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Minutes of
The Lehman College Senate Meeting
Wednesday, December 4, 2024
Senate Meeting

</div>

Senators Present: Abi-Hanna, R.; Aguaiza, D. R.; Aisemberg, G.; Banks, R.; Burton-Pye, B.; Campeanu, S.; Cheng, S.; Cortes, I.; Cruz-Segundo, S.; Davila, C. G.; Delgado, F.; Diallo, R.; Diaz, N.; Dickson, W.; Djobo, A.; Fera, J.; Finger, R.; Garcia, M.; Gonzalez, R.; Heloany Reis, V.; Henriquez-Castillo, M.; Hsu, Sih-C.; Hurley, D.; Hyman, D.; Ishaq, A.; Jimenez, M.; Lee, H.; Locke, A.; Lora, E. E.; Loscocco, P.; Mahon, J.; Manier, D.; Marianetti, M.; Markens, S.; McGovern, J.; McKenna, C.; Mills, P.; Moalem, L.; Mohorcich, J.; Murphy, B.; O'Boy, D.; O'Neil, C.; Obeng, T. B.; Oberlin, D.; Ohmer, S.; Payan, Juan J.; Pyone, J.; Quinones, J.; Rivera, C.; Rotolo, R.; Ruiz, E.; Schlesinger, K.; Shafi, A.; Silva-Puras, J.; Smith, S.; Stein Smith, S.; Stopler, M.; Sumter-Malone, M.; Toro, C.; Valentine, R.; Wang, H.-T.; White, A.; Wright, J.; Yavuz, D.; Zhao, L.

Senators Absent: Ali, T.; Austin, L.; Ayalew, M.; Baraldi, C.; Brown, A.; Brown, K.; Castellanos, Y.; Colbert, L.; Cruz, J.; Dest, A.; Ford, G.; Gado, H.; Gerry, C.; Guerrero, K.; Harrison, E.; Hernandez, S.; Hernandez-Acevedo, B.; Kwakye, M. G.; Machado, E.; MacKillop, J.; Martinez-Concepcion, C. R.; McBride, T.; McClendon, L.; Owusu, M. G.; Palmer, C.; Pitts, W.; Prince, P.; Qafleshi, D.; Reyes, L.; Roldos, M. I.; Schwartz, D.; Sofianos, E.; Spence, N.; Vann, M.; Vargas, F. J.; Vasquez Orozco, A.; Waring, E.

The meeting was called to order by President Fernando Delgado at 3:54 PM.

1. **Action Items**

   a. **Approval of the Minutes**

      The minutes of the November 13, 2024, College Senate was approved by unanimous voice vote.

      See Attachment I

   b. **Undergraduate Curriculum Committee**

      Professor Lynn Rosenberg presented proposals for curriculum changes in the following Departments: Accounting; Biological Sciences; English; Finance, Information Systems, and Economics; Health Equity, Administration, and Technology; and Philosophy. The floor was opened to questions and comments. There were some questions for

41	clarification, which were answered accordingly. Professor Fera moved to vote on all of
42	the presented proposals. The proposals were approved by unanimous voice vote.
43	
44	Professor Rosenberg presented informational items from the Department of Computer
45	Science for the following course: CMP 269. Prof. Rosenberg also mentioned that the
46	committee would be working on improving the curriculum handbook to clarify what
47	qualifies as a liberal arts course. She shared that the committee would be working on the
48	handbook in January and that the committee intends to share their work with the College
49	Senate in February.
50	
51	Professor Rosenberg informed that the Undergraduate Curriculum Committee (UCC)
52	intends to form two subcommittees. The first of the subcommittees will be tasked with
53	reviewing and revising LEH 300 level courses. The second subcommittee will be tasked
54	with reviewing and revising the guidelines for writing intensive classes. Prof. Rosenberg
55	stated that the UCC would be sending an email invitation to faculty with further details
56	on the opportunity to become a subcommittee member. Professor Joseph Fera added that
57	the committee should (a) prepare a charge for the subcommittee and (b) place term limits
58	and/or a deadline for meeting those charges to ensure that the work is completed before
59	a term expires.
60	
61	See Attachment II
62	
63	The next meeting was scheduled for Wednesday, February 5, 2025, at 1:00 PM via Zoom.
64	Proceeding this date, Undergraduate Curriculum Committee meetings have been
65	scheduled to occur on Wednesdays at 1:00 PM on the following dates: March 5, 2025;
66	April 2, 2025; and May 7, 2025.
67	

c. Graduate Curriculum Committee

69	Professor Justine McGovern presented proposals for curriculum changes in the following
70	departments: Biological Sciences; Counseling, Leadership, Literacy, and Special-
71	Education; Middle and High School Education. The floor was opened to questions and

72	comments. There were none. Professor Joseph Fera moved to vote on all of the presented
73	proposals. The proposals were approved by unanimous voice vote.
74	
75	See Attachment III
76	
77	The next meeting was scheduled for Wednesday, February 5, 2025, at 11:00 AM via
78	Zoom. Proceeding this date, Graduate Curriculum Committee meetings have been
79	scheduled to occur on Wednesdays at 11:00 AM on the following dates: March 5, 2025;
80	April 2, 2025; and May 7, 2025.
81	
82	**d. Admissions, Evaluation, and Academic Standards**
83	
84	Professor Sandra Campeanu presented the graduation list—a list of students expected to
85	graduate in the Fall of 2024 and who must meet the requirements of their degree to
86	graduate. Prof. Campeanu clarified that having the list approved by the College Senate
87	represents a symbolic gesture, as opposed to the official action of certifying a graduation
88	or awarding a degree. She elaborated that the latter is the responsibility of the Office of
89	the Registrar once a student has completed their degree program. There were no questions
90	or comments. Professor Fera moved to approve the graduation list. The list was approved
91	by unanimous voice vote.
92	
93	Prof. Campeanu also presented the following informational item: updates on the new
94	academic policies from the Central Office. Namely, the Academic Integrity policy, the
95	Camera Use Guidance for Online and Hybrid Courses policy, the Delivery of Online
96	Synchronous and Online Asynchronous Classes via LMS policy, and the Revision of the
97	Uniform Grading policy.
98	
99	See Attachment IV
100	
101	Future meetings of the Admissions, Evaluation, and Academic Standards Committee are
102	TBA.

103

2. **Announcements and Communications**

   a. **Report of the President—**

President Fernando Delgado reported on potential changes to the Department of Education (DOE). He acknowledged that, considering the recent U.S. presidential elections, that there was talk from the Trump administration to dismantle the DOE. He also acknowledged a few concerns, such as worries about the future of accreditation, logistical challenges and disruption in services, financial instability for public universities, and potential disparities in education. Dr. Delgado expressed that despite this political rhetoric, he believes it would be extremely difficult for the DOE to be fully dismantled. President Delgado also communicated that there are frameworks ingrained constitutionally and legally that would make the change quite difficult, but not immune to turbulence. He expressed that the University is worried that the new administration will seek tax cuts to fund their new agenda, namely, from Pell Grants and partial Pell Grants. Dr. Delgado also mentioned that although New York State could use TAP as an emergency solution, the change would still undercut the amount of money provided as well as the number of students eligible. He added that Federal Trio programs would be less likely to be affected by the change—not only because the program has been around for over sixty years, but also due to its cross-agency support, bipartisan support in Congress, state and local involvement, and their national priority of educational equity.

   b. **Student Legislative Assembly—**

Ms. Franny Vargas, the Vice President for the Student Legislative Assembly (SLA), reported on updates involving Campus Life and the Student Government Association (SGA) as follows: (1) Campus Life hosted a bookmaking workshop, offering students a creative space to explore their artistic side; (2) on November 21, 2024, SGA held International Day of Thanks in gratitude and celebration of cultural appreciation and community unity; (3) Campus Life held a student leadership celebration in recognition of the dedication and hard work of student leaders; (4) on November 26, 2024, SGA concluded their third special elections and completed a full roster for both the College Senate and the Executive Board;

133   and (5) there will be an upcoming event in which SGA will be dropping off boxes of healthy
134   snacks at various locations on campus during finals week.

135

136   3.   **Reports of the Standing Committees–**

137

138   a. **Budget and Long-Range Planning**
139   Professor Alexander Núñez-Torres reported on the November 7, 2024, meeting of the
140   Budget and Long-Range Planning Committee. He presented a financial plan update for
141   fiscal year 2025 as well as presented a report on personnel expenditures for fiscal year
142   2024.

143

144   The next meeting was scheduled for Thursday, February 6, 2025, at 3:00 PM in SH 336.
145   Proceeding this date, Budget and Long-Range Planning Committee meeting(s) have been
146   scheduled to occur at SH 336 on Thursdays at 3:00 PM on the following date(s): May
147   15, 2025.

148

149   See Attachment V

150

151   b. **Governance Committee**
152   Professor Joseph Fera reported on the following updates from the Governance
153   Committee meeting held on Monday, November 18, 2024.

154

155   (1) Update on Committee Blurbs for Senate Website
156   As mentioned at the College Senate meeting of November 13, 2024, Professor Fera
157   informed that chairs of the College Senate Standing Committees were emailed to review
158   and/or edit the blurbs, as prepared by the Governance Committee, for upload to the
159   committee pages on the College Senate website.

160

161   (2) Curriculum Changes Impacting Multiple Departments
162   Professor Fera informed that the Governance Committee discussed, at length, the current
163   procedures on curriculum changes and ways to improve those procedures. However, the

164	Governance Committee concluded that the current system works, as (a) the departments
165	seeking changes are trying to include the departments directly impacted by the change in
166	their curriculum conversations; and (b) the curriculum changes are given to the Deans,
167	Associate Deans, and Chairs for review in advance. Professor Fera communicated that
168	adding additional processes would further complicate the process and asked that
169	everyone do their best to stay informed.
170	
171	(3) Student Protest Letter
172	Professor Fera informed that there have been general issues regarding freedom of speech
173	on campus and that the Governance Committee acknowledges that these issues are
174	complex. He communicated that the committee reviewed the College Senate Bylaws to
175	determine where these conversations fit within the governance framework. Professor
176	Fera noted that there were several committees that fell within the purview—such as the
177	Academic Freedom Committee and the Committee on Equity, Inclusion, Accessibility,
178	and Anti-Racism. He explained that, as this was the case, the Governance Committee
179	believed that it would be best to create a subcommittee to ensure that these issues are
180	addressed and given proper consideration. A subcommittee of the Governance
181	Committee was formed, and the members were elected and agreed to their charge.
182	
183	See Attachment VI
184	
185	The next meeting was scheduled for Monday, December 16, 2024, at 1:00 PM via Zoom.
186	Proceeding this date, meetings of the Governance Committee are TBA.
187	
188	**c. Campus Life and Facilities**
189	There was no report.
190	
191	The next meeting was scheduled for Wednesday, February 5, 2025, at 2:00 PM via Zoom.
192	Proceeding this date, meetings of the Campus Life and Facilities Committee are TBA.
193	
194	**d. Library, Technology, and Telecommunications**

195	Mr. Steven Castellano brought announcements from the Library, Division of Information
196	Technology, Online Education, and concerning Blackboard.
197	
198	See Attachment VII
199	
200	Future meetings of the Library, Technology, and Telecommunications Committee are
201	TBA.
202	
203	**e. Equity, Inclusion, Accessibility, and Anti-Racism**
204	There was no report.
205	
206	Future meetings of the Equity, Inclusion, Accessibility, and Anti-Racism are TBA.
207	
208	**f. Academic Freedom**
209	Professor David Manier reported that the committee discussed two ongoing issues: (1)
210	violations to academic freedom regarding professors who teach multi-section or multi-
211	component courses and (2) the letter received by campus leadership in October, which
212	expressed concerns regarding actions taken during a campus gathering. Regarding the
213	first issue, Professor Manier informed that the Academic Freedom Committee agrees that
214	professors who teach multi-section courses should have the same academic freedom as
215	other professors; however, the conversation on how to implement such is ongoing.
216	Regarding the second issue, Professor Manier communicated that—in recognition of the
217	right to free speech and in acknowledgement that the issue is outside of the purview of
218	the Academic Freedom Committee—the committee would not investigate the letter.
219	However, Professor Manier informed that the committee would be looking into ways to
220	improve the standards and principles that the campus will use to ensure free speech.
221	
222	The next meeting was scheduled for Friday, December 6, 2024, at 12:00 PM via Zoom.
223	Proceeding this date, meetings of the Academic Freedom Committee are TBA.
224	
225	**g. Assessment**

226   There was no report.

227

228   The next meeting was scheduled for Thursday, December 6, 2024, at 10:30 AM via

229   Zoom. Proceeding this date, meetings of the Assessment Committee are TBA.

230   **h. University Faculty Senate Report**

231

232   Professor David Manier reported on the December 3, 2024, meeting of the University

233   Faculty Senate (UFS).

234

235   The Reexamination of Expressive Conduct on CUNY Campuses:

236   Professor Manier informed that there was much discussion regarding free speech and

237   academic freedom, including ways in which to improve the rules surrounding the topic

238   on CUNY campuses. He communicated that not only will the UFS be looking into policy

239   restrictions that may be considered excessive, the UFS will reexamine the Henderson

240   Rules of Public Order—guidelines established by CUNY for managing expressive

241   conduct on CUNY campuses. Prof. Manier noted that these guidelines were originally

242   established in compliance with the New York State Education Law, which regulates

243   expressive conduct at public institutions.

244

245   The Bill Thompson Report:

246   Professor Manier reported on a presentation from a Chairman of the CUNY Board of

247   Trustees (BOT), Bill Thompson, at the December 3, 2024, UFS. He informed that the

248   BOT chairman shared positive news regarding the uptick in student enrollment on CUNY

249   campuses as well as its effect on CUNY's budget and overall growth.

250

251   The Lippman Report:

252   Back in October of 2023, Governor Kathy Hochul made an order that deputized New

253   York's former Chief Judge, Jonathan Lippman, with investigating discrimination and

254   anti-Semitism on CUNY campuses. Lippman has since reported his recommendations to

255   CUNY, which were discussed at the December 3, 2024, UFS meeting. Professor Manier

256   reiterated Lippman's recommendations, which advises CUNY to limit demonstrations,

257   create a complaints portal, and investigate the complaints. Professor Manier

258   communicated that Governor Hochul would like to implement the recommendations and

259   that there will be expectations for CUNY to adopt the recommendations as well.

260

261   The next Plenary Session was scheduled for Tuesday, February 25, 2025, at 6:30 PM.

262   Proceeding this date, plenary sessions have been scheduled to occur on Tuesdays at 6:30

263   PM on the following dates: April 8, 2025; and May 13, 2025.

264

265
266
267   **<u>Unfinished Business</u>**

268
269   There was no unfinished business to report.

270

271   **<u>New Business</u>:**

272

273   There was no unfinished business to report.

274

275   **<u>ADJOURNMENT</u>**

276   There was a motion to adjourn the meeting, it was seconded. The meeting was adjourned at

277   6:37 PM

278

279   Respectfully submitted:

280

281   Cynthia Cessant

282

Senate Meeting – 12/04/24

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on (7/7 members in attendance):

1. Accounting Department

    - ACC 371-Experimental course

2. Biological Sciences Department

    - BIO 229-Title, description

    - BIO 338-Title, description, note

    - BIO 438-Description, note

    - BIO 406-Title

    - BIO 403-New Course

    - BIO 167-Description, note, prerequisite

3. English Department

    - English, B.A.-Degree requirements

4. Finance, Information Systems, and Economics Department

    - ECO 010-Experimental course

    - ECO 011-Experimental course

5. Health Equity, Administration, and Technology Department

    - Health Services Administration, BS-Degree requirements

    - HSA 240-New course

    - HSA 307-New course

    - HSA 402-Title, description, prerequisites

6. Philosophy Department

    - REL 200-Pathways designation

Informational items

CMP 269 -STEM Variant Course, Common Core area(s): Flexible Core - Scientific World and Required Core - Life and Physical Sciences

Next meeting: 2/5/25

LEHMAN COLLEGE
OF THE
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DEPARTMENT OF ACCOUNTING

CURRICULUM CHANGE

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

2.

Department(s)	Accounting
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Accounting
Course Prefix & Number	ACC 371
Course Title	Applied Accounting Internship
Description	Supervised internship in an accounting workplace setting, designed to provide students with practical, hands-on experience and develop key competencies NOTE: Students must enroll in credit hours based on the number of internship hours completed in one semester. Those completing up to: 40 to 45 internship hours enroll in 1 credit hour; 80 to 90 internship hours enroll in 2 credit hours; 120 to 135 internship hours enroll in 3 credit hours; 160 to 180 internship hours enroll in 4 credit hours; 240 to 270 internship hours enroll in 6 credit hours; 360 to 405 internship hours enroll in 9 credit hours.
Pre/ Co Requisites	Departmental permission
Credits	1 to 9
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X_ Not Applicable
	____ Required
	    ____ English Composition
	    ____ Mathematics
	    ____ Science

	_____ Flexible
	_____ World Cultures
	_____ US Experience in its Diversity
	_____ Creative Expression
	_____ Individual and Society
	_____ Scientific World

3. **Rationale:**
Internships are a critical component of professional development, allowing students to explore different career paths, gain valuable work experience, and network with professionals in the field. These experiences significantly enhance a student's competitiveness in the post-graduate job market.

According to the 2023 Student Survey by the National Association of Colleges and Employers (NACE), over half of the graduating class had participated in internships, although disparities based on gender, race, and socio-economic background persist. Minority and female students are underrepresented in both paid and unpaid internships, and first-generation students are disproportionately less likely to have participated in any internship opportunities. A staggering 25% of first-generation students have never had an internship, compared to 22% of all graduating seniors. These disparities underscore the importance of ensuring equitable access to paid internships, as they greatly increase a student's likelihood of success after graduation. The data shows that paid interns receive, on average, 1.4 job offers, compared to 0.9 job offers for unpaid interns. Additionally, paid interns earn a median starting salary of $67,500, whereas those who completed unpaid internships start with a median salary of $45,000. (Sources: NACE; Diverse Education).

At the School of Business, less than a quarter of our students have participated in an internship related to their studies before graduation. Recognizing this gap, the School of Business has secured funding from the CUNY Workforce Development Office to provide **paid embedded internship opportunities** for accounting majors. This initiative aims to create a pipeline of opportunities, particularly with large accounting firms such as the Big 4 (Deloitte, EY, PwC, and KPMG). These internships typically involve full-time (35 hours per week) onsite work for at least 12 weeks, allowing students to gain substantial real-world experience.

In line with these efforts, the department has aligned the Variable Applied Accounting Internship Course with the internship experience. Students completing internships will earn credit hours according to the number of hours worked:
- **40 to 45 hours: 1 credit hour**
- **80 to 90 hours: 2 credit hours**
- **120 to 135 hours: 3 credit hours**
- **160 to 180 hours: 4 credit hours**
- **240 to 270 hours: 6 credit hours**
- **360 to 405 hours: 9 credit hours**

This aligns with the guidelines of **40 to 45 internship hours per credit hour**, ensuring that students are compensated academically for the time invested in their professional development. The **45 hours per credit** standard for internships aligns with best practices set by the **National Association of Colleges and Employers (NACE)**. NACE emphasizes that internships should provide structured, meaningful experiences that allow students to apply classroom learning in real-world settings. This standard ensures that students spend adequate time developing valuable skills and gaining professional exposure.

Using 45 hours per credit helps create high-quality internships that prepare students for the workforce, aligning with national expectations for experiential learning.

- NACE Internship Best Practices: https://www.naceweb.org/talent-acquisition/internships/
- NACE Resources on Internships: https://www.naceweb.orgThis standard ensures our students receive a comprehensive internship experience while earning academic credit.

The faculty overseeing this course will play a crucial role in supporting and monitoring students' progress. They will serve as liaisons between employers and the department, facilitating valuable feedback on curriculum and identifying potential gaps in student competencies. This engagement ensures the ongoing refinement of academic programs to better prepare students for the workforce.

By pairing academic credit with internship experiences, this course incentivizes accounting students to participate in internships, accelerating their degree completion while gaining essential applied learning. This structure promotes long-term success, preparing students for competitive roles in the accounting field after graduation.

4. **Learning Outcomes (By the end of the course students will be expected to):**
By the end of this course, students will be able to:
1. Communicate effectively in writing and verbally within professional accounting settings.
2. Collaborate in teams to solve practical problems and complete workplace tasks.
3. Apply classroom knowledge to real-world accounting tasks and reflect on its relevance.
4. Demonstrate professionalism through ethical behavior, accountability, and time management.
5. Use accounting software and tools relevant to their internship role and explain their application.
6. Receive and incorporate feedback from supervisors to improve performance and adapt to workplace standards.

5. **Date of Departmental Approval:** 10/21/2024

**LEHMAN COLLEGE
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DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

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

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 229
Course Title	Astrobiology
Description	Introduction to the emerging field of Astrobiology which is concerned with the origin, evolution, and distribution of life in the Universe. Topics include the molecular and cellular structures of life, the co-evolution of life and a planet, the habitability of planetary bodies, and the search for extraterrestrial life. The course also examines the impact of spaceflight on human health and physiology, as well as the role of space exploration research and technologies in advancing ~~our understanding of~~ plant science ~~and agriculture, the environment, and climate change.~~ Laboratory exercises complement lecture topics and teach basic laboratory skills and techniques.
Pre/ Co Requisites	BIO 166 and BIO 167
Credits	4
Hours	6 (2, lecture; 4, lab)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X_ Not Applicable
	____ Required
	    ____ English Composition
	    ____ Mathematics
	    ____ Science
	
	____ Flexible
	    ____ World Cultures

	_____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **To:** Underline the changes

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 229
Course Title	Astrobiology: Life and Health Beyond Earth
Description	Introduction to the emerging field of Astrobiology which is concerned with the origin, evolution, and distribution of life in the Universe. Topics include the molecular and cellular structures of life, the co-evolution of life and a planet, the habitability of planetary bodies, and the search for extraterrestrial life. The course also examines the impact of spaceflight on human health and physiology, as well as the role of space exploration research and technologies in advancing medicine, plant science, and environmental studies. Laboratory exercises complement lecture topics and teach basic laboratory skills and techniques.
Pre/ Co Requisites	BIO 166 and BIO 167
Credits	4
Hours	6 (2, lecture; 4, lab)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X_ Not Applicable
	_____ Required
	    _____ English Composition
	    _____ Mathematics
	    _____ Science
	
	_____ Flexible
	    _____ World Cultures
	    _____ US Experience in its Diversity
	    _____ Creative Expression
	    _____ Individual and Society

	____ Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):
1) The title is unclear to some students. With a more descriptive title we hope to increase enrollment in the course. 2) The course description was also revised to provide students with a better understanding of the focus of the course.

