

# **LEHMAN COLLEGE**

## **The City University of New York**

### **Lehman College Senate Meeting**

**Wednesday, March 7, 2012 at 3:30 P.M.**

**Carman Hall B-04**

### **AGENDA**

1. Approval of the minutes for the Senate Meeting of February 1, 2012.
2. Announcements and Communications:
  - a. President Ricardo R. Fernández
  - b. Student Legislative Assembly: Ms. Joanna Gomez
3. Reports of Standing Committees:
  - a. Graduate Studies: Prof. Janet DeSimone
  - b. Governance: Prof. Duane Tananbaum
  - c. Admissions, Evaluations and Academic Standards: Prof. Anne Rice
  - d. Undergraduate Curriculum: Prof. Barbara Jacobson
  - e. Academic Freedom: Prof. Mario González-Corzo
  - f. Library, Technology, and Telecommunications: Mr. James Carney
  - g. Campus Life and Facilities: Prof. Deborah Sanders
  - h. Budget and Long Range Planning: Prof. Haiping Cheng
  - i. University Faculty Senate: Prof. Manfred Philipp
4. Old Business: None
5. New Business:  
None

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22

**Minutes of  
The Lehman College Senate Meeting  
Wednesday, February 1, 2012  
Senate Meeting**

7 **Senators Present:** Adebayo, A.; Alborn, T.; Alli, T.; Bamshad, M.; Banoum, B.; Barry, M.;  
8 Bayne, G.; Becker, S.; Bergmann, R.; Boone, R.; Buckley, M.;  
9 Calvet, L.; Carey, O.; Carrellas, P.; Carty, S.; Choudhary, A.; Clark, V.;  
10 Deas, M.; Delacruz, J.; Delevan, C.; Díaz, P.; Enama, F.; Eleyinafe, O.;  
11 Farrell, R.; Feinerman, R.; Fernández, R.; Gabig, C.; Gálvez, A.;  
12 Gómez, J.; Green, A.; Haghighat, E.; Harcourt-Smith, W.; Hattori, T.;  
13 Holloway, J.; Huyhn, M.; Jacobson, B.; Jafari, M.; Jervis, J.; Kayaalp, O.;  
14 Lora, J.; Magdaleno, J.; Marianetti, M.; Markens, S.; Matthews, E.;  
15 McMillian, C.; Morones, L.; Nadeem, S.; O'Hanlon, T.; Onyedum, J.;  
16 Peralta, Y.; Pérez, R.; Philipp, M.; Prince, P.; Polanco, J.; Quainoo, D.;  
17 Rachlin, J.; Raynor, C.; Rice, A.; Rivera-McCutchen, R.; Rondon, M.;  
18 Sailor, K.; Schlesinger, K.; Tananbaum, D.; Troy, R.; Uwaga, C.;  
19 Valentine, R.; Varillas, R.; Waring, E.; Washington, E.; Wilder, E.;  
20 Zucchetto, V.

23 **Senators Absent:** Aquino, G.; Carey, R.; Deen, F.; Dellapina, M.; Dobson, C.; Esteves, C.;  
24 Fayne, H.; Fisher, W.; Francis, A.; Greenberg, J.; Gross, C.; Hurley, D.;  
25 Jarroll, E.; Kabat, D.; Martín, O.; Mazza, C.; Morales, V.; O'Connor, N.;  
26 Olivencia, M.; Sesay, F.; Walker, D.; Williams, T.; Williams-Gray, B.;  
27 Williams-Wallen, D.; Zapata, S.; Zermatt-Scutt, M.  
28

29  
30 The meeting was called to order by President Ricardo R. Fernández at 3:38 p.m.

31  
32 A motion was made and seconded to adopt the minutes of the Senate meeting of December  
33 14, 2011. The minutes were approved unanimously.  
34

35 **Announcements and Communications—**

36 a. 1. President Ricardo R. Fernández reported that on February 14, a group of Lehman students,  
37 administrators and faculty will travel to Albany to meet with the Bronx delegation of State  
38 Legislators to discuss the budgetary needs of the College. The governor has proposed a  
39 budget. The final vote on the budget is expected in late March. It appears that the legislature

40 will meet the April 1 budget deadline. The president will have an update by the next Senate  
41 meeting.

42 2. The president also reported on the capital budget, particularly moving forward with Phase  
43 II of the Science Facility. The most pressing issue is a need for additional funds to build a  
44 facility for the Nursing Program, which is be a part of the School of Health Sciences, Human  
45 Services and Nursing. The Nursing Department will need to be moved out of the T-3  
46 Building, which needs to be demolished to allow for the construction of Phase II of the  
47 Science Facility. These items will be a priority at the upcoming discussion in Albany.

48 3. President Fernández shared the contents of Thomas Friedman's January 24 *New York Times*  
49 article "Average is Over." (See attachment I.) Friedman discusses the impact of technology  
50 on the job market particularly on workers with "average skills." The president expressed the  
51 need for Lehman students to have the necessary education so they can be ready to compete for  
52 the new jobs being created based on new technology.

53 4. Finally, the president informed the Senate that Student Senator Trent Love (aka Anthony  
54 Green) created a presentation on African American History and the Bronx River. He has free  
55 CD copies available for all those interested.

56

57 **b. Student Legislative Assembly-**

58 Ms. Joanna Gómez reported that at their January 25 meeting, the Student Legislative  
59 Assembly nominated additional senators as well as a new secretary, Ms. Rosy Pérez. Ms.  
60 Gómez added that they intend to continue the advancement of the Student Legislative  
61 Assembly by increasing their numbers. She encouraged faculty senators to inform their  
62 students about student government membership. She added that some of these new student  
63 senators are expected to be added to the several standing committees today. Ms. Gómez also  
64 reported that they are still working on last semester's issue concerning the library hours.

65

66 REPORTS OF STANDING COMMITTEES—

67 **c. Graduate Studies—**

68 1. Prof. Janet DeSimone presented proposals from the Department of Health Sciences; from  
69 the Department of Mathematics and Computer Science; and from the Office of Graduate

70 Studies. She also presented a proposal for an experimental course in the Department of  
71 Physics and Astronomy as an information item. The proposals were moved and approved.

72 2. The next meeting is on March 7 at 11 a.m. in Carman B-33A.

73

74 **d. Governance Committee-**

75 1. The Governance Committee presented a resolution that the Undergraduate Curriculum  
76 Committee look into the re-establishment of a Physical Education major at Lehman College.  
77 After extensive discussion, Prof. Tananbaum's proposal to withdraw the resolution until after  
78 the Governance Committee consults with the appropriate bodies was approved.

79 2. Prof. Duane Tananbaum presented additional student nominees submitted by the Student  
80 Legislative Assembly for membership in the following Standing Committees of the Senate:  
81 **Admissions, Evaluation, and Academic Standards:** Ms. Samantha Carty. **Undergraduate**  
82 **Curriculum:** Ms. Sharene Shaw and Mr. Daniel Quainoo. **Library, Technology and**  
83 **Telecommunications:** Mr. Michael Olivencia. **Budget and Long Range Planning:** Mr.  
84 Michael Olivencia, Ms. Candice Raynor, and Mr. Adetoyese Adeyeye and **Campus Life and**  
85 **Facilities:** Mr. Javier Polanco. There were no additional nominations from the floor. The  
86 slate of nominees was approved by acclamation.

87 3. Prof. Tananbaum also reported that pursuant to CUNY policy on Student Complaints about  
88 Faculty in Academic Settings, Lehman must elect two faculty senators and one student  
89 senator to the policy's Appeals Committee. This body will deal with "student complaints  
90 about faculty conduct in the classroom or other formal academic settings." He elaborated  
91 further on the complaint process by reading from the policy. Prof. Tananbaum then requested  
92 nominations from the floor. Discussion followed. Prof. Bertrade Banoum, from the  
93 Department of African and African American Studies, and Prof. Shehzad Nadeem, from the  
94 Department of Sociology, were elected by acclamation. Further discussion followed about the  
95 role of the Ombudsman in the context of the CUNY policy on Student Complaints about  
96 Faculty in Academic Settings.

97 4. Prof. Tananbaum announced that ballots for nominations for membership in the Senate  
98 Committees will be distributed electronically two weeks from now. Mr. Vincent Zucchetto  
99 requested that the responses also be sent electronically. Prof. Tananbaum encouraged the  
100 faculty senators to submit nominations, especially for junior faculty.

101 5. The next Committee meeting will be held immediately following the Senate meeting.

102 e. **Committee on Admissions, Evaluations and Academic Standards**— No report. However,  
103 in response to a question from the floor, Prof. Tananbaum asked Vice President Robert Troy  
104 to report on the status of conditional admission. V.P. Troy reported that “conditional admits”  
105 are no longer taking place as of this spring. He added that other CUNY senior colleges are  
106 not allowing conditional admits and Lehman is following suit.

107

108 f. **Undergraduate Curriculum**—

109 1. Prof. Jacobson presented proposals from the Department of Art; from the Department of  
110 Biological Sciences; from the Interdisciplinary Program in Business and Liberal Arts; from  
111 the Department of English; from the Department of Health Sciences; and from the Department  
112 of Economics and Business. The proposals were moved and approved.

113 2. Prof. Jacobson requested floor rights for Associate Provost Robert Whittaker to report on  
114 the Pathways Initiative. Dr. Whittaker reported that the Pathways process is proceeding but  
115 there are still many details that need to be worked out. Pathways Headquarters has requested  
116 nominations from the colleges for review committees to the 5 flexible core areas, also called  
117 “buckets”: *World Cultures and Global Issues*; *US Experiences in its Diversity*; *Creative*  
118 *Expression*; *Individual Society*; and *Scientific World*. The committees will advise on how to  
119 proceed with these recommendations. The structure in place at Lehman is that the sub-groups  
120 for each of the core areas receive the course recommendations from the departments. These  
121 recommendations will be further reviewed by small sub-committees in each of these areas.  
122 Finally, the Undergraduate Curriculum Committee will review the department submissions  
123 and see how they fit together. The Undergraduate Curriculum Committee will prepare the  
124 college Pathways plan, due April 1<sup>st</sup>, and will report to the Senate on a regular basis.

125 3. The Undergraduate Curriculum Committee meeting will take place on February 8 at 12:00  
126 in Carman 263.

127

128 g. **Academic Freedom**—

129 1. In the absence of Prof. Mario González-Corzo, Prof. Robert Valentine reported that the  
130 Committee is still working on the Academic Freedom website. He added that the survey is  
131 still in progress.

132 2. The next meeting of the Academic Freedom Committee will be in early March at a time  
133 and place to be announced.

134

135 **h. Library and Communications—**

136 1. Mr. James Carney presented the report. See attachment II.

137 2. The next meeting is on February 15 in Carman B37B at a time to be announced.

138

139 **i. Campus Life and Facilities —**

140 1. Prof. Debra Sanders reported that she has been elected as the new chair of the Campus Life  
141 and Facilities Committee. She added that at today's meeting, the Committee focused on the  
142 HOPE Survey. This is an annual exercise conducted by the Mayor's Office to count the  
143 homeless in New York City's 5 boroughs. This activity takes place in the Faculty Dining  
144 Room from 10 p.m. to 3 a.m.

145 2. She also reported that effective today and through February, Public Safety will issue  
146 warnings for illegal parking in the Lehman parking lots. They will be issuing tickets effective  
147 March 1.

148

149 **j. Budget and Long Range Planning—**

150 1. Prof. Hai-Ping Cheng stated that there is no report. However, he said that the Committee is  
151 a platform for budget-related issues and he encouraged the Senate body to email him  
152 concerning budget items.

153 2. The next Committee meeting is on February 29 at 3:30 p.m. in Shuster 336.

154

155 **k. University Faculty Senate Report—** Professor Manfred Philipp presented the report. See  
156 attachment III.

157

158 **New Business—None.**

159

160 **Old Business—None.**

161

162

This copy is for your personal, noncommercial use only. You can order presentation-ready copies for distribution to your colleagues, clients or customers [here](#) or use the "Reprints" tool that appears next to any article. Visit [www.nytreprints.com](http://www.nytreprints.com) for samples and additional information. Order a reprint of this article now.

January 24, 2012

# Average Is Over

By THOMAS L. FRIEDMAN

In an essay, entitled "Making It in America," in the latest issue of *The Atlantic*, the author Adam Davidson relates a joke from cotton country about just how much a modern textile mill has been automated: The average mill has only two employees today, "a man and a dog. The man is there to feed the dog, and the dog is there to keep the man away from the machines."

Davidson's article is one of a number of pieces that have recently appeared making the point that the reason we have such stubbornly high unemployment and sagging middle-class incomes today is largely because of the big drop in demand because of the Great Recession, but it is also because of the quantum advances in both globalization and the information technology revolution, which are more rapidly than ever replacing labor with machines or foreign workers.

In the past, workers with average skills, doing an average job, could earn an average lifestyle. But, today, average is officially over. Being average just won't earn you what it used to. It can't when so many more employers have so much more access to so much more above average cheap foreign labor, cheap robotics, cheap software, cheap automation and cheap genius. Therefore, everyone needs to find their extra — their unique value contribution that makes them stand out in whatever is their field of employment. *Average is over.*

Yes, new technology has been eating jobs forever, and always will. As they say, if horses could have voted, there never would have been cars. But there's been an acceleration. As Davidson notes, "In the 10 years ending in 2009, [U.S.] factories shed workers so fast that they erased almost all the gains of the previous 70 years; roughly one out of every three manufacturing jobs — about 6 million in total — disappeared."

And you ain't seen nothin' yet. Last April, Annie Lowrey of *Slate* wrote about a start-up called "E la Carte" that is out to shrink the need for waiters and waitresses: The company "has produced a kind of souped-up iPad that lets you order and pay right at your table. The brainchild of a bunch of M.I.T. engineers, the nifty invention, known as the Presto, might be found at a restaurant near you soon. ... You select what you want to eat and add items to a

<b>Kabat, Daniel</b>	X	X		X	3
Kayaalp, Orhan					0
<i>Lora, Julissa</i>	N/A				0
<b>Magdaleno, José M.*</b>	X	X	X	X	4
Marianetti, Marie	X	X	X	X	4
Markens, Susan	X	X	X	X	4
<b>Martín, Oscar</b>	X	X		X	3
Matthews, Erica	X	X	X	X	4
Mazza, Carl	X		X		2
<i>McMilliam, Chardonmay</i>	N/A	N/A	N/A	N/A	0
<i>Morales, Vanessa</i>	N/A	X	X		2
<i>Morones, Leslie</i>	N/A	X	X		2
Nadeem, Shehzad	X				1
<b>O'Connor, Naphtali</b>	X	X		X	3
<b>O'Hanlon, Thomas</b>	X	X	X	X	4
<i>Olivencia, Michael</i>	N/A		X		1
<b>Onyedum, Jennifer</b>	X	X	X		3
Papazian, Mary*	X	X	X	X	4
<i>Peralta, Yafreici</i>	N/A				0
<i>Pérez, Rosy</i>	N/A	X	X	X	3
Philipp, Manfred	X	X	X	X	4
<b>Prince, Penny</b>	X	X	X		3
<i>Polanco, Javier</i>	N/A	N/A	N/A	X	1
<i>Quainoo, Daniel</i>	N/A	N/A	N/A	X	1
Rachlin, Joseph*	X	X		X	3
<i>Raynor, Candice</i>	N/A	N/A	N/A	X	1
Rice, Anne	X	X	X	X	4
<b>Rivera-McCutchen, Rosa</b>	X	X	X	X	4
<i>Rondón, Miguel</i>	N/A	X	X	X	3



ATTACHMENT IV

**ATTENDANCE FOR FALL 2011**

**X – Present at the Meeting, \*Administrative Representatives, Bold-Department Representatives, Italics-Students, N/A-not yet elected**

<b>Senator</b>	<b>9/7</b>	<b>10/12</b>	<b>11/16</b>	<b>12/14</b>	<b>TOTAL (Times Present)</b>
<i>Adebayo, Aminat</i>	N/A	X	X		2
<i>Adeyeye, Adetoyese</i>	N/A	N/A	N/A		0
<b>Alborn, Timothy*</b>	X	X	X	X	4
<i>Alli, Taofeqat</i>	N/A	X	X	X	3
<i>Almodovar-Salinas, Diana</i>					0
<i>Aquino, Genesis</i>					0
<b>Bamshad, Maryam</b>		X		X	2
<b>Banoum, Bertrade</b>	X	X	X	X	4
<i>Barry, Mariame</i>	N/A	N/A	N/A	X	1
<b>Bayne, Gillian</b>	X	X	X	X	4
<b>Becker, Stefan</b>	X	X	X	X	4
<b>Bergmann, Ronald M.*</b>	X		X		2
<b>Boone, Ralph William</b>		X	X	X	3
<b>Buckley, Michael</b>	X	X		X	3
<b>Calvet, Liliana</b>	X		X		2
<i>Carey, Opal</i>		X	X	X	3
<b>Carey, Rosalind</b>	X		X	X	3
<b>Carrellas, Paul</b>	X	X	X	X	4
<i>Carty, Samantha</i>	N/A	N/A	N/A	X	1
<b>Choudhary, Amod</b>	X	X			2
<b>Clark, Vincent W.*</b>	X		X	X	3
<b>Deas, Michael</b>	X	X		X	3
<i>Deen, Fatima</i>		X	X		2

According to the Chancellor's Testimony at the Legislative Joint Budget Committees, 20 percent of all the construction projects in NYC are CUNY projects.

