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**Minutes of
The Lehman College Senate Meeting
Wednesday, March 6, 2019
Senate Meeting**

7 **Senators Present:** Abdul, H.; Alborn, T.; Ali, S.; Allison, A.; Amend, A.; Austin, L.; Badillo, D.; Bergmann,
8 R.; Blachman, S.; Boston, N.; Britt, K.; Budescu, M; Burton-Pye, B.; Campeanu, S.; Cheng, H.; Clever, R.;
9 Collett, J.; Cruz, J. L.; Daley, K.; Deckman, S.; Deprince, A.; Di Bello, M; Dominguez, V.; Farrell, R.; Fera, J.;
10 Forde, A.; Fortunato-Tavares, T.; Garcia-Otero, N.; Gomez, J.; Greaves, T.; Hernandez, T.; Hyman, D.;
11 Jagmohan, A.; Jervis, J.; Johnson, M.; Jones, B.; Kolade, B.; Luerssen, A.; Machado, E.; Magdaleno, J.; Mahon,
12 J.; Mak, W.; Marianetti, M.; Markens, S.; Martín, Ó.; Mazza, C.; McCabe, J.; McKenna, C.; Mills, P.; Moreno,
13 Q.; Munch, J.; Nwosu, P.; Oh, H.; Ohmer, S.; Olewuike, J.; Olumuyide, E.; Prince, P.; Punu, K.; Qian, G.; Reyes,
14 D.; Reyes, N.; Rice, A.; Rivera, R.; Rivera-McCutchen, R.; Rodriguez-Allie, A.; Rosario, Y.; Rotolo, R.; Saforo,
15 E.; Sailor, K.; Sarmiento, R.; Schlesinger, K.; Schwittek, D.; Scott, K.; Sekyere, R.; Sisselman, A.; Trimarchi,
16 Y.; Valentine, R.; Wangerin, R.; Waring, E.; Wynne, B.; Yates, S.; Yavuz, D.

17
18 **Senators Absent:** Ahmed-Tay, S.; Ali, T.; Alto, A.; Bazile, S.; Cervantes, J.; Cruz, D.; DeJaynes, T.;
19 DeLaCruz, B.; Doyran, M; Eisenberg, M; Finger, R.; Graulau, J.; Guzman, M; MacKillop, J.; Mercado, W.;
20 Musah, S.; Navarro, V.; O'Dowd, M.; Paniagua, S.; Sakibou, A.; Sauane, M.; Somwar, D.; Tavares, J.;
21 Washington, W.

22
23
24 The meeting was called to order by President José L. Cruz at 3:33 p.m.

25
26 **1. Approval of the Minutes**

27 The minutes of the February 6, 2019 Senate meeting were approved by unanimous voice vote.

28
29 **2. Announcements and Communications**

30 **a. Report of the President**

31 Dr. Cruz announced that his good friend José Magdaleno, the Vice President for Student
32 Affairs, would be retiring at the end of the spring semester. VP Magdaleno, he shared, was
33 a dedicated, determined, and effective academic leader who served the College for more than
34 25 years. Dr. Cruz expressed that it was an honor to have worked with VP Magdaleno, who
35 had contributed significantly to the advancement of the College and its mission. He thanked
36 VP Magdaleno for his exemplary service to the campus community and wished him joy and
37 success moving forward. All gave a warm round of applause to commend VP Magdaleno
38 accordingly.

39

40 Dr. Cruz reminded all that Professor Duane Tananbaum, the long standing chair and
41 parliamentarian of the Senate, had retired. He thanked the Interim Dean of Academic Affairs,
42 Daniel Lemons, for taking on the responsibility as parliamentarian and for serving in that
43 capacity for the spring semester.

44
45 Dr. Cruz announced that the College's self-study report was submitted to Middle States and
46 posted on the MSCHE website. He reminded all that the Middle States site-visit team would
47 be visiting the campus on April 7-10.

48
49 **b. Student Legislative Assembly—**

50 Ms. Nadia Baba congratulated and thanked all newly elected senators for the commitment to
51 represent their fellow peers. Ms. Baba went on to report that the Student Government
52 Association (SGA) met last week and welcomed Harris Khan, the chair of the University
53 Student Senate (USS) and student representative of the CUNY Board of Trustees (BOT);
54 The SGA, she informed, provided Mr. Khan with positive and insightful information
55 regarding Lehman. Thereafter, Ms. Baba gave the floor to student senate delegate, Hussein
56 Abdul, for a report on the USS. Dr. Cruz requested floor rights from the Senate for Mr. Abdul
57 and such was approved by unanimous voice vote.

58
59 Mr. Abdul informed that he was a student senator of the Lehman SGA and recently elected
60 member of USS. When the USS body met last, Mr. Abdul reported, a resolution was passed
61 for CUNY to support and adopt open educational resources, which would bring open
62 textbooks to tackle some of the financial and educational barriers faced by students. Mr.
63 Abdul also announced that the number of student applicants the Scholarship Committee
64 received for USS scholarships were at a record high; over 400 students applied and, of that
65 number, over 100 scholarships were provided to Lehman students. He went on to report that
66 the CUNY BOT Committee on Fiscal Affairs approved a resolution to adopt academic
67 excellence fees at Lehman and four other CUNY schools for graduate programs in Business
68 and Accounting. Mr. Abdul also informed that the CUNY BOT would hold a public hearing
69 at Brooklyn College for the following week, which was scheduled for Monday, March 11,
70 2019 at 4:00 p.m. He urged all with questions and concerns to attend. Furthermore, Mr.
71 Abdul announced that he and student delegates CUNY-wide would be heading to Albany to

72 attend a conference for the weekend, the purpose for which he elaborated would be to meet
73 with legislators and attend workshops to push forward the USS agenda. Mr. Abdul clarified
74 that USS would be calling on the government to adequately fund CUNY. He expressed that
75 such would help to fix CUNY infrastructures, improve the salaries of adjunct faculty, support
76 CUNY mental health services, and address the food, security, and housing issues that some
77 students face.