5. Date of departmental approval: October 9, 2024

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *title, description, and note*

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

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 338
Course Title	~~Genetics of Man~~
Description	Principles of human genetics and their significance in the health sciences. ~~The relationship between genetics and human diseases.~~ Lecture topics include:~~ ~~chromosomal ~~and genetic~~ abnormalities ~~in humans, metabolic variation~~ and ~~disease, patterns of human heredity, immunogenetics, population genetics, genetic counseling.~~ Laboratory work includes ~~karyotype~~ analysis, ~~study of biochemical and morphologic variation, probability and statistical testing, immunogenetics. Open to biology majors only.~~
Pre/ Co Requisites	BIO 166 and BIO 167 and BIO 238
Credits	4
Hours	6 (2, lecture; 4, lab)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity

	_____ Creative Expression _____ Individual and Society _____ Scientific World

3. **To:** Underline the changes

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 338
Course Title	<u>Human Genetics</u>
Description	Principles of human genetics and their significance in the health sciences. Lecture topics include <u>genome annotation,</u> chromosomal abnormalities and <u>sequence variations, animal models, genetic approaches, genetic/genomic testing, and gene therapy.</u> Laboratory work includes <u>heritability estimation</u>, <u>karyotyping, structural and functional annotations of genome, genome-wide association studies, and genome editing.</u> <u>Note: Closed to students who have completed BIO 438.</u>
Pre/ Co Requisites	BIO 166 and BIO 167 and BIO 238
Credits	4
Hours	6 (2, lecture; 4, lab)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X_ Not Applicable
	_____ Required
	    _____ English Composition
	    _____ Mathematics
	    _____ Science
	
	_____ Flexible
	    _____ World Cultures
	    _____ US Experience in its Diversity
	    _____ Creative Expression
	    _____ Individual and Society
	    _____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
1) The title is outdated as the topics apply to both sexes. 2) The course description is revised to reflect advances in genetic and genomic studies and correct grammatical errors. 3) The Note is added because students will not benefit from taking BIO 338 and BIO 438. BIO 438 covers some concepts that overlap with those in BIO 338 but is designed as a lecture-only course to be taught at the same time as a graduate level course.
5. **Date of departmental approval:** October 9, 2024

LEHMAN COLLEGE
OF THE
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DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *description and note*

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

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 438
Course Title	Genomics and Human Health
Description	In-depth analysis of genomes in humans, rodents,and primates and covers the current understanding of genetic and genomic mechanisms in relation to human health. Topics include gene identification and functional genomic studies in cancer, ageing, infertility, and ~~behavior;development~~ and evaluation of genetic testing and ~~biopharming;and~~ social/ethical/legal issues related to genetic and genomic advances.
Pre/ Co Requisites	BIO 166 and BIO 167 and BIO 238
Credits	4
Hours	4 (lecture)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X_ Not Applicable
	____ Required
	        ____ English Composition
	        ____ Mathematics
	        ____ Science
	
	____ Flexible
	        ____ World Cultures
	        ____ US Experience in its Diversity
	        ____ Creative Expression

	_____ Individual and Society
	_____ Scientific World

3. **To:** Underline the changes

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 438
Course Title	Genomics and Human Health
Description	In-depth analysis of genomes in humans, rodents, and primates, and covers the current understanding of genetic and genomic mechanisms in relation to human health. Topics include gene identification and functional genomic studies in cancer, ageing, infertility, and behavior; development and evaluation of genetic testing and biopharming; and social/ethical/legal issues related to genetic and genomic advances. Note: Closed to students who have completed BIO 338.
Pre/ Co Requisites	BIO 166 and BIO 167 and BIO 238
Credits	4
Hours	4 (lecture)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

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

1) Changes were made in the course description to correct grammatical errors. 2) A note was added because students will not benefit from taking BIO 338 and BIO 438. BIO 438 covers some concepts that overlap with those in BIO 338 but is designed as a lecture-only course to be taught at the same time as a graduate-level course.

5. **Date of departmental approval:** October 9, 2024

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *title*

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

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 406
Course Title	~~Biochemistry of~~ Differentiation
Description	The regulatory mechanisms controlling the changing of cells from a pre-existing condition to one of increased complexity and specialization will be considered. Evidence for biochemical interaction between the nucleus and cytoplasm in normal, hybrid, and cancer cells will be presented, and hypotheses suggested by specific experiments discussed.
Pre/ Co Requisites	BIO 166 and BIO 167 and one BIO course at 200 level or above (NOT BIO 230) and BIO 238 and CHE 234 and CHE 235
Credits	3
Hours	3 (lecture)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X_ Not Applicable
	_____ Required
	    _____ English Composition
	    _____ Mathematics
	    _____ Science
	
	_____ Flexible
	    _____ World Cultures
	    _____ US Experience in its Diversity
	    _____ Creative Expression
	    _____ Individual and Society
	    _____ Scientific World

3. **To:** Underline the changes

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 406
Course Title	Cancer and Cellular Differentiation
Description	The regulatory mechanisms controlling the changing of cells from a pre-existing condition to one of increased complexity and specialization will be considered. Evidence for biochemical interaction between the nucleus and cytoplasm in normal, hybrid, and cancer cells will be presented, and hypotheses suggested by specific experiments discussed.
Pre/ Co Requisites	BIO 166 and BIO 167 and one BIO course at 200 level or above (NOT BIO 230) and BIO 238 and CHE 234 and CHE 235
Credits	3
Hours	3 (lecture)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X__ Not Applicable
	____ Required
	    ____ English Composition
	    ____ Mathematics
	    ____ Science
	
	____ Flexible
	    ____ World Cultures
	    ____ US Experience in its Diversity
	    ____ Creative Expression
	    ____ Individual and Society
	    ____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
1) The title is unclear to some students. Changing the name provides clarity and would help increase enrollment.
5. **Date of departmental approval:** October 9, 2024

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 403
Course Title	Medicinal Plants
Description	Review of plant biology with a focus on natural products and their impact on human health. Students will explore plant structure, function, and the natural compounds that contribute to both plant and human well-being. Discussions will also cover the cultural and historical significance of medicinal plants.
Pre/ Co Requisites	BIO 166 and BIO 167 and BIO 238 and CHE 166 and 168
Credits	4
Hours	4 (lecture)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **<u>Rationale:</u>**

We are creating a new course at the undergraduate level to provide knowledge of plants and their uses in medicine.

4. **<u>Learning Outcomes (By the end of the course students will be expected to)</u>:**
- Distinguish the major structures and functions of plants for diagnosing plant health and identifying species
- Evaluate bioactive compounds in plants and their roles in both plant and human health.
- Analyze the use of plants in traditional and modern medicine.
- Review evidence and impact of cultural and historical contexts on medicinal plant use.

5. **<u>Date of Departmental Approval:</u>** October 9, 2024

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *description, note, pre/corequisite*

2. **From:**

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 167
Course Title	Principles of Biology: Organisms
Description	Introduction to the principles of biology governing the unity and diversity of living organisms, with special emphasis on biological diversity, physiological mechanisms involved in the coordination of activity in plants and animals, and ecology. Laboratory exercises consist of experimental procedures illustrating basic concepts of biology. Note: This course satisfies either Life & Physical Science or Scientific ~~e~~ World requirement in the CUNY 2013 Gen Ed requirements at Lehman.
Pre/ Co Requisites	
Credits	4
Hours	6 (3 lecture, 3 lab)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	_____Not Applicable
	_X__ Required
	    _____ English Composition
	    _____ Mathematics
	    _ X _ Science
	
	    __X_ Flexible
	        _____ World Cultures
	        _____ US Experience in its Diversity

____ Creative Expression	
____ Individual and Society	
_ X _ Scientific World	

3. **To:** Underline the changes

Department(s)	Biological Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 167
Course Title	Principles of Biology: Organisms
Description	Introduction to the principles of biology governing the unity and diversity of living organisms, with special emphasis on biological diversity, physiological mechanisms involved in the coordination of activity in plants and animals, and ecology. Laboratory exercises consist of experimental procedures illustrating basic concepts of biology. Note: This course satisfies either Life & Physical Science or Scientific World requirement in the CUNY 2013 Gen Ed requirements at Lehman.
Pre/ Co Requisites	BIO 166
Credits	4
Hours	6 (3 lecture, 3 lab)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	____Not Applicable
	_X__ Required
	        ____ English Composition
	        ____ Mathematics
	        _ X _ Science
	
	_X__ Flexible
	        ____ World Cultures
	        ____ US Experience in its Diversity
	        ____ Creative Expression
	        ____ Individual and Society
	        _ X _ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
1) Corrected a typo in the notes within the course description. 2) Changed the prerequisite. Currently BIO 167 has no prerequisites, and many students enroll in BIO 167 first. However, many concepts introduced in BIO 166 are required for proper discussion and understanding of topics introduced in BIO 167. Data collected by course coordinator shows that students having successfully completed BIO 166 before taking BIO 167 tend to do better in the class.

5. **Date of departmental approval:** September 4, 2024

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

<u>DEPARTMENT OF ENGLISH</u>

CURRICULUM CHANGE

Name of Program and Degree Award: English, B.A.
Hegis Number: 1501.00
Program Code: 34009, 34279
Effective Term: Summer, 2024

1. **<u>Type of Change:</u>** *Change in Degree Requirements*

2. **<u>From:</u>** ~~Strikethrough~~ the changes

English, B.A. (40-44 Credit Major)
The English Major consists of 40-44 credits consisting of a required CORE plus courses taken in one of three specializations: Literature, Professional Writing, or Creative Writing. The total number of credits depends on what courses students take and whether they participate or not in the English Honors Program. English courses numbered below the 300-level do not qualify toward the Major.

Major Requirements: Core Courses
Type: Completion requirement
Earn at least 16 credits from the following:
- ENG 300 - Unsettling English Studies: Introduction to the Major
- ENG 339 - Latinx Literature
- ENG 340 - African American and Black Diasporic Literatures
- ENW 399 - Research, Rhetoric, and Writing Studies
- ENG 350 - Senior Seminar

- ENG 358 (Topics in Latinx Literature) may be taken instead of the ENG 339 survey.
- ENG 359 (Topics in African American and Black Diasporic Literature) may be taken instead of the ENG 340 survey.

Additional Comments:
In addition to the 16-credit English CORE requirements, Literature Majors are expected to take Required and Elective courses within their specialization.

Major Requirements - Literature Specialization
Type: Completion requirement

Complete at least 1 of the following:

Complete at least 1 of the following Courses:

- ENG 315 - English Literature to 1800
- ENG 301 - Early Modern English Literature
- ENG 302 - Eighteenth-Century British Literature
- ENG 305 - History of the English Language
- ENG 311 - Chaucer
- ENG 312 - Shakespeare in Context
- ENG 314 - Milton
- ENG 321 - Early American Literature
- ENG 323 - Early Women Writers

OR

Complete at least 1 of the following Courses:

- FRE 321 - French Literature of the Middle Ages
- FRE 322 - Renaissance and Pre-Classical French Literature
- FRE 323 - Seventeenth-Century French Literature I: Theatre
- FRE 324 - Seventeenth-Century French Literature II: Fiction, Essays, and Poetry
- FRE 325 - Eighteenth-Century French Literature: The Age of the Enlightenment
- ITA 320 - Italian Short Story from Its Origins to the Sixteenth Century
- ITA 322 - Disguises and Revelations: The Italian Comedy as a Genre
- ITA 327 - Petrarca's Love Poetry
- ITA 329 - Renaissance Prose Writers
- ITA 330 - Love as Escape in Renaissance Chivalric Poetry
- ITA 337 - Literature of the Seventeenth and Eighteenth Centuries, from the Baroque through the Enlightenment
- ITA 447 - Dante's Divina Commedia: Inferno
- ITA 448 - Dante's Divina Commedia: Purgatorio and Paradiso
- LAC 333 - Spanish American Literature of the Conquest
- RUS 330 - Russian Literature from the Middle Ages to the Eighteenth Century
- SPA 301 - Spanish Literature from the Middle Ages to 1700
- SPA 323 - Spanish Novel and Lyric Poetry of the Golden Age
- SPA 331 - Cervantes's Don Quixote
- SPA 333 - Spanish American Literature of the Conquest
- SPA 340 - Spanish Literature of the Middle Ages
- SPA 341 - Spanish Comedia of the Golden Age
- THE 326 - History of the Theatre I
- THE 440 - Shakespeare on Stage
- THE 445 - Studies in Restoration and 18th Century Theatre

Literature Electives
Earn at least 21 credits

- Choose from among any ENG 300/400-level courses (including additional pre-1800 courses from the list above). Total credits must add up to at least 21 credits in 7 courses for Literature Majors and at least 22 credits in 8 courses for Honors Literature Majors.
- Students may substitute HUM 470 (Humanities Internship (5 credits) for one ENG elective, or up to two ENW 300/400-level courses (up to 6 credits) for up to two ENG electives.
- ENG 371 or 389: Required for Honors Literature; recommended for all students ENG 481: Required for Honors Literature (3 credits); English honors students

only
ENG 482: Required for Honors (1 credit); English honors students only

Major Requirements - Professional Writing Specialization
Type: Completion requirement

Complete ALL of the following Courses:
- ENW 305 - Principles of Professional Writing
- ENW 315 - Editing for Style and Flow
- ENW 318 - Writing for New Media

Professional Writing Electives
Earn at least 15 credits
- Choose courses from 300-400-level ENW Professional Writing courses: ENW 300, 304, 306, 307, 313, 314, 316, 319, 320, 322, 323, 324, 325, 326, 332, 333, 334, 335, 345, 346, 365, 366, 381, 462, 463. Total credits must add up to at least 15 credits in 5 courses for Professional Writing Majors and at least 16 credits in 6 courses for Honors Professional Writing Majors.
- Students may substitute any 300/400-level ENG course or ENW course (3 credits), or HUM 470 (Humanities Internship, 5 credits), for one Professional Writing Elective (3 credits).
- HUM 470: Required for Honors Professional Writing (5 credits); recommended for all students
  ENW 481: Required for Honors Professional Writing (3 credits); English honors students only
  ENG 482: Required for Honors (1 credit); English honors students only

Major Requirements - Creative Writing Specialization
Type: Completion requirement

Complete at least 6 of the following Courses:
- ENW 310 - Principles of Creative Writing
- ENW 301 - Workshop in Poetry
- ENW 302 - Workshop in Fiction
- ENW 303 - Workshop in Creative Nonfiction
- ENW 308 - Workshop in Playwriting
  OR THE 308 - Playwriting
- ENW 309 - Workshop in Screenwriting
- ENW 364 - Topics in Creative Writing

- In addition to the 16-credit English CORE requirements, Creative Writing Majors are expected to take Required and Elective courses within their specialization.
- Workshops (9 credits: Choose three; repeatable for credit; must take at least two different genres. ENW 310 is prerequisite for all workshops.
- Choose two; repeatable for credit; no prerequisite.

Creative Writing Electives
Earn at least 6 credits

- Choose any two 300- or 400-level ENG or ENW courses. Students may take a fourth Workshop and/or a third ENW 364 as electives. Total credits must add up to at least 6 credits in 2 courses for Creative Writing Majors and at least 7 credits in 3 courses for Honors Creative Writing Majors.
- Students may substitute HUM 470 (Humanities Internship, 5 credits) for one ENG or ENW elective.
- Students interested in Digital Storytelling are encouraged to take THE 309 (Digital Storytelling). Note: THE/DNC 225 (Tools of Digital Storytelling) is a prerequisite for THE 309 but does not count toward the English major in Creative Writing.

Major Requirements – English Honors Program (EHP)
Type: Completion requirement

The English Honors Program offers capable students an opportunity to push their critical and creative boundaries. EHP students in Literature, Creative Writing, and Professional Writing have access to the Department's honors room, participate in academic and cultural events on and off campus, enjoy honors advisement, work individually with a faculty mentor on a senior honors thesis in the Fall Term prior to graduation, and collaborate in colloquia and mini-conferences. Interested students who have a 3.7 GPA in at least two 300-level English courses, and an overall GPA of 3.5+ may contact the EHP Director about this demanding but rewarding program.

Major Requirements – English MA
Type: Completion requirement

English Majors who have completed 90 or more credits and who have a cumulative GPA of at least 3.3 may request permission to take up to 12 credits of coursework in the English MA program for undergraduate credit. Graduate classes taken as an undergraduate do not count towards the English Major or Minor requirements but will be counted towards the calculation of Dean's List, Presidential Scholars and departmental honors. Students who are later accepted into the English MA program may count Lehman English graduate coursework taken for undergraduate credit toward the MA degree.

3. **To:** Underline the changes

English, B.A. (40-44 Credit Major)
The English Major consists of 40-44 credits consisting of a required CORE plus courses taken in one of three specializations: Literature, Professional Writing, or Creative Writing. The total number of credits depends on what courses students take and whether they participate or not in the English Honors Program. English courses numbered below the 300-level do not qualify toward the Major. Non-majors/minors who wish to take 300- or 400-level courses must obtain permission from the Department.

Required courses and credits are distributed as follows:
Major Requirements: Core Courses

Type: Completion requirement

Earn at least 16 credits from the following:
- ENG 300 - Unsettling English Studies: Introduction to the Major
- ENG 339 - Latinx Literature
- ENG 340 - African American and Black Diasporic Literatures
- ENW 399 - Research, Rhetoric, and Writing Studies
- ENG 350 - Senior Seminar
- ENG 358 (Topics in Latinx Literature) may be taken instead of the ENG 339 survey.
- ENG 359 (Topics in African American and Black Diasporic Literature) may be taken instead of the ENG 340 survey.

Additional Comments:
In addition to the 16-credit English CORE requirements, Literature Majors are expected to take Required and Elective courses within their specialization.

Major Requirements - Literature Specialization
Type: Completion requirement

Complete at least 1 of the following:
Complete at least 1 of the following Courses:
- ENG 315 - English Literature to 1800
- ENG 301 - Early Modern English Literature
- ENG 302 - Eighteenth-Century British Literature
- ENG 305 - History of the English Language
- ENG 311 - Chaucer
- ENG 312 - Shakespeare in Context
- ENG 314 - Milton
- ENG 321 - Early American Literature
- ENG 323 - Early Women Writers

OR
Complete at least 1 of the following Courses:
- FRE 321 - French Literature of the Middle Ages
- FRE 322 - Renaissance and Pre-Classical French Literature
- FRE 323 - Seventeenth-Century French Literature I: Theatre
- FRE 324 - Seventeenth-Century French Literature II: Fiction, Essays, and Poetry
- FRE 325 - Eighteenth-Century French Literature: The Age of the Enlightenment
- ITA 320 - Italian Short Story from Its Origins to the Sixteenth Century
- ITA 322 - Disguises and Revelations: The Italian Comedy as a Genre
- ITA 327 - Petrarca's Love Poetry
- ITA 329 - Renaissance Prose Writers
- ITA 330 - Love as Escape in Renaissance Chivalric Poetry
- ITA 337 - Literature of the Seventeenth and Eighteenth Centuries, from the Baroque through the Enlightenment
- ITA 447 - Dante's Divina Commedia: Inferno
- ITA 448 - Dante's Divina Commedia: Purgatorio and Paradiso
- LAC 333 - Spanish American Literature of the Conquest

- RUS 330 - Russian Literature from the Middle Ages to the Eighteenth Century
- SPA 301 - Spanish Literature from the Middle Ages to 1700
- SPA 323 - Spanish Novel and Lyric Poetry of the Golden Age
- SPA 331 - Cervantes's Don Quixote
- SPA 333 - Spanish American Literature of the Conquest
- SPA 340 - Spanish Literature of the Middle Ages
- SPA 341 - Spanish Comedia of the Golden Age
- THE 326 - History of the Theatre I
- THE 440 - Shakespeare on Stage
- THE 445 - Studies in Restoration and 18th Century Theatre

Literature Electives
Earn at least 21 credits
- Choose from among any ENG 300/400-level courses (including additional pre-1800 courses from the list above). Total credits must add up to at least 21 credits in 7 courses for Literature Majors and at least 22 credits in 8 courses for Honors Literature Majors.
- Students may substitute HUM 470 (Humanities Internship (5 credits) for one ENG elective, or up to two ENW 300/400-level courses (up to 6 credits) for up to two ENG electives.
- ENG 371 or 386 or 389 or 702 or any 300/400/700-level course centered on critical or cultural theory (with departmental permission): Required for Honors Literature; recommended for all students
- ENG 481: Required for Honors Literature (3 credits); English honors students only
- ENG 482: Required for Honors (1 credit); English honors students only

Major Requirements - Professional Writing Specialization
Type: Completion requirement

Complete ALL of the following Courses:
- ENW 305 - Principles of Professional Writing
- ENW 315 - Editing for Style and Flow
- ENW 318 - Writing for New Media

Professional Writing Electives
Earn at least 15 credits
- Choose courses from 300-400-level ENW Professional Writing courses: ENW 300, 304, 306, 307, 313, 314, 316, 319, 320, 322, 323, 324, 325, 326, 332, 333, 334, 335, 345, 346, 365, 366, 381, 462, 463. Total credits must add up to at least 15 credits in 5 courses for Professional Writing Majors and at least 16 credits in 6 courses for Honors Professional Writing Majors.
- Students may substitute any 300/400-level ENG course or ENW course (3 credits), or HUM 470 (Humanities Internship, 5 credits), for one Professional Writing Elective (3 credits).
- HUM 470: Required for Honors Professional Writing (5 credits); recommended for all students
  ENW 481: Required for Honors Professional Writing (3 credits); English honors

students only
ENG 482: Required for Honors (1 credit); English honors students only

Major Requirements - Creative Writing Specialization
Type: Completion requirement

Complete at least 6 of the following Courses:
- ENW 310 - Principles of Creative Writing
- ENW 301 - Workshop in Poetry
- ENW 302 - Workshop in Fiction
- ENW 303 - Workshop in Creative Nonfiction
- ENW 308 - Workshop in Playwriting
  OR THE 308 - Playwriting
- ENW 309 - Workshop in Screenwriting
- ENW 364 - Topics in Creative Writing

- In addition to the 16-credit English CORE requirements, Creative Writing Majors are expected to take Required and Elective courses within their specialization.
- Workshops (9 credits: Choose three; repeatable for credit; must take at least two different genres. ENW 310 is prerequisite for all workshops.
- Choose two; repeatable for credit; no prerequisite.

Creative Writing Electives
Earn at least 6 credits
- Choose any two 300- or 400-level ENG or ENW courses. Students may take a fourth Workshop and/or a third ENW 364 as electives. Total credits must add up to at least 6 credits in 2 courses for Creative Writing Majors and at least 7 credits in 3 courses for Honors Creative Writing Majors.
- Students may substitute HUM 470 (Humanities Internship, 5 credits) for one ENG or ENW elective.
- Students interested in Digital Storytelling are encouraged to take THE 309 (Digital Storytelling). Note: THE/DNC 225 (Tools of Digital Storytelling) is a prerequisite for THE 309 but does not count toward the English major in Creative Writing.
- ENG 481: Required for Honors Creative Writing (3 credits); English honors students only
  ENG 482: Required for Honors (1 credit); English honors students only

Major Requirements - English Honors Program
Type: Completion requirement

The English Honors Program offers capable students an opportunity to push their critical and creative boundaries. EHP students in Literature, Creative Writing, and Professional Writing have access to the Department's honors room, participate in academic and cultural events on and off campus, enjoy honors advisement, work individually with a faculty mentor on a senior honors thesis in the Fall Term prior to graduation, and collaborate in colloquia and mini-conferences. Interested students who

have a 3.7 GPA in at least two 300-level English courses, and an overall GPA of 3.5+ may contact the EHP Director about this demanding but rewarding program.

Major Requirements – English MA
Type: Completion requirement

English Majors who have completed 90 or more credits and who have a cumulative GPA of at least 3.3 may request permission to take up to 12 credits of coursework in the English MA program for undergraduate credit. Graduate classes taken as an undergraduate do not count towards the English Major or Minor requirements but will be counted towards the calculation of Dean's List, Presidential Scholars and departmental honors. Students who are later accepted into the English MA program may count Lehman English graduate coursework taken for undergraduate credit toward the MA degree.

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**
Information about Honors was omitted from the Creative Writing Specialization, which is corrected here. ENG 386: Critical Race Theory and ENG 702: Introduction to Critical Theory are new classes which satisfy the Honors Literature requirement for a course centered on critical or cultural theory. Adding departmental permission for any 300/400/700-level course centered on critical or cultural theory allows the department to approve independent studies, tutorials, or special topics courses which satisfy these requirements, and assists Honors undergraduates with their timely progress toward degree completion.

5. **Date of departmental approval:** 10/10/2024

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF FINANCE, INFORMATION SYSTEMS, AND ECONOMICS

CURRICULUM CHANGE

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

2.