- At BMCC, the new Fiterman Hall, which replaces the building destroyed on 9/11, will be open for the fall term.
- At Bronx Community College, the North Instructional Building will also open for the fall term, the first major building constructed on the campus since it was acquired from NYU in the early 1970s.
- At Lehman College, a new science facility with laboratories for teaching and research will be completed by the end of this year.
- At City College, both the Marshak building façade replacement and the Shepard Hall exterior rehabilitation will be completed in late spring.
- The CUNY School of Law's new facility in Long Island City will be open for the fall term.

### Instructional Teaching Staff: Fall 2009, Fall 2010, Fall 2011

*Faculty, Librarians, and Counselors*

Senior Colleges	Fall 2009			Fall 2010					Fall 2011				
	I&DR Teaching	Librarians and Counselors	Total	I&DR Teaching	Librarians and Counselors	Total	Fall 2009 to Fall 2010	% Change	I&DR Teaching	Librarians and Counselors	Total	Fall 2010 to Fall 2011	% Change
Baruch	457	36	493	444	35	479	(15)	-2.9%	421	30	451	(28)	-5.9%
Brooklyn	496	30	526	500	30	530	4	0.8%	488	24	512	(18)	-3.4%
City	510	31	541	530	32	562	21	3.9%	524	32	556	(6)	-1.1%
Hunter	626	29	655	635	29	664	9	1.4%	630	32	662	(2)	-0.3%
John Jay	405	26	431	369	25	394	(37)	-8.7%	348	26	374	(20)	-5.1%
Lehman	348	14	362	355	14	369	7	2.0%	338	16	354	(15)	-4.1%

### Enrollment : Fall 2010 vs. Fall 2011

	Headcount				FTE			
	Fall 2010	Fall 2011	# Change	% Change	Fall 2010	Fall 2011	# Change	% Change
Baruch	17,063	18,055	992	5.8%	13,490	14,144	654	4.8%
Brooklyn	16,912	16,835	(77)	-0.5%	12,384	12,472	88	0.7%
City	15,416	16,005	589	3.8%	11,646	11,894	248	2.1%
Hunter	22,407	22,822	415	1.9%	16,119	16,700	581	3.6%
John Jay	15,206	14,788	(418)	-2.7%	11,683	11,430	(253)	-2.2%
Lehman	12,115	12,287	172	1.4%	8,356	8,347	(9)	-0.1%

**The New York Post** has reported that *“CUNY has become a boot camp for “high-school do-overs,”* and that *“A stunning 82.7 percent of freshmen at CUNY community colleges needed remediation in reading, writing, math — or all three — last fall, officials said.”*

Further news reports state that *“only 67 percent of CUNY Law’s grads passed the New York state bar exam last year — a 16-point drop in just three years.”* while *“The American Bar Association requires that at least 75 percent of test-takers pass the exam in three of the prior five years.”*

NYS Education Law requires each college to have an **Advisory Committee on Campus Security**, in the spirit of that law the UFS will advocate that CUNY should have an central Advisory Committee on University Security with faculty participation. The UFS has been told that VC Schaffer has told each college that it could choose to have a separate committee on workplace violence or it could choose to extend the responsibility of the

## News from IT Division

1. CUNYfirst is ramping up with more training being planned, user security that will need to be reviewed by Dept. Chairs. SIMS will be "turned off" in March with go-live in early April. We'll start up the support center in the East Dining Room in April, as well. Much more info will come over the next month. Bob Troy is the contact for details.

2) We plan to launch the Lehman Blog site around Feb. 14. We'll have 40 college bloggers but anybody can contribute (in or out of the college). This is a moderated blog and the intent of the Blog is to tell the Lehman story in a different, more personal way than the website. It also will link to FaceBook and Twitter.

3) The new faculty and staff intranet, Lehman Connect is scheduled to launch towards the beginning of March. This will be very useful for collaboration among departments and committees, will allow for the storage of documents that can be accessed from anywhere, and will allow single sign on to Lehman applications. Just click - no need to enter your password again.

- The Library –15-minute Tour of the Leonard Lief Library to become familiar with services: Wednesday, February 1st 12:30 PM and 1:00 PM Library Lobby' No sign up required.

- CUNY Academic Commons mention
- Reminder of Tech Fee Request Schedule

Next Meeting, Wed. Feb. 15<sup>th</sup> at time TBA in Ca B37B

Respectfully Submitted - 2/2/12

Jim Carney

Chair

Lehman College - Library, Information & Technology Committee



LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

Hegis # 1501.00

Program Code: 02633

1. Type of Change: M.A. Degree Requirements

2. From: Master of Arts Program in English

Concentration in Literature

Concentration in Writing and Rhetoric

Admission Requirements

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstration of the potential to pursue graduate study successfully—that is, attainment of a minimum undergraduate Grade Point Average of 3.0 in the undergraduate record as a whole and a 3.0 in English.
- Study of a minimum of 18 credit hours in courses beyond the introductory level in English.
- Submission of scores on the Graduate Record Examination (GRE) General Test.
- Submission of three letters of recommendation, at least two of which must be from a person who can testify to the candidate's ability as a student of literature [or] writing and rhetoric (as appropriate).
- Submission of a personal statement of some 500 words indicating as precisely as possible the applicant's preparation for master's work and career plans.
- Submission of a [12]-25 page writing sample. For students applying to the Literature [c]oncentration, this must be an essay demonstrating critical analysis of a literary text or set of texts. One 12-25 page essay is preferred, but two shorter essays can be submitted in its place (totaling 12-25 pages). For students applying to the Writing & Rhetoric [c]oncentration, a 12-25 page sample of creative nonfiction can be submitted in place of the critical analysis, although students may choose to submit a critical analysis. Again, one long essay is preferred, but two shorter essays can be submitted [instead].

## Degree Requirements

After planning his or her program in advance with the Graduate Program Director, the student must complete a minimum of 30 credits in English with an average of B or better. Students are encouraged to enroll in a full course load (9 credits) each semester so that the program can be completed in four semesters.

### Core (21 credits)

Credits	Courses
3	ENG 700
3	ENG 702
3	ENG 784 or ENG 785
3	ENG 795
9	Electives: Three courses in literary history, language and literature, or writing and rhetoric. One elective may be in creative writing or from outside the Department with the approval of the Graduate Program Director.

### Literature (9 credits)

3	Literature to 1700 ENG 703, ENG 705, ENG 712, ENG 713, or ENG 722
3	Literature 1700-1900 ENG 731, ENG 740, ENG 742, [or] ENG 748, ENG 750
3	Literature 1900 to present ENG 753, ENG 755, ENG 756, or ENG 757

### Writing and Rhetoric (9 credits)

Whichever course was not taken for the core [(3)]: ENG 784 or ENG 785

Two additional courses in writing/rhetoric [(6)]: ENG 783, ENG 788, ENG 790, or ENG 793



### Foreign Language

The foreign language requirement emphasizes the relationship between the knowledge of foreign languages and the study of literature and the practice of writing. Early in their studies, students should choose a language relevant to their research and/or to their future professional plans. The requirement may be satisfied by (1) demonstrating the ability to translate lucidly, with a dictionary, a passage from a modern critical text; or by (2) earning a B or better in coursework within the past five years in a) an intensive language-for-reading course offered through the Language Reading Program at the CUNY Graduate Center or b) an advanced undergraduate course in literature read in the foreign language. NOTE: The following languages are automatically accepted for meeting this requirement: Arabic, Bengali, Chinese, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Kiswahili, Latin, Russian, Spanish, Urdu, and Yoruba. Students wishing to choose another language must apply to the Department's Graduate Committee for approval.

### Master's Essay

With the completion of 15 credits, a student should begin planning to write his or her Master's Essay, which must be 25-35 pages in length and demonstrate original scholarship suitable for publication in a scholarly journal in the field of English. While it may originate in a previous seminar project, the final essay must demonstrate substantive revision and expansion, including new research, as verified by the faculty director. The essay will be read by a faculty advisor and a second reader that is approved by the Graduate Program Director.

The Master's Essay must be researched and written in conjunction with the course in Master's Research (ENG 795), taken with the faculty advisor. It is recommended that a student secure a working relationship with a faculty advisor by the time the student has completed 15 credits, in preparation for ENG 795. Students must also develop an extensive reading list of primary texts and other related literary texts germane to the Master's Essay. The reading list must be approved by the faculty advisor and the Graduate Program Director, and will be included as part of the oral defense of the Master's Essay.

### Oral Defense

At the completion of ENG 795, the student must defend the Master's Essay in a two-hour oral defense conducted by the faculty advisor and the second reader. Two copies of the final essay approved by the faculty advisor[—one in electronic format (PDF), one in print—]must be submitted to the Graduate Program Director.

## Relation to the CUNY Ph.D. Program

MA candidates may conclude their graduate studies with the Master's degree in English or they may decide to pursue doctoral study. The first 25 graduate credits in the Literature or [Composition] and Rhetoric concentrations at Lehman College may be counted toward the Ph.D. in English at the CUNY Graduate Center. The University doctoral program in English is described in the Bulletin of the CUNY Graduate Center. Candidates who are interested in proceeding on to the Ph.D. Program in English at the Graduate Center should apply for admission directly to the Ph.D. program instead of to Lehman College. Inquiries may be addressed to the Executive Officer of the Ph.D. Program, Department of English, City University of New York, 365 Fifth Avenue, New York, NY 10016.

## Dr. Alice Griffin Fellowship

Upon completion of 15 credits toward their [completion of the] MA in English with a Concentration in Literature, students may apply for the Dr. Alice Griffin Fellowship. This fellowship is the generous gift of Professor of English Emerita Alice Griffin, an expert in Shakespeare and American Theatre who taught at Lehman College from 1949, when it was still the women's college of Hunter, to her retirement in 1991.

### 3. To: Master of Arts Program in English

Concentration in Literature

Concentration in Writing and Rhetoric

Concentration in Creative Writing—Poetry

Concentration in Creative Writing—Fiction

## Admission Requirements

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstration of the potential to pursue graduate study successfully—that is, attainment of a minimum undergraduate Grade Point Average of 3.0 in the undergraduate record as a whole and a 3.0 in English.
- Study of a minimum of 18 credit hours in courses beyond the introductory level in English.

- Submission of scores on the Graduate Record Examination (GRE) General Test.
- Submission of three letters of recommendation, at least two of which must be from a person who can testify to the candidate's ability as a student of literature, writing and rhetoric, or creative writing. (as appropriate).
- Submission of a personal statement of some 500 words indicating as precisely as possible the applicant's preparation for master's work and career plans.
- Submission of a 10-25 page writing sample, depending on concentration. For students applying to the Literature Concentration, this must be an essay demonstrating critical analysis of a literary text or set of texts. One 12-25 page essay is preferred, but two shorter essays can be submitted in its place (totaling 12-25 pages). For students applying to the Writing & Rhetoric Concentration, a 12-25 page sample of creative nonfiction can be submitted in place of the critical analysis, although students may choose to submit a critical analysis. Again, one long essay is preferred, but two shorter essays can be submitted in its place (totaling 12-25 pages). For students applying to the Creative Writing / Poetry Concentration, at least 5 poems totaling 10-12 pages should be submitted. For students applying to the Creative Writing / Fiction Concentration, a 12-25-page sample of short fiction or excerpt from a longer work should be submitted. One short story is preferred, but multiple stories can be submitted to fulfill the page-requirement.

### Degree Requirements

After planning his or her program in advance with the Graduate Program Director, the student must complete a minimum of 30 credits in English with an average of B or better. Students are encouraged to enroll in a full course load (9 credits) each semester so that the program can be completed in four semesters.

#### I. Concentrations in Literature or Writing and Rhetoric

##### Core (21 credits)

Credits	Courses
3	ENG 700 ( <u>Introduction to English Studies</u> )
3	ENG 702 ( <u>Introduction to Critical Theory</u> )
3	ENG 784 ( <u>Readings in Composition and Rhetoric</u> ) or ENG 785 ( <u>Seminar in Writing</u> )
3	ENG 795 ( <u>Master's Research</u> )
9	Electives: Three courses in literary history, language and literature,

or writing and rhetoric. One elective may be in creative writing or from outside the Department with the approval of the Graduate Program Director.

Literature Concentration (9 credits)

3 Literature to 1700:

ENG 703 (Old English), ENG 705 (Medieval English), ENG 712 (Renaissance), ENG 713 (Shakespeare), or ENG 722 (Seventeenth-Century English)

3 Literature 1700-1900:

ENG 731 (Eighteenth-Century English), ENG 740 (Romanticism), ENG 742 (Nineteenth-Century English), ENG 748 (American to 1800), or ENG 750 (Nineteenth-Century American)

3 Literature 1900 to present:

ENG 753 (Modernism), ENG 755 (Twentieth-Century English), ENG 756 (Twentieth-Century American), or ENG 757 (Contemporary)

Writing and Rhetoric Concentration (9 credits)

3 Whichever course was not taken for the core:

ENG 784 (Readings in Composition and Rhetoric) or ENG 785 (Seminar in Writing)

6 Two additional courses in writing/rhetoric:

ENG 783 (Practicum in Teaching), ENG 788 (Digital Age), ENG 790 (Special Topics), or ENG 793 (Literacy and Community)

II. Concentrations in Creative Writing

Core (18 credits)

Credits      Courses

- 3                    ENG 700 (Introduction to English Studies) or ENG 702 (Introduction to  
Critical Theory)
- 3                    ENG 784 (Readings in Composition and Rhetoric) or ENG 785 (Seminar  
in Writing)
- 3                    ENG 795 (Master's Research)
- 9                    Electives: Three courses in literature

Poetry Concentration (12 credits)

- 6                    Two workshops: ENW 701 (Poetry Workshop)
- 6                    Two craft courses: ENW 711 (Forms and Techniques in Poetry)

Fiction Concentration (12 credits)

- 6                    Two workshops: ENW 702 (Fiction Workshop)
- 6                    Two craft courses: ENW 712 (Forms and Techniques in Fiction)

Foreign Language (for all M.A. candidates)

The foreign language requirement emphasizes the relationship between the knowledge of foreign languages and the study of literature and the practice of writing. Early in their studies, students should choose a language relevant to their research and/or to their future professional plans. The requirement may be satisfied by (1) demonstrating the ability to translate lucidly, with a dictionary, a passage from a modern critical text; or by (2) earning a B or better in coursework within the past five years in (a) an intensive language-for-reading course offered through the Language Reading Program at the CUNY Graduate Center or (b) an advanced undergraduate course in literature read in the foreign language. NOTE: The following languages are automatically accepted for meeting this requirement: Arabic, Bengali, Chinese, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Kiswahili, Latin, Russian, Spanish, Urdu, and Yoruba. Students wishing to choose another language must apply to the Department's Graduate Committee for approval.

Master's Essay (for Concentrations in Literature or Writing and Rhetoric)

With the completion of 15 credits, a student should begin planning to write his or her Master's Essay, which must be 25-35 pages in length and demonstrate original scholarship suitable for publication in a scholarly journal in the field of English. While it may originate in a previous seminar project, the final essay must demonstrate substantive revision and expansion, including new research, as verified by the faculty

director. The essay will be read by a faculty advisor and a second reader that is approved by the Graduate Program Director.

The Master's Essay must be researched and written in conjunction with the course in Master's Research (ENG 795), taken with the faculty advisor. It is recommended that a student secure a working relationship with a faculty advisor by the time the student has completed 15 credits, in preparation for ENG 795. Students must also develop an extensive reading list of primary texts and other related literary texts germane to the Master's Essay. The reading list must be approved by the faculty advisor and the Graduate Program Director, and will be included as part of the oral defense of the Master's Essay.

Master's Thesis (for Concentrations in Creative Writing)

The student must submit a final creative thesis prepared in Master's Research (ENG 795). It is recommended that a student secure a working relationship with a faculty advisor by the time the student has completed 15 credits.

The thesis must be a book of publishable quality. Poetry candidates should submit a collection or cycle of poems totaling at least 25-35 pages. Fiction candidates should submit a collection of short stories, a novella, or a novel totaling at least 75-125 pages.

Oral Defense (for all M.A. candidates)

At the completion of ENG 795, the student must defend the Master's Essay or Master's Thesis in a two-hour oral defense conducted by the faculty advisor and the second reader. Two copies of the final essay or thesis, approved by the faculty advisor, must be submitted to the Graduate Program Director—one in electronic format and one in print.

Relation to the CUNY Ph.D. Program

M.A. candidates in the Literature or Writing and Rhetoric Concentrations may conclude their graduate studies with the Master's degree in English or they may decide to pursue doctoral study. The first 25 graduate credits in the Literature or Writing and Rhetoric concentrations at Lehman College may be counted toward the Ph.D. in English at the CUNY Graduate Center.

M.A. candidates in the Creative Writing Concentrations should consult with the Executive Officer of the Ph.D. Program in English at the CUNY Graduate Center to

ascertain which credits may be counted toward the Ph.D. in English at the Graduate Center.

The University doctoral program in English is described in the Bulletin of the CUNY Graduate Center. Candidates who are interested in proceeding on to the Ph.D. Program in English at the Graduate Center should apply for admission directly to the Ph.D. program instead of to Lehman College. Inquiries may be addressed to the Executive Officer of the Ph.D. Program, Department of English, City University of New York, 365 Fifth Avenue, New York, NY 10016.

The Dr. Alice Griffin Fellowship

Upon completion of 15 credits toward their M.A. in English with a Concentration in Literature, students may apply for the Dr. Alice Griffin Fellowship. This fellowship is the generous gift of Professor of English Emerita Alice Griffin, an expert in Shakespeare and American Theatre who taught at Lehman College from 1949, when it was still the women's college of Hunter, to her retirement in 1991.

4. Rationale: In Spring 2011, the English Department circulated a Letter of Intent throughout CUNY and asked for feedback regarding Lehman offering an MFA program. The review process concluded with Vice Chancellor Alexandra Logue's recommendation that the Department expand the existing MA program by offering creative writing options. We are following the Vice Chancellor's recommendation of adding creative writing to the English masters-level curriculum, both to address the current demand of students seeking creative writing options and to verify the need for a future MFA program.