78 79 80 **REPORTS OF STANDING COMMITTEES-**

81 82 **1. Graduate Studies**

83 Professor Janet DeSimone presented proposals for curriculum changes in the following departments:
84 Social Work and Speech-Language-Hearing Sciences. The proposals were approved by unanimous
85 voice vote. Prof. DeSimone also presented an informational item from the Department of Speech-
86 Language-Hearing Sciences.

87
88 See Attachment I

89
90 The next meeting was scheduled for Wednesday, April 3, 2019 at 11:00 a.m. in CA B33.

91 92 **2. Governance Committee**

93 Professor Joseph Fera announced that Tesfa Greaves was nominated as a student representative to
94 fill a vacancy on the Governance Committee; there were no other nominations from the floor. Tesfa
95 Greaves was elected by unanimous voice vote.

96
97 Prof. Fera presented two informational items. The first was that there would be elections for
98 vacancies on Senate Committees for terms expiring in June of 2019; he explained that for this
99 election, the committee would accept the hardcopies of nominations as well as those sent via email.
100 He also clarified that with the exception of the Governance Committee, nominees are not required
101 to be members of the Senate to be members of a committee. Prof. Fera also reminded that there
102 would be a call for nominations in March and that a slate of nominees would be presented to the
103 College Senate for approval in April. The second item, he explained, was that there would be

104 elections held for senators at-large for terms that would expire at the end of the 2018-2019 academic
105 year. He informed all that the elections would be held online and cautioned everyone against
106 forwarding the links they would receive to others. The links, Prof. Fera stressed, would pertain
107 specifically to the recipient of the link and his or her email account; he explained that forwarding
108 the link would allow others to vote on their behalf. Prof. Fera reassured all that there would be further
109 direction at the time of elections on how to proceed. The call for nominations, he reminded, would
110 take place in April and elections in May.

111
112 Prof. Fera announced that on February 19, 2019, the University Faculty Senate (UFS) approved a
113 resolution concerning New York State (NYS) funding for the 2019-2020 fiscal year. He explained
114 that the resolution urged members of the NYS Legislature and Governor Cuomo to fund CUNY.
115 The resolution, he added, also called on campus governance bodies to propose and approve similar
116 resolutions. Prof. Fera informed all that the Governance Committee reviewed the resolution with the
117 recommendation of several amendments. Subsequently, he made a motion that the College Senate
118 discuss and approve the amended resolution. It was seconded. There was no opposition to the
119 amended resolution and it was approved by unanimous voice vote.

120

121 See Attachment II

122

123 The next meeting was scheduled for Thursday, March 21, 2019 at 1:00 p.m. in CA 201.

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

125 There was no report. Professor Penny Prince informed all that the committee received the materials
126 requested to address the issue of admissions policy, and thanked the VP of Enrollment Management,
127 Reine Sarimiento, for her help. Prof. Prince also shared that she was contacted by several
128 departments with questions concerning the re-entry education of three formerly incarcerated
129 students; she invited all interested to attend a Re-entry Committee meeting for the following week,
130 which was scheduled for Monday, March 11, 2019.

131

132 **4. Undergraduate Curriculum**

133 Professor Lynn Rosenberg withdrew the proposal for changes in degree requirements from the
134 Macaulay Honors College. She then presented proposals for curriculum changes in the following

135 departments: English; Health Sciences; Latin American and Latino Studies; Music, Multimedia,
136 Theatre, & Dance; Sociology; and Speech-Language-Hearing Sciences. Prof. Rosenberg also
137 presented a proposal for curriculum changes to the Lehman Scholars Program. The presented
138 proposals were approved by unanimous voice vote.

139
140 Prof. Rosenberg presented a proposal for changes to College curricular policies for approval by the
141 Senate. Professor Kevin Sailor made a motion to table the third item under College Curricular
142 policies and charge the Committee on Admissions, Evaluations and Academic Standards (CAEAS)
143 to evaluate this item. It was seconded, a discussion ensued, and a vote was taken. The third item
144 under College Curricular policies was tabled and charged to the CAEAS committee by unanimous
145 voice vote. Prof. Rosenberg proceeded to a vote on items one and two of the proposed changes to
146 College Curricular policies. All items, except for tabled item number three, were approved by voice
147 vote.

148
149 Prof. Rosenberg presented proposals for changes to College Latin Honors. There was a motion to
150 delay the vote on Latin Honors, which was defeated by voice vote. The changes to Latin Honors
151 were approved by majority voice vote with one abstention.

152
153 See Attachment III

154
155 The next meeting was scheduled for Tuesday, March 27, 2019 at 1:00 p.m. in SC 1407.

156
157 **5. Academic Freedom:**
158 There was no report. Professor David Manier responded to the request of the Governance
159 Committee to address the issue of acceptable use of university data in the cloud. He explained that
160 the committee looked at the policy and found that there were no issues concerning academic
161 freedom. He asked all to complete the 2019 CUNY Cloud Advisory Group survey and urged
162 everyone to provide their thoughts and suggestions on how to improve.

163
164 The next meeting was scheduled for Monday, March 18, 2019 at 3:00 p.m. in GI 103.

165
166 **6. Library, Technology, and Telecommunication**

167 Mr. Stephen Castellano presented the report and brought announcements from the Library, Division
168 of Information Technology, Online Education, and concerning Blackboard.