Department(s)	Finance, Information Systems, and Economics
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Economics
Course Prefix & Number	ECO 010
Course Title	Topics for Support for Macroeconomics Success
Description	Various topics in macroeconomics to intensively support student success in gateway economics courses. Consult with the department for specific topics and sections. NOTE: May be repeated up to five times.
Pre/ Co Requisites	Departmental Permission
Credits	0
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required 　　____ English Composition 　　____ Mathematics 　　____ Science ____ Flexible 　　____ World Cultures 　　____ US Experience in its Diversity 　　____ Creative Expression 　　____ Individual and Society 　　____ Scientific World

3. **Rationale:**
The Finance, Information Systems and Economics Department will offer 3-hour, 0-credit workshops to help students complete their gateway economics course requirements. These intensive workshops support student success by providing structured review and enrichment on targeted topics which, depending on the workshop, include understanding and interpreting graphs used to explain economic data; the use of mathematics applied to economic models to explain the underlying theoretical foundations; the application of economic theory and policy used in the private and public sectors of the economy to address permanent economic problems and issues. Having a formal course for these workshops is needed for logistical matters such as the payment of instructors, tracking of student success, and coordination of student schedules.

This class should be programmed to include the following attributes:
•   3 total contact hours
•   0 credits
•   0 academic progress units
•   0 financial aid units
•   Can be repeated up to 5 times.
•   Grading Modality

4. **Learning Outcomes (By the end of the course students will be expected to):**
  • Discuss the GDP concept, its determinants, and calculate using income and expenditure approaches.
  • Discuss and illustrate graphically Business cycle and its stages
  • Discuss types and causes of unemployment and inflation, and calculate their rates
  • Describe in writing and quantitatively basic macroeconomic relationships between consumption, saving, and investment.
  • Describe and calculate the multiplier effect
  • Define fiscal and monetary policy and discuss their uses and impact on the economy.

5. **Date of Departmental Approval:** October 16, 2024

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

DEPARTMENT OF FINANCE, INFORMATION SYSTEMS, AND ECONOMICS

CURRICULUM CHANGE

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

2.

Department(s)	Finance, Information Systems, and Economics
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Economics
Course Prefix & Number	ECO 011
Course Title	Topics for Support for Microeconomics Success
Description	Various topics in microeconomics to intensively support student success in gateway economics courses. Consult with the department for specific topics and sections. May be repeated up to five times.
Pre/ Co Requisites	Departmental Permission
Credits	0
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	_X__ Not Applicable
	____ Required
	    ____ English Composition
	    ____ Mathematics
	    ____ Science
	
	____ Flexible
	    ____ World Cultures
	    ____ US Experience in its Diversity
	    ____ Creative Expression
	    ____ Individual and Society

		____ Scientific World	

3. **Rationale:**
The Finance, Information Systems and Economics Department will offer 3-hour, 0-credit workshops to help students complete their gateway economics course requirements. These intensive workshops support student success by providing structured review and enrichment on targeted topics which, depending on the workshop, include understanding and interpreting graphs used to explain economic data; the use of mathematics applied to economic models to explain the underlying theoretical foundations; the application of economic theory and policy used in the private and public sectors of the economy to address permanent economic problems and issues. Having a formal course for these workshops is needed for logistical matters such as the payment of instructors, tracking of student success, and coordination of student schedules.

This class should be programmed to include the following attributes:
• 3 total contact hours
• 0 credits
• 0 academic progress units
• 0 financial aid units
• Can be repeated up to 5 times.
• Grading Modality

4. **Learning Outcomes (By the end of the course students will be expected to):**
• Discuss the basics of demand, supply, market equilibrium, and consumer and producer surplus, and illustrate them graphically and algebraically.
• Discuss consumer behavior and utility maximization theories in writing and graphically.
• Calculate and explain the elasticity of demand and supply, income and cross elasticity.
• Discuss and illustrate graphically and algebraically the concepts of production process, short and long-run run cost, and output decisions under pure perfect competition and non-competitive market models, including monopoly, oligopoly, and monopolistic competition.
• Describe resource markets and their demand and supply functions, and determine graphically and graphically wage determination, rent, and profit.
• Discuss and illustrate market failure and the impact of government regulation.

5. **Date of Departmental Approval:** October 16, 2024

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

DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY

CURRICULUM CHANGE

Name of Program and Degree Award: Health Services Administration
Hegis Number: 1202.00
Program Code: 10113
Effective Term: Spring 2025

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

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

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

This program serves a number of purposes:
To give students an enhanced capacity and opportunity to seek and obtain challenging administrative positions which allow them to plan, implement, and manage a wide variety of health services which are delivered in a comprehensive range of health services organizations and settings.

To provide students with an educational background which helps them to pursue a variety of health services career options, including certification and licensure options: for instance, an HSA major can help students meet the professional requirements which will make them eligible for admission to the New York State Licensing Examination for Nursing Home Administrators.

To prepare students for graduate study in Health Services Administration.

Departmental Grading Policy
Health Services Administration: Students must earn a C- or above in all courses for the major and the minor. If the grade is lower, the student must repeat the course. The Program will accept a total of one (1) transferred course with a D grade from the

following list of Lehman College equivalent courses: PSY 166, ECO 166, ECO 167, ACC 171, or ACC 185.

Major Requirements – Overall

Type: Completion requirement

Earn at least 58 credits

- Students who declared the Health Services Administration (HSA) Major prior to September 15, 2017, must ~~follow the required curriculum for the 55 Credit Subplan for that major.~~
- Students who declare an HSA Major after September 14, 2017, will follow the required curriculum for the 54 Credit Subplan. ~~as indicated in the current catalog.~~

Additional Comments:
The major has been registered with the New York State Department of Education as one in which a minimum of 50% of major courses can be completed online.

Distribution of Required Courses and Credits
The distribution of courses and credits to be earned by majors pursuing the general program in Health Services Administration is as follows (58 credits):

Major Requirements – Departmental Courses
Complete ALL of the following Courses:
- HSD 266 - The United States Health Care Delivery System
- HSD 269 - Fundamentals of Biostatistics for Health Professionals
- HSD 306 - Epidemiology

Major Requirements – Health Services Administration Courses
Complete ALL of the following Courses:

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

Major Requirements – Health Services Administration Internship

Complete ALL of the following Courses:
- HSA 469 - Health Services Administration Pre-Internship Seminar

- HSA 470 - Health Services Administration Internship

Departmental permission required to waive internship. Applications for waiver must be submitted 60 days prior to the semester the internship will take place.

Major Requirements – Health Services Administration Courses
Type: Completion requirement

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- PSY 166 - General Psychology

~~**Complete at least 1 course in the following Course Sets:**~~

- ~~Psychology Electives 200 or 300 Level~~
~~Chosen with HSA advisement~~

Major Requirements – ~~Economics,~~ Accounting and Math
Type: Completion requirement
Earn at least 10 credits from the following:
- MAT 132 - Introduction to Statistics
- ~~ECO 166 - Introduction of Macroeconomics~~
  ~~**OR** ECO 167 - Introduction to Microeconomics~~
- ACC 185 - Introduction to Accounting for Non-Accounting Majors
  OR ACC 171 - Principles of Accounting I

Major Requirements – Electives
Type: Completion requirement
Fulfill ANY of the following requirements:
Earn at least 9 credits
Chosen from HPI, HSA, and/or HSD with approval of the adviser, or:

Complete ANY of the following Courses:
- BBA 336 – Business Law I
- BIO 181 – Anatomy and Physiology I
- ENW 300 – Business Writing
- ENW 307 – Health and Science Writing
- ~~HEA 300 – Equity in Public Health~~
- HIN 268 – Growth and Development
- PHI 330 – Business Ethics
- PHI 341 – Medical Ethics

- PSY 335 – Health Psychology (May count as an HSA Major Elective, ~~or as meeting the 200/300 Level Psychology Requirement, but it cannot count as both~~)
- REC 302 – Administration of Recreation Services
- SOC 240 – Death, Dying, and Bereavement
- SOC 305 – Sociology of Health Care

ENW 300 (Formerly ENW 204) (Need English Department Approval)
ENW 307 (Need English Department Approval)
PHI 330 (PREREQS: BBA 204 or Philosophy Department Approval)
SOC 305 (SOC 166 or any 200 level SOC course)
HIN 268 (Requires Nursing Department Approval)

3. **To:** <u>Underline</u> the changes

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

This program serves a number of purposes:
To give students an enhanced capacity and opportunity to seek and obtain challenging administrative positions which allow them to plan, implement, and manage a wide variety of health services which are delivered in a comprehensive range of health services organizations and settings.

To provide students with an educational background which helps them to pursue a variety of health services career options, including certification and licensure options: for instance, an HSA major can help students meet the professional requirements which will make them eligible for admission to the New York State Licensing Examination for Nursing Home Administrators.

To prepare students for graduate study in Health Services Administration.

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

Major Requirements – Overall

Type: Completion requirement

Earn at least 58 credits

- Students who declared the Health Services Administration (HSA) Major prior to September 15, 2017, must now follow the 58-credit subplan.
- Students who declare an HSA Major after September 14, 2017, will follow the required curriculum for the 54-credit Subplan as indicated in the current catalog.
- Students who declared the Health Services Administration (HSA) Major after August 24, 2024, must follow the 58-credit subplan.

Additional Comments:
The major has been registered with the New York State Department of Education as one in which a minimum of 50% of major courses can be completed online.

Distribution of Required Courses and Credits
The distribution of courses and credits to be earned by majors pursuing the general program in Health Services Administration is as follows (58 credits):

Major Requirements – Departmental Courses
Complete ALL of the following Courses:
- HSD 266 - The United States Health Care Delivery System
- HSD 269 - Fundamentals of Biostatistics for Health Professionals
- HSD 306 - Epidemiology

Major Requirements – Health Services Administration Courses
Complete ALL of the following Courses:

- HSA 267 - Management of Health Organizations
- HSA 301 - Human Resources Management and Labor Relations in Health Services
- HSA 307- Research Methods in Health Services Administration
- HSA 304 - Financial Aspects of Health Care Administration
- HSA 312 - Managed Health Care
- HSA 402 – Healthcare Program Planning and Evaluation
- HSA 403 - Strategic Management: Health Planning in a Competitive Environment

Major Requirements – Health Services Administration Internship

Complete ALL of the following Courses:
- HSA 469 - Health Services Administration Pre-Internship Seminar
- HSA 470 - Health Services Administration Internship

Departmental permission required to waive internship. Applications for waiver must be submitted 60 days prior to the semester the internship will take place.

Major Requirements – Health Services Administration Courses
Type: Completion requirement

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- PSY 166 - General Psychology

Major Requirements – <u>Health</u> Economics, Accounting, and Math
Type: Completion requirement

Earn at least 10 credits from the following:
- MAT 132 - Introduction to Statistics
- ACC 185 - Introduction to Accounting for Non-Accounting Majors
  OR ACC 171 - Principles of Accounting I
- <u>HSA 240- Health Economics</u>

Major Requirements – Electives
Type: Completion requirement
Fulfill ANY of the following requirements:

Earn at least 9 credits
Chosen from HPI, HSA, and/or HSD with approval of the adviser, or:

Complete ANY of the following Courses:

- BBA 336 – Business Law I
- BIO 181 – Anatomy and Physiology I
- ENW 300 – Business Writing
- ENW 307 – Health and Science Writing
- HIN 268 – Growth and Development
- <u>HSA 302 – Computer Applications in Health Services Administration</u>
- <u>HSA 401 – Quality Improvement in Health Services Organizations</u>
- <u>PHE 301 Foundations of Public Health Knowledge</u>
- <u>PHE 304 Health Inequity</u>
- <u>PHE 401 Environmental and Occupational Health</u>
- <u>PHE 403 Health Policy and Advocacy</u>
- <u>PHE 405 Environmental Justice</u>
- <u>PHE 410 Public Health Leadership and Management</u>

- <u>PHE 411 Health Equity, Communication, and Advocacy</u>
- <u>PHE 412 Designing and Evaluating Public Health Interventions</u>
- <u>PHE 413 Designs, Concepts, and Methods in Public Health Research</u>
- <u>PHE 414 Quantitative and Qualitative Data Analysis Methods in Public Health Research</u>
- <u>PHE 444 Gender and Health across the Globe</u>
- PHI 330 – Business Ethics
- PHI 341 – Medical Ethics
- <u>PSY 335 – Health Psychology</u> (May count as an HSA Major Elective)
- REC 302 – Administration of Recreation Services
- SOC 240 – Death, Dying, and Bereavement
- SOC 305 – Sociology of Health Care

ENW 300 (Formerly ENW 204) (Need English Department Approval)
ENW 307 (Need English Department Approval)
PHI 330 (PREREQS: BBA 204 or Philosophy Department Approval)
SOC 305 (SOC 166 or any 200 level SOC course)
HIN 268 (Requires Nursing Department Approval)

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

HSA 240 is a new Health Economics course that will take the place of the Economics requirement (ECO 166 or ECO 167). This course is designed specifically for HSA majors.

HSA 402, a required course, is being divided into two different courses (HSA 402 and HSA 307). Students will be required to take HSA 307 instead of a Psychology elective to complete the new 58-credit major.

We are changing the list of acceptable electives to include complementary courses from the newly established (April 2024) public health program. We also wish to specify Health Services Administration electives that are offered every year.

5. **Date of departmental approval:** September 18, 2024

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DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	Health Equity, Administration, and Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	HSA
Course Prefix & Number	HSA 240
Course Title	Health Economics
Description	Microeconomic and macroeconomic principles such as supply and demand, price theory, competitive markets, and aggregate demand and output. Role of government, private sector, and their interplay in influencing health economic policy. Role of economics in health care decisions, and how public policy influences the healthcare economy.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__x_ Not Applicable
	
	_____ Required
	
	    _____ English Composition
	
	    _____ Mathematics
	
	    _____ Science
	
	_____ Flexible
	
	    _____ World Cultures
	
	    _____ US Experience in its Diversity
	
	    _____ Creative Expression
	
	    _____ Individual and Society
	
	    _____ Scientific World

3. **Rationale:**

There is a need identified by the faculty for a course focusing on health economics for health services administration majors that allows them to be competent in other higher-level classes.

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

After completing the course, students should be able to:
1. Define key economic terms.
2. Define the concept of supply and demand.
3. Describe the challenges in the economics of healthcare.
4. Describe the strengths and limitations of basic economic theories.
5. Describe the effect of the competitive and non-competitive markets on healthcare systems.
6. Analyze the provision of health services, goods, and insurance using economic analysis.
7. Describe the principles of economic evaluation.
8. Describe the current institutional and regulatory structure of the US healthcare system.

5. **Date of Departmental Approval:** September 18, 2024

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CURRICULUM CHANGE

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

2.

Department(s)	Health Equity, Administration, and Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	HSA
Course Prefix & Number	HSA 307
Course Title	Research Methodology in Health Services Administration
Description	Systematic development of a research proposal. Formulation of research questions, problem statements and literature review. Exploration of relevant theories, ethical considerations and data analysis.
Pre/ Co Requisites	HSD 269 & HSD 306
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__x_ Not Applicable
	
	_____ Required
	
	   _____ English Composition
	
	   _____ Mathematics
	
	   _____ Science
	
	_____ Flexible
	
	   _____ World Cultures
	
	   _____ US Experience in its Diversity
	
	   _____ Creative Expression
	
	   _____ Individual and Society
	
	   _____ Scientific World

3. **Rationale:**

A course focusing specifically on research methods in the field of health services administration is needed in this major.

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

Upon completion of this course, students will be able to:
1. Identify the components of a research proposal
2. Formulate an unanswered health services research question and hypothesis.
3. Write a concise problem statement
4. Describe the research objective of your study proposal.
5. Apply relevant theories in health services research.
6. Conduct a comprehensive literature review to identify research gaps.
7. Identify an appropriate study design.
8. Develop sample selection methodology
9. Develop data collection strategies.
10. Identify valid and reliable instruments to answer the research question
11. Discuss ethical considerations in conducting research.
12. Analyze data and report research findings effectively.
13. Develop a health services research proposal.

5. **Date of Departmental Approval:** September 18, 2024

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CURRICULUM CHANGE

1. **Type of Change:** *Change in title, description, prerequisites*

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

Department(s)	Health Equity, Administration, And Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA 402
Course Title	~~Research and~~ Program Evaluation ~~in Health Services Administration~~
Description	~~Analysis of research techniques and their applications in health care administration. Principles of research design and program evaluation. Emphasis on student involvement in empirical research and evaluation.~~ Pre/ Co-Requisites: HSD 269, HSD 306, ~~and a minimum of 9 credits in HSD or HSA courses.~~
Pre/ Co Requisites	~~HSA/BBA 402~~
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing	

Intensive, WAC, etc)	

General Education Component	__X_ Not Applicable
	
	_____ Required
	
	    _____ English Composition
	
	    _____ Mathematics
	
	    _____ Science
	
	_____ Flexible
	
	    _____ World Cultures
	
	    _____ US Experience in its Diversity
	
	    _____ Creative Expression
	
	    _____ Individual and Society
	
	    _____ Scientific World

3. **To:** Underline the changes

Department(s)	Health Equity, Administration, And Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA 402
Course Title	Healthcare Program Planning and Evaluation
Description	Planning, managing, and evaluating healthcare programs with a focus on program administration. Use program theory and conceptual models of program planning and evaluation to deepen understanding of core health frameworks, theories, and methods.

Pre Requisites	Pre-requisites: HSD 269 <u>&</u> HSD 306
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<u>Writing Intensive</u>
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

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

HSD 269 and HSD 306 need to be completed before taking HSA 402. They cannot be taken alongside, hence the word 'co-requisites' needs to be removed.

HSA 402 is being specifically converted into a Healthcare Program Planning and Evaluation course. The research methods component of this course is being separated and converted to HSA 307. Splitting the original HSA 402 course (Research and

Program Evaluation in Health Service Administration) into two courses is more manageable for students.

5. **<u>Date of departmental approval:</u>** October 16, 2024

CUNY Common Core
Course Submission Form

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

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	REL 200
Course Title	Introduction to Religious Studies
Department(s)	Philosophy
Discipline	
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	This course introduces students to the academic study of religion. Religious thought and practice are examined from a variety of historical, cultural, and intellectual perspectives.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

X current course ☐ revision of current course ☐ a new course being proposed

CUNY COMMON CORE Location

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

Required	Flexible	
☐ English Composition	X World Cultures and Global Issues	☐ Individual and Society
☐ Mathematical and Quantitative Reasoning	☐ US Experience in its Diversity	☐ Scientific World
☐ Life and Physical Sciences	☐ Creative Expression	

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

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

If you would like to request a waiver please check here:	☐ Waiver requested
If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.	
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

Learning Outcomes

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

I.   Required Core (12 credits)

A. English Composition: Six credits

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

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

B. Mathematical and Quantitative Reasoning: Three credits

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

	• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	• Represent quantitative problems expressed in natural language in a suitable mathematical format.
	• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	• Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits

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

	• Identify and apply the fundamental concepts and methods of a life or physical science.
	• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

II. Flexible Core (18 credits)
Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.

Students will learn the histories, cultural practices, and intellectual foundations of a range of global religious traditions. Topics may vary, but traditions that will be addressed include Judaism, Christianity, Islam, the classical religions of India (Hinduism and Buddhism), African traditional religions, Indigenous American religion, and many others. Students will, for example, assess the historical evidence for considering the ancient traditions of the Hebrew Bible as one coherent religion in a writing assignment. They will compare Christian and Buddhist conceptions of the self in a writing assignment. They will assess the historical impact of Islam in the early Middle Ages in a writing assignment.	• Gather, interpret, and assess information from a variety of sources and points of view.
Students will evaluate historical evidence, philosophical arguments, and sociological analyses of these various religious traditions in writing assignments and/or exams. Students will, for example, evaluate Anselm's argument for the existence of God and Mackie's argument against it in a writing assignment. They will evaluate the evidence that African traditional religion is the oldest religion on Earth in a writing assignment.	• Evaluate evidence and arguments critically or analytically.
Students will produce arguments analyzing the history, thought and practice of various religious traditions in a term paper. Students will, for example, argue a position on the question of whether polytheistic traditions are more tolerant than monotheistic traditions in a writing assignment. They will argue for a position on the concept of God in a writing assignment.	• Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

Students will produce a term paper in which they apply historical, philosophical, and sociological concepts and methods to the thought and practice of the world's religions. An example term paper might apply historical and sociological methods to the question of how Indigenous religion has been neglected in serious academic study.	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.

Students will identify and analyze points of diversity among the world's religions in a number of ways, including, for example, the roles of women in Judaism, Christianity, and Buddhism; the role of class systems in Hinduism and Buddhism; and the role of marginalized women in the history of witchcraft. These points of cultural and religious diversity will be assessed in a final exam.	• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	• Analyze the historical development of one or more non-U.S. societies.
Students will assess the global impact of the rise of Islam in a writing assignment. They will examine early Christianity's interaction with the remaining political institutions of Europe after the decline of Rome in a writing assignment. They will examine the Jewish diaspora in a writing assignment.	• Analyze the significance of one or more major movements that have shaped the world's societies.
Students will identify and analyze ways that religious differentiation has intersected with class, gender, and race in world culture in writing assignments and/or exams. For example, students will examine the role of women in modern Judaism, in early Christianity and in early Buddhism, the differing views of caste and class that distinguish Hinduism and Buddhism, and the place of religious exclusivism in monotheistic social divisions in a final exam.	• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity

A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.

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

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

	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	• Explain and evaluate the role of the United States in international relations.
	• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

C. Creative Expression

A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.

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

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

	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	• Demonstrate knowledge of the skills involved in the creative process.
	• Use appropriate technologies to conduct research and to communicate.

D. Individual and Society

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

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

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

	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	• Examine how an individual's place in society affects experiences, values, or choices.
	• Articulate and assess ethical views and their underlying premises.
	• Articulate ethical uses of data and other information resources to respond to problems and questions.
	• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

E. Scientific World

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

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

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

	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

REL 200: Introduction to Religious Studies
Sample Syllabus

(Departmental approval for Common Core submission: 10/18/24)

Course Description

3 hours, 3 credits. This course introduces students to the academic study of religion. Religious thought and practice are examined from a variety of historical, cultural, and intellectual perspectives.

Course Texts

Christopher Partridge, *Introduction to World Religions*, Fortress Press (2018).

Learning Outcomes

- Explain some of the history, thought, and practice of a variety of at least two religious traditions.
- Identify social, ethical, and/or political issues related to religion as they arise in the broader world.
- Apply the methods of at least one discipline in the humanities or social sciences to at least one religious tradition.

Course Schedule

The general organization of the course, after an introductory week, will be to proceed through a wide range of world religions, arranged roughly in their chronological order of appearance. Within each religious tradition, we will examine their histories, ancient and modern, and then focus in on a few specific issues, some philosophical, some textual, and some social or political.

Week 1: **Introduction to Religious Studies**

Weekly Writing Assignment: What exactly is religion? Are there any markers that can pick it out as a unique cultural and historical phenomenon? What does the academic study of religion look like? Is Disney a religion?

<u>Monday readings</u>

- Emile Durkheim, from *The Elementary Forms of Religious Life* (1995).
- Mircia Eliade, from *Patterns in Comparative Religion* (1993).
- Sigmund Freud, from *The Future of an Illusion* (1989).

- Alexander Moore, "Walt Disney World: Bounded Ritual Space and the Playful Pilgrimage Center," *Anthropological Quarterly* (1980).
- Gary Laderman, "The Disney Way of Death," *Journal of the American Academy of Religion* (2000).
- Kevin Schrilbrack, "What *Isn't* Religion?" *The Journal of Religion* (2013).

Week 2: Judaism

Weekly Writing Assignment: To what extent does it make sense to speak of the traditions of the Hebrew Bible as one religion? And what is the role of the diaspora in modern Judaism?

Monday Readings

- Marc Brettler, "Judaism in the Hebrew Bible? The Transition from Ancient Israelite Religion to Judaism," *The Catholic Biblical Quarterly* (1999).
- Jacob Neusner, "The Idea of Purity in Ancient Judaism," *Journal of the American Academy of Religion* (1975).
- Selections from *Genesis*, *Leviticus*, and *The Book of Job.*

Wednesday Readings

- Allan Arkush, "From Diaspora Nationalism to Radical Diasporism," *Modern Judaism* (2009).
- Claudine Vassas, "Presences of the Feminine within Judaism," *CLIO: Women, Gender, History* (2016).