The new concentrations in poetry- and fiction-writing build on the MA's literature core to provide creative-writing students with rigorous training, feedback, and development in their chosen craft. The Department expects that English Creative Writing MA graduates will end up with a publishable body of work and be prepared either to teach literature and writing or to secure employment in the professional-writing marketplace. The English Department's undergraduate program in Creative Writing produces a substantial number of serious writers eager to pursue advanced degrees in creative writing. In recent years, Lehman English graduates have gone on to pursue MFA's at The New School, American University, Louisiana State University, and City College / CUNY. A March 2011 survey of recent Lehman graduates with a BA in English indicated that though only 29% of respondents actually applied to MFA programs (or MA programs with creative-writing options), 84% of respondents said they would have considered applying to a graduate-level creative writing program at Lehman upon graduation, had such a program existed.

Given its curricular strength, its affordable cost, and its location in a part of the city not otherwise served by CUNY's creative-writing programming, the Lehman English MA in Poetry or Fiction Writing will attract aspiring local writers from in and outside of Lehman College. The Department will use several strategies to promote the new Poetry or Fiction Writing concentrations in tandem with the English MA's existing Literature and Writing/Rhetoric concentrations:

- Building on past success, it will develop and mail letters and brochures to local and regional high school teachers of English, many of who need MA degrees to complete teacher-certification.
- It will work with the Executive Officer of the Department of English at the CUNY Graduate Center, a Lehman faculty member, to tap into the Graduate Center's pool of possible applicants.
- It will appeal to students enrolled in the MA in Liberal Studies (MALS) program. All Masters-level English courses, including the new creative ones, are available to MALS students once they have permission from the English Graduate Director.
- It will work with the Admissions Office to coordinate a series of Open House events and to take advantage of other Lehman-sponsored opportunities to attract candidates with a particular interest in the creative writing.

5. Date of departmental approval: November 17, 2011



LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. Type of change: New course
2. Course Description: ENW 701: Poetry Workshop. 3 hours, 3 credits (maximum 6 credits). Workshop discussion of student poems supplemented by selected poetic readings. Workshop content and methods will vary from semester to semester, depending on instructor expertise. PREREQ: Departmental permission.
3. Rationale: ENW 701 is the primary course for craft development for students concentrating in poetry writing. Its repetition is necessary and invaluable in that it ensures requisite feedback from student and faculty readers alike. Workshops will be taught by a different instructor each semester to ensure students' exposure to different approaches, strategies, and points of view.
4. Learning Objectives:
  - Create both short and long-form works of poetry, building toward a collection of poems.
  - Interpret and critically evaluate texts of various genres and historical periods.
  - Demonstrate knowledge of the historical context of a work or author.
  - Describe a range of literary techniques and rhetorical strategies used in a variety of texts, including their relationship to audience, purpose, and cultural, contexts/constraints.
5. Date of English Department Approval: November 17, 2011

LEHMAN COLLEGE

OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. Type of change: New course
2. Course Description: ENW 702: Fiction Workshop. 3 hours, 3 credits (maximum 6 credits). Workshop discussion of student stories supplemented by selected readings in fiction. Workshop content and methods will vary from semester to semester, depending on instructor expertise. PREREQ: Departmental permission.
3. Rationale: ENW 702 is the primary course for craft-development for students concentrating in fiction writing. Its repetition is necessary and invaluable in that it ensures requisite feedback from student and faculty readers alike. Workshops will be taught by a different instructor each semester to ensure students' exposure to different approaches, strategies, and points of view.
4. Learning Objectives:
  - Create short works of fiction, and begin developing longer forms of fiction, building toward a collection of short fiction, a novella, or a novel.
  - Interpret and critically evaluate texts of various genres and historical periods.
  - Demonstrate knowledge of the historical context of a work or author.
  - Describe a range of literary techniques and rhetorical strategies used in a variety of texts, including their relationship to audience, purpose, and cultural, contexts/constraints.
5. Date of English Department Approval: November 17, 2011

LEHMAN COLLEGE

OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. Type of change: New course
2. Course Description: ENW 711: Forms and Techniques in Poetry. 3 hours, 3 credits (maximum 6 credits). Emphasizes the study and practice of various forms and techniques in poetry, with attention to both traditional and contemporary models. PREREQ: Departmental permission.
3. Rationale: ENW 711 will provide students with the fundamentals needed to work with specific forms and/or to use particular techniques. Reading and writing will strengthen the writer's repertoire and knowledge. The Department will offer the course with a different instructor each semester to ensure students' exposure to different approaches, strategies, and points of view.
4. Learning Objectives:
  - Create both short and long form works of poetry utilizing specific forms and techniques.
  - Interpret and critically evaluate texts of various genres and historical periods.
  - Demonstrate knowledge of the historical context of a work or author.
  - Describe a range of literary techniques and rhetorical strategies used in a variety of texts, including their relationship to audience, purpose, and cultural, contexts/constraints.
5. Date of English Department Approval: November 17, 2011

LEHMAN COLLEGE

OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. Type of change: New course
2. Course Description: ENW 712: Forms and Techniques in Fiction. 3 hours, 3 credits (maximum 6 credits). Emphasizes the study and practice of various forms and techniques in fiction, with attention to both traditional and contemporary models. PREREQ: Departmental permission.
3. Rationale: ENW 712 will provide students with the fundamentals needed to work with specific forms and/or to use particular techniques. Reading and writing will strengthen the writer's repertoire and knowledge. The Department will offer the course with a different instructor each semester to ensure students' exposure to different approaches, strategies, and points of view.
4. Learning Objectives:
  - Create both short and long form works of fiction utilizing specific forms and techniques.
  - Interpret and critically evaluate texts of various genres and historical periods.
  - Demonstrate knowledge of the historical context of a work or author.
  - Describe a range of literary techniques and rhetorical strategies used in a variety of texts, including their relationship to audience, purpose, and cultural, contexts/constraints.
5. Date of English Department Approval: November 17, 2011

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. Type of Change: Withdrawal
2. Description: ENG 791: Creative Writing I. 3 hours, 3 credits. Students will examine and practice forms of poetry, drama, and fiction in order to acquire a fundamental understanding of these forms. PREREQ: Permission of the instructor.
3. Rationale: ENG 791 is now obsolete within the new curriculum. The content in this area will now be taught in ENW 701 and ENW 702.
4. Date of Departmental Approval: November 17, 2011

LEHMAN COLLEGE

OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. Type of Change: Withdrawal
2. Description: ENG 792: Creative Writing II. 3 hours, 3 credits. Advanced study and practice of poetry, drama, or fiction. For students wishing to study one of these forms intensively. PREREQ: ENG 791 or permission of the instructor.
3. Rationale: ENG 792 is now obsolete within the new curriculum. The content in this area will now be taught in ENW 711 and ENW 712.
4. Date of Departmental Approval: November 17, 2011

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**  
**Department of Health Sciences  
Curriculum Change**

Hegis #: 0837

1. **Type of Change:** Change in course title and course description

2. **From:**

HEA 671: [Concepts of Wellness]

*3 hours, 3 credits.* [Study of wellness and how to achieve a wellness lifestyle. Examines dimensions of wellness and sociocultural influences on health. Emphasis will be on educational strategies to promote wellness among diverse populations.]

3. **To:**

HEA 671: Teaching Strategies for Health: Psychosocial Wellness

*3 hours, 3 credits.* Study of psychosocial wellness incorporating mental, emotional, family and social health. Emphasis will be on using educational strategies to promote psychosocial wellness among students from pre K-12.

4. **Rationale**

Course title and description have been changed to better reflect the content of the course.

5. **Date of Departmental of Health Sciences approval:**

December 7, 2011

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**  
**Department of Health Sciences  
Curriculum Change**

Hegis #: 0837

3. **Type of Change:** Change in course title and course description

4. **From:**

HEA 672: [Promoting Health]

*3 hours, 3 credits.* [Study of health promotion and how to promote personal and interpersonal health. Examines health issues across generations. Emphasis on educational strategies to promote health among various age groups.]

3. **To:**

HEA 672: Teaching Strategies for Health: Health Promotion Behaviors

*3 hours, 3 credits.* Study of health behaviors and the promotion of healthy lifestyles. Emphasis will be on using educational strategies to promote health among students from pre K-12.

4. **Rationale**

Course title and description have been changed to better reflect the content of the course.

5. **Date of Departmental of Health Sciences approval:**

December 7, 2011



**LEHMAN COLLEGE**  
**OF THE**  
**CITY UNIVERSITY OF NEW YORK**  
**Department of Health Sciences**  
**Curriculum Change**

Hegis #: 0837

1. **Type of Change:** Change in course title and course description

2. **From:**

HEA 673: [Preventing Disease and Disability.]

*3 hours, 3 credits.* [Examines the etiology of health problems, risk factors for diseases and disabilities, and attitudes and issues relating to death and dying. Emphasis on educational strategies to identify and reduce risks for various health problems.]

3. **To:**

HEA 673: Teaching Strategies for Health: Disease and Disability.

*3 hours, 3 credits.* Examines the etiology of health problems and risk factors for diseases and disabilities. Emphasis will be on using educational strategies to identify and reduce risks for various health problems among students from pre K-12.

4. **Rationale**

Course title and description have been changed to better reflect the content of the course.

5. **Date of Departmental of Health Sciences approval:**

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

**DEPARTMENT OF BIOLOGICAL SCIENCES**

**Section A1: Special Actions**

**A1:10.1 Approval of a Dual Degree Program [BA/MS in Biology]**

RESOLVED, that a dual degree award, established as a stand-alone program, leading to a BA/ MS in Biology be created from the College's existing programs, the BA in Biology (SED program codes 34022) and the MS in Biology (SED program codes 02563) effective September 1, 2012, subject to financial ability.

Program Description: The Five-Year Biology BA/MS offers qualified students the opportunity to earn both a Bachelor of Arts degree and a Master of Science in Biology degree, which may be completed in as little as five years. The curriculum is composed of two tracks that allow students to choose between Track one-tutorial option and track two-thesis option.

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

**5-Year Combined BA/MS Biology**

**TRACK 1 – Tutorial Option**

**Year 1 - 4**

120 credit B.A. in Biological Sciences. Winter and Summer Sessions must be used. In years 1-2 student must take the math, chemistry & physics prerequisites.

**Year 4**

Three 4 credit (12 credits) M.S. courses taken for dual credit in both degrees. Student graduates in June.

**Year 5**

Enrolled in M.S. program in tutorial track (34 credits 12 of which are satisfied in year 4, which includes 4 credits of Bio 792.2). Graduation by September 1.

**34 M.S. Credits in Track 1**

+ 12 credits, Three M.S. courses in year 4 (For example BIO 634 Cell Biology and Electron Microscopy, BIO 618 Problems in Ecology, BIO 644 Biological Chemistry)

+ 16 credits, six M.S. courses in year 5 (For example BIO 646 Statistics for Biological Research, BIO 642 Molecular Biology, BIO 710 Microbial Physiology, BIO 630 Seminar in Biology, BIO 660 Seminar in Biology)

+ 6 credits, two tutorial courses in year 5 (BIO 792.1 & BIO 792.2)

-----  
34 credits

**TRACK 2- Thesis Option****Year 1 - 4**

120 credit B.A. in Biological Sciences. Winter and Summer Sessions must be used. Bio 489 (taken twice). Bio 490 in senior year. In years 1-2 student must take the math, chemistry & physics prerequisites.

**Year 3** Research advisor chosen in Spring term.

**Year 4** 12 credits three M.S. courses taken for credit in both degrees. Must take Bio 489 in Fall and Bio 489 & Bio 490 in Spring. Graduation in June with Honors, having completed a research project under faculty sponsor.

**Year 5** Enrolled in M.S. program in thesis track (30 course credits 12 of which are satisfied in year 4). Bio 799.1 (1 credit) & 799.2 (2 credits) with possibility of Bio 799.3 (3 credits). Defense of thesis and graduation by September 1.

**30-32 M.S. Credits in Track 2**

12 credits, Three M.S. courses in year 4 (For example BIO 634 Cell Biology and Electron Microscopy, BIO 618 Problems in Ecology, BIO 644 Biological Chemistry)

12-14 credits, three- four M.S. courses in year 5 (For example BIO 646 Statistics for Biological Research, BIO 642 Molecular Biology, BIO 710 Microbial Physiology BIO 660 Seminar in Biology)

+ 6 credits, three thesis research courses (BIO 799.1, 799.2, & 799.3)

-----  
30- 32 credits

**Note 1:** This program will allow the students to finish 1-2 years earlier than they would if they did a separate BA followed by a MS. Additionally, this program provides students with extensive research experience, which will make them more competitive for jobs and graduate doctoral programs and medical programs.

**Note 2:** To be eligible for the 5<sup>th</sup> year program, all students must demonstrate an interest in, demonstrated achievement in, or affinity for biology. This will be determined by having: a minimum of 48 semester hours of mathematics and sciences study including MAT175 with a GPA of 3.0. Candidates must apply to the program no later than the first semester of their junior year and may apply as early as the second semester of their sophomore year.

The accelerated pace is made possible by offering qualified students the opportunity to take masters level courses during their final year of undergraduate work. Students qualify by demonstrated attainment of a GPA of 3.0 in mathematics and science coursework as well as a GPA of 3.25 in the major through the first three years of study, and by completing all of the necessary prerequisites for those courses, which will ensure that they are prepared for graduate-level work.

## **2. Rationale:**

Please see attached charts showing recommended course and credit distribution for both tracks 1 and 2.

Currently many of our Biology majors seek a graduate program after graduation from College. In many cases they lose a year from the time they graduate to the time they enter a masters program causing them to extend their time in school by a year. By providing our students with the option of getting their masters while completing their undergraduate program we can have them complete a year earlier than conventional and 2 years earlier than our current population of students. Additionally, many companies that hire our students require undergraduate research experience as well as Master's degree work with research experience. By having a 5-year BA/MS program we can capture high quality students and provide them with an educational experience that will aid them in obtaining a career after graduation. In addition, we can recruit additional students to our program by having the 5-year program and become more competitive with the surrounding colleges and universities.

Because it is a coordination of two existing programs, the 5th-year BA/MS program has no additional costs attached to it. Every student who enrolls in the program and thus chooses to stay on and complete an extra year of coursework at the college (rather than leave to pursue graduate work or employment opportunities elsewhere) represents a financial gain for the institution.

**Please see attached proposal for a change in policy regarding the ability to receive dual credit (undergraduate and graduate) credit for graduate courses.** Due to the size of the Biology Major in order to not compromise on content for either the BA or MS degree 12 graduate credits will need to count towards both degrees.

**Section A1: Special Actions**

**3. Date of Department Approval: May 21<sup>st</sup>, 2010**

Senate Meeting of March 7, 2012 Undergraduate/Graduate Curriculum Committee  
**Table 1a: 5 Year B.A./M.A. Program in Biological Sciences Schedule TRACK I Tutorial - Semester-based Academic Option/Example**

Term: FALL 1		Check course classification(s)		
Course Number & Title	Cr	GEN	MAJ	Details
BIO 166 Principles of Bio: Cells & Genes	4	X	X	
CHE 166 General Chemistry I	3		X	
CHE 167 General Chemistry Laboratory I	2		X	
MAT 175 Calculus I	4		X	Co-req MAT 155 [MAT 172 exempt upon evaluation]
MAT 155 Calculus I Laboratory	1			Co-req MAT 175
Term credit total:	14			
Term: SPRING 1		Check course classification(s)		
Course Number & Title	Cr	GEN	MAJ	Details
BIO 167 Principles of Bio: Organisms	4	X	X	
CHE 168 General Chemistry II	3		X	
CHE 169 General Chemistry Laboratory II	2		X	
MAT 176 Calculus II	4	X	X	Co-req MAT 155 or 156
MAT 156 Calculus II Laboratory	1			Co-req MAT 175 or 176
Term credit total:	14			
Term: SUMMER 1 (for schedule convenience)		Check course classification(s)		
Course Number & Title	Cr	GEN	MAJ	Details
May need to take additional math course if student didn't start at Calculus I level.				
May take General Education requirements				
Term credit total:				
Term: FALL 2		Check course classification(s)		
Course Number & Title	Cr	GEN	MAJ	Details
BIO 238 Genetics	4		X	
CHE 232 Organic Chemistry Lecture I	3		X	
CHE 233 Organic Chemistry Laboratory I	2		X	
PHY 166 General Physics I	5		X	
Term credit total:	14			
Term: WINTER 2 (for schedule convenience)		Check course classification(s)		
Course Number & Title	Cr	GEN	MAJ	Details
May need to take additional foreign language credits if deficient in language requirement.				
May take General Education requirements				
Term credit total:				
Term: SPRING 2		Check course classification(s)		
Course Number & Title	Cr	GEN	MAJ	Details
ENG 110 Principles of Effective Writing I	3	X		Exempt only upon evaluation
BIO 241 Evolution, Species, & Biogeography	3		X	Any 200-level biology will satisfy requirements
CHE 234 Organic Chemistry Lecture II	3		X	
CHE 235 Organic Chemistry Laboratory II	2		X	
PHY 167 General Physics II	5		X	
Term credit total:	16			
Term: SUMMER 2 (for schedule convenience)		Check course classification(s)		
Course Number & Title	Cr	GEN	MAJ	Details
ENG 120 Principles of Effective Writing II	3	X		If exempt from ENG 110, course taken Spring 2
May take General Education requirements				
Term credit total:	3			
Term: FALL 3		Check course classification(s)		
Course Number & Title	Cr	GEN	MAJ	Details
BIO 333 Endocrinology or 435 Neurophysiology	4		X	Any 300 or 400-level biology will satisfy requirements
SPA 201 Intermediate Spanish Grammar	3	X		Upon placement
PSY 166 General Psychology	3	X		
POL 150 Contemporary Political Issues	3	X		
ENG 223 English Literature	3	X		
Term credit total:	16			

Cr: Credits GEN: General Education Courses – Multiple options to satisfy degree, courses listed above are general education examples and DO NOT HAVE TO BE TAKEN IN SEMESTER INDICATED MAJ: Major Requirement Details: Prerequisite(s), Corequisites(s), Exemption(s), etc.