169

170 See Attachment IV

171

172 The next meeting was scheduled for Wednesday, April 10, 2019 at 11:00 a.m. in the Library
173 Treehouse.

174

175 **7. Campus Life and Facilities**

176 There was no report.

177

178 The next meeting was scheduled for Wednesday, April 17, 2019 at 2:30 p.m. in SH 018.

179

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

181 Professor Haiping Cheng presented the report of the Joint Committee of Senate and FP&B Budget
182 and Long Range Planning. He discussed several items concerning Academic Affairs and provided a
183 second quarter update on the budget for fiscal year 2019. Prof. Cheng went on to present a mid-year
184 financial report, which compared Lehman's projected year-end revenues and expenditures to the
185 year-end condition of other CUNY colleges for the 2018-2019 fiscal year. He also presented a bar
186 graph on the changes to enrollment, staffing, and expenses among several CUNY colleges from
187 fiscal years 2017 to 2019. Prof. Cheng conveyed that Lehman was doing well.

188

189 See Attachment V

190

191 The next meeting was scheduled for Wednesday, April 17, 2019 at 1:30 p.m. in SH 336.

192

193 **9. University Faculty Senate Report**

194 There was no report. Professor Anne Rice informed that she would provide a combined report on
195 the February 19th and March 26th UFS at the next meeting of the Senate.

196

197 The next meeting was scheduled for 6:00 p.m. on March 26, 2019 at the Central Office.

198

199 **Old Business**----None.

200

201 **New Business**----None.

202

203 **ADJOURNMENT**

204 President Cruz adjourned the meeting at 4:40 p.m.

205

206 Respectfully submitted:

207

208 Esdras Tulier

GOVERNANCE COMMITTEE
Senate Report March 6th, 2019

1. Student Vacancy To Be Filled
 - a. Students nominate **Tesfa Greaves**

2. Senate Committee Nomination Solicitation
 - a. Nomination period: March 15th – March 31st
 - b. Slate of Nominees presented at April 17th Senate Meeting
 - c. Nomination Solicitation Attached

3. At-Large Senate Elections
 - a. Nominations and Elections Done Online
 - b. Technology Used Similar to that used for SETL surveys; ballots secured by personal email; responses recorded **not** how each individual responds
 - c. Nomination period: April 1st – April 15th
 - d. Election period: May 1st – May 15th

LEHMAN COLLEGE SENATE GOVERNANCE COMMITTEE

March 15th, 2019

To Members of the Lehman College Faculty and Staff:

The Lehman College Senate Governance Committee solicits nominations for the standing committees of the Senate for the years 2019-2021. The term of service is two years, and service on Senate standing committees does not require membership in the Senate. Descriptions of the function of each committee are available online at: <http://www.lehman.edu/college-senate/documents/senate-bylaws-2015.pdf>.

The nominations received will be used by the Governance Committee to create a slate of faculty for each committee. Elections will take place at the April 17th Senate meeting, at which time the floor will be open for additional nominations.

Attached is a list of the current members of each committee. The first column lists those members whose terms continue until June 2020. The second column lists those members whose terms expire this June.

The attachment also includes a ballot which shows continuing members of the committee in the left-hand column and blanks for nominations in the right-hand column. You may nominate up to three candidates for each committee. You can nominate yourself, and current committee members may be renominated. The ballot is a Word document on which you can type in your nominees. **Please nominate only individuals who have agreed to serve if nominated and elected.**

We are also seeking nominees for faculty representatives on the boards of the Lehman College Association for Campus Activities and the Auxiliary Enterprises Corporation. The Senate nominates four faculty members for the former, from which the President chooses two, and the Senate nominates two faculty members for the latter, from which the President chooses one.

Additionally, we ask for two nominees for the position of Ombudsman from which the President chooses one.

Please return the ballot form with your nominations by **Sunday, March 31st** to:

joseph.fera@lehman.cuny.edu

Your cooperation is most appreciated; thank you.

Sincerely
Joseph Fera
Chair, Governance Committee

Current Faculty Members of the Standing Committees of the Senate

Faculty Serving to June 2020

Academic Freedom

David Manier, PSY
Mohan Vinjamuri, SWK

Admissions, Evaluations, Academic Standards

Andrea Boyar, HS
Sandra Campeanu, PSY
Linda Sheetz, NUR

Budget and Long Range Planning

Mia Budescu, PSY
Haiping Cheng, BIO
Alexander Nunez Torres, ECO/BUS

Library, Technology and Telecommunications

Jennifer McCabe, MMTD
Jennifer Van Allen, CLLSE
Devrim Yavuz, SOC

Campus Life and Facilities

Kofi Benefo, SOC
Wingyun Mak, PSY
Janis Massa, ENG

Undergraduate Curriculum

Amod Choudhary, ECO
David Hyman, ENG
Daniel Stuckart, MHSE

Graduate Studies

Edward Kennelly, BIO
Carl Mazza, SWK
Lalitha Samuel, HS

Faculty Serving to June 2019

Richard Desrochers THE
Donna McGregor, CHE
Ruth Wangerin ANT

Andrei Jitianu, CHE
Thomas O'Hanlon, JCT
Penny Prince, MUS

Sheila Blachman CLLSE
Daniel Kabat, PHY/AST
Gul Tiraki Sonmez, HS

Stephen Castellano, IT
Sherry Deckman, MHSE
Chul-Young Roh, HS

Alyse Anekstein CLLSE
Mark Christian, AAAS
Jennifer Collett, ECCE

Yuri Gorokhovich, EEGS
Julie Maybee, PHI
Lynn Rosenberg, SLHS

Janet DeSimone, CLLSE
Joseph McElligot, ENG
Liat Seiger-Gardiner, SLHS

BALLOT

Faculty Serving to June 2020

Academic Freedom

David Manier, PSY
Mohan Vinjamuri, SWK

Academic Freedom

Admissions, Evaluations, Academic Standards

Andrea Boyar, HS
Sandra Campeanu, PSY
Linda Sheetz, NUR

Admissions, Evaluations, Academic Standards

Budget and Long Range Planning

Mia Budescu, PSY
Haiping Cheng, BIO
Alexander Nunez Torres, ECO/BUS

Budget and Long Range Planning

Library, Technology and Telecommunications

Jennifer McCabe, MMTD
Jennifer Van Allen, CLLSE
Devrim Yavuz, SOC

Library, Technology and Telecommunications

Campus Life and Facilities

Kofi Benefo, SOC
Wingyun Mak, PSY
Janis Massa, ENG

Campus Life and Facilities

Undergraduate Curriculum

Amod Choudhary, ECO
David Hyman, ENG
Daniel Stuckart, MHSE

Undergraduate Curriculum

Graduate Studies

Edward Kennelly, BIO
Carl Mazza, SWK
Lalitha Samuel, HS

Graduate Studies

**Lehman College Association For
Campus Activities, Inc.**

(Terms Expire 6/2019)

