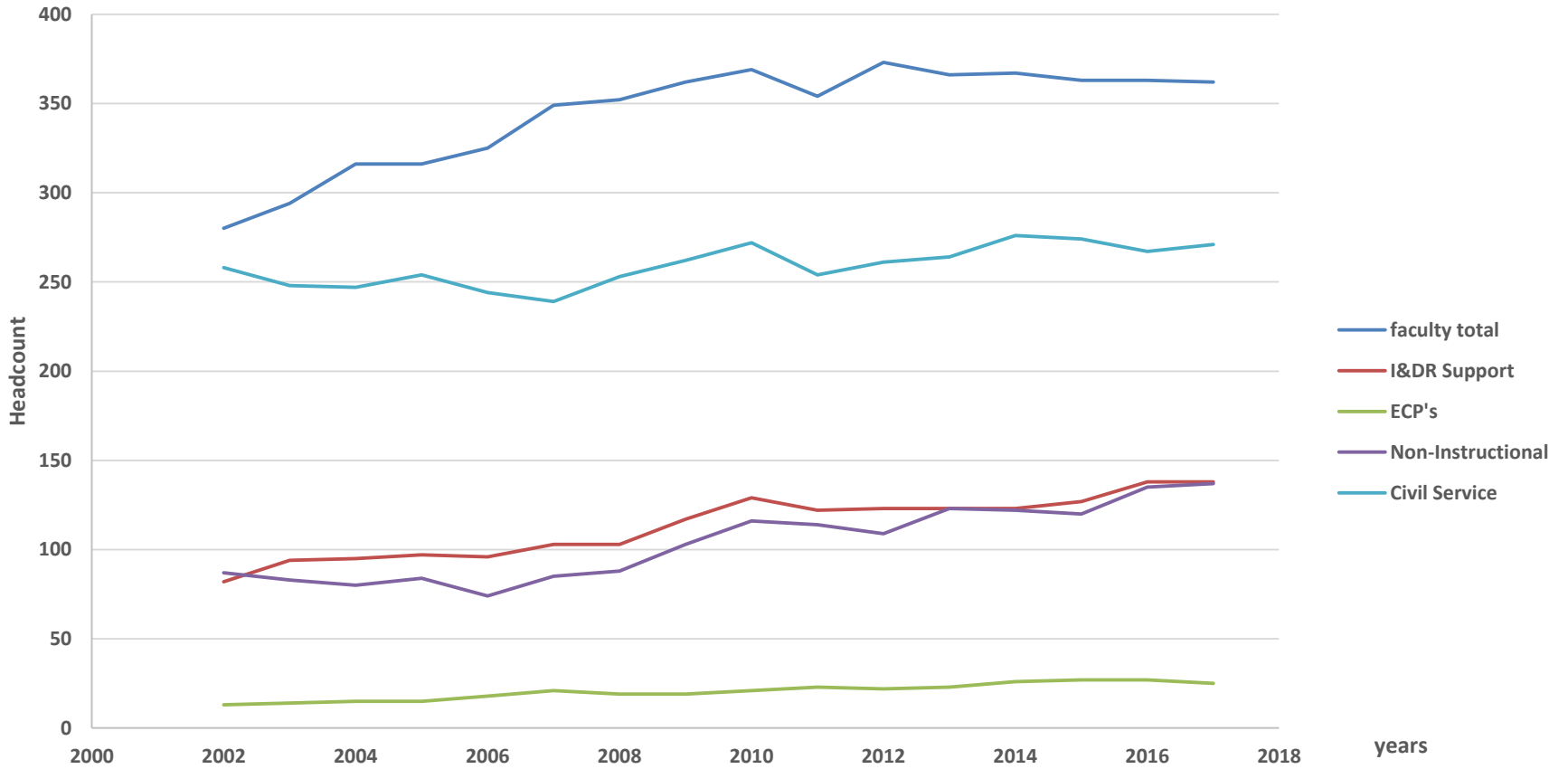
Discussion

Invite report from Grants Office and Lehman Foundation for Feb 21 meeting

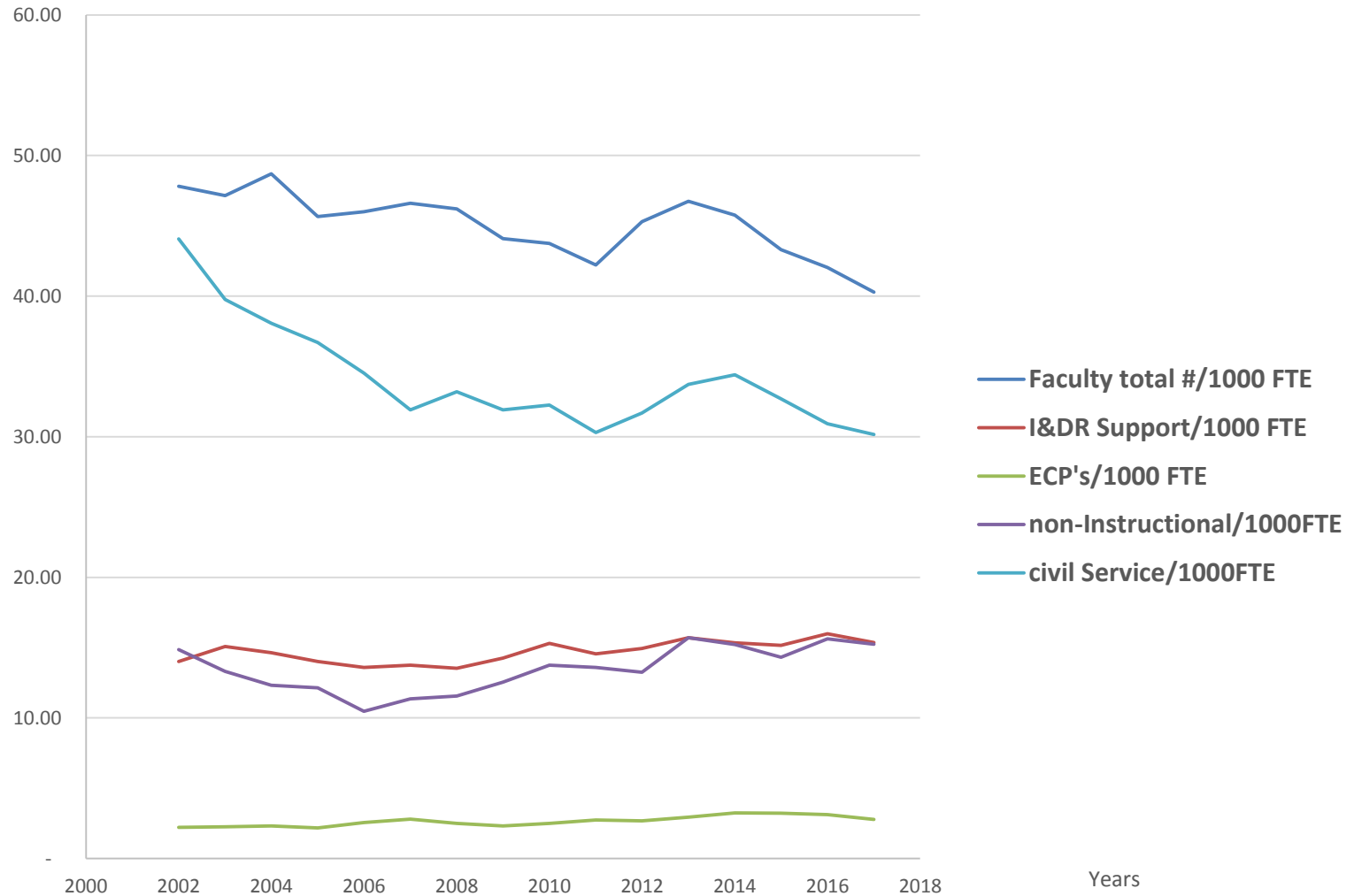
Undergraduate and Graduate Enrollment 2002-2017



Headcounts 2002-2017



Personnel Headcount # /1000 Total Student FTE



Next Budget Committee meeting, 2018-2-21, 3:30-5:00pm, Shuster 336