**Table 1a: 5 Year B.A./M.A. Program in Biological Sciences Schedule TRACK 1 Tutorial (con't) – Semester-based Academic Option/Example**  
 Senate Meeting of March 7, 2012 Undergraduate/Graduate Curriculum Committee

Term: WINTER 3 (for schedule convenience)					Check course classification(s)				
Course Number & Title	Cr	GEN	MAJ	Details					
May take General Education requirements									
Term credit total:									
Term: SPRING 3					Check course classification(s)				
Course Number & Title	Cr	GEN	MAJ	Details					
HIS 241 Modern Western Civilization	3	X							
BIO 330 Plant Physiology	4		X	Any 300 or 400-level biology will satisfy requirements					
ARH 141 Intro to History of Modern Art	3	X							
GEH 240 Urban Geography	3	X							
Term credit total:	12								
Term: SUMMER 3 (for schedule convenience)					Check course classification(s)				
Course Number & Title	Cr	GEN	MAJ	Details					
PHI 170 Intro to Logic	3	X		Can be taken Fall 4, scheduled for convenience					
Term credit total:	3								
Term: FALL 4					Check course classification(s)				
Course Number & Title	Cr	GEN	MAJ	Details					
BIO 634 Cell Biology & Electron Microscopy	4			Any M.A. level biology will satisfy requirements					
BIO 618 Problems in Ecology	4		X	Any M.A. level biology will satisfy requirements					
BIO 450 Biology Seminar	1		X						
BIO 489 Intro to Experimental Biology	1		X						
LEH 300 Studies in Humanities & Sciences	3	X							
Term credit total:	13								
Term: WINTER 4 (for schedule convenience)					Check course classification(s)				
Course Number & Title	Cr	GEN	MAJ	Details					
Term credit total:									
Term: SPRING 4					Check course classification(s)				
Course Number & Title	Cr	GEN	MAJ	Details					
BIO 644 Biological Chemistry	4			Any M.A. level biology will satisfy requirements					
BIO 450 Biology Seminar	1								
BIO 489 Intro to Experimental Biology	1								
BIO 490 Honors in Biological Science	3		X						
LEH 301 The American Experience	3	X							
Term credit total:	12								***118 – 124 UG Credits***
Term: SUMMER 4 (for schedule convenience)					Check course classification(s)				
Course Number & Title	Cr	GEN	MAJ	Details					
Optional term for schedule convenience									
Term credit total:									
Term: FALL 5					Check course classification(s)				
Course Number & Title	Cr	GEN	MAJ	Details					
BIO 630 Seminar in Biology	1								
BIO 792.1 Tutorial	2								
BIO 642 Molecular Biology	4			Any 600 or 700-level biology will satisfy requirements					
BIO 646 Statistics for Biological Research	4			Any 600 or 700-level biology will satisfy requirements					
Term credit total:	11								

Cr: Credits GEN: General Education Courses – Multiple options to satisfy degree, courses listed above are general education examples and DO NOT HAVE TO BE TAKEN IN SEMESTER INDICATED Maj: Major Requirement Details: Prerequisite(s), Corequisites(s), Exemption(s), etc.

**Table 1a: 5 Year B.A./M.A. Program in Biological Sciences Schedule TRACK 1 (con't) – Semester-based Academic Option/Example**  
 Senate Meeting of March 7, 2012 Undergraduate/Graduate Curriculum Committee

Term: WINTER 5 (for schedule convenience)		Check course classification(s)											
Course Number & Title	Cr	GEN	MAJ	Details									
Optional term for schedule convenience													
Term credit total:													
Term: SPRING 5		Check course classification(s)											
Course Number & Title	Cr	GEN	MAJ	Details									
BIO 630 Seminar in Biology	1												
BIO 792.2 Tutorial	4												
BIO 710 Microbial Physiology	4			Any 600 or 700-level biology will satisfy requirements									
BIO 660 Seminar in Biology	2			New course introduced spring 2011									
Term credit total:	11												

Program Totals:	Credits: 140	General Education: 48	Major: 70	Graduate: 34
-----------------	--------------	-----------------------	-----------	--------------

Cr: Credits GEN: General Education Courses – Multiple options to satisfy degree, courses listed above are general education examples and DO NOT HAVE TO BE TAKEN IN SEMESTER INDICATED Maj: Major Requirement Details: Prerequisite(s), Corequisites(s), Exemption(s), etc.

**Table 1a: 5 Year B.A./M.S. Program in Biological Sciences Schedule TRACK 2 – Thesis-based Academic Option/Example**

<b>Term: FALL 1</b>					<b>Check course classification(s)</b>				
<b>Course Number &amp; Title</b>	<b>Cr</b>	<b>GEN</b>	<b>MAJ</b>	<b>Details</b>	<b>Course Number &amp; Title</b>	<b>Cr</b>	<b>GEN</b>	<b>MAJ</b>	<b>Details</b>
BIO 166 Principles of Bio: Cells & Genes	4	X	X		May need to take additional foreign language credits if deficient in language requirement.				
CHE 166 General Chemistry I	3		X		May take General Education requirements				
CHE 167 General Chemistry Laboratory I	2		X						
MAT 175 Calculus I	4		X	Co-req MAT 155 [MAT 172 exempt upon evaluation]					
MAT 155 Calculus I Laboratory	1			Co-req MAT 175					
Term credit total: 14					Term credit total: 14				
<b>Term: SPRING 1</b>					<b>Check course classification(s)</b>				
<b>Course Number &amp; Title</b>	<b>Cr</b>	<b>GEN</b>	<b>MAJ</b>	<b>Details</b>	<b>Course Number &amp; Title</b>	<b>Cr</b>	<b>GEN</b>	<b>MAJ</b>	<b>Details</b>
BIO 167 Principles of Bio: Organisms	4	X	X		ENG 110 Principles of Effective Writing I	3	X		Exempt only upon evaluation
CHE 168 General Chemistry II	3		X		BIO 241 Evolution, Species, & Biogeography	3		X	Any 200-level biology will satisfy requirements
CHE 169 General Chemistry Laboratory II	2		X		CHE 234 Organic Chemistry Lecture II	3		X	
MAT 176 Calculus II	4	X	X	Co-req MAT 155 or 156	CHE 235 Organic Chemistry Laboratory II	2		X	
MAT 156 Calculus II Laboratory	1			Co-req MAT 175 or 176	PHY 167 General Physics II	5		X	
Term credit total: 14					Term credit total: 16				
<b>Term: SUMMER 1 (for schedule convenience)</b>					<b>Check course classification(s)</b>				
<b>Course Number &amp; Title</b>	<b>Cr</b>	<b>GEN</b>	<b>MAJ</b>	<b>Details</b>	<b>Course Number &amp; Title</b>	<b>Cr</b>	<b>GEN</b>	<b>MAJ</b>	<b>Details</b>
May need to take additional math course if student didn't start at Calculus 1 level.					ENG 120 Principles of Effective Writing II	3	X		If exempt from ENG 110, course taken Spring 2
May take General Education requirements					May take General Education requirements				
Term credit total: 14					Term credit total: 3				
<b>Term: FALL 2</b>					<b>Check course classification(s)</b>				
<b>Course Number &amp; Title</b>	<b>Cr</b>	<b>GEN</b>	<b>MAJ</b>	<b>Details</b>	<b>Course Number &amp; Title</b>	<b>Cr</b>	<b>GEN</b>	<b>MAJ</b>	<b>Details</b>
BIO 238 Genetics	4		X		BIO 333 Endocrinology or 435 Neurophysiology	4		X	Any 300 or 400-level biology will satisfy requirements
CHE 232 Organic Chemistry Lecture I	3		X		SPA 201 Intermediate Spanish Grammar	3	X		Upon placement
CHE 233 Organic Chemistry Laboratory I	2		X		PSY 166 General Psychology	3	X		
PHY 166 General Physics I	5		X		POL 150 Contemporary Political Issues	3	X		
Term credit total: 14					Term credit total: 16				
<b>Term: FALL 3</b>					<b>Check course classification(s)</b>				
<b>Course Number &amp; Title</b>	<b>Cr</b>	<b>GEN</b>	<b>MAJ</b>	<b>Details</b>	<b>Course Number &amp; Title</b>	<b>Cr</b>	<b>GEN</b>	<b>MAJ</b>	<b>Details</b>
					ENG 223 English Literature	3	X		
Term credit total: 14					Term credit total: 16				

Cr: Credits GEN: General Education Courses – Multiple options to satisfy degree, courses listed above are general education examples and DO NOT HAVE TO BE TAKEN IN SEMESTER INDICATED Maj: Major Requirement Details: Prerequisite(s), Corequisites(s), Exemption(s), etc.



**Table 1a: 5 Year B.A./M.S. Program in Biological Sciences Schedule TRACK 2 con't – Thesis-based Academic Option/Example**  
 Senate Meeting of March 7, 2012 Undergraduate/Graduate Curriculum Committee

Term: WINTER 3 (for schedule convenience)		Check course classification(s)			
Course Number & Title	Cr	GEN	MAJ	Details	
May take General Education requirements					
Term credit total:					
Term: SPRING 3		Check course classification(s)			
Course Number & Title	Cr	GEN	MAJ	Details	
HIS 241 Modern Western Civilization	3	X			
BIO 330 Plant Physiology	4		X	Any 300 or 400-level biology will satisfy requirements	
ARH 141 Intro to History of Modern Art	3	X			
GEH 240 Urban Geography	3	X			
Term credit total:	12				
Term: SUMMER 3 (for schedule convenience)		Check course classification(s)			
Course Number & Title	Cr	GEN	MAJ	Details	
PHI 170 Intro to Logic	3	X		Can be taken Fall 4, scheduled for convenience	
Term credit total:	3				
Term: FALL 4		Check course classification(s)			
Course Number & Title	Cr	GEN	MAJ	Details	
BIO 634 Cell Biology & Electron Microscopy	4			Any M.A. level biology will satisfy requirements	
BIO 618 Problems in Ecology	4		X	Any M.A. level biology will satisfy requirements	
BIO 450 Biology Seminar	1		X		
BIO 489 Intro to Experimental Biology	1		X		
LEH 300 Studies in Humanities & Sciences	3	X			
Term credit total:	13				
Term: WINTER 4 (for schedule convenience)		Check course classification(s)			
Course Number & Title	Cr	GEN	MAJ	Details	
Term credit total:					
Term: SPRING 4		Check course classification(s)			
Course Number & Title	Cr	GEN	MAJ	Details	
BIO 644 Biological Chemistry	4			Any M.A. level biology will satisfy requirements	
BIO 450 Biology Seminar	1				
BIO 489 Intro to Experimental Biology	1				
BIO 490 Honors in Biological Science	3		X		
LEH 301 The American Experience	3	X			
	12				***118 – 124 UG Credits***
Term: SUMMER 4 (for schedule convenience)		Check course classification(s)			
Course Number & Title	Cr	GEN	MAJ	Details	
Term credit total:					
Term: FALL 5		Check course classification(s)			
Course Number & Title	Cr	GEN	MAJ	Details	
BIO 646 Statistics for Biological Research	4				
BIO 799.1 Thesis Research	1				
BIO 799.2 Thesis Research	2				
BIO 642 Molecular Biology	4				
Term credit total:	11				

Cr: Credits GEN: General Education Courses – Multiple options to satisfy degree, courses listed above are general education examples and DO NOT HAVE TO BE TAKEN IN SEMESTER INDICATED Maj: Major Requirement Details: Prerequisite(s), Corequisites(s), Exemption(s), etc.

**Table 1a 5 Year B.A./M.S. Program in Biological Sciences Schedule/GRAAC Curriculum Committee Used Academic Option/Example**

Term: WINTER 5 (for schedule convenience)		Check course classification(s)														
Course Number & Title	Cr	GEN	MAJ	Details												
Optional term for schedule convenience																
Term credit total:																
Term: SPRING 5		Check course classification(s)														
Course Number & Title	Cr	GEN	MAJ	Details												
BIO 710 Microbial Physiology	4															
BIO 792.3 Thesis Research	3															
BIO 660 Seminar in Biology * optional course not required	2			New course introduced spring 2011												
Term credit total:	7-9															

<b>Program Totals:</b>	<b>Credits: 134</b>	<b>General Education: 48</b>	<b>Major: 70</b>	<b>Graduate: 30-32</b>
------------------------	---------------------	------------------------------	------------------	------------------------

Cr: Credits GEN: General Education Courses – Multiple options to satisfy degree, courses listed above are general education examples and DO NOT HAVE TO BE TAKEN IN SEMESTER INDICATED Maj: Major Requirement Details: Prerequisite(s), Corequisites(s), Exemption(s), etc.

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

**OFFICE OF ACADEMIC STANDARDS AND EVALUATION**

**Type of Change:** Change to an existing undergraduate policy

**FROM:**

Graduate Courses [for Undergraduate Credit]

Seniors may take graduate courses for undergraduate credit under the same tuition conditions as those of their undergraduate courses, provided that they have a 3.0 cumulative index and a 3.0 index in the area in which they wish to take the course. They must secure a recommendation from the department and approval of the Office of Academic Standards and Evaluation] (Shuster Hall, Room 2[80]). Graduate courses taken for undergraduate credit cannot be used toward a graduate program.

**TO:**

Registration in Graduate Courses

Undergraduate students may take graduate courses under the following conditions:

- Seniors in four year BA/BS programs may take graduate courses for undergraduate credit under the same tuition conditions as those of their undergraduate courses, provided that they have a 3.0 cumulative index and a 3.0 index in the area in which they wish to take the course. They must secure a recommendation from the academic department offering the course and approval of the Office of Academic Standards and Evaluation (Shuster Hall, Room 280). Graduate courses taken for undergraduate credit cannot be used toward a graduate program.
- Seniors in four year BA/BS programs may take graduate courses for graduate credit, provided that they have a 3.0 cumulative index and a 3.0 index in the area in which they wish to take the course. They must secure a recommendation from the academic department offering the course and approval of the Office of Graduate Studies (Shuster Hall, Room

279). Graduate courses taken for graduate credit cannot be used towards completion of a student's undergraduate degree requirements. Graduate tuition and fees are charged.

• Students accepted into a combined BA/MA program at Lehman College. BA/MA programs permit students to use graduate credits of selected courses towards both a Bachelor and Master's degree. Joint degree programs are designed for academically advanced students who have met the qualifications for and have been accepted into a joint degree program.

**RATIONALE:**

The three bullet points are a needed update to the written policy. The first and second bullet points are based on existing procedures that dictate when undergraduate students may enroll in graduate courses. The third point is a new option for Lehman students. A five-year BA/MA program hasn't been offered at Lehman since the mid 1970's. Because of market demand, a new five-year joint degree program has just been approved (BA/MA in History). Five-year BA/MA programs exist in several senior CUNY colleges.

INTERNATIONAL CONFERENCE ON THE HISTORY OF THE AMERICAN WEST

CONFERENCE ON THE HISTORY OF THE AMERICAN WEST

CONFERENCE ON THE HISTORY OF THE AMERICAN WEST

CONFERENCE ON THE HISTORY OF THE AMERICAN WEST

CONFERENCE ON THE HISTORY OF THE AMERICAN WEST

CONFERENCE ON THE HISTORY OF THE AMERICAN WEST

CONFERENCE ON THE HISTORY OF THE AMERICAN WEST

CONFERENCE ON THE HISTORY OF THE AMERICAN WEST

CONFERENCE ON THE HISTORY OF THE AMERICAN WEST

CONFERENCE ON THE HISTORY OF THE AMERICAN WEST

CONFERENCE ON THE HISTORY OF THE AMERICAN WEST

CONFERENCE ON THE HISTORY OF THE AMERICAN WEST

CONFERENCE ON THE HISTORY OF THE AMERICAN WEST

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

**DEPARTMENT OF BIOLOGICAL SCIENCES**

**Section A1: Special Actions**

**A1:10.1 Approval of a Dual Degree Program [BA/MS in Biology]**

RESOLVED, that a dual degree award, established as a stand-alone program, leading to a BA/ MS in Biology be created from the College's existing programs, the BA in Biology (SED program codes 34022) and the MS in Biology (SED program codes 02563) effective September 1, 2012, subject to financial ability.

**Program Description:** The Five-Year Biology BA/MS offers qualified students the opportunity to earn both a Bachelor of Arts degree and a Master of Science in Biology degree, which may be completed in as little as five years. The curriculum is composed of two tracks that allow students to choose between Track one-tutorial option and track two-thesis option.

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

**5-Year Combined BA/MS Biology**

**TRACK 1 – Tutorial Option**

**Year 1 - 4**

120 credit B.A. in Biological Sciences. Winter and Summer Sessions must be used. In years 1-2 student must take the math, chemistry & physics prerequisites.

**Year 4**

Three 4 credit (12 credits) M.S. courses taken for dual credit in both degrees. Student graduates in June.

**Year 5**

Enrolled in M.S. program in tutorial track (34 credits 12 of which are satisfied in year 4, which includes 4 credits of Bio 792.2). Graduation by September 1.