(4 nominees needed)

Grace Bullaro, ENG
David Manier, PSY

Auxiliary Enterprises Corporation

(Term Expires 6/2019)

(2 nominees needed)

Jennifer McCabe

Ombudsman

(Term Expires 6/2019)

(2 nominees needed)

Alan Kluger, PSY

Senate Meeting – March 6, 2019
Proposed Graduate Studies Report
(as of 2-13-2019)

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

Department of Social Work

- Addition of new track and update to selection process: MSW Program

Department of Speech-Language-Hearing Sciences

- Course change: SPE 736

Information Item:

Also, I'd like to notify the senate and Lehman community of one Information Item – and experimental course from the Department of Speech-Language-Hearing Sciences

- Experimental course: SPE 733

Our next grad studies meeting will be on April 3 at 11 a.m. In Carman Hall, B33. This is the last meeting for any material that needs senate approval before the end of the semester.

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

Name of Program and Degree Award: Social Work, MSW Program

Hegis Number: 2104.00

Program Code: 29654

Effective Term: Fall 2020

1. **Type of Change:** *Addition of new track and update to description of selection process for new students.*

2. **From:**
Social Work M.S.W. Program

The Master's of Social Work (M.S.W.) Program at Lehman College prepares social workers to assume positions of leadership in urban public and voluntary sector social service agencies and organizations. All students in the program complete an Advanced Generalist curriculum and gain the knowledge, values and skills of the competencies of the social work profession required for Advanced Generalist Practice with individuals, families, groups, communities, and organizations, as well as for supervision, administration, research, and policy practice. The M.S.W. program is registered with the New York State Education Department and is fully accredited by the Council on Social Work Education (CSWE).

Students who earn their M.S.W. degree will also have completed all educational requirements and will be eligible to take the New York State licensing exam for the LMSW. Students who complete the two-year curriculum and earn their M.S.W. degree will have met the educational requirements for the New York State licensing exam for the Licensed Clinical Social Worker (LCSW). Please note that the New York State Education Department has established additional requirements to be eligible to take the LCSW exam; these requirements must be met after graduation.

Three tracks are offered:

Track A: 2-Year Full-time Program

Classes meet two evenings per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours each academic year.

Year One: Full-time Student Status

Fall Semester

SWK 611 Generalist Social Work Practice I	3
SWK 605 Human Behavior and the Social Environment	3
SWK 639 Social Welfare Institutions and Programs	3
SWK 671 Fieldwork and Seminar I	5

Spring Semester

SWK 612 Generalist Social Work Practice II	3
SWK 606 Human Diversity and the Social Environment	3
SWK 643 Social Welfare Policy Analysis	3
SWK 646 Social Work Research I	3
SWK 672 Fieldwork and Seminar II	5

Year Two: Full-time Student Status**Fall Semester**

SWK 713 Advanced Social Work Practice in the Urban Environment I	3
SWK 707 Understanding Clinical Assessment and Diagnosis	3
SWK 727 Supervision in Agency-Based Practice	3
SWK 773 Fieldwork and Seminar III	5
SWK 680 Special Topics in Social Work	3
Or	
Elective	3

Elective: Chosen from SWK 681-SWK 694.

Spring Semester

SWK 714 Advanced Social Work Practice in the Urban Environment II	3
SWK 729 Administration in Urban Agencies	3
SWK 745 Social Welfare Policy Practice	3
SWK 747 Social Work Research II	3
SWK 774 Fieldwork and Seminar IV	5

Track B: 3-Year Extended Program

Extended students are matriculated students and are subject to the same admissions process as full-time students. Extended students complete the first-year curriculum in two years and take the second year on a full-time basis.

- Year One: Part-time Student Status: Classes meet two evenings per week.
- Year Two: Part-time Student Status: Classes meet one evening per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours each academic year.
- Year Three: Full-time Student Status: Classes meet two evening per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours each academic year.

Track C: 1-Year Advanced Standing Program

Students enter as second year students.

- Full-time Student Status: Classes meet two evening per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours during the academic year.

Notes for all Tracks:

1. *The program does not grant social work course credit for life experience or previous work experience.*
2. *Transfer credits are not accepted, except for the 3-credit elective with approval of the Social Work Graduate Advisor.*
3. *The program does not accept non-matriculated students*

Admission Requirements for All Tracks:

- Bachelor's degree from an accredited college or university, including 45 liberal arts credits;
- Minimum undergraduate grade average of 3.0;
- Application to the program, including a personal statement that addresses preparation for the program, career goals, and understanding of the profession and commitment to social work values;
- Three letters of recommendation addressing applicant's suitability for the social work profession and preparedness to enter a rigorous academic program. At least two letters should be from college faculty and/or professionals in fields related to social work;
- Resume;
- An interview may be required.

Admission Requirements for Applicants to Track C, Advanced Standing Program

In addition to the above:

- Bachelor's degree with a Social Work major from a Social Work program accredited by the Council on Social Work Education;
- Minimum 3.2 cumulative index in the major;
- Include, among the three references, one reference from the advisor in the baccalaureate Social Work program or from the Program Director, and another from a field supervisor;
- Additional essay question that focus on an illustration from the field.