Week 3: Hinduism

Weekly Writing Assignment: Is the notion of Hinduism a modern European invention, or does it reflect a real and coherent ancient tradition? What are some modern political and social influences of Hinduism?

Monday Readings

- David Lorenzen*, "Who Invented Hinduism?" Comparative Studies in Society and History* (1999).
- A selection of Upanishadic texts, *Katha* and *Chandogya.*

Wednesday Readings

- Stephan Schlensog, "Hinduism and Politics: On the Role of Religious Antagonisms in Indian History and Politics."
- Sarah Strauss, "The Master's Narrative: Swami Sivananda and the Transnational Production of Yoga." *Journal of Folklore Research* (2002).

Week 4: Buddhism

Weekly Writing Assignment: How did early Buddhist differ from their neighbors in their views on women and the caste system? And how do Buddhists and Christians conceive of the self in different ways?

<u>Monday Readings</u>

- Pratap Chandra, "Was Early Buddhism Influenced by the Upanishads?" *Philosophy East and West* (1971).
- Barbara Watson Andaya, "Localizing the Universal: Women, Motherhood, and the Appeal of Early Theravada Buddhism." *Journal of Southeast Asian Studies* (2002)
- A selection of Theravada Buddhist texts from the *Samyutta Nikaya*

<u>Wednesday Readings</u>

- Ilkka Pyysiainen, "Buddhism, Religion, and the Concept of 'God.'" (2003)
- Julia Ching, "Paradigms of the Self in Buddhism and Christianity." *Buddhist-Christian Studies* (1984).

Week 5: Early Christianity

Weekly Writing Assignment: The role of women in the early Christian church is sometimes emphasized, and sometimes minimized – where does the truth lie? As Rome declined and fell in late antiquity, what was the relationship between the church and the remaining political institutions?

<u>Monday Readings</u>

- Nelson Bondioli, "Roman Religion in the Time of Augustus" *Numan* (2017).
- N.T. Wright, "Jesus' Resurrection and Christian Origins," *Gregorianum* (2002).
- Passages from Mark, Luke, and Paul's First Letter to the Corinthians

<u>Wednesday Readings</u>

- Christoph Stenchke, "Married Women and the Spread of Early Christianity," *Neotestimentica* (2009)
- James Skedros, "'You Cannot Have a Church Without an Empire': Political Orthodoxy in Byzantium," from *Christianity, Democracy, and the Shadow of Constantine* (2017).

Week 6: Islam

*Weekly Writing Assignment: The rise of Islam is a seminal event in the early Middle Ages –
arguably nothing else had as great an impact on world history from 600-1000 A.D. Describe
some of its social and its political impact in the early Middle Ages.*

Monday Readings

- Ahmed Afzaal, "The Origin of Islam as a Social Movement," *Islamic Studies* (2003).
- Stephen Shoemaker, "'The Reign of God has Come': Eschatology and Empire in Late
  Antiquity and Early Islam," *Arabica* (2014).
- Passages from the *Koran*.

Wednesday Readings

- Gareth Matthews, "Augustine and Ibn Sina on Souls in the Afterlife," *Philosophy*
  (2014).
- Chris Hewer, "Theological Issues in Christian-Muslim Dialogue," *New Blackfriars*
  (2008).

Week 7: African Traditional Religion

*Monday: What are some major features of African traditional religion, and where does it fit in
the history of religion more broadly? Is it perhaps the "oldest" religion after all?*

Monday Readings

- John Pobee, "Aspects of African Traditional Religion." *Sociological Analysis* (1976).
- J.G. Platvoet, "African Traditional Religions in the Religious History of Humankind."
  Journal for the Study of Religion (1993).

Wednesday Readings

- Austine Okwu, "Life, Death, Reincarnation and Traditional Healing in Africa." *Issue: A
  Journal of Opinion* (1979).
- Ronald Green, "Religion and Morality in the African Traditional Setting." *Journal of
  Religion in Africa* (1983).

Week 8: The Reformation and Modern Christianity

*Weekly Writing Assignment: Try to characterize some of the differences between the sects that
arose in the Reformation. To what extent does the violence of the Reformation contrast with
Martin Luther's arguments in "The Two Kingdoms"?*

- Diarmaid MacCulloch, selections from *The Reformation* (2003).
- Martin Luther, selections from "The Ninety-Five Theses" and "The Two Kingdoms."

Wednesday Readings

- Kent Jackson, "Are Mormons Christians?" *Novo Religio* (2000).
- Michael Dummett, "Fundamentalism." *New Blackfriars* (2002).

Week 9: Paganism, Witchcraft, and Polytheism

Weekly Writing Assignment: What was behind the European witch trials? Is Bettini right that polytheism is inherently more tolerant than monotheism?

Monday Readings

- Richard Horsley, "Who Were the Witches? The Social Roles of the Accused in the European Witch Trials," *The Journal of Interdisciplinary History* (1979)
- Ethan White, "Devil's Stones and Midnight Rites: Megaliths, Folklore, and Contemporary Pagan Witchcraft," *Folklore* (2014)

Wednesday Readings

- Maurizio Bettini, *In Praise of Polytheism.* (2023)

Week 10: God (or No God)

Weekly Writing Assignment: Analyze Anslem's argument for the existence of God and Mackie's argument that the concept of God is incompatible with the existence of evil. Who has the better argument, and why?

Monday Readings

- St. Anselm, *Proslogion* (2014).
- Paul Gastwirth, "Concepts of God," *Religious Studies* (1972).

Wednesday Readings

- Bertrand Russell, "Why I Am Not a Christian," (1927).
- J.L. Mackie, "Evil and Omnipotence," *Mind* (1955).

Week 11: Art and Music

Since the creation of this course and the new religious studies minor, I have been in contact with some people in the art and music departments. I would like to reserve some class time to devote to religious art from various cultures, and/or some discussion of the role of music in religion. We may include some live performances and/or museum visits. I hope to coordinate with some colleagues from those departments if possible.

Weeks 12-15: Deeper Investigations

In the last month of this course, the students and I will choose an academic book and use it to do a deeper investigation of an advanced topic, culminating in a final paper. Some sample books that might be chosen:

- Julian Baldick, *Black God: The Afroasiatic Roots of the Jewish, Christian, and Muslim Religions* (1997)
- James Cox, *From Primitive to Indigenous: The Academic Study of Indigenous Religions.* (2007)
- Nancy Auer Falk, *Living Hinduisms: An Explorer's Guide* (2006)
- Diarmaid MacCulloch, *The Reformation*. (2003)
- Jack Miles, *God: A Biography* (1995)
- Susan Niemann, *Evil in Modern Thought* (2002)

Term Paper

Students will be required to produce an 8-10 page paper in which they argue for a thesis on an advanced topic from the book we have chosen. For example, we might choose to spend those weeks examining James Cox's book on how we can treat indigenous religion as worthy of more serious academic study, and students will be expected to produce a term paper on this topic.

Final Exam

There will be an in-class final exam covering all of the course material. Students will be expected to identify points of diversity and overlap in all of the religions we have studied in terms of culture, politics, class, gender, and belief.

Grading

Weekly Writing Assignments	30%
Term Paper/Project	30%
Final Exam	30%
Attendance and Participation	10%

Senate Meeting – December 4, 2024
Proposed Graduate Studies Report

Presenting proposals from the following departments for approval:

Department of Biological Sciences
- Course change: BIO 502

Department of Counseling, Leadership, Literacy and Special Education
- Course changes: EDL 808, 809, and 810

Department of Middle and High School Education
- New course: ESC 512
- Course change: ESC 536
- New Advanced Certificate: Media and Information Literacy in Education (with online option)

Next meeting: **February 5, 2025, at 11 a.m.**

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *Description and title*

2. **From:**

Department(s)	Biological Sciences
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 502
Course Title	~~Topics in Economic Botany~~
Description	~~Basic economic botany principles or basic processes and structures in plants; their relation to factors in the environment; reproduction; heredity, and variations in plants.~~
Pre/ Co Requisites	Prerequisite: One year of college biology
Credits	4
Hours	4, lecture
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X_ Not Applicable
	_____ Required
	     _____ English Composition
	     _____ Mathematics
	     _____ Science
	
	_____ Flexible
	     _____ World Cultures
	     _____ US Experience in its Diversity
	     _____ Creative Expression
	     _____ Individual and Society
	     _____ Scientific World

3. **To:**

Department(s)	Biological Sciences
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 502
Course Title	<u>Medicinal Plants</u>
Description	<u>Exploration of the historical and present-day use of plants as medicinal agents across cultures. Students delve into the identification of commonly used medicinal plants and their bioactive compounds, bridging traditional knowledge with modern scientific understanding.</u>
Pre/ Co Requisites	Prerequisite: One year of college biology
Credits	4
Hours	4, lecture
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X_ Not Applicable
	____ Required
	     ____ English Composition
	     ____ Mathematics
	     ____ Science
	
	____ Flexible
	     ____ World Cultures
	     ____ US Experience in its Diversity
	     ____ Creative Expression
	     ____ Individual and Society
	     ____ Scientific World

4. **Rationale:**
1) We are changing the description to include and emphasize the role of plants in medicine. 2) The new title reflects the focus of the course.

5. **Date of departmental approval:** October 9, 2024

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

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

CURRICULUM CHANGE

1. **Type of Change:** Hours

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 808
Course Title	Leadership Seminar I: Needs Assessment
Description	In consultation with a faculty advisor, students work independently on sections of their approved organizational leadership action research project.
Pre/ Co Requisites	
Credits	1
Hours	~~1~~
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	_X_ Not Applicable
	 ____ Required
	    ____ English Composition
	    ____ Mathematics
	    ____ Science
	 ____ Flexible
	    ____ World Cultures
	    ____ US Experience in its Diversity
	    ____ Creative Expression
	    ____ Individual and Society
	    ____ Scientific World

3. **To:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 808
Course Title	Leadership Seminar I: Needs Assessment
Description	In consultation with a faculty advisor, students work independently on sections of their approved organizational leadership action research project
Pre/ Co Requisites	
Credits	1
Hours	2
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	_X_ Not Applicable
	____ Required
	    ____ English Composition
	    ____ Mathematics
	    ____ Science
	
	____ Flexible
	    ____ World Cultures
	    ____ US Experience in its Diversity
	    ____ Creative Expression
	    ____ Individual and Society
	    ____ Scientific World

4. **Rationale:**

Lehman's Organizational Leadership Graduate Program requires three research seminars. Throughout these courses, faculty support students in completing their action research projects, a requirement for graduation. In each course section, multiple students are enrolled, so faculty are not just working individually with one student. Since the program was launched eight years ago, we have carefully assessed the hours faculty spend teaching this course and working individually and collectively with the enrolled students. Faculty have spent more than 15 hours per semester teaching and

supporting students through their research. We propose increasing the course hours, which will not eliminate the substantial gap between the number of hours faculty work and the actual compensation they receive but will narrow the divide.

5. **<u>Date of departmental approval</u>:** October 9, 2024

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

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

CURRICULUM CHANGE

1. **Type of Change:** Hours

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 809
Course Title	Leadership Seminar II: Literature Research
Description	In consultation with a faculty advisor, students work independently on sections of their approved organizational leadership action research project.
Pre/ Co Requisites	
Credits	1
Hours	~~1~~
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	_X_ Not Applicable
	____ Required
	    ____ English Composition
	    ____ Mathematics
	    ____ Science
	____ Flexible
	    ____ World Cultures
	    ____ US Experience in its Diversity
	    ____ Creative Expression
	    ____ Individual and Society
	    ____ Scientific World

3. **To:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 809
Course Title	Leadership Seminar II: Literature Research
Description	In consultation with a faculty advisor, students work independently on sections of their approved organizational leadership action research project.
Pre/ Co Requisites	
Credits	1
Hours	2
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	_X_ Not Applicable
	____ Required
	    ____ English Composition
	    ____ Mathematics
	    ____ Science
	____ Flexible
	    ____ World Cultures
	    ____ US Experience in its Diversity
	    ____ Creative Expression
	    ____ Individual and Society
	    ____ Scientific World

4. **Rationale:**

Lehman's Organizational Leadership Graduate Program requires three research seminars. Throughout these courses, faculty support students in completing their action research projects, a requirement for graduation. In each course section, multiple students are enrolled, so faculty are not just working individually with one student. Since the program was launched eight years ago, we have carefully assessed the hours faculty spend teaching this course and working individually and collectively with the enrolled students. Faculty have spent more than 15 hours per semester teaching and supporting students through their research. We propose increasing the course hours,

which will not eliminate the substantial gap between the number of hours faculty work and the actual compensation they receive but will narrow the divide.

5. **<u>Date of departmental approval:</u>** October 9, 2024

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

CURRICULUM CHANGE

1. **Type of Change:** Hours

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 810
Course Title	Leadership Seminar III: Implementation Plan
Description	In consultation with a faculty advisor, students work independently on sections of their approved organizational leadership action research project.
Pre/ Co Requisites	
Credits	1
Hours	~~1~~
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	_X_ Not Applicable
	____ Required
	    ____ English Composition
	    ____ Mathematics
	    ____ Science
	____ Flexible
	    ____ World Cultures
	    ____ US Experience in its Diversity
	    ____ Creative Expression
	    ____ Individual and Society
	    ____ Scientific World

3. **To:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 810
Course Title	Leadership Seminar III: Implementation Plan
Description	In consultation with a faculty advisor, students work independently on sections of their approved organizational leadership action research project.
Pre/ Co Requisites	
Credits	1
Hours	2
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	_X_ Not Applicable
	____ Required
	  ____ English Composition
	  ____ Mathematics
	  ____ Science
	____ Flexible
	  ____ World Cultures
	  ____ US Experience in its Diversity
	  ____ Creative Expression
	  ____ Individual and Society
	  ____ Scientific World

4. **Rationale:**

Lehman's Organizational Leadership Graduate Program requires three research seminars. Throughout these courses, faculty support students in completing their action research projects, a requirement for graduation. In each course section, multiple students are enrolled, so faculty are not just working individually with one student. Since the program was launched eight years ago, we have carefully assessed the hours faculty spend teaching this course and working individually and collectively with the enrolled students. Faculty have spent more than 15 hours per semester teaching and supporting students through their research. We propose increasing the course hours,

which will not eliminate the substantial gap between the number of hours faculty work and the actual compensation they receive but will narrow the divide.

5. **<u>Date of departmental approval:</u>** October 9, 2024

LEHMAN COLLEGE
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DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 512
Course Title	Critical Media and Information Literacy in Education
Description	Critical examination of information cycles and media environments, development, and access through a social justice lens. Application of critical information literacy in school, professional, and civic contexts.
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X_ Not Applicable
	____ Required
	    ____ English Composition
	    ____ Mathematics
	    ____ Science
	
	____ Flexible

	____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**

This course is being created for our new Advanced Certificate in Media and Information Literacy in Education.

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

   a. Articulate roles that social justice plays in information and media development, access, and in the classroom
   b. Analyze tools to evaluate information and media sources within the current information ecosystem
   c. Assess relationship of the role information and media play with students as learners, in their careers, in schools and classrooms, and in their daily lives
   d. Develop critical information literacy technology tools for reflection on potential classroom use

5. **Date of Departmental Approval:** October 30, 2024

LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** *Course title, description, pre-requisite*

2. **From:**

Department(s)	Middle High School Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Science Education
Course Prefix & Number	ESC 536
Course Title	Teaching Technology ~~Subjects~~ in ~~Middle and High School~~
Description	~~Methods and materials for teaching technology subjects at the middle and high school levels. Curriculum development; current standards; lesson planning; instructional strategies; uses of technology; problem solving; assessment; inclusion of special populations; and literacy development in technology subjects. Includes field experience. A research paper or curriculum project is required. Limited to master's-level students seeking Initial Certification.~~
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g., Writing	

Intensive, WAC, etc.)	

General Education Component	__X_ Not Applicable
	_____ Required
	    _____ English Composition
	    _____ Mathematics
	    _____ Science
	_____ Flexible
	    _____ World Cultures
	    _____ US Experience in its Diversity
	    _____ Creative Expression
	    _____ Individual and Society
	    _____ Scientific World

3. **To:**

Department(s)	Middle High School Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Science Education
Course Prefix & Number	ESC 536
Course Title	Teaching and Learning with Technology in Education
Description	Explores methods and resources for instruction and assessment with current technological innovations. Topics include: developing design thinking and problem-solving, creating authentic learning experiences, open educational practices, assessing information and media literacy skills and dispositions, and adapting learning environments to universal design for learning.
Pre/ Co Requisites	Departmental permission
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g., Writing	

Intensive, WAC, etc.)	

General Education Component	__X_ Not Applicable
	____ Required
	    ____ English Composition
	    ____ Mathematics
	    ____ Science
	____ Flexible
	    ____ World Cultures
	    ____ US Experience in its Diversity
	    ____ Creative Expression
	    ____ Individual and Society
	    ____ Scientific World

4. Rationale:

We propose changing the course to reflect current technological innovations and needs in education. The course, Teaching and Learning with Technology in Education, will be offered as a core required course for the proposed Advanced Certificate in Media and Information Literacy in Education. The changes will also open the course to candidates working across educational contexts, such as traditional school settings and nontraditional settings, and across all student ages and grade levels.

5. Date of Department Approval: April 18, 2024

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

MIDDLE AND HIGH SCHOOL EDUCATION

Request for Registration of a New Advanced Certificate Program

Name of Program and Degree Award: Advanced Certificate in Media and Information Literacy in Education
Credits: 12
HEGIS code: 0829.00 Curriculum & Instruction
Program Code: TBD
Effective Term: Fall 2025

1. **Type of Change:** New Advanced Certificate Program (with Online Option)

2. **Description:**
The Advanced Certificate in Media and Information Literacy in Education is designed for individuals working with learners across educational contexts. Candidates will understand and learn how to apply media and information literacy skills, such as artificial intelligence literacies, design thinking, critical media literacy, etc., to their practice. *This advanced certificate program does not lead to state teacher licensure.*

Educational Objectives:
- Explore evidence-based foundations and conceptual understandings of information and media literacy, including broad trends in practice (ex. Artificial Intelligence, Open Education, Critical Media Literacy, etc.)
- Critically examine developments in the field of education to recognize how individuals and society are influenced by the media and assess the impact of media on learning outcomes, cognitive development, and educational equity
- Explore, design, and apply authentic learning activities and assessments that use digital media, tools, and resources to maximize active, deep learning and support student learning of information and media literacy skills
- Utilize design thinking to create and publish a multimedia work, piece of digital communication, or contribute to an online collaboration for a specific purpose, demonstrating an understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation.

Career Objective:

- The program will help candidates develop expertise in designing instruction for and assessing students' media and information literacy skills to apply in educational contexts.

Admissions Requirements:

1. Official transcripts from every college or university attended and a bachelor's degree or higher from an accredited college or university;
2. Two letters of recommendation from previous or current professors, employers, or professional colleagues.
3. A written one-page essay addressing how this advanced certificate will contribute to the applicant's professional knowledge
4. Interview with the program coordinator.

Program of Study: The program of study consists of four courses (12 credits). Three courses are required, and the fourth is an elective, designed to meet the needs of participants working across content areas and grade spans.

Course Sequence:

Semester	Courses
Fall 1 6 credits total	EDR 529 Language, Literacy, and Educational Technology (3 credits) ESC 512 Critical Media and Information Literacy in Education
Spring 1 6 credits total	ESC 536 Teaching and Learning with Technology in Education Elective (one 3-credit course from the list below, chosen in consultation with the program coordinator): EDR 729 Leading Change in a Digital Age (3 credits) OR ART 612 Introduction to Digital Imaging (3 credits) OR GEP 505 Principles of Geographic Information Science (3 credits)

Existing Courses

EDR 529 Language, Literacy, and Educational Technology. (3 credit hours). This course will focus on using information technology to support the teaching of literacy to students of diverse language backgrounds and abilities through the content areas. Social, legal, and ethical issues affecting the instructional use of

technology. Curriculum development, current standards, inclusion of students with disabilities, and assessment.

ESC 536 Teaching and Learning with Technology in Education. (3 credit hours). Explores methods and resources for instruction and assessment with current technological innovations. Topics include: developing design thinking and problem-solving, creating authentic learning experiences, open educational practices, assessing information and media literacy skills and dispositions, and adapting learning environments to universal design for learning.

New Course
ESC 512 Critical Media and Information Literacy in Education (3 credit hours). Critical examination of information cycles and media environments, development, and access through a social justice lens. Application of critical information literacy in school, professional, and civic contexts.

Electives
EDR 729: Leading Change in the Digital Age. (3 credit hours). Usage of digital applications to support curriculum, instruction, and assessment practices of teachers. Considers how to leverage digital tools to facilitate and evaluate teacher development through various models of supervision, professional learning, and design principles, along with social, legal, and ethical considerations. Development and implementation of a professional development module. (10 fieldwork hours required)

ART 612 Introduction to Digital Imaging. (3 credit hours). Introduction to the creation of art and imagery using computers and digital media. Production of a portfolio of images for presentation. (No previous computer experience required.)

GEP 505 Principles of Geographic Information Science. (3 credit hours). The use of Geographic Information Systems for conducting research and spatial analysis in the natural and social sciences. The use of computer mapping and spatial analysis technologies for studying the physical and human components of the earth's environment. PREREQ: Departmental permission.

4. **Rationale:**
In a world of increasing exposure to misinformation, individuals must engage in an inquiry process that critically analyzes and evaluates the media and content they receive. Additionally, 21st-century citizens and workers should be empowered with the skills and knowledge to produce digital media to achieve outcomes (National Association for Media Literacy Education, 2024). As with subjects such as reading and

math, these skills must be taught by qualified teachers who have deep knowledge of information and media literacy (Jones-Jang et al., 2021).

The Advanced Certificate in Information and Media Literacy in Education is a distinctive offering within the CUNY system, uniquely focused on the critical intersection of current technologies (eg. artificial intelligence), digital literacy, and education. A survey of prospective students in the Lehman College community revealed a strong interest in key areas such as teaching with AI, information literacy, media literacy, and critical media literacy skills. Unlike other programs that touch on similar topics, this one emphasizes a practitioner-focused approach, guiding educators on how to integrate these technologies and literacies into their classrooms effectively.

The program is designed to be competitive, requiring fewer credits than comparable online offerings while still delivering robust learning experiences. A capstone project enables students to develop and apply classroom resources, highlighting the program's practical focus. The enthusiastic response from potential candidates, who expressed a strong interest in the program, reflects clear market demand and the credits that an Advanced Certificate offers can contribute toward teacher's salary differential. Additionally, offering a fully online program caters to a diverse student body, broadening its reach in the evolving landscape of educational technology.

This program is designed to be an engine for the social mobility of educators who want to develop their knowledge of information and media literacy and learn instructional strategies for supporting these skills in their future or current educational contexts and preparing them to participate in a global society. Relevant frameworks and practices from the following sources were used in program development: the ISTE Standards, CUNY Computing Integrated Teacher Education (CITE) Framework, including the computing and digital practices (for, with, through, and against), and the Companion Document to the ACRL Framework for Higher Education: Instruction for Educators. To ensure the program meets a variety of educational contexts, after completing two required courses students will select an elective selected in consultation with their adviser to take concurrently with their final required course.

A distance education format proposal is also being submitted to offer the Advanced Certificate in Media and Information Literacy in Education program in an online format. The distance learning format will provide greater flexibility to students.

5. **Date of Department Approval**: October 30, 2024

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

Senate Meeting: December 4, 2024

The CAEAS committee met via Zoom on November 11, 2024 and again on November 19, 2024. There was a quorum present at both meetings.

CAEAS members voted unanimously to approve all graduation candidates pending satisfactory completion of their degree requirements. The graduation lists are now brought to the Senate floor for a vote.