**34 M.S. Credits in Track 1**

+ 12 credits, Three M.S. courses in year 4 (For example BIO 634 Cell Biology and Electron Microscopy, BIO 618 Problems in Ecology, BIO 644 Biological Chemistry)

+ 16 credits, six M.S. courses in year 5 (For example BIO 646 Statistics for Biological Research, BIO 642 Molecular Biology, BIO 710 Microbial Physiology, BIO 630 Seminar in Biology, BIO 660 Seminar in Biology)

+ 6 credits, two tutorial courses in year 5 (BIO 792.1 & BIO 792.2)

-----  
34 credits

**2. Rationale:**

Please see attached charts showing recommended course and credit distribution for both tracks 1 and 2.

Currently many of our Biology majors seek a graduate program after graduation from College. In many cases they lose a year from the time they graduate to the time they enter a masters program causing them to extend their time in school by a year. By providing our students with the option of getting their masters while completing their undergraduate program we can have them complete a year earlier than conventional and 2 years earlier than our current population of students. Additionally, many companies that hire our students require undergraduate research experience as well as Master's degree work with research experience. By having a 5-year BA/MS program we can capture high quality students and provide them with an educational experience that will aid them in obtaining a career after graduation. In addition, we can recruit additional students to our program by having the 5-year program and become more competitive with the surrounding colleges and universities.

Because it is a coordination of two existing programs, the 5th-year BA/MS program has no additional costs attached to it. Every student who enrolls in the program and thus chooses to stay on and complete an extra year of coursework at the college (rather than leave to pursue graduate work or employment opportunities elsewhere) represents a financial gain for the institution.

**Please see attached proposal for a change in policy regarding the ability to receive dual credit (undergraduate and graduate) credit for graduate courses. Due to the size of the Biology Major in order to not compromise on content for either the BA or MS degree 12 graduate credits will need to count towards both degrees.**

**Section A1: Special Actions**

**3. Date of Department Approval: May 21<sup>st</sup>, 2010**

**4. Rationale:** The proposed revision of the Music Department's undergraduate program brings our degree requirements in line with those of the other CUNY colleges offering a Bachelor of Science Degree in Music. In terms of required credits, our proposed 64-credit program compares well with Queens College (81-credit Bachelor of Music), City College (64-credit B.F.A.), the College of Staten Island (63-credit B.S.), Brooklyn College (62-credit B.Mus.), and Hunter College (60-credit B.S.). More importantly, the added depth and breadth provided by an expanded and enriched program enables the Lehman Music Department to match its peers in training students in two important realms—the realm of performance, particularly juried senior and annual recitals, and the realm of a senior capstone project.

The proposed changes enable the Department to strengthen its curricular offerings in several specific ways:

The reduction in Theory requirements will give students greater flexibility in identifying and developing complementary areas of specialization within the Major. This flexibility is essential given the diversity of our students' interests, needs, talents, and goals: we have students who intend to complete doctorates in musicology, as well as students who wish to teach music in the primary grades. By turning Theory courses like MST 316 (Orchestration II) or MST 320 (Composition II) into electives and by increasing electives from 9 to 12 credits, we ensure that students with only limited interest in either field will not sit through a course unnecessarily, and that students genuinely interested in advanced work have the opportunity to advance their training.

Reducing the Theory requirements not only enables students to take a broader range of electives in their chosen areas of individual specialization, but it enables the Department to broaden its requirements to include performance. The proposed changes give much needed degree-credit for Ensemble Performance; they also increase the number of credits allotted for Individual Lessons. Both of these changes play important roles in the musical and professional preparation of our Music majors. In addition, granting degree-credit for Ensemble Performance restores Music credits that were lost in 1998, when the College lowered its degree requirements and the Music Major was reduced from 64 to 59 credits—even though most Music students have continued to do ensemble work for College (vs. Department) credit. The proposed change allows them, appropriately, to receive credit toward the Music Major for their performance courses.

The Department has restructured its Music History requirement from 18 to 15 credits in five courses that have been redesigned to provide a core sequence that (a) introduces students to the history and culture of music and (b) develops their skills in the areas of scholarly research and writing. This restructuring complements the Major's emphasis on theory and performance.

The new Senior Project course (MST 496) will allow Music students to identify particular areas of expertise within a Major otherwise committed to offering a broad and diversified program in which all students participate. As each Music student nears the end of undergraduate training, he or she chooses a Senior Project that demonstrates his or her



**Table 1a: 5 Year B.A./M.A. Program in Biological Sciences Schedule TRACK 1 Tutorial (con't) – Semester-based Academic Option/Example**  
 Senate Meeting of March 7, 2012 Undergraduate/Graduate Curriculum Committee

Term: WINTER 3 (for schedule convenience)		Check course classification(s)			
Course Number & Title	Cr	GEN	MAJ	Details	
May take General Education requirements					
Term credit total:					
Term: SPRING 3		Check course classification(s)			
Course Number & Title	Cr	GEN	MAJ	Details	
HIS 241 Modern Western Civilization	3	X			
BIO 330 Plant Physiology	4		X	Any 300 or 400-level biology will satisfy requirements	
ARH 141 Intro to History of Modern Art	3	X			
GEH 240 Urban Geography	3	X			
Term credit total:	12				
Term: SUMMER 3 (for schedule convenience)		Check course classification(s)			
Course Number & Title	Cr	GEN	MAJ	Details	
PHI 170 Intro to Logic	3	X		Can be taken Fall 4, scheduled for convenience	
Term credit total:	3				
Term: FALL 4		Check course classification(s)			
Course Number & Title	Cr	GEN	MAJ	Details	
BIO 634 Cell Biology & Electron Microscopy	4			Any M.A. level biology will satisfy requirements	
BIO 618 Problems in Ecology	4		X	Any M.A. level biology will satisfy requirements	
BIO 450 Biology Seminar	1		X		
BIO 489 Intro to Experimental Biology	1		X		
LEH 300 Studies in Humanities & Sciences	3	X			
Term credit total:	13				
Term: WINTER 4 (for schedule convenience)		Check course classification(s)			
Course Number & Title	Cr	GEN	MAJ	Details	
Term credit total:					
Term: SPRING 4		Check course classification(s)			
Course Number & Title	Cr	GEN	MAJ	Details	
BIO 644 Biological Chemistry	4			Any M.A. level biology will satisfy requirements	
BIO 450 Biology Seminar	1				
BIO 489 Intro to Experimental Biology	1				
BIO 490 Honors in Biological Science	3		X		
LEH 301 The American Experience	3	X			
Term credit total:	12				***118 – 124 UG Credits***
Term: SUMMER 4 (for schedule convenience)		Check course classification(s)			
Course Number & Title	Cr	GEN	MAJ	Details	
Optional term for schedule convenience					
Term credit total:					
Term: FALL 5		Check course classification(s)			
Course Number & Title	Cr	GEN	MAJ	Details	
BIO 630 Seminar in Biology	1				
BIO 792.1 Tutorial	2				
BIO 642 Molecular Biology	4			Any 600 or 700-level biology will satisfy requirements	
BIO 646 Statistics for Biological Research	4			Any 600 or 700-level biology will satisfy requirements	
Term credit total:	11				

Cr: Credits GEN: General Education Courses – Multiple options to satisfy degree, courses listed above are general education examples and DO NOT HAVE TO BE TAKEN IN SEMESTER INDICATED MAJ: Major Requirement Details: Prerequisite(s), Corequisites(s), Exemption(s), etc.

**Table 1a: 5 Year B.A./M.S. Program in Biological Sciences Schedule TRACK 2 – Thesis-based Academic Option/Example**

Term: FALL 1					Check course classification(s)				
Course Number & Title	Cr	GEN	MAJ	Details					
BIO 166 Principles of Bio: Cells & Genes	4	X	X						
CHE 166 General Chemistry I	3		X						
CHE 167 General Chemistry Laboratory I	2		X						
MAT 175 Calculus I	4		X	Co-req MAT 155 [MAT 172 exempt upon evaluation]					
MAT 155 Calculus I Laboratory	1			Co-req MAT 175					
Term credit total:		14							
Term: SPRING 1					Check course classification(s)				
Course Number & Title	Cr	GEN	MAJ	Details					
BIO 167 Principles of Bio: Organisms	4	X	X						
CHE 168 General Chemistry II	3		X						
CHE 169 General Chemistry Laboratory II	2		X						
MAT 176 Calculus II	4	X	X	Co-req MAT 155 or 156					
MAT 156 Calculus II Laboratory	1			Co-req MAT 175 or 176					
Term credit total:		14							
Term: SUMMER 1 (for schedule convenience)					Check course classification(s)				
Course Number & Title	Cr	GEN	MAJ	Details					
May need to take additional math course if student didn't start at Calculus 1 level.									
May take General Education requirements									
Term credit total:									
Term: FALL 2					Check course classification(s)				
Course Number & Title	Cr	GEN	MAJ	Details					
BIO 238 Genetics	4		X						
CHE 232 Organic Chemistry Lecture I	3		X						
CHE 233 Organic Chemistry Laboratory I	2		X						
PHY 166 General Physics I	5		X						
Term credit total:		14							
Term: WINTER 2 (for schedule convenience)					Check course classification(s)				
Course Number & Title	Cr	GEN	MAJ	Details					
May need to take additional foreign language credits if deficient in language requirement.									
May take General Education requirements									
Term credit total:									
Term: SPRING 2					Check course classification(s)				
Course Number & Title	Cr	GEN	MAJ	Details					
ENG 110 Principles of Effective Writing I	3	X		Exempt only upon evaluation					
BIO 241 Evolution, Species, & Biogeography	3		X	Any 200-level biology will satisfy requirements					
CHE 234 Organic Chemistry Lecture II	3		X						
CHE 235 Organic Chemistry Laboratory II	2		X						
PHY 167 General Physics II	5		X						
Term credit total:		16							
Term: SUMMER 2 (for schedule convenience)					Check course classification(s)				
Course Number & Title	Cr	GEN	MAJ	Details					
ENG 120 Principles of Effective Writing II	3	X		If exempt from ENG 110, course taken Spring 2					
May take General Education requirements									
Term credit total:		3							
Term: FALL 3					Check course classification(s)				
Course Number & Title	Cr	GEN	MAJ	Details					
BIO 333 Endocrinology or 435 Neurophysiology	4		X	Any 300 or 400-level biology will satisfy requirements					
SPA 201 Intermediate Spanish Grammar	3	X		Upon placement					
PSY 166 General Psychology	3	X							
POL 150 Contemporary Political Issues	3	X							
ENG 223 English Literature	3	X							
Term credit total:		16							

Cr: Credits GEN: General Education Courses – Multiple options to satisfy degree, courses listed above are general education examples and DO NOT HAVE TO BE TAKEN IN SEMESTER INDICATED Maj: Major Requirement Details: Prerequisite(s), Corequisites(s), Exemption(s), etc.

**Table 1a Senate Meeting/M.S.M. Program 2010 Biological Sciences Schedule/G.P.A.A.C.2/continuation/thesis-based Academic Option/Example**

Term: WINTER 5 (for schedule convenience)		Check course classification(s)						
Course Number & Title	Cr	GEN	MAJ	Details				
Optional term for schedule convenience								
Term credit total:								
Term: SPRING 5		Check course classification(s)						
Course Number & Title	Cr	GEN	MAJ	Details				
BIO 710 Microbial Physiology	4							
BIO 792.3 Thesis Research	3							
BIO 660 Seminar in Biology * optional course not required	2			New course introduced spring 2011				
Term credit total:	7-9							
<b>Program Totals:</b>	<b>Credits: 134</b>	<b>General Education: 48</b>		<b>Major: 70</b>	<b>Graduate: 30-32</b>			

Cr: Credits GEN: General Education Courses – Multiple options to satisfy degree, courses listed above are general education examples and DO NOT HAVE TO BE TAKEN IN SEMESTER INDICATED Maj: Major Requirement Details: Prerequisite(s), Corequisites(s), Exemption(s), etc.

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

Hegis # 1501.00

Program Code 02634 [English], 25935 [English Teacher]

1. Type of Change: BA Requirements.

2. From: English

31-41 Credit Major in English, B.A.

The English major consists of 31-41 credits taken in one of four specializations— Literature, Professional Writing, Creative Writing, or the Early Childhood and Childhood Education / English certification sequence (see “Teacher of English” below). The total number of credits depends on students’ specializations and on whether or not they participate in the English Honors Program.

English courses numbered below the 300-level do not qualify toward the major. Except for students in the E.C.C.E. / English sequence, students who wish to take 300- or 400-level courses must have completed the Literature distribution requirement (Area III) or obtained permission from the Department.

Required courses and credits are distributed as follows:

Literature Specialization (40 credits)

Core requirements (22 credits):

ENG 300 (4), ENG 301 (3), ENG 302 (3), ENG 303 (3), ENG 307 (3),  
ENG 308 (3), and ENG 350 (3)

Electives (18 credits):

Choose courses from each of the following four groups of electives; total credits must add up to 18.

One course (3 credits):

ENG 312

One or two courses (3-6 credits) chosen from:

ENG 338, ENG 339, ENG 340, [or] ENG 341

One or two courses (3-6 credits) chosen from:

ENG 304, ENG 305, ENW 306,  
ENW 301, ENW 302, ENW (THE) 308,  
ENW 303, ENW 304, or ENW 305

Two or three courses (6-9 credits) chosen from:

ENG 328, ENG 330, ENG 334, ENG 335, ENG 336,  
ENG 346, ENG 347, ENG 348, ENG 349,

Choose courses from each of the following four groups of electives; total credits must add up to 15.

Two courses (6 credits) chosen from:

ENG 328, ENG 330, or ENG 334

One course (3 credits) chosen from:

ENG 304, ENG 305, or ENW 306

One course (3 credits) chosen from:

ENG 335 or ENG 336

One course (3 credits) chosen from:

ENG 346, ENG 347, ENG 348, or ENG 349,

ENG 338, ENG 339, ENG 340, ENG 341, ENG 355, [or] ENG 356

\*English 300 (4) fulfills the Area III Distribution Requirement for this sequence.

#### English Honors Program (EHP)

The English Honors Program offers capable students an opportunity to push their critical and creative boundaries. EHP students in literature, creative writing, professional writing, and education have access to the Department's Honors Room, participate in academic and cultural events on and off campus, enjoy English Honors advisement, work individually with a faculty mentor on an independent English Honors project in the fall term prior to graduation, and collaborate in colloquia and mini-conferences. Interested students who maintain a 3.2 College GPA and a 3.5 English GPA in at least two 300-level English courses may contact the EHP director for admission.

The requirements for English Honors specializations are the same as for regular English specializations, with the following exceptions:

#### Literature (41 credits)

ENG 463 is required (not optional)

ENG 481 (3) is required and replaces a regular Literature elective (3)

ENG / ENW 482 (1) is required at the same time as ENG 481

Total elective credits add up to 19 (not 18)

#### Professional writing (41 credits)

HUM 470 is required (not optional)

ENW 481 (3) is required and replaces a regular Professional Writing elective (3)

ENG / ENW 482 (1) is required at the same time as ENW 481

Total elective credits add up to 19 (not 18)

#### Creative Writing (41 credits)

HUM 470 is required (not optional)

ENW 481 (3) is required and replaces a regular Creative Writing elective (3)

ENG / ENW 482 (1) is required at the same time as ENW 481

Total elective credits add up to 19 (not 18)

#### Early Childhood and Childhood Education / English (32 credits)

One course (3 credits) chosen from:

ENG 335 or ENG 336

One course (3 credits) chosen from:

ENG 346, ENG 347, ENG 348, or ENG 349,

ENG 338, ENG 339, ENG 340, ENG 341, ENG 355, ENG 356, or any other 300-

level literature course in the School of Arts and Humanities (with English Department permission)

\*English 300 (4) fulfills the Area III Distribution Requirement for this sequence.

English Honors Program (EHP)

The English Honors Program offers capable students an opportunity to push their critical and creative boundaries. EHP students in literature, creative writing, professional writing, and education have access to the Department's Honors Room, participate in academic and cultural events on and off campus, enjoy English Honors advisement, work individually with a faculty mentor on an independent English Honors project in the fall term prior to graduation, and collaborate in colloquia and mini-conferences. Interested students who maintain a 3.2 College GPA and a 3.5 English GPA in at least two 300-level English courses may contact the EHP director for admission.

The requirements for English Honors specializations are the same as for regular English specializations, with the following exceptions:

Literature (41 credits)

ENG 463 is required (not optional)

ENG 481 (3) is required and replaces a regular Literature elective (3)

ENG / ENW 482 (1) is required at the same time as ENG 481

Total elective credits add up to 19 (not 18)

Professional writing (41 credits)

HUM 470 is required (not optional)

ENW 481 (3) is required and replaces a regular Professional Writing elective (3)

ENG / ENW 482 (1) is required at the same time as ENW 481

Total elective credits add up to 19 (not 18)

Creative Writing (41 credits)

HUM 470 is required (not optional)

ENW 481 (3) is required and replaces a regular Creative Writing elective (3)

ENG / ENW 482 (1) is required at the same time as ENW 481

Total elective credits add up to 19 (not 18)

Early Childhood and Childhood Education / English (32 credits)

ENW 481 (3) is required and replaces a regular E.C.C.E. / English elective (3)

ENG / ENW 482 (1) is required at the same time as ENW 481

Total elective credits add up to 16 (not 15)

especially if they are seeking certification. They should also consult with the Office of the Dean of Education (Carman B33 or 718-960-4972) for the latest information on New York State requirements for teacher certification.

### 3. To: English

#### 31-41 Credit Major in English, B.A.

The English major consists of 31-41 credits taken in one of four specializations—Literature, Professional Writing, Creative Writing, or the Early Childhood and Childhood Education / English certification sequence (see “Teacher of English” below). The total number of credits depends on students’ specializations and on whether or not they participate in the English Honors Program.