Applicants for Advanced Standing must provide course descriptions for courses in the undergraduate Social Work major; the Graduate Advisor will determine exemption from courses in the Year One curriculum.

Selection Process

~~The Admissions Committee, consisting of the Social Work Graduate Advisor, M.S.W. Program Director, M.S.W. Admissions Coordinator, and at least two full-time faculty members, will review completed applications. Applications will be evaluated on:~~

- Academic history;
- Quality of personal statement, including degree of self-awareness, conceptual ability, understanding of the profession and commitment to social work values, and communication skills;
- Letters of recommendation.

3. To:

Social Work M.S.W. Program

The Master's of Social Work (M.S.W.) Program at Lehman College prepares social workers to assume positions of leadership in urban public and voluntary sector social service agencies and organizations. All students in the program complete an Advanced Generalist curriculum and gain the knowledge, values and skills of the competencies of the social work profession required for Advanced Generalist Practice with individuals, families, groups, communities, and organizations, as well as for supervision, administration, research, and policy practice. The M.S.W. program is registered with the

New York State Education Department and is fully accredited by the Council on Social Work Education (CSWE).

Students who earn their M.S.W. degree will also have completed all educational requirements and will be eligible to take the New York State licensing exam for the LMSW. Students who complete the two-year curriculum and earn their M.S.W. degree will have met the educational requirements for the New York State licensing exam for the Licensed Clinical Social Worker (LCSW). Please note that the New York State Education Department has established additional requirements to be eligible to take the LCSW exam; these requirements must be met after graduation.

Four tracks are offered:

Track A: 2-Year Full-time Program

Classes meet two evenings per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours each academic year.

Year One: Full-time Student Status

Fall Semester

SWK 611 Generalist Social Work Practice I	3
SWK 605 Human Behavior and the Social Environment	3
SWK 639 Social Welfare Institutions and Programs	3
SWK 671 Fieldwork and Seminar I	5

Spring Semester

SWK 612 Generalist Social Work Practice II	3
SWK 606 Human Diversity and the Social Environment	3
SWK 643 Social Welfare Policy Analysis	3
SWK 646 Social Work Research I	3
SWK 672 Fieldwork and Seminar II	5

Year Two: Full-time Student Status

Fall Semester

SWK 713 Advanced Social Work Practice in the Urban Environment I	3
SWK 707 Understanding Clinical Assessment and Diagnosis	3
SWK 727 Supervision in Agency-Based Practice	3
SWK 773 Fieldwork and Seminar III	5
SWK 680 Special Topics in Social Work	3
Or	
Elective	3

Elective: Chosen from SWK 681-SWK 694.

Spring Semester

SWK 714 Advanced Social Work Practice in the Urban Environment II	3
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SWK 729 Administration in Urban Agencies	3
SWK 745 Social Welfare Policy Practice	3
SWK 747 Social Work Research II	3
SWK 774 Fieldwork and Seminar IV	5

Track B: 3-Year Extended Program

Extended students are matriculated students and are subject to the same admissions process as full-time students. Extended students complete the first-year curriculum in two years and take the second year on a full-time basis.

- Year One: Part-time Student Status: Classes meet two evenings per week.
- Year Two: Part-time Student Status: Classes meet one evening per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours each academic year.
- Year Three: Full-time Student Status: Classes meet two evening per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours each academic year.

Track C: 1-Year Advanced Standing Program

Students enter as second year students.

- Full-time Student Status: Classes meet two evening per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours during the academic year.

Track D: 3-Year Extended with 6-Semester Fieldwork

Extended students are matriculated students and are subject to the same admissions process as full-time students. Extended students complete the classroom coursework over three years rather than two years. Academic coursework is the same, but number of hours of fieldwork per week changes. Track D has a September graduation date.

- Academic coursework is the same as Track B above.
- Year Two: Students must complete 15 hours of fieldwork per week, which must include at least one 7.5 hour weekday, for a total of 600 hours during the academic year: 225 hours in the Fall semester; 315 hours in the Spring semester; and 60 hours in the Summer semester.
- Year Three: Students must complete 15 hours of fieldwork per week, which must include at least one 7.5 hour weekday, for a total of 600 hours during the academic year: 225 hours in the Fall semester; 315 hours in the Spring semester; and 60 hours in the Summer semester.

Each candidate entering the Master in Social Work program without an undergraduate degree in Social Work from an accredited program must complete an approved program of study of at least 65 credits. This includes core courses, electives and field placement internships at social services organizations. Students are required to complete two internships of 600 hours each. Students in Track D are required to complete these 600 hours of internship in 15 hours per week over the Fall, Spring and Summer semesters.

Core Courses: All students are required to take the following courses and credits:

SWK 605 (3), SWK 606 (3), SWK 611(3), SWK 612 (3), SWK 639 (3), SWK 643(3), SWK 646(3), SWK 707(3), SWK 713(3), SWK 714(3), SWK 727(3), SWK 729(3), SWK 745(3), SWK 747 (Total of 42 credits)

Elective Courses: All students may select from the following courses for a minimum of 3 credits: SWK 681(3), SWK 682(3), SWK 683(3), SWK 684(3), SWK 685(3), SWK 694(3).

Required Internship: All students are required to take the following courses and credits. SWK 673(4), SWK 674(5), SWK 675(1) SWK 775(4), SWK 776(5), SWK 777 (1).