CAEAS discussed and sought clarification regarding the June 2024 revised Uniform Grading Policy that was sent out by CUNY Central, as well as three other new policies that were introduced at CUNY Central in the Spring of 2024. The committee presents the updated Uniform Grading Policy and the clarifications document as informational items.

CAEAS Informational Report – November 19, 2024

Three new policies came into effect in Spring 2024 at CUNY Central and CAEAS presents these new policies as informational items to the Lehman College Senate:

1. The CUNY Board of Trustees passed a resolution on June 3, 2024 to amend the University's Academic Integrity Policy to include provisions specific to the use of AI. The updated Academic Integrity Policy has been updated in the Lehman Undergraduate Bulletin: https://lehman-undergraduate.catalog.cuny.edu/academic-services-and-policies/academic-integrity

2. The policy on "Camera Use Guidance for Online and Hybrid Courses" was updated so that faculty may now require students to turn on their cameras in online and hybrid courses during class periods or for remote testing purposes. A notice will be provided in CUNYfirst for all online and hybrid courses and faculty who intend to require camera use should also clearly state this on course syllabi and cover the requirement with students on the first day of class:

> Faculty may require students to turn on their cameras in online and hybrid courses during class periods or for remote testing purposes.
>
> Requiring students to use cameras may be important pedagogically to increase engagement, social connection, accountability, and collaboration. Moreover, in some testing situations, cameras are essential to ensuring the integrity of the testing environment.
>
> CUNY is committed to using digital technology in ways that are sensitive to issues of student privacy. To ensure that students are aware that camera use may be required, a notice will be provided in CUNYfirst for all online and hybrid classes. Faculty who intend to require camera use should also clearly state this on course syllabi and cover the requirement with students on the first day of class.
>
> There may be occasions when an otherwise in-person class is scheduled to be delivered remotely on a limited basis because of a temporary University or College pivot to remote instruction or because of faculty need. In these circumstances, faculty may encourage but not require students to turn on their cameras for purposes other than testing unless required camera use is clearly stated on the course syllabus and covered with the students on the first day of class.
>
> Per CUNY's verification of enrollment policy, students can meet the course engagement threshold for purposes of Title IV financial aid by participating in an online discussion about an academic matter, engaging in an online academically-related activity, or initiating contact with the instructor to ask a question about the academic subject studied in the course or course-related question. None of these criteria requires the use of a live camera.

3. All online synchronous and online asynchronous classes must be delivered via a learning management system (LMS) that meets:
   - CUNY's cybersecurity policies;
   - applicable data privacy laws including FERPA, GDPR, CCPA, COPPA, PIPEDA, ISO 27018, Cloud Security Alliance (CSA), and Security Trust and Assurance Registry (STAR); and
   - any other relevant University policies and guidelines.
     A course is "delivered" in an LMS for purposes of this policy when an instructor, at a minimum, posts a course syllabus and uses the gradebook and announcements functions for the duration of the course.
     Use of the CUNY-supported LMS is strongly recommended. A college/academic unit may choose to allow use of an LMS other than the University-supported LMS when it meets the following conditions:
   - The LMS is verified by the college CIO as meeting cybersecurity and data privacy policies as specified above.
   - The college/academic unit assumes costs and liabilities associated with use of an alternative LMS. All procurement rules must be followed.
   - The college/academic unit is responsible for course enrollment and ensures their data follows University Registrar enrollment and grades guidelines.
   - The college/academic unit is responsible for LMS integration with CUNYfirst, CUNY SSO, and all other technologies as needed (third- party e-learning tools) to ensure reporting compliance for IPEDS, ADA, homeland security/visa status, and NC-SARA.
   - The college/academic unit is responsible for training and support as well as ongoing maintenance and security vulnerability updates of the environment.

CAEAS has reached out to the Provost's office to recommend that formal notice should be sent out to the Lehman Community regarding items 1 and 3; a note has been added to sections denoted online synchronous, online mix and hybrid synchronous regarding item 2, and we've requested that the notation also be added to the Modes of Instruction page on the Registrar's webpage for the respective modalities.

Point of clarification: The policy allows instructors to use Zoom for class meetings if Zoom is used through the LMS, and Zoom meeting info and recordings are posted in Brightspace.

In addition to the aforementioned policies, there was also an updated Uniform Grading Policy memo from CUNY Central that was sent out in June 2024. The original Uniform Grading Policy that was sent out in May 2021 was met with much pushback, and subsequent discussions were held to revise the policies. This new June 2024 memo is, therefore, a revision of the initial one. The new policy is attached to this report, and has been posted/updated on the Lehman Registrar's website.

CAEAS sought to highlight some key points and to clarify potentially ambiguous wording in this revision. Clarifications were partially obtained and are presented here, along with some important highlights:

1. On p.3, the policy states that the assignment of a WU grade should follow these rules: ***A grade of WU is to be assigned to students who participated in an academic activity related to the class at least once, stopped participating, did not drop the class or receive approval for an incomplete, did not otherwise officially withdraw from the course, and <u>did not complete enough work for the instructor to be able to calculate an earned grade</u> using the criteria delineated in the course syllabus. A 'F' grade should never be given in place of a 'WU' grade.***

CAEAS is seeking further clarification on this policy.

2. With respect to the Change of Grade Process (p. 7), the policy states that "Grade change request **over one academic year** requires approval as defined by the campus."

Lehman had previously decided that such requests should be reviewed by the departmental FP&B committee (NOTE: this does not apply to FIN grades, for which the policy is stated below).

3. **Change of INC to Administrative FIN**
   • Campus Registrar assigns the grade of FIN when an INC (Incomplete) remains unresolved at the **end of the semester following the semester in which the course was taken (**exclusive of Summer Term.)
   • Incompletes unresolved in the above-mentioned time period will become FIN in students' record.
      o The student or the instructor may appeal this administrative action or request for an extension as defined by campus.
      o Appeals, if permitted by the campus, must be filed within thirty calendar days of FIN grade assignment in CUNYfirst (excluding faculty annual leave period).

To be specific: An INC grade lapses to an FIN grade on the last day of the following term, which is indicated in the Lehman calendar. Currently, the 30 days begins the day after the last day of the term. For example, if the INC grade lapses on May 25th, the 30-day period will begin on May 26th. The 30-day period refers to 30 calendar days.

Students with extraordinary extenuating circumstances (e.g. hospitalized for that 30-day window or a comparable situation) may be able to request a variance in accordance with how the college handles other requests for policy exceptions.

Discussions are underway to adjust and reconfigure the 30-day time frame (in the eGrade correction system) to account for the faculty annual leave period.

4. On p. 8 of the policy, the WU policy change that was made in 2021 remains. Therefore, **"effective Fall 2021, WU grade will not have punitive impact on student's GPA."**

5. **Effective Fall 2024, the deadline for student-initiated withdrawal will be adjusted to a deadline of completion of 60% of the course** (as opposed to the last day of the course, which was the deadline in recent years due to disruptions caused by COVID-19).

6. The policy update includes clarification regarding the Fall 2021 changes to the College Now grading policy. It used to be that College Now grades impacted GPA if a student matriculated at the same College, which meant that some students might start on probation or might have financial aid implications of a low grade in their College Now course(s). Effective Fall 2021, **College Now grades no longer impact GPA.** A-C grades in such courses are still indicated on the transcript and count towards credits, but they do not count towards GPA. C- to D- count as CR grades, which do not impact GPA but do count toward credit accumulation, and F and the various W grades count as NC. Upon matriculation, NC grades do not impact financial aid.

7. This June 2024 document indicates that the F-policy at CUNY allows 16 credits to be replaced in a student's GPA calculation by a better grade if the student earned at least a "C" grade in their second/next attempt at the course. However, the original policy allowed for each campus to request a variance to the F-Repeat Policy. The C- grade was a variance requested by Lehman College and approved by CUNY Central. Therefore, at Lehman, the policy allows 16 credits to be replaced in a student's GPA calculation by a better grade if the student earned at least a "C-" grade in their next attempt at the course. The C- grade is appropriately indicated on the undergraduate bulletin here. As always, the 16 credits is a CUNY total, not a Lehman total – so any student who used this policy to replace credits at a previous CUNY school can only do so, after transferring to Lehman, for any remaining credits…for a total of up to 16 credits to be replaced for courses across all CUNY schools.

8. Regarding ePermit and F-Repeat policies:

Clarification from the University Registrar, Maureen Heacock: The CUNY Board of Trustees resolved that the grades earned for ePermit coursework shall appear on the student's academic transcript at the home college and be included in the calculation of the student's semester and overall grade point averages. **This policy applies to all earned grades as well as to administrative designations.** So yes, all ePermit grades, including F and W-series grades will be counted toward the GPA calculation at the student's home college.

Therefore, to clarify: Grades earned via ePermit have always counted toward a student's Lehman GPA. This new point is intended to specify that students will now be allowed to use the F Repeat Policy on courses taken via ePermit.

CAEAS is seeking further clarification on this policy.

Office of the University Registrar
The City University of New York
205 East 42nd Street, 8th Floor
New York, NY 10017

EFFECTIVE FALL 2024

Date: June 2024

To: **Chief Academic Officers**

From: CUNY Office of Academic Affairs

Subject: **CUNY Uniform Grade Symbols and Guidelines**

Attached memorandum is the updated CUNY Uniform Grade Symbols and Guidelines document. If you have any questions, please email **our@cuny.edu**

Please disseminate to all interested parties on your campus.

Cc: The Chancellor
       The Presidents and Deans of the Colleges
       University Student Affairs Council
       University Enrollment Management Council
       College Registrars
       College Financial Aid Directors
       University Student Senate
       University Faculty Senate

Grade Glossary

The following glossary of uniform grading symbols shall be employed according to the interpretation provided below. Grades are assigned based on the definitions contained herein. Individual units of the University need not employ all symbols but must adhere to the following interpretation for those employed and may not use any symbol that is not included in the glossary. Quality points are to be used to calculate the grade point average (GPA) or index. A dash "--" indicates that the grade does not carry a numerical value and is not to be included in the GPA. Plus ("+") and minus ("-") grades shall be interpreted as equivalent to "+0.3" and "-0.3", except as noted.

Grade	Explanation	Quality Points
A+	Exceptional	4.00
A	Excellent	4.00
A-	Excellent	3.70
AUD	Auditor, Listener	-
B+	Good	3.30
B	Good	3.00
B-	Good	2.70
C+	Satisfactory	2.30
C	Satisfactory	2.00
C-	Satisfactory	1.70
CR	Credit Earned	-
D+	Passing	1.30
D	Passing	1.00
D-	Passing	0.70
FIN	F from incomplete. To be used when the INC grade lapses to an F grade	0.00
NC/NP	No credit granted	-
P	Pass	-
PEN	Grade pending (temporary grade)	-
R	Course must be repeated; minimum level of proficiency not attained. *Restricted to noncredit, remedial, and to developmental courses*	-
S	Satisfactory	-
SP	Satisfactory progress. *Restricted to thesis and research courses requiring more than one semester for completion* (temporary grade)	-
U	Unsatisfactory, *Restricted to noncredit, remedial, and to developmental courses*	0.00
W	Withdrew. *Student participated in an academically related activity at least once*	-
WA	Administrative Withdrawal. *Non-punitive grade assigned to students who had registered for classes at the beginning of the term but did not provide proof of immunization by compliance date.* **Student participated in an academically related activity at least once**	-
WD	Withdrew Drop. Dropped after FA cert date during the program adjustment period. Student participated in an academically related activity at least once	-
WN	Never participated in an academically related activity	-
Y	Year or longer course of study must continue to completion (temporary grade)	-
H	Honor. Hunter College School of Social Work only	-
NRP	No Record of Progress. Exclusive to Dissertation Supervision at the Graduate Center Only	-

F, WU, and INC Grades

Grade	Explanation	Quality Points
F	**Failure:** *F is an* **earned grade** *based on poor performance and the student not meeting the learning objectives/outcomes of the course.* **A 'WU' grade should never be given in place of an 'F' grade**.	0.00
WU	**Withdrew Unofficially:** A grade of WU is to be assigned to students who participated in an academic activity related to the class at least once, stopped participating, did not drop the class or receive approval for an incomplete, did not otherwise officially withdraw from the course, and did not complete enough work for the instructor to be able to calculate an earned grade using the criteria delineated in the course syllabus. A 'F' grade should never be given in place of a 'WU' grade.	-
INC	Term's work incomplete (*temporary grade*): **INC** *(Incomplete) should* **only** *be given by the instructor* **in consultation with the student** *when there is a* **reasonable expectation** *that a* **student can successfully complete** *the requirements of the course no later than the last day of the following semester, or its equivalent in calendar time, exclusive of Summer Session/Term* **Note INC** *is a temporary grade awarded when the disposition of the final grade requires further evaluation for reasons* **other than the Procedures for Imposition of Sanctions** *related to the Board's Academic Integrity Policy. Transcript comments for INC grades should be added to the student record indicating the nature of the incomplete. The grade of "INC" lapses to an "FIN" grade no later than the last day of the following semester, or its equivalent in calendar time, exclusive of Summer Session/Term. Students who have officially withdrawn from a college and have these grades may be exempted from the limitations.*	-

CUNY School of Medicine Only

Grade	Explanation
C/	Passed the course/clerkship elements but failed the initial attempt of the NBME subject exam.
C/P	Passed the second attempt of the NBME subject exam; Passed the course/clerkship.
C/F	Failed the second attempt of the NBME subject exam; Failed the course/clerkship.
H	Outstanding performance in the subject area, far exceeding the clerkship requirements, limited to the top 10-20% of students.
HP	For performance significantly above expectations, up to the top 40% of students, but not qualifying for honors.
U/	Does not meet expectations in one or more competencies.
U/P	Did not meet expectations in competency and successfully remediated.
U/F	Did not meet expectations in competency and failed the remediation.

Discontinued Grades & Grade Symbols

Following symbols have been implemented as prefixes to grades in the student system to identify repeated courses including the application of the F grade repeat policy and Board approved variance, as well as to indicate a grade's impact on GPA and credit accumulation. CUNYfirst College have retired the use of these prefixes as they went live in CUNYfirst. **Converted records will continue to display with the legacy prefix designation in CUNYfirst.**

Prefix	Explanation
&	Repeated course which counts in the GPA but does not count in credits completed
*	Course does not count in the GPA and does not count in credits completed
#	Replacement grade, F grade policy, does not count in cumulative GPA
@	Repeat F grade policy, does not count in GPA, does count in credits completed

Following grades are no longer in use and have been removed from the legend of grade symbols. **Colleges may not use any symbol which is no longer in use and therefore not included in the glossary.** Values have been defined in this document for historical purposes of computation on existing transcripts.

Grade	Explanation	Quality Points	Effective Date
*	Current course registration/course in progress	-	04/1980
ABS	Absent from the final; make-up exam permitted.	-	09/2008
E	Excellent. (At LaGuardia Community College only)	4.00	09/1976
FAB	F from absent used when the ABS grade reverts to an F grade.	0.00	09/2008
FPN	F from pending –used when the PEN grade reverts to an F grade.	0.00	09/2008
G	Good. (At LaGuardia Community College only)	3.00	09/1976
H	Honors. (Used only at Richmond College and only for students who began in Spring 1975 or earlier.)	4.00	09/1976
J	Failure for non-academic reasons.	0.00	09/1976
K	Condition course completed. (This is not a grade.)	-	09/1976
NF	Failure in a non-academic course. (At York College only)	0.00	09/1976
WF	Withdrew Failing. Student participated in an academically related activity at least once	0.00	01/2015
WP	Withdrew passing.	-	09/1976
X	Non-punitive failure	-	09/1976
Z	No grade submitted by the instructor – a temporary grade which is assigned by the registrar pending receipt of the final grade from the instructor	-	05//2018

Grades Explanations

- Any student transcript record sent from a unit of the University must include a grade for every course for which a student has been officially registered and not dropped during the program adjustment or refund period. The program adjustment period, formerly referred to as the add-and-drop period, coincides with the official refund and Census, Form-A due date. Clerical, computer, or professional errors are not to be considered a part of the historical record and should be deleted.

- All courses or credits for which the student is officially registered after the financial aid certification date or program adjustment period, whichever is earlier, shall be considered "attempted credits" for the purposes of financial aid.

- A withdrawal after the financial aid certification date or program adjustment period will be assigned "WD" (Dropped) or "W" (Withdrew Officially) or "WU" (Withdrew Unofficial, participated at least once) or "WN" (Never Participated).

- The grade of "INC" lapses to an "FIN" grade no later than the last day of the following semester, or its equivalent in calendar time, exclusive of Summer Term/Session. *The grade of "INC" (Incomplete) should be given by the instructor in consultation with the student only when there is a reasonable expectation that a student can successfully complete the requirements of the course*. It is a temporary grade awarded when the disposition of the final grade requires further evaluation for reasons other than the Procedures for Imposition of Sanctions related to the Board's Academic Integrity Policy.

- The "PEN" grade is a temporary grade used to facilitate the implementation of the Procedures for Imposition of Sanctions whereby colleges must hold a student's grade in abeyance pending the outcome of the academic review process. Final determination of a grade will depend on final evaluation by the instructor or the outcome of the college's academic review process no later than the last day of the following semester, or its equivalent in calendar time, exclusive of Summer Term/Session.

- The grade of "P" or "NC/NP" may be given as part of a 'Pass/No Pass/No Credit' agreement between a student and instructor. To receive this grade, a student needs to continue participating in academically related activities, complete all assignments, and take the culminating experience/final exam. If a passing grade is earned (A+ through D-), the student will receive a grade of 'P' and credit for the course, with no impact on GPA. If a failing grade is earned (F), the student will receive a grade of NC/NP which does not affect the GPA. This option *should* be requested prior to the last day a student can withdraw and receive a grade of "W" via an agreement with the Office of the Registrar. Students must remain in compliance with Federal and State Satisfactory Academic Progress guidelines. Colleges may place additional stipulations or restrictions on the use of this option, which must be clearly stated in their bulletin and on their website.

- A college may choose to offer (with Board approval) a First Year Freshman Forgiveness policy. If the student passes the course, they will receive the grade earned which will carry the designated GPA. If the student fails the course, the grade will be administratively converted to NC and have no impact on the GPA. This policy is limited to first year students as defined by the college.

- The grades of "NC" and "R" may represent non-punitive failures indicating unsatisfactory completion of the course. The "R" grade is restricted to noncredit remedial courses. The "NC" grade is restricted to regular, developmental, and compensatory courses. This grade can also be used by colleges for other administrative actions such as disciplinary dismissals. Neither of these grades is to be counted in the quality point index nor may be used in lieu of incomplete or withdrawal grades.

- The grade of "CR" can be used for the awarding of transfer credit.

- The grade "Y" or "SP" denotes that the semester's work has been completed; however, the course is still in progress and a final course evaluation cannot be determined until the entire activity has been concluded.

- To satisfy the program pursuit requirements for State financial assistance awards (*Section 145-2.2 of the Regulations of the Commissioner*), *the grades of "W", "WA", "WD", "WN", and "WU" shall signify that the course has not been completed*. All other grades, except for the "AUD" grade, shall signify that the course has been completed.

- The grade point average is an index of a student's scholastic performance at a particular college. All grades that carry a numerical quality point value shall be included in the calculation of the grade point average.

- Any notation regarding a student's probationary status appears only on the unofficial transcript.

Change of Grade Process

The purpose of this memorandum is to establish guidelines for change of grade and associated deadline and thereby facilitating timely progress to degree completion and compliance with financial aid requirements that all courses taken contribute to degree completion. This policy is intended to reflect the University's commitment to the student success goals and the requirements of New York State's Regulations of the Commissioner of Education.

Application for a change of grade, assigned by a member of the faculty, may be made at any time **within one year from the end of the semester in which the course was taken**. Either the student or the instructor may make this request according to campus procedure. The procedures outlined below apply to the change of passing **letter grades, PEN, F, FIN, WU**. *Grades cannot be changed once a student has graduated and their academic record is closed*.

Change of Final Grade
- Faculty members who initiate such a change must file a **Change of Grade Form** (paper or secure online form), including the reason for the change, follow campus changes of grade approval process, and forward the completed form to the Office of the Registrar, who will process the change and notify the student and faculty.
- Grade change request **over one academic year** requires approval as defined by the campus.

Change of INC to Administrative FIN
- Campus Registrar assigns the grade of FIN when an INC (Incomplete) remains unresolved at the **end of the semester following the semester in which the course was taken (**exclusive of Summer Term.)
- Incompletes unresolved in the above-mentioned time period will become FIN in students' record.
  - The student or the instructor may appeal this administrative action or request for an extension as defined by campus.
  - Appeals, if permitted by the campus, must be filed within thirty calendar days of FIN grade assignment in CUNYfirst (excluding faculty annual leave period).

Change of PEN to Final Letter Grade
- The "PEN" grade is a temporary grade awarded when the disposition of the final grade requires further evaluation and when the absent or incomplete grades are inappropriate. 'PEN' is also used to facilitate the implementation of the *Procedures for Imposition of Sanctions* whereby colleges must hold a student's grade in abeyance pending the outcome of the academic review process. Final determination of a grade will depend on final evaluation by the instructor or the outcome of the college's academic review process. PEN grade must be resolved to letter grade by the **end of the semester following the semester in which the course was taken**.

Student Final Grade Appeal for grades other than INC, FIN, PEN
- Students are strongly encouraged to first communicate with the professor of the course. If that conversation does not remedy the situation, or if students choose to not follow that route, then students who think that a final grade was issued erroneously may file a grade appeal using campus appeal process and deadline**.**

Academic Penalty Removal for WU grade

- A withdrawal after the financial aid certification date or program adjustment period is assigned the grade of "WD" (Dropped) or "WN" (Never Participated), or "W" (Withdrew) or "WU" (Withdrew Unofficially). **Currently WD, W, WN are not academically punitive grades i.e., these grades do not impact student GPA.** Effective Fall 2021, WU grade will not have punitive impact on student's GPA. student's GPA

Withdrawal

- As a response to the academic disruptions caused by COVID-19, CUNY modified its withdrawal policy in the spring 2020 term, allowing students to officially withdraw up to the last day of the course, rather than until 60% of the term. Effective Fall 2024, the deadline for student-initiated withdrawal will be adjusted to a deadline of completion of 60% of the course.

College Now Program Grading Policy

- College Now is a University wide initiative to offer college level courses to NYC's public high school students. Students take credit-bearing courses that are part of the regular curriculum at any one of the participating CUNY colleges. Since these are actual college courses a transcript can be generated for all participating students who enroll in these courses.
- Currently the same letter grade system that is used on CUNY campuses is used in these courses. Upon matriculation in any of CUNY colleges other than the one sponsoring the course, the course is treated like transfer credit. The earned letter grade is not entered on the transcript at the receiving school.
- If the student matriculates at the same college that sponsored their College Now course, the course appears on the transcript as a regular course with a letter grade and GPA. Because the same rules that apply to students transferring within CUNY are used for College Now students, if a student gets a passing grade in the course, the course will transfer. If, however, the student attends the college that sponsored the course, the letter grade and its corresponding GPA are calculated into the student's record. This is fine for students earning a "C" or better, but students earning a letter grade lower than a "C" start their academic career when entering college, on probation. In some cases, their financial aid may be impacted.
- Effective Fall 2021, in all College Now programs the only passing grades permitted will be iterations of A through C. Lower passing grades such as C-, D+, D and D- will automatically convert to the grade of CR (credit) and the F, WD, WU, W, WN administrative grades will convert to NC (No Credit). CR will carry academic credit and NC will not. *College Now grades will not impact the student's GPA*. Upon matriculation, NC grades earned during College Now program, will not impact students financial aid status.