English courses numbered below the 300-level do not qualify toward the major. Except for students in the E.C.C.E. / English sequence, students who wish to take 300- or 400-level courses must have completed the Literature distribution requirement (Area III) or obtained permission from the Department.

Required courses and credits are distributed as follows:

#### Literature Specialization (40 credits)

##### Core requirements (22 credits):

ENG 300 (4), ENG 301 (3), ENG 302 (3), ENG 303 (3), ENG 307 (3),  
ENG 308 (3), and ENG 350 (3)

##### Electives (18 credits):

Choose courses from each of the following four groups of electives; total credits must add up to 18.

##### One course (3 credits):

ENG 312

##### One or two courses (3-6 credits) chosen from:

ENG 338, ENG 339, ENG 340, ENG 341, or any other 300-level literature course in the School of Arts and Humanities (with English Department permission)

##### One or two courses (3-6 credits) chosen from:

ENG 304, ENG 305, ENW 306,  
ENW 301, ENW 302, ENW (THE) 308,  
ENW 303, ENW 304, or ENW 305

##### Two or three courses (6-9 credits) chosen from:

ENG 328, ENG 330, ENG 334, ENG 335, ENG 336,  
ENG 346, ENG 347, ENG 348, ENG 349,  
ENG 342, ENG 343, ENG (WST) 344, ENG (WST) 345, ENG 355, ENG 356,  
ENG 381, ENG 460, ENG 463, HUM 470, or any other 300/400-level literature course in the English Department

#### Professional Writing Specialization (40 credits)

##### Core requirements (22 credits):

ENG 300 (4), ENG 301 (3), ENG 302 (3), ENG 303 (3), ENG 307 (3),

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

**DEPARTMENT OF MUSIC**

**CURRICULUM CHANGE**

Hegis # 1004.00

Program Code: 34020

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

**2. From:** Music

The Department of Music offers a [59]-credit major in Music leading to the B.S. degree. Entrance into this program is by examination.

[59-Credit Major in Music, B.S.]

The required courses and credits are distributed as follows:

Credits [(59)]

[24] *Music Theory:* MST 236, 237, 238, 239, 315, [316], 319, [320;]

4 *Musicianship:* MST 266, 267, 268, 269[;]

[18] *Music [literature and] history:* [MST 241, 242;] MSH 331, 332, 333, 334[;]

[4] *Private [Instruction]:* MSP 210[; and]

[9] *Electives to be taken from the following courses:* MSH 269, 270; MST 317, 318, 321, 322; MSP 445, 446

*Note: Students studying with a private teacher approved by the Department of Music may petition the Department Chair to receive 1 to [4] credits.*

**Placement in Courses**

A basic knowledge of music theory is required of all students who wish to major in Music. Students will demonstrate their ability to enter MST 236 (Theory 1) and MST 266 (Musicianship 1) by taking a placement examination. Successful completion of MST 100 will be accepted in lieu of the placement examination.

**Piano Requirement**

In addition to the major instrument, students must pass a proficiency examination in piano. Examples of the required level of proficiency are available in the Music Office (Music Building, Room 316). Students are expected to complete this requirement before their fifth semester.



LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC

**CURRICULUM CHANGE**

1. **Type of change:** Experimental Course
2. **Course Description:** **MST 335: Advanced Ear Training.** 3 hours, 3 credits. Ear training, singing, rhythmic exercise and dictations.  
Prerequisite: MST 269 or Instructor's approval.

3. **Rationale:** The aim of this course is to develop the student's ability for understanding, hearing and performing contemporary music. These days, students are in touch with contemporary music: they are regularly asked to analyze pieces in this repertoire (Form and Analysis class), compose music in the atonal/dodecaphonic style (Composition class), orchestrate pieces in contemporary styles (Orchestration class), and/or perform pieces on various instruments or voice. Developing the musical ear for such repertoire is therefore a necessity, and the Advanced Ear Training course is designed to respond to this requirement.

The request for having an Advanced Ear Training course in our curriculum is strongly supported by the Music Major themselves, who are aware of the necessity of improving their competency in contemporary music. The course would be beneficial to all kinds of Music Majors—instrumentalists, composers, musicologists, and music educators in their preparation for becoming music professionals.

4. **Learning Objectives:**
  - Demonstrate familiarity with music based on atonality, dodecaphonism, aleatorism, and other techniques of composition.
  - Develop and reinforce the several skills needed to identify the pitch relations and rhythmic patterns involved in contemporary music.
  - Demonstrate progress through the sequential exercises—based on the Chromatic System, Whole-Tone Scale, the Modes of Messiaen, Atonality ("Free" Atonality and Dodecaphonism), Aleatorism, and Graphic Symbols—that serve as a bridge from Tonality to Atonality.
9. **Date of Departmental Approval:** December 16, 2011

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC

**CURRICULUM CHANGE**

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

2. **Course Description:** **MSH 350: Topics in Ethnomusicology.** 3 hours, 3 credits. Selected musical cultures of the world. Emphasis on the musical forms, instruments, tonal material, and the role of music in particular societies. Critical attention to the principal concepts and methods used in ethnomusicology. Prerequisite: MSH 330; MST 100 or its equivalent; ability to read music. Course may be taken for a maximum of 6 credits.

3. **Rationale:** Our increasingly globalized society calls upon contemporary musicians to become cognizant and conversant with music beyond the European and North American historical and cultural spheres. This course will be an important addition to the evolution of a comprehensive Music Major at Lehman College.

4. **Learning Objectives:**

- Aurally identify music from a variety of cultures based on elements such as pitch, melody, rhythm and meter, timbre, and form.
- Aurally identify instruments and ensembles from a variety of cultures.
- Discuss the historical development of the field of Ethnomusicology, as well as the field's past and current concerns.
- Identify musical notation, transmission, and organizational systems used in a variety of musical cultures from around the world.
- Understand the roles music plays in particular societies and the different ways in which musical expression is linked with history, culture, geography, and the social landscape.
- Speak meaningfully about ethnomusicological issues using some of the specialized terminology employed in the field.

5. **Date of Departmental Approval:** December 16, 2011

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC

**CURRICULUM CHANGE**

1. **Type of change:** Title, Description, Prerequisite
2. **From:** **MSH 331: Music of [the Baroque Period].** 3 hours, 3 credits. [Study of music from 1600 to 1750. The rise of opera, oratorio, and cantata; the development of idiomatic instrumental music for keyboard and chamber instruments; sonata, suite, and concerto. Emphasis will be placed on the works of Monteverdi, Schutz, Purcell, Corelli, Scarlatti, Vivaldi, Couperin, Rameau, Handel, and Bach.]
3. **To:** **MSH 331: Music of the Middle Ages and Renaissance.** 3 hours, 3 credits. Western music from 900 to 1600. Topics include the history of notation, the emergence of polyphony, and issues of performance practice. Prerequisite: MSH 330; MST 100 or its equivalent; ability to read music.
4. **Rationale:** This course in its previous state was the first course in a required music history sequence. As a result, the history sequence omitted music from before 900—a serious omission. This change seeks to augment the history sequence by including the earliest Western music in the required sequence. This change also helps bring all of the music history courses into a logical sequence, from an introduction to musicology to contemporary (and even global) music.
5. **Date of Music Department Approval:** December 16, 2011.

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES  
DEPARTMENT OF HISTORY

CURRICULUM CHANGE

1. **Type of Change:** Description
2. **From:** LAC (HIS) 225: **History of the Dominican Republic.** 3 hours, 3 credits. Dominican history from [pre-history and] pre-Colombian times to the [Trujillo Era. The course will examine] different socio-economic trends in the formation of Dominican society, as well as the prominent role played by foreign powers.
3. **To:** LAC (HIS) 225: **History of the Dominican Republic.** 3 hours, 3 credits. Dominican history from pre-Colombian times to the present. The different socio-economic trends involved in the formation of Dominican society, as well as the prominent role played by foreign powers.
4. **Rationale:** The new course description extends the timeline of the course from the Trujillo ear, which ended in 1960, to the present day. This follows the model used in the Department's other survey courses, such as "History of Mexico" and "History of Puerto Rico." Discussing present-day events will better prepare students for advanced course offerings in Hispaniola and the Dominican Republic.
5. **Date of Departmental Approval:** September 27, 2011  
**Date of Department of History Approval:** February 6, 2012

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC

**CURRICULUM CHANGE**

1. **Type of change:** Title, Credits, Description

2. **From:** MST 496: [Honors] Project. One semester, 3 credits [(maximum 9 credits). A course offering qualified students the opportunity to study special topics in one of the following areas of music: literature and history, theory and composition, and performance. PREREQ]: Departmental permission.

3. **To:** MST 496: Senior Project. One semester, 3 credits. Advanced study in an area of music performance or scholarship. Independent study under the direction of a faculty mentor. Appropriate projects include an academic thesis in musicology or music theory, a recital on an instrument or voice, a musicianship or music education project or portfolio, or a musical composition. Prerequisite: Departmental permission.

4. **Rationale:** The new Senior Project tutorial will allow Music students to declare a specialization within their degree program without weakening the special strength of the Music Major—namely, a broad and diversified program in which all Music students participate. As they approach their senior year, students will choose a Senior Project that will enable them to demonstrate their particular strengths and interests. Individual projects will be supervised and approved as independent-study tutorials by an appropriate faculty member, who will establish guidelines for each student on such issues as the length, content, and execution of recitals, compositions, and theses.

5. **Date of Music Department Approval:** December 16, 2011

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

**DEPARTMENT OF MUSIC**

**CURRICULUM CHANGE**

**1. Type of change:** Title, Credits, Description

**2. From: MST 496: [Honors] Project. One semester, 3 credits [(maximum 9 credits). A course offering qualified students the opportunity to study special topics in one of the following areas of music: literature and history, theory and composition, and performance. PREREQ]: Departmental permission.**

**3. To: MST 496: Senior Project. One semester, 3 credits. Advanced study in an area of music performance or scholarship. Independent study under the direction of a faculty mentor. Appropriate projects include an academic thesis in musicology or music theory, a recital on an instrument or voice, a musicianship or music education project or portfolio, or a musical composition. Prerequisite: Departmental permission.**

**4. Rationale:** The new Senior Project tutorial will allow Music students to declare a specialization within their degree program without weakening the special strength of the Music Major—namely, a broad and diversified program in which all Music students participate. As they approach their senior year, students will choose a Senior Project that will enable them to demonstrate their particular strengths and interests. Individual projects will be supervised and approved as independent-study tutorials by an appropriate faculty member, who will establish guidelines for each student on such issues as the length, content, and execution of recitals, compositions, and theses.

**5. Date of Music Department Approval: December 16, 2011**

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

**DEPARTMENT OF MUSIC**

**CURRICULUM CHANGE**

- 1. Type of change: Withdrawal**
- 2. From: MST 242: Introduction to the Structure and Literature of Music. 3 hours, 3 credits. Continued analytical study of the elements of musical style, texture, and form, as represented in the principal genres characteristic of various periods as preparation for the study of music history.**
- 3. Rationale: MSH 242 has been taught as a history course (instead of as the skills-based theory course implied by its alpha-code) to meet the Department's need for a broadly-conceived introduction to musical concepts, cultures, and societies across time and space. The new MSH 330 provides this kind of broad introduction to the study of musicology, eliminating the need for MST 242.**
- 4. Date of Music Department Approval: December 16, 2011**

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC

**CURRICULUM CHANGE**

Hegis # 1004.00

Program Code: 34020

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

2. **From:** Music

The Department of Music offers a [59]-credit major in Music leading to the B.S. degree. Entrance into this program is by examination.

[59-Credit Major in Music, B.S.]

The required courses and credits are distributed as follows:

Credits [(59)]

[24] *Music Theory:* MST 236, 237, 238, 239, 315, [316], 319, [320;]

4 *Musicianship:* MST 266, 267, 268, 269[;]

[18] *Music [literature and] history:* [MST 241, 242;] MSH 331, 332, 333, 334[;]

[4] *Private [Instruction]:* MSP 210[; and]

[9] *Electives to be taken from the following courses:* MSH 269, 270; MST 317, 318, 321, 322; MSP 445, 446

*Note: Students studying with a private teacher approved by the Department of Music may petition the Department Chair to receive 1 to [4] credits.*

**Placement in Courses**

A basic knowledge of music theory is required of all students who wish to major in Music. Students will demonstrate their ability to enter MST 236 (Theory 1) and MST 266 (Musicianship 1) by taking a placement examination. Successful completion of MST 100 will be accepted in lieu of the placement examination.

**Piano Requirement**

In addition to the major instrument, students must pass a proficiency examination in piano. Examples of the required level of proficiency are available in the Music Office (Music Building, Room 316). Students are expected to complete this requirement before their fifth semester.



**4. Rationale:** The proposed revision of the Music Department's undergraduate program brings our degree requirements in line with those of the other CUNY colleges offering a Bachelor of Science Degree in Music. In terms of required credits, our proposed 64-credit program compares well with Queens College (81-credit Bachelor of Music), City College (64-credit B.F.A.), the College of Staten Island (63-credit B.S.), Brooklyn College (62-credit B.Mus.), and Hunter College (60-credit B.S.). More importantly, the added depth and breadth provided by an expanded and enriched program enables the Lehman Music Department to match its peers in training students in two important realms—the realm of performance, particularly juried senior and annual recitals, and the realm of a senior capstone project.

The proposed changes enable the Department to strengthen its curricular offerings in several specific ways:

The reduction in Theory requirements will give students greater flexibility in identifying and developing complementary areas of specialization within the Major. This flexibility is essential given the diversity of our students' interests, needs, talents, and goals: we have students who intend to complete doctorates in musicology, as well as students who wish to teach music in the primary grades. By turning Theory courses like MST 316 (Orchestration II) or MST 320 (Composition II) into electives and by increasing electives from 9 to 12 credits, we ensure that students with only limited interest in either field will not sit through a course unnecessarily, and that students genuinely interested in advanced work have the opportunity to advance their training.

Reducing the Theory requirements not only enables students to take a broader range of electives in their chosen areas of individual specialization, but it enables the Department to broaden its requirements to include performance. The proposed changes give much needed degree-credit for Ensemble Performance; they also increase the number of credits allotted for Individual Lessons. Both of these changes play important roles in the musical and professional preparation of our Music majors. In addition, granting degree-credit for Ensemble Performance restores Music credits that were lost in 1998, when the College lowered its degree requirements and the Music Major was reduced from 64 to 59 credits—even though most Music students have continued to do ensemble work for College (vs. Department) credit. The proposed change allows them, appropriately, to receive credit toward the Music Major for their performance courses.

The Department has restructured its Music History requirement from 18 to 15 credits in five courses that have been redesigned to provide a core sequence that (a) introduces students to the history and culture of music and (b) develops their skills in the areas of scholarly research and writing. This restructuring complements the Major's emphasis on theory and performance.

The new Senior Project course (MST 496) will allow Music students to identify particular areas of expertise within a Major otherwise committed to offering a broad and diversified program in which all students participate. As each Music student nears the end of undergraduate training, he or she chooses a Senior Project that demonstrates his or her

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

**DEPARTMENT OF MUSIC**

**CURRICULUM CHANGE**

Hegis # 1004.00

Program Code: 34020

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

2. **From:** Music

The Department of Music offers a [59]-credit major in Music leading to the B.S. degree. Entrance into this program is by examination.

[59-Credit Major in Music, B.S.]

The required courses and credits are distributed as follows:

Credits [(59)]

[24] *Music Theory:* MST 236, 237, 238, 239, 315, [316], 319, [320;]

4 *Musicianship:* MST 266, 267, 268, 269[;]

[18] *Music [literature and] history:* [MST 241, 242;] MSH 331, 332, 333, 334[;]

[4] *Private [Instruction]:* MSP 210[; and]

[9] *Electives to be taken from the following courses:* MSH 269, 270; MST 317, 318, 321, 322; MSP 445, 446

*Note: Students studying with a private teacher approved by the Department of Music may petition the Department Chair to receive 1 to [4] credits.*

**Placement in Courses**

A basic knowledge of music theory is required of all students who wish to major in Music. Students will demonstrate their ability to enter MST 236 (Theory 1) and MST 266 (Musicianship 1) by taking a placement examination. Successful completion of MST 100 will be accepted in lieu of the placement examination.

**Piano Requirement**

In addition to the major instrument, students must pass a proficiency examination in piano. Examples of the required level of proficiency are available in the Music Office (Music Building, Room 316). Students are expected to complete this requirement before their fifth semester.

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

**DEPARTMENT OF MUSIC**

**CURRICULUM CHANGE**

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

2. **Course Description:** **MST 335: Advanced Ear Training.** 3 hours, 3 credits. Ear training, singing, rhythmic exercise and dictations.

Prerequisite: MST 269 or Instructor's approval.

3. **Rationale:** The aim of this course is to develop the student's ability for understanding, hearing and performing contemporary music. These days, students are in touch with contemporary music: they are regularly asked to analyze pieces in this repertoire (Form and Analysis class), compose music in the atonal/dodecaphonic style (Composition class), orchestrate pieces in contemporary styles (Orchestration class), and/or perform pieces on various instruments or voice. Developing the musical ear for such repertoire is therefore a necessity, and the Advanced Ear Training course is designed to respond to this requirement.

The request for having an Advanced Ear Training course in our curriculum is strongly supported by the Music Major themselves, who are aware of the necessity of improving their competency in contemporary music. The course would be beneficial to all kinds of Music Majors—instrumentalists, composers, musicologists, and music educators in their preparation for becoming music professionals.