Notes for all Tracks:

1. *The program does not grant social work course credit for life experience or previous work experience.*
2. *Transfer credits are not accepted, except for the 3-credit elective with approval of the Social Work Graduate Advisor.*
3. *The program does not accept non-matriculated students unless special permission is granted.*

Admission Requirements for All Tracks:

- Bachelor's degree from an accredited college or university, including 45 liberal arts credits;
- Minimum undergraduate grade point average of 3.0;
- Application to the program, including a personal statement that addresses preparation for the program, career goals, and understanding of the profession and commitment to social work values;
- Three letters of recommendation addressing applicant's suitability for the social work profession and preparedness to enter a rigorous academic program. At least two letters should be from college faculty and/or professionals in fields related to social work;
- Resume;
- An interview may be required.

Admission Requirements for Applicants to Track C, Advanced Standing Program

In addition to the above:

- Bachelor's degree with a Social Work major from a Social Work program accredited by the Council on Social Work Education;
- Minimum 3.2 cumulative index in the major;
- Include, among the three references, one reference from the advisor in the baccalaureate Social Work program or from the Program Director, and another from a field supervisor;
- Additional essay question that focus on an illustration from the field.

Applicants for Advanced Standing must provide course descriptions for courses in the undergraduate Social Work major; the Graduate Advisor will determine exemption from courses in the Year One curriculum.

Selection Process

Applications are reviewed by the MSW Program Director, the MSW Admissions Director, and multiple faculty readers. Applications will be evaluated on:

- Academic history;
- Quality of personal statement, including degree of self-awareness, conceptual ability, understanding of the profession and commitment to social work values, and communication skills;
- Letters of recommendation.

4. Rationale:

This new track to the MSW Program will allow students the option of spreading their 600 hours of internship out over three semesters instead of two for both years of internship, allowing them to do 15 hours per week rather than 21 hours per week. It is believed that this will make the MSW Program more accessible to students who need to maintain employment while attending school. Track D would replace Track B and will be phased in over 3 years as Track B students graduate. The total number of MSW students enrolled will remain the same.

The selection process description changed to reflect the process being used to review applications for new students.

5. Date of departmental approval: October 23, 2018



Application to Change or Adapt a Registered Professional Education Program

Form Instructions:

- Prior to implementing **any changes** in a program leading to a professional license or a related field, please contact the Professional Education Program Review Unit at OPPROGS@mail.nysed.gov.
- Use this form to request program changes that require approval by the State Education Department.¹
- For programs that are registered jointly with another institution, all participating institutions must confirm their support of the changes.²
- If the change involves offering an existing registered program at a new location, or creating a dual-degree program from existing programs, complete a [new registration application](#) for the proposed program.

Section I: General Information	
Institution name and address	Lehman College 250 Bedford Park Blvd West Bronx, NY 10468 Dept. of Social Work <i>Additional information:</i> <ul style="list-style-type: none"> ▪ Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	Program title: Social Work <u>Award</u> (e.g., B.A., M.S.): M.S.W. Credits: 65 HEGIS code: 2104.00 <u>Program code</u> (s): 29654
Contact person for this proposal	Name and title: Carl Mazza, Chair and Professor Telephone: 718-960-7862 Fax: 718-960-7402 E-mail: carl.mazza@lehman.cuny.edu
CEO (or designee) approval	Name and title: Signature and date: <div style="background-color: black; color: white; padding: 5px;"> If the program will be registered jointly² with another institution, provide the following information: </div>

¹ CUNY and SUNY institutions: contact System Administration for guidance.

<i>Signature affirms the institution's commitment to support the program as revised.</i>	Partner institution's name: Name and title of partner institution's CEO: Signature of partner institution's CEO:
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Section II: Identify the Proposed Changes.

Check all the changes that apply and complete the required section that follows:

- Discontinuing a Program.** Indicate the effective date:³
- Change in Program Title.** Indicate the proposed new title:
- Change in Program Award.** Indicate the proposed new award:
Note: This may require altering the liberal arts and science content, as defined in Section 3.47(c)(1-4) of [Regents Rules](#).
- Format Change(s).** Indicate the proposed new format(s):
Note: if the change involves adding a **distance education format** to a registered program, please complete the [distance education application](#).
- Curricular Change(s)**
- Other Change(s).** Please specify:

Section III: Describe the Proposed Changes.

1. **In a brief narrative explain the rationale for the changes.** This new track to the MSW Program will allow students the option of spreading their 600 hours of internship out over three semesters instead of two for both years of internship, allowing them to do 15 hours per week rather than 21 hours per week. It is believed that this will make the MSW Program more accessible to students who need to maintain employment while attending school. This track would eventually replace our current 3-year extended program and will be phased in over 3 years as students from that track graduate. The total number of MSW students enrolled will remain the same.

1. **Describe the plan for implementing the proposed changes, including the effective date and the impact on the currently enrolled students.** As indicated above, this will replace our current 3-year extended program and will be phased in as students graduate from that track over 3 years. Eventually, it will replace that track entirely. Therefore, the total number of students will remain the same.

² If the partner institution is non-degree-granting, see CEO Memo 94-04 at <http://www.highered.nysed.gov/ocue/documents/ceo94-04.pdf>.

³ If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.

2. For Format Change(s),

- 1) Describe availability of courses and any change in faculty, resources, or support services related to the change.
- 2) Use [Table 1](#) to provide a sample program schedule to show the sequencing and scheduling of courses in the new format.

3. For Curricular Change(s),

- 1) Use [Table 2](#) to provide a side-by-side comparison of the existing and newly modified program plan as shown in the College's Catalog.
- 2) For each new or modified course, provide a syllabus. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades. N/A
- 3) For each new course, list the name, qualifications, and relevant experience of faculty teaching the course. N/A

Table 1: For **format change(s)**, use/adapt the table below to show how a typical student may progress through the program. Expand the table as needed.

Indicate academic calendar type: Semester Quarter Trimester Other (describe)

Term:			Term:		
Course Number and Title	Credit	R/E*	Course Number and Title	Credit	R/E*
Term Credit Total:					

* Required or Elective

Table 2: For **curricular change(s)**, use/adapt the table below to compare the existing and newly modified program plan. Expand the table as needed.