Final Grade Submission Deadlines

- Beginning Fall 2017, City University of New York (CUNY) implemented a university-wide Final Grade Submission Deadline policy. Given the variety of student-centered application, enrollment and graduation transactions that needs to be completed in a timely fashion, **all CUNY institutions will require undergraduate final grades to be submitted no later than three days after the last day of the final exam period for the term (or equivalent for sessions/shorter class dates)**. Individual colleges may impose more stringent deadlines if they choose. This date will be published in the Academic Calendar.
- Submitting grades on time prevents delays students may experience related to Enrollment processes, Transcript requests, Scholarships/Honors awards, Degree verifications by employers, Conferral of degrees, Financial Aid Satisfactory Academic Progress Calculation, Academic Standing Calculation, and mailing of diplomas.
- Given that the wide range of Graduate/Professional programs offered at the University have significantly less standardization in their instructional delivery models and practices, this policy allows campuses offering Graduate/Professional programs to use the 72 hours deadline or establish alternative grade submission deadlines for courses offered in these programs.

F-Repeat Policy
GUIDELINES: IMPLEMENTING UNIVERSITY POLICY REGARDING COMPUTING "F" IN THE GRADE POINT AVERAGE
Revised. 9/19/94

RESOLVED, When an undergraduate student receives the earned academic grade of "F" or an administrative failing grade, and that student subsequently retakes that course and receives a grade of "C" or better, the initial grade of "F" will no longer be computed into the Grade Point Average. The "F" will remain on the transcript. The number of failing credits that can be deleted from the Grade Point Average shall be limited to 16 for the duration of the student's undergraduate enrollment in the institutions of The City University of New York. This policy shall be effective September I, 1990, at all colleges of The City University of New York. (Policy approved by the Board of Trustees on April 23, 1990)

1.   This resolution is applicable only to grades of "F" and to those administrative grades that cause zero quality points to be averaged into the calculation of the cumulative Grade Point Average: WU, WF, U, FAB, FIN, and FPN. (For the purposes of these guidelines, "F" shall refer to earned failing grades and administrative failing grades.)

2.   This resolution limits to 16 the number of failing credits that may be deleted from the calculation of the cumulative Grade Point Average. All "F"s will remain on the student's transcript. Colleges may seek variances to this policy so long as they preserve the student's right, within a limited number of courses, to delete from the GPA a failing grade after retaking that course and receiving a better grade. Such variances shall be submitted as resolutions for the Special Actions section of the University Report.

   Resolutions seeking variances shall take the following form:

   RESOLVED, that the Board of Trustees of The City University of New York authorize [name of college] to adopt the following variance on the University F- Grade Policy, effective [date]:

   [Specify proposed variance.]

   EXPLANATION: [The explanation should be brief and should include the date of approval by the appropriate college governance body.]

3.   This resolution applies to grades of "C" or better received for courses retaken in the semester/quarter beginning September 1, 1990, and thereafter; such grades of "C" or better will replace grades of "F" earned at the same institution and previously calculated into the cumulative

   Grade Point Average. Students replacing grades of "F" earned before September I, 1984, must receive the approval of the appropriate faculty committee.

4.   A failing grade may not be partially deleted from the calculation of the cumulative Grade Point Average. Residual credits from the original limit of 16 may be applied to the deletion of credits of "F" from the computation of the cumulative Grade Point Average only if the residual credits are equivalent to (or exceed) the number of failing credits to be deleted for a specific course. (For example, if a student has used 14 credits of the 16-credit limit and subsequently earns a grade of

9

"C" or better to replace a failing grade in a 3-credit course, the original grade of "F" will continue to be calculated in the cumulative Grade Point Average; however, if that student subsequently earns a grade of "C" or better to replace a failing grade in a 2-credit course, the original grade of "F" may be deleted from the computation of the cumulative Grade Point Average.)

5. In order for a grade of "C" or better to replace a grade of "F" in the calculation of the cumulative Grade Point Average, repetition of the course must take place at the same college where the failing grade was originally received.

6. This resolution specified that the limit of 16 credits applies to the period of a student's enrollment at CUNY. Whether students remain at a single college or transfer from one CUNY college to another, no more than 16 credits of failing grades may be replaced in the calculation of their cumulative Grade Point Average. Should the 16-credit limit have been reached during the student's enrollment at one college, the student will not be permitted to replace failing credits in the Grade Point Average at the second college. Should· the student cease to enroll at a CUNY college and subsequently enroll at the same or another CUNY college (whether for the same or another degree), the number of failing credits replaced in the calculation· of the Grade Point Average during the previous enrollment should be subtracted from 16 in order to determine how many failing credits may be replaced during the subsequent enrollment.

7. If a student has received two or more "F"s for the same course and subsequently earns a "C" or better, the initial "F"s will, subject to the 16-credit limit, be deleted from the calculation of the cumulative Grade Point Average, and the total number of credits of "F" deleted will be charged against the 16-credit limit.

8. When a student, by choice, has taken a course on a pass/fail basis and earned an "F" for that course, the student must subsequently receive a grade within the range from "C" to "A" in order for the initial "F" to be deleted from the calculation of the cumulative Grade Point Average.

9. When course numbers or titles have changed in the period between the student's earning the initial "F" and repeating the course, but the content of the course remains the same, routine campus procedures should be followed for deleting the "F" from the calculation of the cumulative Grade Point Average. When course content has changed (as indicated in the Bulletin) in the period between earning the initial "F" and repeating the course, or when students have been permitted to substitute an equivalent course for the one originally failed, the declaration of course equivalency for the purpose of deleting the "F" from the calculation of the cumulative Grade Point Average will be at the discretion of the appropriate departmental or college committee.

10. The Grade Point Average calculated on the basis of this policy is to be used for the purposes of retention at and graduation from the College, as well as transfer within the University. When the calculation of a student's cumulative Grade Point Average is one of the factors that determine admission to and continuance in a major or concentration, the cumulative Grade Point Average used in departmental procedures should be consistent with the April 1990 Board Resolution. However, if admission to and continuance in a major are determined by the student's Grade Point Average in a limited subset of courses, that partial Grade Point Average may be calculated in whatever manner is specified by the program faculty.

11. This resolution is intended to effect the deletion of the first 16 failing credits calculated into the cumulative Grade Point Average once those courses have been retaken and passed with grades of "C" or better. For the deletion to take place, the student must be currently enrolled in the college where the grade of "F" was originally earned. Colleges should implement an effective procedure that deletes the failing grade from the calculation of the cumulative Grade Point Average once a

student receives a grade of "C" or better, provided that the 16-credit limit has not been exceeded. It is the responsibility of the student to petition the registrar if he or she does not wish the failing grade to be deleted from the cumulative Grade Point Average. Such a request may be made at any point from the time of second enrollment in the course provided that the student is enrolled in the college.

12.   Except as provided herein, the 1985 "Uniform Grading Symbols: Glossary and Guidelines" remains in effect.

13.   Colleges shall promulgate these guidelines in the Bulletin and in other appropriate publications.

14.   Nothing in this policy shall affect a college's freedom to limit or control access to courses for which enrollment demand exceeds places available.

15.   Students should be advised that State and Federal financial aid is not available for the repetition of courses for which students have already received any credit (a D or better). Thus, if a student repeats a course in which he or she originally received a D, the student must be enrolled in courses carrying at least 12 hours of credit in addition to the repeated course to qualify for financial aid as a full-time student. Similarly, credits received in repeated courses, which students have already passed, cannot be counted as credits attempted or completed under the pursuit and progress requirements for the State Tuition Assistance Program.

F-Repeat policy implementation for courses taken on ePermit

When CUNY Permit students withdraw completely from classes at both the host and home colleges if the PERM message course on the term record remains with no grade assigned the r2t4 process does not consistently recognize these students as completely withdrawn. CUNY Board of Trustees resolved that the grades earned for ePermit coursework shall appear on the student's academic transcript at the home college and be included in the calculation of the student's semester and overall grade point averages. This policy applies to all earned grades as well as to administrative designations. (BTM,2004,02-23,004, A) Therefore all grades A – Z must be recorded on the home college transcript. Furthermore, when a student has withdrawn from a host college course, either officially, unofficially, or administratively, the home college must record the W series grades assigned by the host college on the PERM message course in addition to the specific course equivalent recorded in other credits. W series grades include WD, WN, W, WU, WA administrative grades.

BUDGET & PLANNING
COMMITTEE REPORT

MEETING 11/7/2024

- Nine participants – 11 Members, 2 Guests
- Quorum achieved
- Agenda
  - Financial Report Update, Q1
  - FY 2024 Personnel Expenditures
- Next meeting is 2/6/2025

Financial Report Update, Q1

Financial Report Update

- Budget Updates for 2025, as of Q1

- Points of interest:
  - Expenditures increased from 136,433 to 141,228
  - PS Regular increased due to DC37 Agreement (98,701 to 101,146)
  - OTPS increased from 13,037 to 15,293
  - Shortfall of 4,925 to be covered by CUTRA reserves
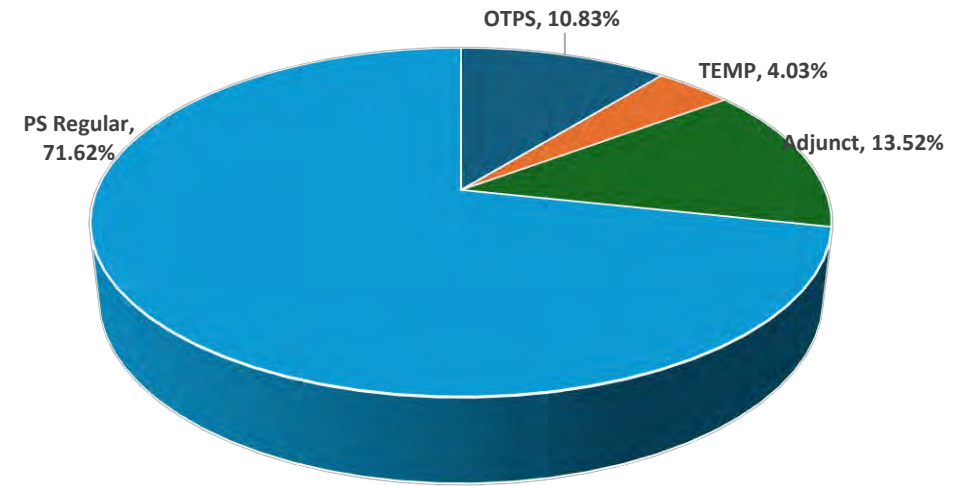
F i n a n c i a l   R e p o r t   U p d a t e

	FY2024 (A)	FY2025 (P)	Q1 Projection	$ Change	% Change
Campus based Allocation	$ 119,982	$ 122,029	$ 122,029		
Other	$ -	$ 10,818	$ 10,617		
Current Budget	$ 119,982	$ 132,847	$ 132,646	$ (201)	-0.15%
Tuition Collection Target	$ (797)	$ 3,587	$ 3,637	$ 50	1.39%
Total Campus Based Resources	**$ 119,185**	**$ 136,434**	**$ 136,283**	**$ (151)**	**-0.11%**
Expenditures					
Personnel Services	$ 92,139	$ 98,701	$ 101,146	$ 2,445	2.48%
Adjuncts	$ 18,894	$ 19,195	$ 19,092	$ (103)	-0.54%
Temporary Services	$ 4,618	$ 5,500	$ 5,697	$ 197	3.58%
OTPS	$ 11,088	$ 13,037	$ 15,293	$ 2,256	17.30%
Total Expenditures	**$ 126,739**	**$ 136,433**	**$ 141,228**	**$ 4,795**	**3.51%**
Over/Under	$ (7,554)	$ 1	$ (4,945)		
Other Reserves	**$ 15,950**	**$ 8,396**	**$ 8,396**		
CUTRA Reserves	**$ 23,754**	**$ 23,754**	**$ 23,754**		
Year-End Balance	**$ 32,150**	**$ 32,151**	**$ 27,205**	**$ (4,946)**	**-15.38%**

DC 37 bargaining payout, mandatory increases and filling fulltime positions.
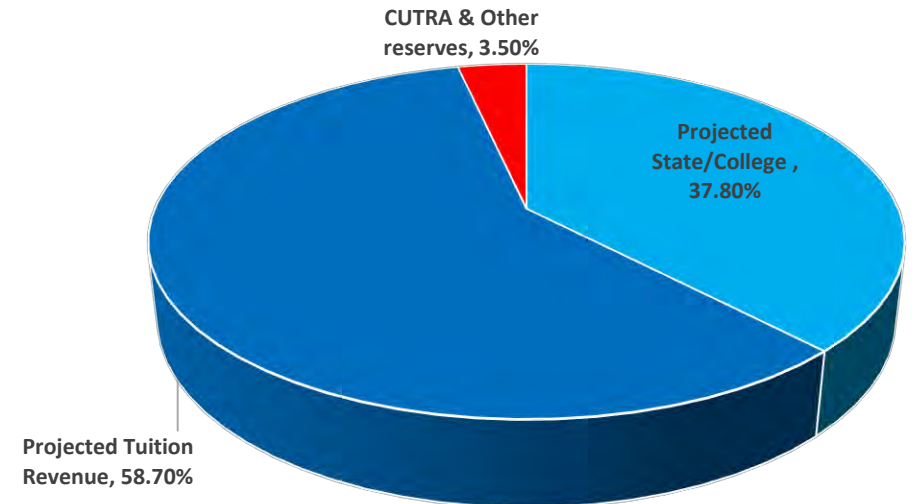
Mainly one-time strategic investments directly aligned with enrollment growth, student retention, and revenue generation.

Financial Report Update

	FY2024 (A)	FY2025 (P)	Q1 Projection	$ Change	% Change
Campus based Allocation	$ 119,982	$ 122,029	$ 122,029		
Other	$ -	$ 10,818	$ 10,617		
Current Budget	$ 119,982	$ 132,847	$ 132,646	$ (201)	-0.15%
Tuition Collection Target	$ (797)	$ 3,587	$ 3,637	$ 50	1.39%
Total Campus Based Resources	**$ 119,185**	**$ 136,434**	**$ 136,283**	**$ (151)**	**-0.11%**
Expenditures					
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Year-End Balance	**$ 32,150**	**$ 32,151**	**$ 27,205**	**$ (4,946)**	**-15.38%**

Campus Based Expenditures, 141.2 Million

- OTPS, 10.83%
- TEMP, 4.03%
- Adjunct, 13.52%
- PS Regular, 71.62%

Campus Based Resources, 141.2 Million

- CUTRA & Other reserves, 3.50%
- Projected State/College, 37.80%
- Projected Tuition Revenue, 58.70%

FY 2024 Personnel Expenditures

2024 Personnel Expenditures

- This report is in response of the September 26, 2024 inquiry by A. Nunez in regards to the PS Regular item
    1) Funds spent by division.
    2) Personnel funds spent between administration and full-time faculty
- Points of interest:
    - 48.20% and 51.80% personnel expenditures in those classified as teaching/non-teaching respectively.
    - 402 and 578 personnel headcounts in those classified as teaching/non-teaching respectively
    - Adjuncts were paid 146,606 teaching hours and 43,464 office hours

2 0 2 4   P e r s o n n e l   E x p e n d i t u r e s

	FY2024
Campus based Allocation	$ 119,982
Other	$ -
Current Budget	$ 119,982
Tuition Collection Target	$ (797)
Total Campus Based Resources	**$ 119,185**
Expenditures	
Personnel Services	$ 92,139
Adjuncts	$ 18,894
Temporary Services	$ 4,618
OTPS	$ 11,088
Total Expenditures	**$ 126,739**
Over/Under	$ (7,554)
Other Reserves	**$ 15,950**
CUTRA Reserves	**$ 23,754**
Year-End Balance	**$ 32,150**

"Personnel funds spent between administration and full-time faculty"

Expenditure	Category	%
$ 44,410	Teaching	48.20%
$ 47,729	Non-Teaching	51.80%

Headcount	Category	%
402	Teaching	44.18%
578	Non-Teaching	55.82%

Hours	Category	%
146,606	Teaching	77.13%
43,464	Office Hours	22.87%

2024 Personnel Expenditures
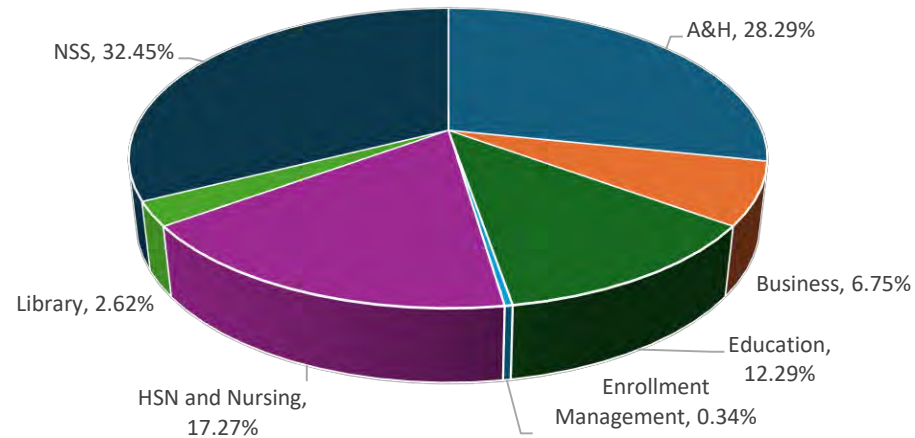
"Funds spent by division"

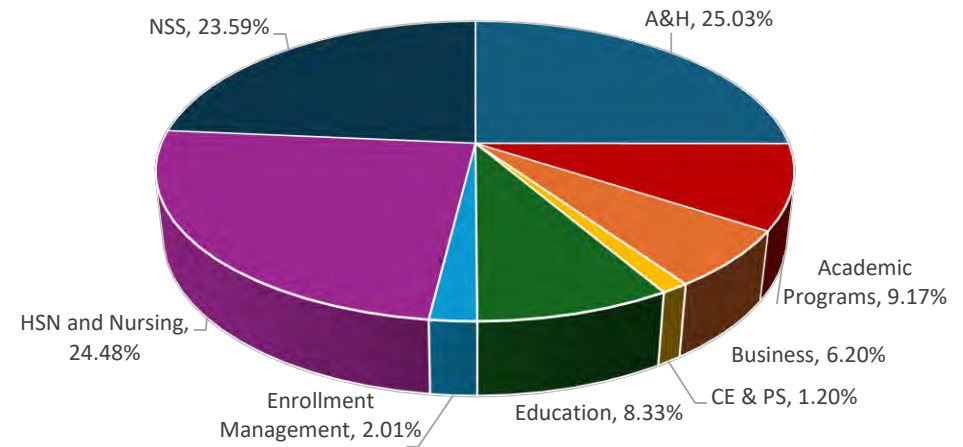### Expenditures by Division, Teaching Personnel, Full Time

School/Division	FTE	%	Amount	%
A&H	115	28.61%	$ 12,565.00	28.29%
Business	27	6.72%	$ 2,996.00	6.75%
Education	49	12.19%	$ 5,456.00	12.29%
Enrollment Management	1	0.25%	$ 150.00	0.34%
HSN and Nursing	76	18.91%	$ 7,670.00	17.27%
Library	12	2.99%	$ 1,164.00	2.62%
NSS	122	30.35%	$ 14,409.00	32.45%
Total	**402**	**100.00%**	**$ 44,410.00**	**100.00%**

Expenditures by Division, Teaching Personnel, Adjuncts

School/Division	Hours Paid	%	Amount	%
A&H	47,549	25.02%	$ 4,667.00	25.03%
Academic Programs	17,278	9.09%	$ 1,709.00	9.17%
Business	11,449	6.02%	$ 1,156.00	6.20%
CE & PS	2,340	1.23%	$ 223.00	1.20%
Education	16,121	8.48%	$ 1,554.00	8.33%
Enrollment Management	3,970	2.09%	$ 375.00	2.01%
HSN and Nursing	46,770	24.61%	$ 4,564.00	24.48%
NSS	44,593	23.46%	$ 4,398.00	23.59%
Total	**190,070**	**100.00%**	**$ 18,646.00**	**100.00%**

Expenditures by Division

- NSS, 32.45%
- A&H, 28.29%
- Business, 6.75%
- Education, 12.29%
- Enrollment Management, 0.34%
- HSN and Nursing, 17.27%
- Library, 2.62%

Expenditures by Division

- NSS, 23.59%
- A&H, 25.03%
- Academic Programs, 9.17%
- Business, 6.20%
- CE & PS, 1.20%
- Education, 8.33%
- Enrollment Management, 2.01%
- HSN and Nursing, 24.48%

2 0 2 4   P e r s o n n e l   E x p e n d i t u r e s

"Funds spent by division"

Expenditures

	A&H	Business	Education	HSN&N	NSS	CE&PS	Library	Acad. Prog.	Provost	Enroll. Mgmt.	Stud. Aff.	Inst. Adv.	IT	President	Gen. Adm.	Facilities	Safety	Bus. Off.	Totals
Expenditures																			
Teaching	$12,565	$2,996	$5,456	$7,670	$14,409	$-	$1,164	$-	$-	$150	$-	$-	$-	$-	$-	$-	$-	$-	**$44,410**
Non-Teaching	$430	$592	$1,429	$2,082	$2,584	$658	$683	$752	$1,918	$9,989	$3,199	$870	$4,590	$2,006	$2,532	$8,523	$2,270	$2,622	**$47,729**
Head Count																			
Teaching	115	27	49	76	122	0	12	0	0	1	0	0	0	0	0	0	0	0	**402**
Non-Teaching	20	5	18	27	46	6	11	5	21	120	32	7	47	16	27	105	32	33	**578**

2024 Personnel Expenditures

"Funds spent by division"

Head Count

■ Teaching ■ Non-Teaching

Expenditures																	
	A&H	Business	Education	HSN&N	NSS	CE&PS	Library	Acad. Prog.	Provost	Enroll. Mgmt.	Stud. Aff.	Inst. Adv.	IT	President	Gen. Adm.	Facilities	Safety	Bus. Off.	Totals
Teaching	$12,565	$ 2,996	$ 5,456	$ 7,670	$ 14,409	$ -	$ 1,164	$ -	$ -	$ 150	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	**$ 44,410**
Non-Teaching	$430	$ 592	$ 1,429	$ 2,082	$ 2,584	$ 658	$ 683	$ 752	$ 1,918	$ 9,989	$ 3,199	$ 870	$ 4,590	$ 2,006	$ 2,532	$ 8,523	$ 2,270	$ 2,622	**$ 47,729**
Head Count																		
Teaching	115	27	49	76	122	0	12	0	0	1	0	0	0	0	0	0	0	0	**402**
Non-Teaching	20	5	18	27	46	6	11	5	21	120	32	7	47	16	27	105	32	33	**578**

MEETING 11/07/2024

- Next meeting is 02/06/2025 for a budget report. 3:00 PM, Shuster Hall 336
  - Agenda to be determined.