4. **Learning Objectives:**

- Demonstrate familiarity with music based on atonality, dodecaphonism, aleatorism, and other techniques of composition.
- Develop and reinforce the several skills needed to identify the pitch relations and rhythmic patterns involved in contemporary music.
- Demonstrate progress through the sequential exercises—based on the Chromatic System, Whole-Tone Scale, the Modes of Messiaen, Atonality ("Free" Atonality and Dodecaphonism), Aleatorism, and Graphic Symbols—that serve as a bridge from Tonality to Atonality.

9. **Date of Departmental Approval:** December 16, 2011

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC

**CURRICULUM CHANGE**

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

2. **Course Description:** **MSH 350: Topics in Ethnomusicology.** 3 hours, 3 credits. Selected musical cultures of the world. Emphasis on the musical forms, instruments, tonal material, and the role of music in particular societies. Critical attention to the principal concepts and methods used in ethnomusicology. Prerequisite: MSH 330; MST 100 or its equivalent; ability to read music. Course may be taken for a maximum of 6 credits.

3. **Rationale:** Our increasingly globalized society calls upon contemporary musicians to become cognizant and conversant with music beyond the European and North American historical and cultural spheres. This course will be an important addition to the evolution of a comprehensive Music Major at Lehman College.

4. **Learning Objectives:**

- Aurally identify music from a variety of cultures based on elements such as pitch, melody, rhythm and meter, timbre, and form.
- Aurally identify instruments and ensembles from a variety of cultures.
- Discuss the historical development of the field of Ethnomusicology, as well as the field's past and current concerns.
- Identify musical notation, transmission, and organizational systems used in a variety of musical cultures from around the world.
- Understand the roles music plays in particular societies and the different ways in which musical expression is linked with history, culture, geography, and the social landscape.
- Speak meaningfully about ethnomusicological issues using some of the specialized terminology employed in the field.

5. **Date of Departmental Approval:** December 16, 2011

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC

**CURRICULUM CHANGE**

1. **Type of change:** Title, Description, Prerequisite
2. **From:** **MSH 331: Music of [the Baroque Period].** 3 hours, 3 credits. [Study of music from 1600 to 1750. The rise of opera, oratorio, and cantata; the development of idiomatic instrumental music for keyboard and chamber instruments; sonata, suite, and concerto. Emphasis will be placed on the works of Monteverdi, Schutz, Purcell, Corelli, Scarlatti, Vivaldi, Couperin, Rameau, Handel, and Bach.]
3. **To:** **MSH 331: Music of the Middle Ages and Renaissance.** 3 hours, 3 credits. Western music from 900 to 1600. Topics include the history of notation, the emergence of polyphony, and issues of performance practice. Prerequisite: MSH 330; MST 100 or its equivalent; ability to read music.
4. **Rationale:** This course in its previous state was the first course in a required music history sequence. As a result, the history sequence omitted music from before 900—a serious omission. This change seeks to augment the history sequence by including the earliest Western music in the required sequence. This change also helps bring all of the music history courses into a logical sequence, from an introduction to musicology to contemporary (and even global) music.
5. **Date of Music Department Approval:** December 16, 2011.

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC

**CURRICULUM CHANGE**

1. **Type of change:** Title, Description, Prerequisite
2. **From:** **MSH 333: Music of Romantic [Period].** 3 hours, 3 credits. [The influence of romanticism on musical forms and styles; the Lied, the character-piece, the tone poem, grand opera, and music drama; the rise of nationalistic schools; and late romantic disintegration of the classical-romantic tradition.]
3. **To:** **MSH 333: Music of the Romantic and Early Modernist Eras.** 3 hours, 3 credits. Western music from 1810 to 1945. Topics include the influence of Romanticism on musical forms and styles; the continued development of such genres as the Lied, opera, and symphonic music; the rise of nationalistic schools; late Romantic disintegration of the Classical-Romantic tradition; the emergence of musical Modernism, atonality, and dodecaphony. Prerequisite: MSH 330; MST 100 or its equivalent; ability to read music.
4. **Rationale:** This course in its previous state was the third course in a required music history sequence. In the proposed new Music Major, where the required history sequence needs to be comprehensive in scope without adding extra credits, this course needs to be broader in its coverage, including both Romantic and early Modern music. This change also helps bring all of the music history courses into a logical sequence, from an introduction to musicology to contemporary (and even global) music.
5. **Date of Music Department Approval:** December 16, 2011

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC

**CURRICULUM CHANGE**

1. **Type of change:** Title, Credits, Description

2. **From:** MST 496: [Honors] Project. One semester, 3 credits [(maximum 9 credits). A course offering qualified students the opportunity to study special topics in one of the following areas of music: literature and history, theory and composition, and performance. PREREQ]: Departmental permission.

3. **To:** MST 496: Senior Project. One semester, 3 credits. Advanced study in an area of music performance or scholarship. Independent study under the direction of a faculty mentor. Appropriate projects include an academic thesis in musicology or music theory, a recital on an instrument or voice, a musicianship or music education project or portfolio, or a musical composition. Prerequisite: Departmental permission.

4. **Rationale:** The new Senior Project tutorial will allow Music students to declare a specialization within their degree program without weakening the special strength of the Music Major—namely, a broad and diversified program in which all Music students participate. As they approach their senior year, students will choose a Senior Project that will enable them to demonstrate their particular strengths and interests. Individual projects will be supervised and approved as independent-study tutorials by an appropriate faculty member, who will establish guidelines for each student on such issues as the length, content, and execution of recitals, compositions, and theses.

5. **Date of Music Department Approval:** December 16, 2011

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

**DEPARTMENT OF MUSIC**

**CURRICULUM CHANGE**

1. **Type of change:** Withdrawal
2. **From:** **MST 242: Introduction to the Structure and Literature of Music.** 3 hours, 3 credits. Continued analytical study of the elements of musical style, texture, and form, as represented in the principal genres characteristic of various periods as preparation for the study of music history.
3. **Rationale:** MSH 242 has been taught as a history course (instead of as the skills-based theory course implied by its alpha-code) to meet the Department's need for a broadly-conceived introduction to musical concepts, cultures, and societies across time and space. The new MSH 330 provides this kind of broad introduction to the study of musicology, eliminating the need for MST 242.
4. **Date of Music Department Approval:** December 16, 2011



LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

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

2. **Course Description:** LAC (LPR) 312: Latino Migrations. 3 hours, 3 credits. 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. PREREQ: LAC 231 or Departmental permission.

3. **Rationale:** In spite of the pivotal importance of migration to the study of Latin America, the Caribbean, and Latinos in the U.S., LAPRS does not currently offer a course on migration. Migration is a topic of interest in many of our other courses, but this will be a comprehensive study of south-north as well as south-south migrations, historically and in the present.

4. **Learning Objectives:**

- Define central concepts in migration theory including assimilation, immigrant incorporation, transnationalism, push and pull factors, social networks, ethnic enclaves, and diasporas
- Distinguish economic and sociological approaches from more culturalist readings of migration
- Describe the economic, political, social, and cultural dimensions of past and present migrations from and within Latin America and the Hispanic Caribbean
- Demonstrate an understanding of how US economic and political interests have led to the influx of migrants from the south throughout the 20<sup>th</sup> century
- Compare and contrast the experiences of Puerto Ricans, Dominicans, Cubans, Mexicans, Central Americans, and other U.S. Latino groups
- Analyze how migration as social process and experience varies according to factors such as national origin, legal status, gender, race, ethnicity, class, and generation
- Incorporate ideas from sources and use them appropriately
- Develop a well-written thesis
- Analyze various viewpoints

5. **Date of Departmental Approval:** September 27, 2011

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

Hegis # 0308.00  
Program Code 02556

1. Type of Change: Name of Major and Minor, BA Degree Requirements, Minor Requirements
2. From: **30-Credit Major in Puerto Rican Studies, B.A.**

**Curriculum in Puerto Rican Studies**

The Bachelor of Arts curriculum in Puerto Rican Studies [offers a variety of courses dealing with the history and culture of Puerto Rico, emphasizing its Latin American and Caribbean background and including the Puerto Rican experience in the U.S.] Some courses are conducted in Spanish, but most are in English.

**30-Credit Major in Puerto Rican Studies, B.A.**

The required courses and credits are distributed as follows:

Credits (30)

[12] In required courses: [PRS 212 and 213; LAC 266 and 267]

9 Three [PRS] courses [with at least one course] at the 300 level or above

9 In elective courses in Puerto Rican Studies at the 200 level or above or in related disciplines. (A list of courses in related disciplines is provided by the Department.)

**Minor in Puerto Rican Studies**

Completion of the minor in Puerto Rican Studies requires 12 credits in courses distributed as follows:

In required [PRS] courses: [PRS 212 and 213]

In [PRS] courses at the 300 level or above

3. To: **30-Credit Major in Latino / Puerto Rican Studies, B.A.**

**4. Rationale:**

The increase in elective options within our Literature Specialization (namely, the freedom to take any 300/400-level literature course in the Department) was accidentally deleted in last year's major redesign of the English BA.

The increase in world-literature options within our Literature and ECCE Specializations (namely, the freedom to take any 300-level literature course within the School of Arts and Humanities) is intended to provide the same kind of flexibility. This flexibility is especially important given the limits that funding and class-size place on what the Department can offer in terms of world literature, which is a popular category required of Literature and ECCE students and popular among Professional Writing and Creative Writing students.

**5. Date of English Department approval: January 4, 2012**

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

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

2. **Course Description:** LAC (LPR) 312: Latino Migrations. 3 hours, 3 credits. 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. PREREQ: LAC 231 or Departmental permission.

3. **Rationale:** In spite of the pivotal importance of migration to the study of Latin America, the Caribbean, and Latinos in the U.S., LAPRS does not currently offer a course on migration. Migration is a topic of interest in many of our other courses, but this will be a comprehensive study of south-north as well as south-south migrations, historically and in the present.

4. **Learning Objectives:**

- Define central concepts in migration theory including assimilation, immigrant incorporation, transnationalism, push and pull factors, social networks, ethnic enclaves, and diasporas
- Distinguish economic and sociological approaches from more culturalist readings of migration
- Describe the economic, political, social, and cultural dimensions of past and present migrations from and within Latin America and the Hispanic Caribbean
- Demonstrate an understanding of how US economic and political interests have led to the influx of migrants from the south throughout the 20<sup>th</sup> century
- Compare and contrast the experiences of Puerto Ricans, Dominicans, Cubans, Mexicans, Central Americans, and other U.S. Latino groups
- Analyze how migration as social process and experience varies according to factors such as national origin, legal status, gender, race, ethnicity, class, and generation
- Incorporate ideas from sources and use them appropriately
- Develop a well-written thesis
- Analyze various viewpoints

5. **Date of Departmental Approval:** September 27, 2011

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

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

2. **Course Description:** LAC (LPR) 321: Latino New York. 3 hours, 3 credits. A multidisciplinary investigation of the presence and impact of Latino populations in New York City from 1800s to the present. LPR 231 or Departmental permission.

3. **Rationale:** New York City is the country's premier urban center, and since the 1800s Latinos have had a presence in it. Today Latinos are the city's largest minority. New York's impact on Latinos, as well as the impact of Latinos on New York, has been enormous—in music, art, culture, politics, sports, demographics, and identity-formation. The media has given the Latino presence in New York a national dimension. Despite all this, there is currently there is no regular course offering at the College—a Hispanic serving institution—that focuses on the Latino presence in New York City. Student demand for the course, which was taught previously to great success as a Variable Topics (LAC/PRS 360), is high.

4. **Learning Objectives:**

- Be familiar with the main themes of New York City's economic, political and social history  
Examine the origins and causes of large-scale migration by Puerto Ricans and other Latinos  
Analyze the process of community formation among Latinos in New York City  
Understand the complex racializations of Latinos in New York City by other ethnic groups
- Analyze the characteristics of Puerto Rican and Latino labor and community formation processes  
Understand the economic importance of migrant/immigrant labor to New York City's economy and how Puerto Ricans and Latinos experienced and survived the city's economic challenges
- Incorporate ideas from sources and use them appropriately
- Develop a well-written thesis
- Analyze various viewpoints

5. **Date of Departmental Approval:** September 27, 2011

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** New Course
2. **Course Description:** LPR 269: History of U.S. Latinos. 3 hours, 3 credits. The history of Latinos in the United States from their seventeenth-century beginnings to the present.
3. **Rationale:** The course covers the rise of early Latino communities in the U.S. Southwest and Southeast, as well as the post-1900 experiences of immigrants of Latin American origin (from Mexican, Hispanic Caribbean, and South and Central American). While exploring the history of immigrants, migrants, and exiles settling in all regions of the country, the course also adopts a national framework for studying the immigrant/urban/labor history of Latinos within the U.S., primarily in the twentieth and twenty-first centuries but with an implied appreciation of earlier historical eras. Major conceptual rubrics include influences from the homeland, the historical impact of immigration, and the saga of urbanization and rural settlement in the United States.
4. **Learning Objectives:**
  - Demonstrate a working knowledge of the founding and growth of Latino communities in all regions of the U.S.
  - Compare and contrast the urban and social histories of Latino subgroups
  - Analyze the formation and evolution of Latino communities in the United States from interdisciplinary perspectives
  - Incorporate ideas from sources and use them appropriately
  - Develop a well-written thesis
  - Analyze various viewpoints
5. **Date of Departmental Approval:** September 27, 2011

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES  
DEPARTMENT OF HISTORY

CURRICULUM CHANGE

1. **Type of Change:** Description
2. **From:** LAC (HIS) 225: History of the Dominican Republic. 3 hours, 3 credits. Dominican history from [pre-history and] pre-Colombian times to the [Trujillo Era. The course will examine] different socio-economic trends in the formation of Dominican society, as well as the prominent role played by foreign powers.
3. **To:** LAC (HIS) 225: History of the Dominican Republic. 3 hours, 3 credits. Dominican history from pre-Colombian times to the present. The different socio-economic trends involved in the formation of Dominican society, as well as the prominent role played by foreign powers.
4. **Rationale:** The new course description extends the timeline of the course from the Trujillo ear, which ended in 1960, to the present day. This follows the model used in the Department's other survey courses, such as "History of Mexico" and "History of Puerto Rico." Discussing present-day events will better prepare students for advanced course offerings in Hispaniola and the Dominican Republic.
5. **Date of Departmental Approval:** September 27, 2011  
**Date of Department of History Approval:** February 6, 2012

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** Number
2. **From:** [LAC] (HIW) 352: **The Mexican Revolution.** 3 hours, 3 credits.  
Examination of the Mexican Revolution of 1910, including nineteenth-century preconditions, overthrow of the old regime, the civil war phase, and postrevolutionary reconstruction of modern Mexico.
3. **To:** **LAC 351 (HIW 352): The Mexican Revolution.** 3 hours, 3 credits.  
Examination of the Mexican Revolution of 1910, including nineteenth-century preconditions, overthrow of the old regime, the civil war phase, and postrevolutionary reconstruction of modern Mexico.
4. **Rationale:** Currently there are two different LAC courses that use the 352 number: LAC (HIW) 352 (The Mexican Revolution) and LAC (SPA) 352 (Special Topics in Hispanic Literature). This change will solve the problem of duplication by replacing LAC 352 with LAC 351; HIW 352 will keep its original number.
5. **Date of Departmental Approval:** September 27, 2011



LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, Description
2. **From:** [PRS] 213: Puerto Rican Culture. 3 hours, 3 credits. [Study of the historical evolution of the Puerto Rican culture as compared with other Caribbean cultures. Introduction to the concepts, methods, and theories of culture studies.]
3. **To:** LPR 213: Puerto Rican Culture. 3 hours, 3 credits. Puerto Rican culture as seen from the comparative perspectives of Hispanic Caribbean, Latin American, and the U.S. experience. Particular attention on identity formation, hybridity, and change among island and mainland Puerto Ricans.
4. **Rationale:** The intellectual framework from which we study culture has expanded since the description was written. The proposed change emphasizes the comparative study of culture in relation to the influences that shape contemporary Puerto Rican culture, both on the island as well as on the mainland. The major in Puerto Rican Studies is being expanded into Latino / Puerto Rican Studies; the change in alpha code reflects this change.
5. **Date of Departmental Approval:** September 27, 2011

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of change:** Alpha code
2. **From:** [LAC] 232: **Family and Gender Relations among Latinos.** 3 hours, 3 credits. Comparative study of gender relations and the family among Latinos in the U.S.
3. **To:** **LPR 232: Family and Gender Relations among Latinos.** 3 hours, 3 credits. Comparative study of gender relations and the family among Latinos in the U.S.
4. **Rationale:** The major in Puerto Rican Studies is being expanded into Latino / Puerto Rican Studies; the change in alpha code reflects this change.
5. **Date of Departmental Approval:** October 11, 2011

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of change:** Alpha code
2. **From:** [PRS] 242 (LAC 231): **Latinos in the United States.** 3 hours, 3 credits. 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.
3. **To:** LPR 242 (LAC 231): **Latinos in the United States.** 3 hours, 3 credits. 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.
4. **Rationale:** The major in Puerto Rican Studies is being expanded into Latino / Puerto Rican Studies; the change in alpha code reflects this change.
5. **Date of Departmental Approval:** October 11, 2011

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, Prerequisites
2. **From:** [PRS] 307: **Puerto Rico in the Twentieth Century: 1898-Present.** 3 hours, 3 credits. Intensive study of socioeconomic and political changes in twentieth-century Puerto Rico.
3. **To:** **LPR 307: Puerto Rico in the Twentieth Century: 1898-Present.** 3 hours, 3 credits. Intensive study of socioeconomic and political changes in twentieth-century Puerto Rico. **PREREQ:** LPR 212 or Departmental permission.
4. **Rationale:** The major in Puerto Rican Studies is being expanded into Latino / Puerto Rican Studies; the change in alpha code reflects this change. Establishment of prerequisites will insure that students are prepared for the course.
5. **Date of Departmental Approval:** September 27, 2011