Current Program				New Program			
Course Number and Title	Credit	R/E*		Course Number and Title	Credit	R/E*	
Year 1 Fall				Year 1 Fall			
SWK 605 Human Behavior and the Social Environment	3	R		SWK 605 Human Behavior and the Social Environment	3	R	
SWK 639 Social Welfare Institutions and Programs	3	R		SWK 639 Social Welfare Institutions and Programs	3	R	
SWK680-694 Special Topics in Social Work or another elective	3	E		SWK680-694 Special Topics in Social Work or another elective	3	E	
Year 1 Spring				Year 1 Spring			
SWK 606 Human Diversity and the Social Environment	3	R		SWK 606 Human Diversity and the Social Environment	3	R	
SWK 643 Social Welfare Policy Analysis	3	R		SWK 643 Social Welfare Policy Analysis	3	R	
SWK 646 Social Work Research I	3	R		SWK 646 Social Work Research I	3	R	
Year 2 Fall				Year 2 Fall			
SWK 611 Generalist Social Work Practice I	3	R		SWK 611 Generalist Social Work Practice I	3	R	
SWK 671 Fieldwork and Seminar I	5	R		SWK 673 Track D Extended Fieldwork and Seminar I	4	R	

*Optional: SWK 707 Understanding Clinical Assessment and Diagnosis	3	R	*Optional: SWK 707 Understanding Clinical Assessment and Diagnosis	3	R
*Optional: SWK 747 Social Work Research II	3	R	*Optional: SWK 747 Social Work Research II	3	R
Year 2 Spring			Year 2 Spring		
SWK 612 Generalist Social Work Practice II	3	R	SWK 612 Generalist Social Work Practice II	3	R
SWK 672 Fieldwork and Seminar II	5	R	SWK 674 Track D Extended Fieldwork and Seminar II	5	R
			Year 3 Summer		
			SWK 675 Track D Extended Fieldwork and Seminar III	1	R
Year 3 Fall			Year 3 Fall		
SWK 707 Understanding Clinical Assessment and Diagnosis	3	R	SWK 707 Understanding Clinical Assessment and Diagnosis	3	R
SWK 747 Social Work Research II	3	R	SWK 747 Social Work Research II	3	R
SWK 713 Advanced S.W. Practice in the Urban Environment I	3	R	SWK 713 Advanced S.W. Practice in the Urban Environment I	3	R
SWK 727 Supervision in Agency-Based Practice	3	R	SWK 727 Supervision in Agency-Based Practice	3	R
SWK 773 Fieldwork and Seminar III	5	R	SWK 775 Track D Extended Fieldwork and Seminar IV	4	R
Year 3 Spring			Year 3 Spring		
SWK 745 Social Welfare Policy Practice	3	R	SWK 745 Social Welfare Policy Practice	3	R
SWK 714 Advanced S.W. Practice in the Urban Environment II	3	R	SWK 714 Advanced S.W. Practice in the Urban Environment II	3	R
SWK 729 Administration in Urban Agencies	3	R	SWK 729 Administration in Urban Agencies	3	R
SWK 774 Fieldwork and Seminar IV	5	R	SWK 776 Track D Extended Fieldwork and Seminar V	5	R
			Year 3 Summer		
			SWK 777 Track D Extended Fieldwork and Seminar VI	1	R

Term Credit Total:	65*			65*	

*These courses can be taken in Year 2 OR Year 3

Submit the application electronically to OPPROGS@mail.nysed.gov AND mail one hard copy to the following address:

*Professional Education Program Review
Office of the Professions
2nd Floor, West Wing, EB
New York State Education Department
89 Washington Avenue
Albany, NY 12234*

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech-Language Pathology
Course Prefix & Number	SPE 733
Course Title	Global Initiative in Speech-Language Pathology
Description	In this experiential course students will complete a study-abroad clinical experience in speech-language pathology. The opportunity to collaborate and work with the speech and language pathology students at the university abroad provides an overview of the role of speech-language pathologists in the country and specific knowledge about the application of speech-language pathology at the clinical site. Course content includes preparation for the study abroad experience with orientation to the culture, language, and clinical setting prior to and on site. Focus will be on the assessment and treatment of a variety of clinical disorders in individuals across the life span.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

	<input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **Rationale:** This course offers students an international academic and clinical experience to collaborate with student clinicians at the study-abroad site in the application of speech-language pathology to clients with communication difficulties. Currently the SLHS graduate program has an affiliation with Universidade de Sao Paulo and the Hospital das Clinicas in Sao Paulo, Brazil. Affiliation agreements with additional countries are being explored. Students have the opportunity to gain cultural competence as it relates to the field of speech-language pathology.

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

- Demonstrate understanding of evidence-based practice with individuals across the life span with communication difficulties.
- Apply principles of evidence-based practice in assessing and treating communication difficulties and evaluating the effectiveness of these services at the study-abroad setting.
- Collaborate effectively with speech-language pathologists and speech-language pathology clinicians to provide services to clients.
- Gain knowledge about linguistic and cultural differences and how these interact with the delivery of effective clinical practice in communication disorders.

5. **Date of Departmental Approval:** 12-13-2018

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Language Pathology
Course Prefix & Number	SPE 736
Course Title	Motor Speech Disorders
Description	The effects of neuromotor disorders on the development of oral-motor and respiratory control for speech and feeding in children; the differential diagnosis of the dysarthrias/apraxia in adults; multidisciplinary assessment and treatment; intervention/management strategies, including home, clinical, and school settings.
Pre/ Co Requisites	SPE 717 (Advanced Anatomy, Physiology, and Neurology of Speech) or permission of the Program Director
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech-Language Pathology
Course Prefix & Number	SPE 736
Course Title	Motor Speech Disorders
Description	<u>Principles of motor learning in neurotypical individuals and neuropathology. Advanced study of the basic neurological substrates associated with the dysarthrias and apraxia of speech. Differential diagnosis and management of motor speech disorders across the lifespan and exposure to current research literature.</u>
Pre/ Co Requisites	SPE 717 (Advanced Anatomy, Physiology, and Neurology of Speech) or permission of the Program Director
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:** The revised course description more accurately describes the actual course content. The current course description includes topics that are not covered in the course but are actually covered in other required courses in the graduate curriculum, and omits critical topics that are addressed in the course.