For any further questions or inquiries: alexander.nuneztorres@lehman.cuny.edu

LEHMAN COLLEGE
FY 2024 PERSONNEL EXPENDITURES

BUDGET AND LONG RANGE PLANNING COMMITTEE – NOVEMBER 7, 2024

FY 2024 YEAR-END FINANCIAL REPORT (000'S)

	FY24 Year-End Actuals
Current Budget	119,982
Tuition Revenue Above Target	(797)
Total Campus Based Resources	119,185
PS Regular	92,139
Adjuncts	18,894
Temporary Services	4,618
OTPS	11,088
*Total Campus Based Expenditures	126,739
Balance ($000)	(7,554)
Other Reserves	15,950
Prior Year CUTRA and Reserve Balance	23,754
Projected Year-End Balance ($000)	32,150

*as of FY2024 Year-End Financial Report; excludes Centrally Managed Funds

Campus Based Resources
$126.7 million

CUTRA & Reserves 7,554 6.0%
State/College 40,439 31.9%
Tuition Revenue 78,746 62.1%
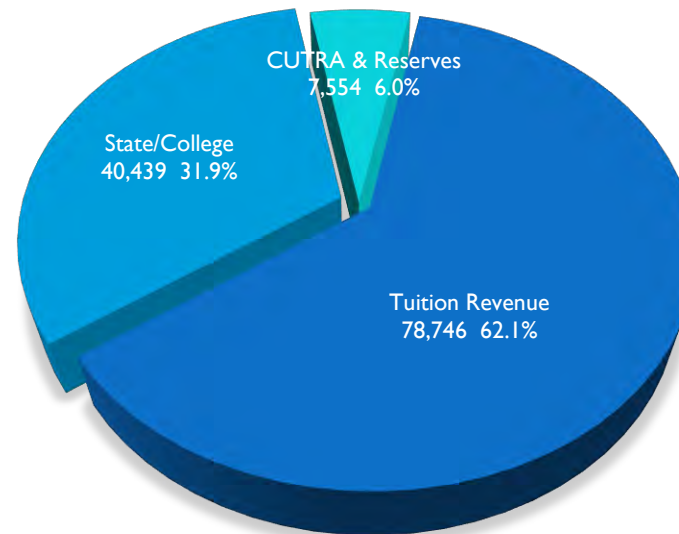
Campus Based Expenditures
$126.7 million
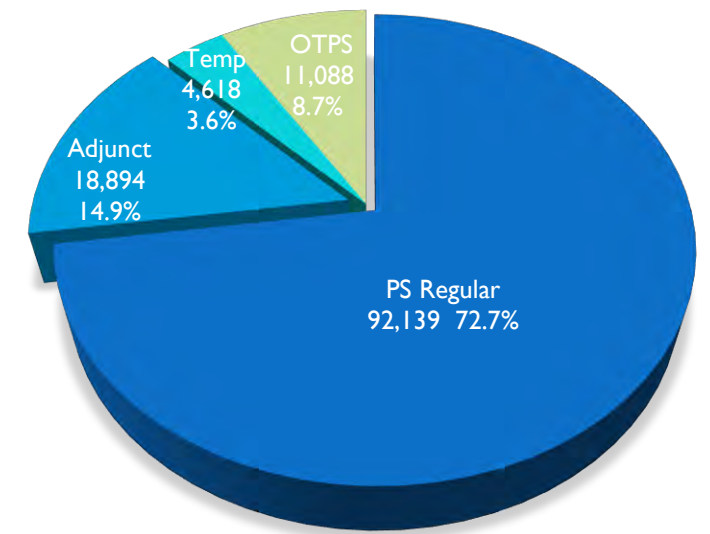
Temp 4,618 3.6%
OTPS 11,088 8.7%
Adjunct 18,894 14.9%
PS Regular 92,139 72.7%

FY 2024 YEAR-END FINANCIAL REPORT
FULL-TIME FACULTY HCOUNT
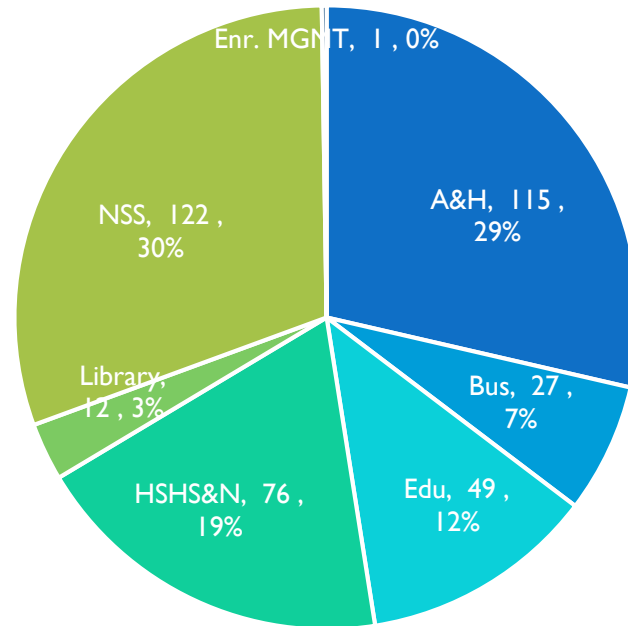
School/Division	FTE	%
A&H	115	29%
Bus	27	7%
Edu	49	12%
HSHS&N	76	19%
Library	12	3%
NSS	122	30%
Enr. MGMT	1	0%
Total	**402**	**1%**

Data as of Year-End; includes inactive faculty

FY 2024 YEAR-END FINANCIAL REPORT
FULL-TIME <u>FACULTY</u> ACTUAL EXPENDITURES (000'S)
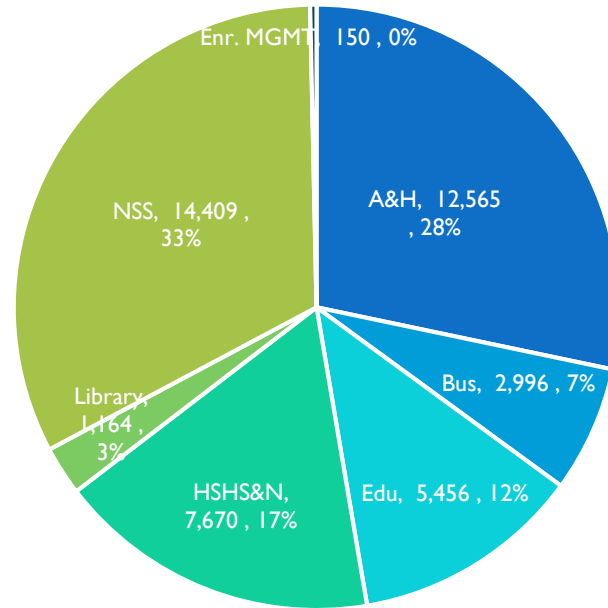
School/Division	Amount	%
A&H	12,565	28%
Bus	2,996	7%
Edu	5,456	12%
HSHS&N	7,670	17%
Library	1,164	3%
NSS	14,409	32%
Enr. MGMT	150	0%
Total	**44,410**	**100%**

Data as of Year-End; includes inactive faculty

LEHMAN COLLEGE

FY 2024 YEAR-END FINANCIAL REPORT
PS REGULAR ACTUAL EXPENDITURES (000'S)

$92.1 million

	A&H	Bus	Edu	HSHS&N	NSS	CE&PS	Library	Acad. Prgs	Provost	Enr. MGMT	Stu. Aff.	Inst. Adv.	IT	President	Gen. Admin	Facilities	Safety	Bus. Off.	Grand Total
Teaching	12,565	2,996	5,456	7,670	14,409	0	1,164	0	0	150	0	0	0	0	0	0	0	0	44,410
Non-Teaching	430	592	1,429	2,082	2,584	658	683	752	1,918	9,988	3,199	870	4,590	2,006	2,532	8,523	2,270	2,622	47,729

LEHMAN COLLEGE
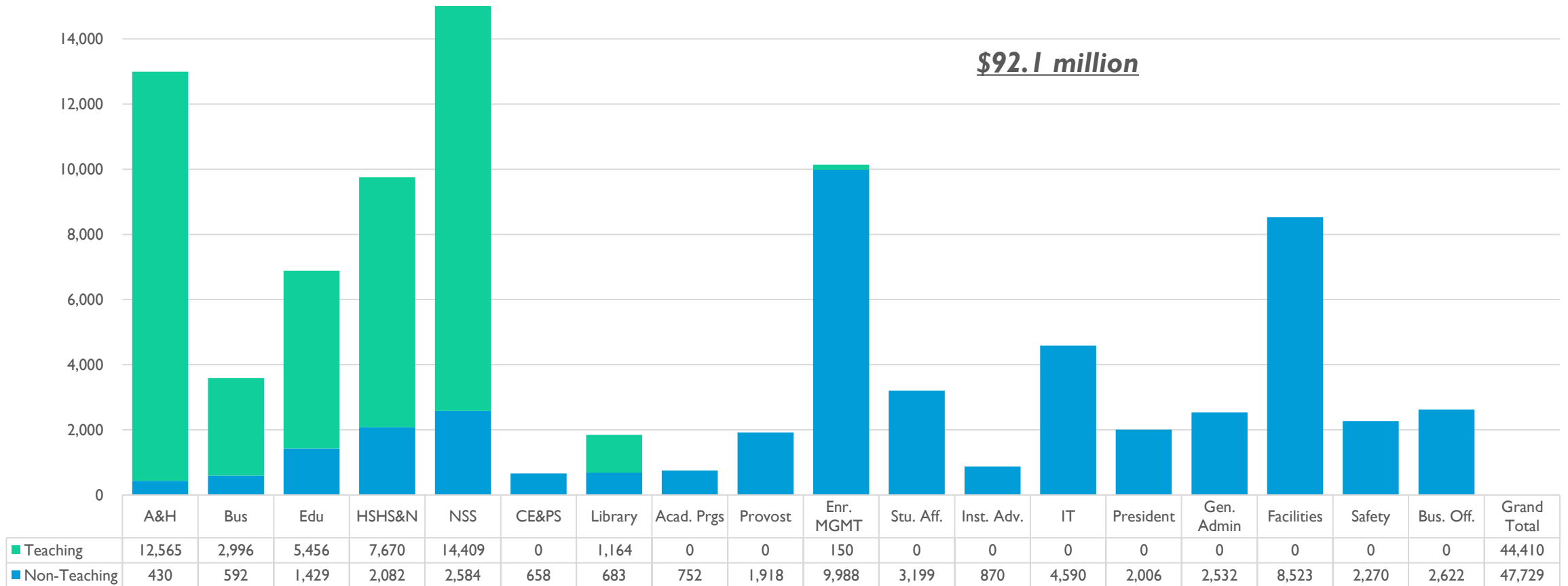
FY 2024 YEAR-END FINANCIAL REPORT
PS REGULAR TOTAL HCOUNT

980 FTE

	A&H	Bus	Edu	HSHS&N	NSS	CE&PS	Library	Acad. Prgs	Provost	Enr. MGMT	Stu. Aff.	Inst. Adv.	IT	President	Gen. Admin	Facilities	Safety	Bus. Off.	Grand Total
Teaching	115	27	49	76	122	0	12	0	0	1	0	0	0	0	0	0	0	0	402
Non-Teaching	20	5	18	27	46	6	11	5	21	120	32	7	47	16	27	105	32	33	578

LEHMAN COLLEGE
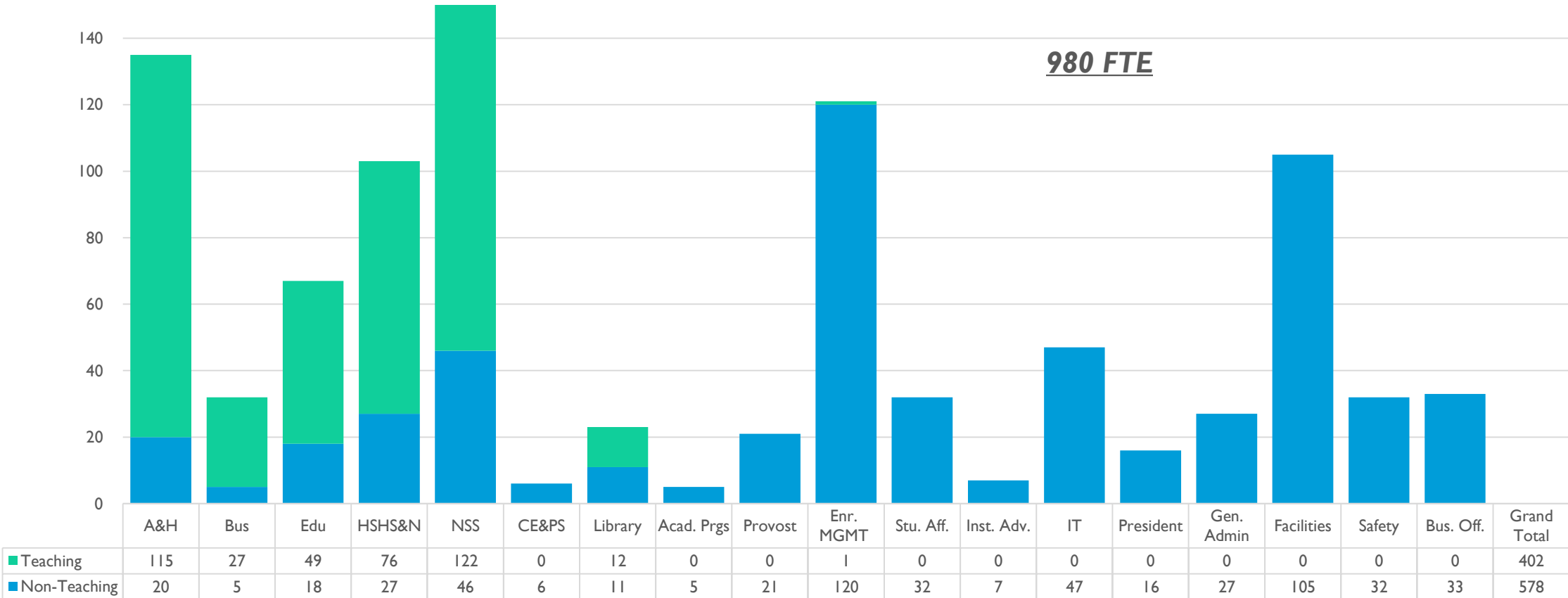
SCHOOLS/DIVISIONS & DEPARTMENT STRUCTURE

A&H
AFRICANA STUDIES
ART
CUNY INSTITUTE OF MEXICAN STUDIES
DEAN OFFICE A & H
ENGLISH
HISTORY
JOURNALISM AND MEDIA STUDIES
LA&L STUDIES
LANGUAGES AND LITERATURES
MUSIC, MULTIMEDIA, THEATRE AND DANCE
PHILOSOPHY

Bus
ACCOUNTING (ACADEMIC)
FINANCE, INFORMATION SYSTEMS & ECONOMICS
MGMT & BUS INNOVATION
SCHOOL OF BUSINESS

Edu
COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION
DEAN OF EDUCATION
ECCE
INSTITUTE FOR LITERACY STUDIES
MIDDLE AND HIGH SCHOOL ED
NYCMT - Teacher Academy

HSHS&N
CUNY INSTITUTE FOR HEALTH EQUITY
EXERCISE SCIENCES & RECREATION
HEALTH EQUITY, ADM. & TECH
HEALTH PROMOTION & NUTRITION
NURSING
SCHOOL OF HEALTH SCIENCES HUMAN SERVICES & NURSING
SOCIAL WORK
SPEECH LANGUAGE HEARING SCI.

NSS
ANTHROPOLOGY
BIOLOGY
CHEMISTRY
COMPUTER SCIENCE
DEAN NATL & SOC. SCI.
ENVIRONMENTAL, GEOGRAPHIC & GEOLOGICAL SCIENCES
MATHEMATICS
PHYSICS AND ASTRONOMY
POLITICAL SCIENCE
PSYCHOLOGY
SOCIOLOGY

CE&PS
IBAP
SBDC

Library
LIBRARY

Acad. Prgs
ACADEMIC PROGRAMS
HONOR COLLEGE PROGRAM

Provost
INSTITUTIONAL RESEARCH, PLANNING AND ASSESSMENT
INTERNATIONAL PROGRAMS AND COMMUNITY ENGAGEMENT
OFFICE OF ONLINE EDUCATION
OFFICE OF THE PROVOST

Enr. MGMT
ACADEMIC ADVISEMENT
ACADEMIC STANDARDS AND EVAL.
ACE (ACCELERATE, COMPLETE, AND ENGAGE)
ADMISSION SERVICES
ADVISEMENT & TRANSFER CENTER
COLLEGE NOW
ENROLLMENT MANAGEMENT
ENROLLMENT RESEARCH AND PROCESSES
FINANCIAL AID OFFICE
GRADUATE OFFICE
ISSP
REGISTRAR
SEEK
STUDENT RETENTION
TESTING OFFICE

Stu. Aff.
APEX TAX LEVY
CAMPUS LIFE / STUDENT ACTIVITIES
CAREER SERVICES OFFICE
COUNSELING CENTER
SERVICE FOR THE DISABLED
URBAN MALE LEADERSHIP PROGRAM(UMLP)
VETERAN SERVICES
VP OFFICE STUDENT AFFAIRS

Inst. Adv.
ART GALLERY
INSTITUTIONAL ADVANCEMENT

IT
ACADEMIC COMPUTING
INFORMATION TECHNOLOGY RESOURCES
MULTI-MEDIA CENTER
TECHNOLOGY FEE
TELECOMMUNICATIONS

President
MEDIA RELATIONS
OFFICE OF THE PRESIDENT

Gen. Admin
ENVIRONMENTAL SERVICES
HUMAN RESOURCES
LOVINGER THEATER
PERFORMING ARTS CENTER
VP FINANCE AND ADMIN.

Facilities
BUILDINGS & GROUNDS
CAMPUS FACILITIES

Safety
PUBLIC SAFETY & SEC.

Bu. Off.
ACCOUNTING
ACCOUNTS PAYABLE
BUDGET OFFICE
BURSAR
BUSINESS OFFICE
CENTRAL STORES
DUPLICATING
MAILROOM
PROPERTY MANAGEMENT
PURCHASING

FY 2024 YEAR-END FINANCIAL REPORT ADJUNCT PAYMENTS (000'S)

	A&H	Bus	Edu	NSS	Enr. MGMT	CE&PS	HSHS&N	Acad. Prgs	Grand Total
Amount	4,667	1,156	1,544	4,398	375	223	4,564	1,709	18,635
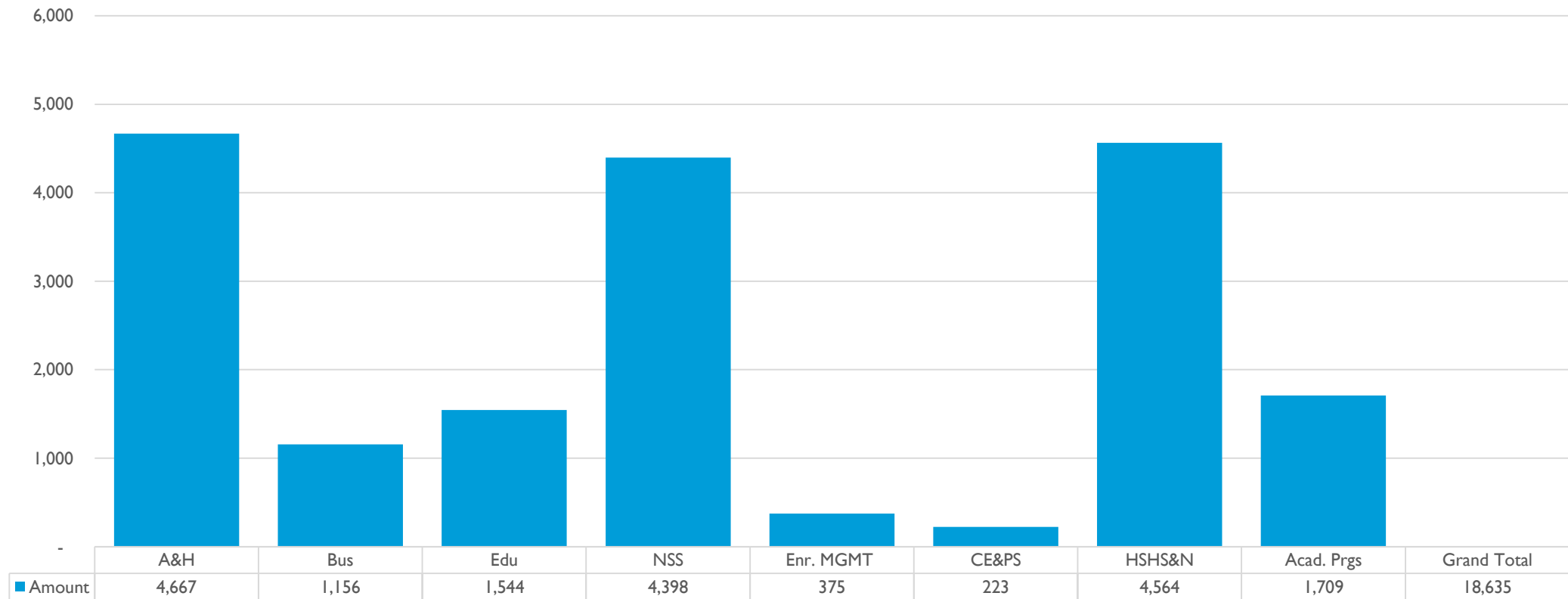
Data source: Lehman's ProcessMaker Database for FY24; Difference from actuals $259k

FY 2024 YEAR-END FINANCIAL REPORT
ADJUNCT HOURS (PAID)
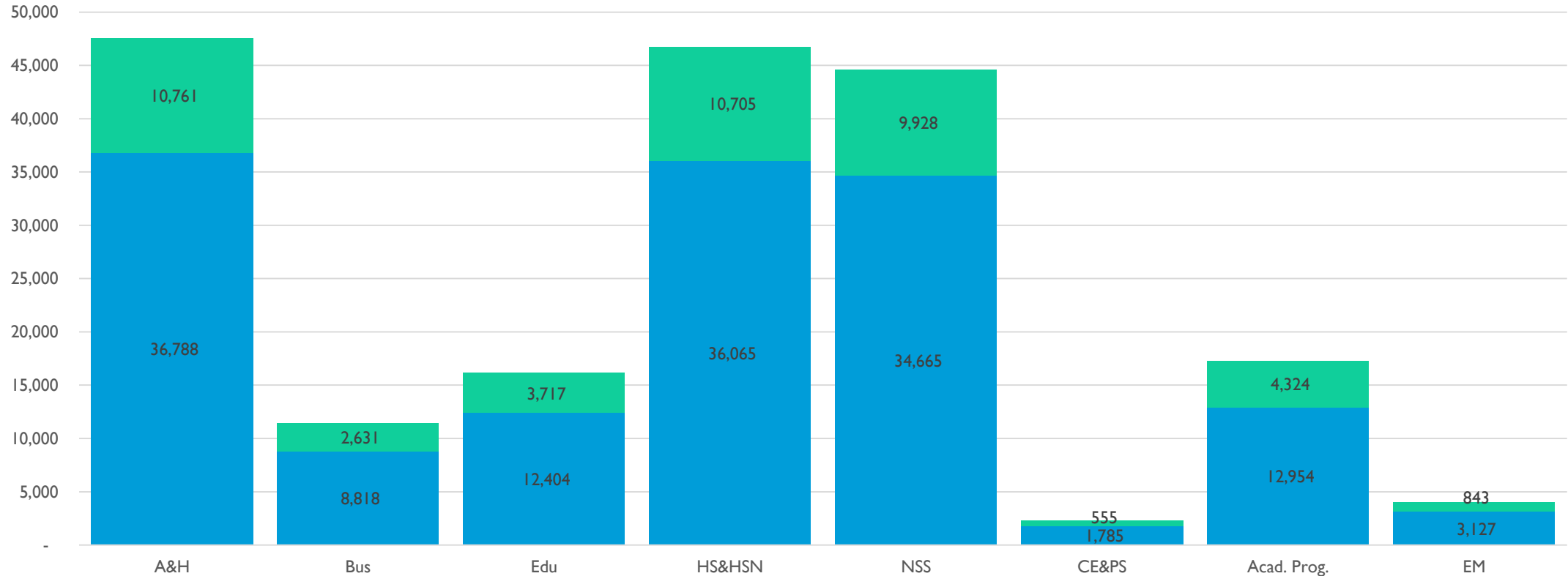
	A&H	Bus	Edu	HS&HSN	NSS	CE&PS	Acad. Prog.	EM	Grand Total
Teaching Hours	36,788	8,818	12,404	36,065	34,665	1,785	12,954	3,127	**146,606**
Office Hours	10,761	2,631	3,717	10,705	9,928	555	4,324	843	**43,464**
Total	**47,549**	**11,449**	**16,121**	**46,770**	**44,593**	**2,340**	**17,278**	**3,970**	**190,070**