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, Title, Description, Prerequisites
2. **From:** [PRS] 309: [Colonialism and Anti-Colonialism] in Puerto Rico. 3 hours, 3 credits. [The history of colonialism] in Puerto Rico from the nineteenth century to the present. Emphasis on the independence, annexationist, and autonomist movements and their relation to analogous movements [in] the Caribbean. PREREQ: [PRS] 212.
3. **To:** LPR 309: Social and Political Movements in Puerto Rico. 3 hours, 3 credits. 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. PREREQ: LPR 212 or Departmental permission.
4. **Rationale:** The major in Puerto Rican Studies is being expanded into Latino / Puerto Rican Studies; the change in alpha code reflects this change. The intellectual framework from which we study colonialism (and anti-colonialism) has expanded since this description was first written, and there is now steady emphasis on how local populations react and adapt to colonial regimes. The new title and description, with their emphasis on popular movements, reflect this shift. The original prerequisite specified LPR 212, but there are other courses from LPR, LAC, and other disciplines that may also prepare students for this course, hence the more flexible prerequisite.
5. **Date of Departmental Approval:** September 27, 2011

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of change:** Alpha code
2. **From:** [PRS] (LAC) (MMS) 319: **Latinos in Film.** 3 hours, 3 credits. Latino ethnicities have been constructed in Hollywood films from the silent era to the present.
3. **To:** LPR (LAC) (MMS) 319: **Latinos in Film.** 3 hours, 3 credits. Latino ethnicities have been constructed in Hollywood films from the silent era to the present
4. **Rationale:** The major in Puerto Rican Studies is being expanded into Latino / Puerto Rican Studies; the change in alpha code reflects this change.
5. **Date of Departmental Approval:** October 11, 2011

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of change:** Alpha code
2. **From:** [LAC] 363: Mexican Migration to the U.S.: History, Culture, and Civil Rights. 3 hours, 3 credits. 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.
3. **To:** LPR 363: Mexican Migration to the U.S.: History, Culture, and Civil Rights. 3 hours, 3 credits. 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.
4. **Rationale:** The major in Puerto Rican Studies is being expanded into Latino / Puerto Rican Studies; the change in alpha code reflects this change.
5. **Date of Departmental Approval:** October 11, 2011

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of change:** Alpha code, Prerequisite
2. **From:** [PRS] (LAC) 341: Puerto Rican Music. 3 hours, 3 credits. 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. PREREQ: [PRS] 213 [and instructor's [or] Departmental permission.]
3. **To:** LPR (LAC) 341: Puerto Rican Music. 3 hours, 3 credits. 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. PREREQ: LPR 213 or Departmental permission.
4. **Rationale:** The major in Puerto Rican Studies is being expanded into Latino / Puerto Rican Studies; the change in alpha code reflects this change.
5. **Date of Departmental Approval:** October 11, 2011



LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of change:** Alpha code
2. **From:** [PRS] (LAC) 349: **Latino Political Economy.** 3 hours, 3 credits. 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.
3. **To:** LPR (LAC) 349: **Latino Political Economy.** 3 hours, 3 credits. 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.
4. **Rationale:** The major in Puerto Rican Studies is being expanded into Latino / Puerto Rican Studies; the change in alpha code reflects this change.
5. **Date of Departmental Approval:** October 11, 2011

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, Prerequisites
2. **From:** [PRS] (LAC) 360: Variable Topics in Puerto Rican Studies. 3 hours, 3 credits. Various topics in Puerto Rican studies. PREREQ: [PRS 212 or 213.]
3. **To:** LPR (LAC) 360: Variable Topics in Puerto Rican Studies. 3 hours, 3 credits. Various topics in Puerto Rican studies. PREREQ: LPR 212, 213, or Departmental permission.
4. **Rationale:** The major in Puerto Rican Studies is being expanded into Latino / Puerto Rican Studies; the change in alpha code reflects this change. Other courses from LPR, LAC ,or other disciplines may also prepare the student for this course— hence the more flexible prerequisite.
5. **Date of Departmental Approval:** September 27, 2011

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of change:** Alpha code, Note/Credits
2. **From:** [PRS] (LAC) 490: **Directed Independent Study.** 3 hours, 3 credits. *[May be taken more than once, with Departmental approval, if subject matter is different.]* 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. PREREQ: [A reading knowledge of Spanish].
3. **To:** LPR (LAC) 490: Directed Independent Study. 3 hours, 3 credits (maximum 9 credits). 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. PREREQ: Departmental permission.
4. **Rationale:** The major in Puerto Rican Studies is being expanded into Latino / Puerto Rican Studies; the change in alpha code reflects this change.
5. **Date of Departmental Approval:** October 11, 2011

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** Course Withdrawal
2. **Description:** PRS (LAC) 303: Puerto Rican Literature II: From 1898 to the Present (in Spanish). 3 hours, 3 credits. A study of the major literary figures instrumental in the development of a national literature in Puerto Rico during the twentieth century. PREREQ: Either PRS 302 or Departmental permission.
3. **Rationale:** This course and PRS/LAC 302 (Puerto Rican Literature I: From the Sixteenth Century to 1898) are being replaced by a new single-semester survey of Puerto Rican Literature (LPR/LAC 301).
4. **Date of Departmental Approval:** September 27, 2011

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** Course Withdrawal
2. **Description:** **PRS 401: Puerto Rican Literature: Genre Studies (in Spanish).** 3 hours, 3 credits. May be repeated for a maximum of 6 credits provided the genre under study is different. The analysis of one genre (short story, novel, poetry, essay, or drama) each semester, chosen in advance by the Department or instructor. **PREREQ:** PRS 302 and 303, 6 additional PRS credits, and reading and writing knowledge of Spanish.
3. **Rationale:** Course has not been taught in over 15 years.
4. **Date of Departmental Approval:** September 27, 2011

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** Course Withdrawal
2. **Description:** **PRS 430: Puerto Rican Historiography.** 3 hours, 3 credits. A study of selected leading Puerto Rican historians and their writings as a basis for understanding the development of the historical thought and nature of historical problems in the field of Puerto Rican Studies. Attention will be given to conflicting interpretations of significant events, and case studies will be made of such writings in Puerto Rican history. **PREREQ:** Six credits in Puerto Rican history. **Recommended:** HIS 310.
3. **Rationale:** Course has not been taught in over 15 years. Research has been integrated in all 300 level courses.
4. **Date of Departmental Approval:** September 27, 2011

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF PHYSICS AND ASTRONOMY

CURRICULUM CHANGE

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

2. **Course Description**

**PHY 150: Energy and the Environment, 5 hours (3 hrs lecture + 2 hrs lab), 4 credits**  
Energy as a physical concept, various forms of energy, conservation of energy, heat and thermodynamics, energy from fossil fuels, electrical energy and its generation, solar energy, nuclear energy. The environmental effects of the generation of energy, air pollution, global warming, nuclear radiation in the environment.

3. **Rationale:**

The course is being introduced as a requirement for a new degree program leading to a B.S. in Environmental Science. The concept of energy is central to the environmental sciences as modern society is based on its ability to transform one form of energy into another and its ability to deal with the environmental consequences of this activity.

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

- Understand energy as an abstract general concept useful across all the sciences.
- Learn the basics laws of physics and their connection to energy production, transformation, and use of energy.
- Gain knowledge of the geo-political patterns of energy use and of the available resources for energy production.
- Understand the law of conservation of energy as a general principle of science.
- Understand the concepts of heat and work and the first law of thermodynamics.
- Have a qualitative understanding of the second laws of dynamics and the concept of entropy and the constraints they impose on energy production and its consequences.
- Understand the fundamental science of energy production from fossil fuels, hydro, solar, wind, and nuclear sources.

**LEHMAN COLLEGE  
DEPARTMENT OF NURSING  
UNDERGRADUATE PROGRAM**

**CHANGE IN PROGRESSION REQUIREMENTS**

Type of Change: Change in grade requirements for progression in the program

From:

A minimum grade of C (73) is required for a student to progress from one nursing course to the next. Nursing students may repeat only one HIN or NUR course. If a student achieves a grade between 67-72, the grade recorded will be a D+. No grade of C- will be given in an HIN or NUR course regardless of the student's major. *Note: A student who does not achieve a grade of C or better in a NUR or HIN course may repeat the course only once.*

To:

A minimum grade of C (73) is required for a student to progress from one nursing course to the next. Nursing students may repeat only one HIN or NUR course. If a student achieves a grade between 67-72, the grade recorded will be a D+. No grade of C- will be given in an HIN or NUR course regardless of the student's major. **If a student repeats an HIN or NUR course, a grade of B must be earned when the course is repeated in order to progress to the next course.** *Note: A student who does not achieve a grade of C or better in a NUR or HIN course may repeat the course only once.*

Rationale:

College policy requires that, to qualify for graduation with a Lehman College baccalaureate degree, students must earn a minimum grade of C or an overall index of 2.0 in all courses taken in the major. Since the nursing program has a prescriptive curriculum (all students must take all of the same required courses in the major), students who receive a D+ or D in a required course are at risk of not meeting the college requirements for graduation. Because each course in the curriculum is progressively demanding and requires mastery of the content in previous courses, requiring a higher grade (B) when a course is repeated should assure that the student has the foundation to successfully complete subsequent courses.

Date of Department Approval: December 5, 2011



LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF SOCIOLOGY  
DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Cross-listing
2. **From:** [MMS 244: Communication in Society.] 3 hours, 3 credits. Role of media in the formation of identity, political opinion, subjectivity (racial, gender and sexual), celebrity, and ethics. Distinctions between interpersonal and mediated communication.
3. **To:** SOC 249 (MMS) 244: Communication in Society. 3 hours, 3 credits. Role of media in the formation of identity, political opinion, subjectivity (racial, gender and sexual), celebrity, and ethics. Distinctions between interpersonal and mediated communication.

4. **Rationale:**

A cross listing is appropriate since the content of this course relies on theory and research from both Media Studies and Sociology.

5. **Date of Sociology Departmental Approval:** Oct 17<sup>th</sup>, 2011  
**Date of Journalism, Communication and Theatre Dept. Approval:** Sept. 12, 2011

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

**DEPARTMENT OF SOCIOLOGY**

**CURRICULUM CHANGE**

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

**2. Course Description:** SOC (DST) 220: Social Scientific Perspectives on Health and Disability. 4 hours (2 lecture, 2 lab), 3 credits. Use of quantitative social science methods to understand health and disability. Topics include definitions of health and disability, demographic information on health and disability, library research, development of hypotheses, primary data analysis, and interpretations of research findings on health and disability. Extensive use of computers.

**3. Rationale:** Sociology is a social science and engaging in the process of scientific inquiry is critical to understanding how health and disability are defined and analyzed in our society. An understanding of the social scientific process as it relates to health and disability will also empower students to understand how public policy is shaped in this arena.

**4. By the end of the course students will be expected to understand how to:**

- undertake library research and develop informed hypotheses on social scientific questions relating to health and disability.
- apply calculations to data on health and disability (e.g., percentages, rates, ratios, etc.) and assess trends over time.
- engage in primary quantitative data analysis using computer software (e.g., Excel, Survey Documentation and Analysis (SDA), WebChip) with data sets on health and disability (e.g., the US Census, General Social Survey, etc.).
- interpret and draw inferences from primary on data on health and disability (including results from calculations, tables, graphs, and computer analyses).
- represent data on health and disability visually, numerically and verbally.
- understand the assumptions that underlie data on health and disability and how they affect research findings (e.g., definitions of disability, health and disease, etc.)
- draw conclusions using data on healthcare and disability in support of hypotheses and arguments and critique published research.

**5. Date of Sociology Department Approval:** February 15, 2012

**Date of Approval from the Program in Disability Studies:** Feb. 15, 2012

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF SOCIOLOGY  
DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Cross-listing

2. **From:** [MMS 244: Communication in Society.] 3 hours, 3 credits. Role of media in the formation of identity, political opinion, subjectivity (racial, gender and sexual), celebrity, and ethics. Distinctions between interpersonal and mediated communication.

3. **To:** SOC 249 (MMS) 244: Communication in Society. 3 hours, 3 credits. Role of media in the formation of identity, political opinion, subjectivity (racial, gender and sexual), celebrity, and ethics. Distinctions between interpersonal and mediated communication.

4. **Rationale:**

A cross listing is appropriate since the content of this course relies on theory and research from both Media Studies and Sociology.

5. **Date of Sociology Departmental Approval:** Oct 17<sup>th</sup>, 2011  
**Date of Journalism, Communication and Theatre Dept. Approval:** Sept. 12, 2011

Senate  
Mar. 7,  
2012

## Pathways Implementation Plan: Lehman College

### 1. Review of existing courses

We are reviewing the courses currently required for our Gen Ed Program in order to identify how they shall be placed in the Pathways Common and Flexible Core and College Option. The review is being led by the Lehman Senate Undergraduate Curriculum Committee, with assistance from the Senate's Governance Committee and Committee on Academic Standards, from the Associate Provost for Undergraduate Studies, from the Director of General Education and the team of Gen Ed Liaisons (faculty members in charge of our current Gen Ed Program), and from other interested faculty and staff. We have held regular meetings of this Ad Hoc Gen Ed Pathways group since the draft of the BoT Pathways Resolution was announced. We continue to meet regularly, usually bi-monthly. The work of the Ad Hoc group will inform the discussions and decisions of the UCC. Formal curriculum changes and innovations will be brought to the Senate by this committee, and when passed by the Senate, sent to E 80<sup>th</sup> Street.

Since the larger part of our current Gen Ed Program consists of 3 cr 3 hr courses, these will not require significant reformulation or restructuring. We are reviewing these courses in light of the learning objectives defined by the Pathways Flexible Core in particular.

As the structure of the plan becomes more definite, we will present the courses selected for the Common and Flexible Core and College Option to the Pathways Central Review Committee. We expect to be able to present a general structure before the spring is out, and to submit the courses themselves to the Review Committees early in the fall 2012.

### 2. Reformulation of courses

We are undertaking significant reformulation of courses for the Common Core. The reformulation consists of adjusting the credits and contact hours so that we can offer at least one, and in most cases several, 3 hr 3 cr courses in each Common Core category. In the case of Life and Physical Sciences, we are in some cases converting lecture hours to non-contact out-of-class learning through the use of technology. The bench sciences will retain physical laboratory experiences. In some cases these will be new courses, in others - redesigned current courses.

We do not plan to create many new courses for the Flexible Core, since most of our Distribution Area courses for our Gen Ed Program will fit the Pathways guidelines. We will create a new series of courses for our upper tier of the College Option (the 6 credits required of all students, transfer or not). These

will be modeled on our current LEH300-LEH301 courses which in our current Gen Ed Program are likewise required of all students, transfer or not.

### 3. Courses without prerequisites in the Common Core

All the areas in the Common Core will include courses that carry no prerequisites and have sufficient seating capacities consistent with the college's general practices. Courses above the beginning or introductory level will be allowed to fulfill the Common Core requirement. (For courses in beginning mathematics we are currently working out the problem of students who do not place high enough on the COMPASS to qualify for college math. See the following comment.)

### 4. Placement strategies

Placement strategies will remain unchanged in all areas except, perhaps, mathematics. We are currently working out how we will place students who meet the CUNY qualification in mathematics, but who do not place high enough on the COMPASS placement exam to allow them to take our current freshman mathematics course.

### 5. Structure and Content of the College Option

We currently plan to divide the College Option into two tiers of 6 credits each. The "lower" tier will contain introductory foreign language courses (2 semesters totaling 6 cr 8 hrs) and intermediate language courses. We plan to introduce a college graduation foreign language qualification which would require placement at the intermediate level. This qualification would be met by completing introductory language courses (6 cr), or an intermediate language course (3 cr) or above, or by scoring at the intermediate level or above in a placement examination. We also plan to include in the "lower" tier liberal arts courses in areas which seem to us underrepresented in the Flexible Core.

The "upper" tier of the College Option will consist of a series of courses with variable topics representing the Distribution Areas covered currently in our General Education Program. We plan to require students to take two of these 3 hr 3 cr courses in areas which have not been represented by the courses already taken to meet Gen Ed/Pathways requirements. There will be a "capstone" course for students who have included all the areas in their previous courses. The prerequisite for these courses will be the successful completion of the Common and Flexible Core courses and the "lower" tier of College Option courses (36 cr.) or the completion of an AA or AS degree.

6. Changes to general education requirements linked to majors

We have no such requirements and we do not plan to institute any.

7. Changes in Web sites, course catalogs, and other curricular information

Once the structure and courses are approved for our new Pathways-compliant Gen Ed Program, we will create new Web pages, new catalog text, and create revised brochures for the program. We will also include information about the relationship of the new program to our current Gen Ed Program and about the "opting" choices that may be available. Details about the extent of this informational campaign will be detailed in the budget request.

8. Plans for informing advisers, other employees, and students about the new requirements

Once the dimensions of our Pathways-compliant Gen Ed Program are clear and the details are settled, we will revise the advising materials and work with advisors to be sure that they understand the new requirements. The changes do not represent radical restructuring of our current Gen Ed Program, and so the process of explaining the changes should not be difficult. We will use the same procedures currently in place for advising freshmen to disseminate information about the new Gen Ed Program.

Once the University decides on the question of "opting" and other details like the policies for readmits, we will do our best to inform the students who are most likely to be affected by these new policies.

9. CUNY First

We are expecting to begin with CUNY First early this April. We will work closely with the Registrar and especially with the Degree Works team to be sure that the Pathways-compliant Gen Ed Program requirements, once approved, will be quickly reflected in the CUNY First programming.

Draft

| RWhittaker 3/16/12