*Data source: Lehman's ProcessMaker Database for FY24

QUESTIONS & ANSWERS

Questions after this meeting?
Bethania Ortega, AVP of Budget, Finance and Business Operations
email: bethania.Ortega@lehman.cuny.edu
MS Teams: bethania.ortega36 and or Tel.718-960-8819

LEHMAN
COLLEGE

LEHMAN COLLEGE
FY 2025 FINANCIAL PLAN UPDATE - *Q1*

BUDGET AND LONG RANGE PLANNING COMMITTEE – NOVEMBER 7, 2024

	FY24 Year-End Actuals	FY25 Fin Plan	Q1 Projection	Latest Quarter vs Prior Year Actuals [$]	Latest Quarter vs Prior Year Actuals [%]	Latest Quarter vs Fin Plan [$]	Latest Quarter vs Fin Plan [%]
Campus based Allocation	119,982	122,029	122,029	2,047	2%	-	0%
Other	-	10,818	10,617	10,617		(201)	-2%
Current Budget	119,982	132,847	132,646	12,664	11%	(201)	-0%
Tuition Revenue Above Target	(797)	3,587	3,637	4,434	-556%	50	1%
Total Campus Based Resources	119,185	136,434	136,283	17,098	14%	(151)	-0%
				-		-	
PS Regular	92,139	98,701	101,146	9,007	10%	2,445	2%
Adjuncts	18,894	19,195	19,092	198	1%	(103)	-1%
Temporary Services	4,618	5,500	5,697	1,079	23%	197	4%
OTPS	11,088	13,037	15,293	4,205	38%	2,256	17%
*Total Campus Based Expenditures	126,739	136,433	141,228	14,489	11%	4,795	4%
				-		-	
Balance ($000)	(7,554)	1	(4,945)	2,609	-35%	(4,946)	-494600%
				-		-	
Other Reserves	15,950	8,396	8,396	(7,554)	-47%	-	0%
				-		-	
Prior Year CUTRA and Reserve Balance	23,754	23,754	23,754	-	0%	(0)	-0%
				-		-	
Projected Year-End Balance ($000)	32,150	32,151	27,205	(4,945)	-15%	(4,946)	-15%

Source: Preliminary Draft FY2024 First Quarter Financial Update Report

FY 2025 FINANCIAL PLAN UPDATE

FIRST QUARTER (000'S)

FY 2025 FINANCIAL PLAN UPDATE: FIRST QUARTER (000'S)

Campus Based Resources
$141.2 million

- CUTRA & Other Reserves 3.5%
- Projected State/College 37.8%
- Projected Tuition Revenue 58.7%

Campus Based Expenditures
$141.2 million

- OTPS 15,293 10.8%
- Temp 5,697 4.0%
- Adjunct 19,092 13.5%
- PS Regular 101,146 71.6%
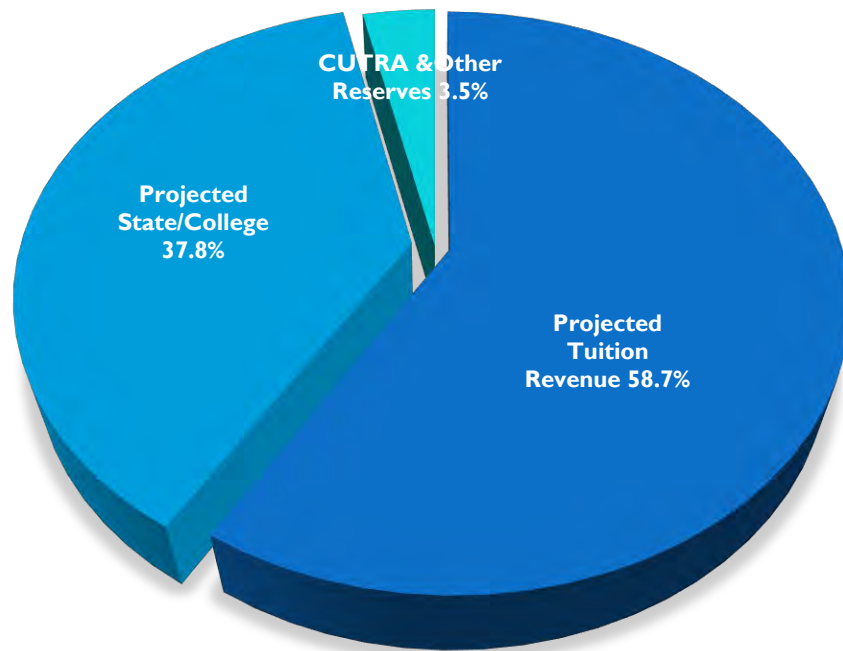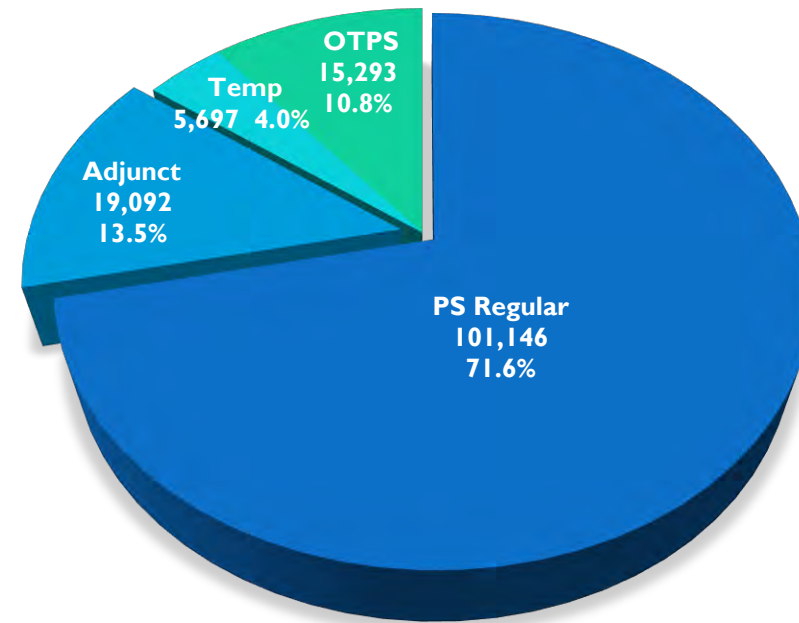
*as of FY2025 Financial Report; excludes Centrally Managed Funds

FY 2025 CUNY OPERATING TAX LEVY BUDGET (000'S)

	FY2024 Base Budget	FY2025 Revenue Target Adjustment	Base Budget Adjustments	FY2025 Base Budget	Additional State Operating Support: initially appropriated in FY2024	FY2025 Additional State Operating Support	FY2025 State Program Funding	TAP Waiver Adjustment	DC37 & Affiliates Collective Bargaining: Retro and Bonus**	DC37 & Affiliates Collective Bargaining: FY24 and FY25 Wage Increases**	Initial Tax-Levy Allocation	Projected Allocations Outside Operating Budget	Total Projected Tax-Levy Operating Budget
Baruch College	160,112	(181)	557	160,487	2,488	4,674	-	5,655	2,853	3,653	179,810	101,973	281,784
Brooklyn College	124,371	196	1,828	126,395	1,681	3,157	-	3,655	2,916	4,179	141,984	85,988	227,972
City College*	172,929	5,090	974	178,994	1,871	3,515	5,500	4,652	3,608	4,894	203,034	119,943	322,977
Hunter College	195,915	213	1,742	197,869	2,816	5,288	-	6,028	2,478	3,730	218,210	122,018	340,228
John Jay College	113,056	(1,125)	929	112,861	1,708	3,208	-	4,388	3,784	5,552	131,501	84,204	215,705
Lehman College	107,323	(283)	629	107,670	1,471	2,764	835	3,817	2,249	3,223	122,029	72,951	194,980
Medgar Evers College	40,544	348	355	41,246	445	836	1,020	1,084	2,356	3,237	50,225	33,385	83,610
NYC College of Technology	88,997	4,475	297	93,769	1,633	3,067	-	3,864	1,099	1,518	104,950	73,715	178,665
Queens College	133,019	(756)	858	133,122	2,002	3,761	350	3,775	1,864	2,606	147,480	93,037	240,517
College of Staten Island	87,846	4,346	1,029	93,221	-	2,638	-	2,678	2,718	3,868	105,123	67,429	172,552
York College	48,873	(1,840)	324	47,357	-	1,239	-	1,336	1,625	2,368	53,925	39,131	93,055
Graduate Center	139,840	(209)	449	140,080	379	712	750		983	1,529	144,432	68,838	213,271
CUNY School of Law	23,660	(264)	-	23,397	115	217	1,350		273	412	25,764	16,931	42,695
School of Journalism	8,746	(215)	-	8,531	33	62	-		128	197	8,951	9,461	18,412
School of Professional Studies	26,347	2,154	-	28,501	337	634	-	464	311	436	30,684	19,452	50,135
School of Public Health	16,605	281	250	17,136	92	174	500		219	310	18,431	12,441	30,872
School of Labor and Urban Studies	7,679	101	-	7,781	29	54	250		86	121	8,320	8,813	17,134
College Total	1,495,863	12,333	10,220	1,518,417	17,100	36,000	10,555	41,396	29,551	41,835	1,694,854	1,029,709	2,724,563

Lehman's projected Tax Levy Resources $194.980 million; Source: FY2025 Operating Allocation;
Lehman represents about 7% of CUNY's total Operating Budget for Senior Colleges and Professional Schools

LEHMAN COLLEGE

TUITION REVENUE COLLECTIONS TRENDS
($000)

	FY2023	F23	SP24	Summ	FY2024	F24	SP25	Subtotal	Summ	FY2025
Gross Revenue	88,871	39,660	39,996	8,677	88,333	41,183	40,783	81,966	8,643	90,608
Less Waivers	(6,345)	(3,300)	(3,350)	(161)	(6,811)	(3,097)	(3,431)	(6,528)	(264)	(6,792)
Fees	260	153	110	8	270	161	112	273	12	285
Net Revenue (billable)	82,786	36,513	36,756	8,523	81,792	38,247	37,464	75,710	8,391	84,101
Revenue Collections	**72,258**	**33,703**	**32,994**	**7,282**	**73,979**	**35,302**	**33,627**	**68,929**	**7,887**	**76,816**
Collection Rate (net revenue)	*87.3%*	*92.3%*	*89.8%*	*85.4%*	*90.4%*	*92.3%*	*89.8%*	*91.0%*	*94.0%*	*91.3%*
Prior-Year Cash Collections	$6,947				$4,767					$6,429
Total Cash Collections (Actual + Prior Year)	**79,205**				**78,746**					**83,245**
Tuition Revenue Target	**86,160**				**79,543**					**79,260**
Revised Actual Collections vs Revenue Target	**(6,955)**				**(797)**					**3,985**

*Actuals as of the FY2024 Year-End Financial Report; FY2025 as of September 30, 2024

LEHMAN COLLEGE

QUESTIONS & ANSWERS

Questions after this meeting?
Bethania Ortega, AVP of Budget, Finance and Business Operations
email: bethania.Ortega@lehman.cuny.edu
MS Teams: bethania.ortega36 and or Tel.718-960-8819

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Governance Committee Report
December 4th, 2024

1. Update On Committee Blurbs For Senate Website
   a. Governance Committee Prepared Draft Descriptions
   b. Committee Chairs Emailed
   c. Committees Discuss and Approve By End of Fall Term

2. Discussion: Curriculum Changes Impacting Multiple Departments
   a. Issue Has Come Up Many Times In The Senate
   b. Generally, The System Works
   c. Even When Things Are Done "Right," Sometimes Still An Issue
   d. Everyone Can Be More Informed By Reading Materials

3. Student Protest Letter
   a. General Discussion Of Letter (See Materials Attached) and Freedom of Speech Issue
   b. Number of Different Concerns Spanning Purview of Several Senate Committee: Governance, EIAAR, Academic Freedom, Campus Life & Facilities, etc.
   c. Formed Subcommittee For Further Discussion (See Attached)

4. Next Governance Committee Meeting, Monday December 16th at 1pm via Zoom.

Date: October 21, 2024

To: Fernando Delgado, Lehman College President
      Jorge Silva-Puras, Provost and Senior Vice President for Academic Affairs and Student Success
      Jermaine A. Wright, Vice President for Student Affairs
      Conrad Walker, Assistant Vice President for Student Affairs and Dean of Students

Cc: Rene Rotolo, Vice President for Administration and Finance/Chief Financial Officer
      Fausto Ramirez, Director, Public Safety
      Gregory Nigri, Deputy Director, Public Safety
      Maritza Rivera, Director for the Office of Compliance and Diversity
      Joseph Fera, Chair, Lehman College Senate
      David Manier, Chair, Senate Academic Freedom Committee
      Takiyah Ali, Co-chair, Senate Committee On Equity, Inclusion, Accessibility & Anti-Racism
      Kadiatou Diallo, President, Student Government Association (S.G.A.)
      Tanya L. Brodie Howe, Communications Officer, Student Government Association (S.G.A.)
      Reem Ockeh, Primary Contact, Students for Justice in Palestine
      Shahidul Islam, Primary Contact, Muslim Students Association
      Tina Nguyen, Student Government Association's Student Legislative Assembly
      James Davis, President, Professional Staff Congress (PSC)
      Anthony C. Alessandrini, Chair, PSC Academic Freedom Committee
      Ari Paul, editor, *Clarion*

From: Executive Committee of the PSC Lehman chapter, Diane Auslander, chair

Subject: Stop Repressing Student Speech at Lehman College NOW

As Lehman faculty and staff, we are outraged that on Monday, Oct 7, Lehman College executives threatened, intimidated, and surveilled Lehman students who walked out from classes on a day of mourning to protest a mass slaughter in Gaza and Lebanon that is considered a plausible case of genocide by the International Court of Justice. The students' peaceful gathering was interrupted by Lehman College Student Affairs officials Dr. Jermaine Wright and Dr. Conrad Walker, one of whom filmed/photographed students without their consent and threatened them with disciplinary action. This is unacceptable. Students were exercising their First Amendment right to freedom of speech and assembly, acting in accordance with Lehman's own freedom of speech policy, and they in no way violated the Henderson Rules. Lehman executives do not have the right to overrule the U.S Constitution.

Such disrespectful and discriminatory treatment of students is even more inappropriate at the hands of executives from the Division of Student Affairs, whose mission is to "work with

students . . . in an atmosphere characterized by respect, sensitivity and compassion" and "to promote a civil campus climate that fosters an understanding of, and respect for, diverse groups." The actions on Oct. 7 of the VP for Student Affairs and the Dean of Students contravene both the ACPA and NASPA codes of ethics. The role of Student Affairs professionals is to support student development, not to threaten, discipline, and surveil students or curtail their rights to free speech and freedom of assembly. We expect immediate action from Lehman College management – up to suspension or resignation of the officials who violated students' rights – to restore student, faculty, and staff confidence in the leadership of that Division.

Our position is clear. We firmly oppose any action by Lehman College management that violates the civil liberties of any and all members of our intellectual community. We also firmly oppose any action that endangers academic freedom. The point of academic scholarship is inquiry unbounded by ideological concerns. We should not be afraid to do our jobs. Students should not be attacked for gathering and speaking on matters that are important to them. The university should foster a safe work environment for all its members and not target any specific group based on religion, ethnicity/race, nationality, or political positions.

Regarding the intimidation and surveillance incident on October 7, 2024, we demand that all photographs and videos of students made on an executive's phone/camera be immediately destroyed, including any copies uploaded to other databases. We further demand that College management promptly issue an apology to the students who were harmed and to the entire community. **Students have a constitutional right to exercise freedom of expression in ALL public universities**. **The First Amendment protects the right of students to engage in peaceful marches, protests, picketing, boycotts, and other forms of expression.** Students should be treated with respect and dignity and their views should be valued. They were not treated with respect.

To help the campus move forward after this incident of intimidation undermining students' freedoms, we claim our right as union representatives to an urgent meeting with management (including executives from Student Affairs and Public Safety) about this issue. At that meeting, we expect to be provided with data on the number of applications for protests or events that have been submitted by students or faculty and the number that have been approved or denied, with particulars about any denials. Meanwhile, we question the need for any management meeting with students unless the students themselves request a meeting.

Finally, we strongly urge the Lehman College executive team to not participate in the new wave of McCarthyism—which started with demands for resignations of university presidents last spring—and to make every effort to shield our campus from a culture of intimidation, censorship, and fear.

In the hope of cooperation and dialogue on this issue, we are

Yours sincerely,

The Executive Committee of the Lehman campus chapter of PSCCUNY

Diane Auslander, Chapter Chair

CUNY Henderson Rules

Rules & Regulations for the Maintenance of Public Order Pursuant to Article 129-A of the Educational Law (Henderson Rules & Approved Sanctions)

The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedom: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can nourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the Board of Higher Education.

With respect to enforcement of these rules and regulations we note that the Bylaws of the Board of Higher Education provide that:

"THE PRESIDENT. The president, with respect to his education unit, shall:

1. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction;
2. Be the advisor and executive agent of the Board and of his respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the Bylaws, resolutions, and policies of the Board, the lawful resolutions of the several faculties;
3. Exercise general superintendence over the concerns, officers, employees, and students of his educational unit."

Rules

1. A member of the academic community shall not intentionally obstruct and /or forcibly prevent others from the exercise of their rights. Nor shall he interfere with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

2. Individuals are liable for failure to comply with lawful directions issued by their representatives of the University/college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.

3. Unauthorized occupancy of University/college facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation, and use of University/college equipment and/or supplies.

4. Theft from or damage to University/college premises of property, or theft of or damage to property of any person on University/college premises is prohibited.

5. Each member of the academic community or an invited guest has the right to advocate his position without having to fear abuse, physical, verbal, or otherwise, from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrated against, or spectators.

6. Actions may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of the rights or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

7. Disorderly or indecent conduct on University/college-owned or controlled property is prohibited.

8. No individual shall have in his possession a rifle, shotgun, or firearm or knowingly have in his possession any other dangerous instruments or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college without the written authorization of such educational institution. Nor shall any individual have in his possession any other instrument or material which can be used and is intended to inflict bodily harm on any individual or damage upon a building or the grounds of the University/college.

9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation or affiliation with any organization is prohibited.

10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University students or employees on University/college activities is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than (5) days after such conviction.

11. The unlawful possession, use or distribution of alcohol by students or employees on University/college premises or as part of any University/college activities is prohibited.

Penalties

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsions, ejection, and/or arrest by the civil authorities.

2. Any tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of The City University of New York or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and, for engaging in any manner in conduct prohibited under substantive rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. A tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff charged with engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be entitled to be treated in accordance with applicable provisions of the Education Law, or the Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of The City University of New York.

3. Any visitor, licensee, or invitee, engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to ejection, and/or arrest by the civil authorities.

4. Any organization which authorized the conduct prohibited under substantive rules 1-11 shall have its permission to operate on campus rescinded. Penalties 1-4 shall be in addition to any other penalty provided by law or The City University Trustees.

Appendix

Sanctions Defined:

A. Admonition.

An oral statement to the offender that he has violated university rules.

B. Warning.

Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of the time stated the warning, may cause far more severe disciplinary action.

C. Censure.

Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period stated in the letter of reprimand.

D. Disciplinary Probation.

Exclusion from participation in privileges or extracurricular University activities as set forth in the notice of disciplinary probation for a specified period of time.

E. Restitution.

Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriateservice to repair or otherwise compensate for damages.

F. Suspension.

Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.

G. Expulsion.

Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall in the order of expulsion.

H. Complaint to Civil Authorities.

I. Ejection.

A true copy of the resolution adopted by the Board of Trustees of The City University of New York on June 23, 1969, as amended on October 27, 1980, May 22, 1989, and June 25, 1990.

Resolution Against Changes to the Henderson Rules
Adopted by the DSC on February 21, 2020

WHEREAS, the Doctoral and Graduate Students' Council (DSC) represents and advocates for over 3,500 local and international doctoral and masters' students of the Graduate Center of the City University of New York in their roles as students, teachers, workers, family members, New Yorkers, activists, and academics; and

WHEREAS, the DSC shares CUNY's historic mission of providing access to higher education to low-income communities and communities of color in New York City, across the nation and (in the case of visiting international students) the world; and

WHEREAS, free speech and the right to assemble are inalienable human rights; and

WHEREAS, the DSC upholds the rights of students to make known their concerns through protest, demonstrations and other forms of public display; and

WHEREAS, on September 27th, 2013, the DSC adopted a Resolution in Support of CUNY Student Activism, which demanded that CUNY students be afforded the right to free speech and assembly without fear of retaliation; and

WHEREAS, on November 18th, 2016, the DSC adopted a Resolution Against the   Proposed Policy on Freedom of Expression and Expressive Conduct, which declared that policy to be an assault on students' rights to free speech and assembly policy, and condemned any future iterations of such a policy; and

WHEREAS, the CUNY Office of Legal Affairs has proposed a revised Student Code of Conduct that includes changes to the Henderson Rules, whereby basic rights of CUNY students for free assembly and protest are infringed; and

WHEREAS, the DSC views the proposed changes as counter to New York Law and thus impossible to enforce according to the powers vested in CUNY; therefore, let it be

RESOLVED, that the Doctoral & Graduate Students' Council hereby expressly rejects the proposed revised CUNY Student Code of Conduct; and let it be

FINALLY RESOLVED, that the DSC urges the Board of Trustees and Chancellor Félix V. Matos Rodríguez to ensure that no policies that undermine the aforementioned inalienable rights of CUNY students are implemented.

November 21, 2024

Governance Subcommittee
Reports to and serves the Governance Committee.
Charge:
1. To examine the roles of Standing Senate Committees and Shared Governance bodies regarding the assessment and implementation of current policies impacting free speech and peaceful protest on the Lehman campus;
2. To consider and recommend changes and/or new policies to the Governance Committee regarding the Senate's and Shared Governance role in formulating, making, and implementing policies impacting free speech and peaceful protest on the Lehman campus.

Library Technology and Telecommunications Committee Report

Library

- Library is pleased to announce **Midnight Hours During Final Exams** – December 14 – 21. Schedule of Hours on Library Homepage. Midnight Hours made possible with support of Administration and Finance and Public Safety.
- Public Safety will offer Escort Services from Gates 5 and 8 for students leaving campus after Midnight Hours to either Subway or Campus Parking Lot. Please call x8228 to Reserve.
- Library and Middle-High School Education will be offering 4th iteration of Spring Faculty Development Workshop, *Open for Anti-Racism,* facilitated by Stacy Katz and Sherry Deckman. Workshop seeks to interrogate how open education can support anti-racist pedagogy. Participants receive $500 Stipend. Please register by **December 18th** on Library Website.

Information Technology

- The CUNY IT Conference will be held at John Jay College tomorrow and Friday. There is still time to register for this event. The Conference is Free and open to the CUNY Community. Please consider attending. GOOGLE: CUNY IT Conference and click the Register button. Lehman is well represented with presenters at the conference.
- We are continually getting closer to using the CUNY login for Lehman applications. The one login will streamline our community's access to our various applications and greatly reduce memorizing various logins and passwords.
- The IT Division will be deploying a new password manager. The new tool promises ease of use and will drastically cut down the visits to the Help Desk for password resets.

Blackboard/Learning Management System

- We are pleased to announce the start of Lehman's Ambassador Program which 13 faculty members will be helping us train faculty on pedagogical design in Brightspace. Training will be starting next month. Please watch for announcements.
- The Bronx Ed Tech Showcase will be held at Lehman College on May 2, 2025. The Ed Tech Showcase committee will be sending out SAVE THE DATE Reminders shortly. The Call for Proposals will be sent during January. Please consider presenting at the showcase. The CUNY Community is Welcome to attend.

Center for Teaching and Learning/Online Education

- Collaborative Online International Learning (COIL) is at Lehman this academic year, COIL is an enriched virtual exchange program co-facilitated by Asako Tochika, Lehman professor and COIL coordinator, and Lehman's Center for Teaching and Learning. Students engage with international peers via educational technology for projects, discussions, and other meaningful collaborations for learning.