5. **Date of departmental approval:** 12/13/2018

Senate Meeting – March 6, 2019**Undergraduate Curriculum Committee (UCC) Report**

The following proposals were approved unanimously, with one exception indicated below, by the UCC, with a quorum present on February 13, 2019 (8 of 10 members in attendance):

1. English
 - ENG 113 for pathways
 - ENG 123 for pathways
 - ENG 201 for pathways
2. Health Sciences
 - Change course description HEA 303
 - Change course description HEA 304
 - Withdrawal of program BS in Public Health
3. Latin American and Latino Studies
 - Change title, description, credits, cross-listing LAC/LTS 360
4. Lehman Scholars Program
 - Change in degree requirements
5. Music, Multimedia, Theatre and Dance
 - Change in attribute DNC 252
 - Change in attribute DNC 322
 - Change in attribute DNC 352
 - Change in attribute DNC 360
 - Change in attribute DNC 422
 - Change in attribute DNC 451
6. Sociology
 - Change prerequisites SOC 3470
7. Speech Language Hearing Sciences
 - Change course description SPV 430
8. Changes to College curricular policies
 - Certificates
 - Student changing program requirements
 - Transfer course equivalencies and credits – **TABLED pending CAEAS approval**
9. Changes to College (Latin) Honors
 - Change in credits and cumulative index
10. **Next meeting: March 27, 2019, 1 p.m., SC 1407**

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)	ENG 113
Course Title	English Composition I (Honors)
Department(s)	English
Discipline	English
Credits	3
Contact Hours	4
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	<p>Focus on all aspects of reading and writing, with particular attention to summary, critical responses to short texts, argumentative development in paragraphs and essays, and the rewriting process. Emphasis on organization, language, accuracy, grammar, and mechanics. Classroom instruction supplemented by individual conferences on drafts with instructor, library resources sessions, and appropriate use of available technology.</p> <p>Note: ENG 113 is required for all LSP and MHC students, in lieu of ENG 111. All LSP/MHC students, unless exempted, must pass this course in fulfillment of the Common Core Requirement in English Composition. Students who take but do not pass this course should repeat it the following year. Students who pass ENG 113 proceed to ENG 123 the following year.</p>
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended
<p>Indicate the status of this course being nominated:</p> <p><input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed</p>	
<p>CUNY COMMON CORE Location</p> <p>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</p>	
<p>Required</p> <p><input checked="" type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p>	<p>Flexible</p> <p><input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society</p> <p><input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World</p> <p><input type="checkbox"/> Creative Expression</p>
<p>Waivers for Math and Science Courses with more than 3 credits and 3 contact hours</p> <p>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.</p>	
If you would like to request a waiver please check here:	<input type="checkbox"/> Waiver requested
If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.	

<p>If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.</p>	
<p>Learning Outcomes</p> <p>In the left column explain the course assignments and activities that will address the learning outcomes in the right column.</p>	
<p>I. Required Core (12 credits)</p>	
<p>A. English Composition: Six credits</p> <p>A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:</p>	
<p>Weekly homework, 30%: Every Wednesday students will have to post one question, with a quote from the reading, including page number, on a Blackboard discussion board, along with a short (100-word minimum) possible answer. Every Sunday students will have to complete a 1 - 2 paragraph response to a question or comment from the instructor (often from a worksheet started in class), with each paragraph including at least one quote, correctly cited, from the reading.</p>	<ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
<p>Week 4 (Example) Monday, September 17 – Discuss Mounzer and compare her reflections to those of the class. Homework: Read Kiki Petrosino (poems), post question, quote and idea list on Mounzer AND Petrosino (one post).</p> <p>Wednesday, September 19 – NO CLASSES. Homework: Begin reading James Baldwin excerpt from “No Name In The Street”. Work on scrapbook panels, post outlines and materials by Sunday night.</p> <p>Week 10 (Example) Monday, October 29 – Panel presentations! Homework: Post outline of essay draft including evidence from both Lehman and AUB sources by Tuesday night. You may use information from any panel presentation.</p> <p>Wednesday, October 31 – Continue revising essay #2. Email complete rough draft to two AUB partners for peer review/additional quotes by Sunday night.</p>	<ul style="list-style-type: none"> • 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.
<p>Week 9 (Example) Monday, October 22 – Begin brainstorming for essay #2. Homework: Begin reading Lina Mounzer, “War in Translation”. Interview your working group on their reactions to Mounzer AND possible ideas to use in your panel. Post bullet points by Tuesday night.</p> <p>Wednesday, October 24 – Work on panels presentations. Homework: Post outlines and materials for dictionary panels. Post panel materials including outline and quotes from sources by Sunday night.</p> <p>Week 14 (Example) Monday, November 26 – Finalize panel (and essay) sources. Read Kiki Petrosino sampler: essay on Thomas Jefferson, poems from “Notes on the State of Virginia” and poem-cartoon excerpt “Black Genealogy”. Find partners for map panels. Post list of possible topics and sources by end of day Tuesday.</p> <p>Wednesday, November 28 – Work on panels. Homework: Post panel outlines and materials/sources by end of day Sunday.</p>	<ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
<p>Week 12 Monday, November 12 – Discuss parallels between city, state, and global</p>	<ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.

<p>inequities. Begin brainstorming third essay topic. Homework: Read City Limits articles on NYC inequality, and gentrification. Post question, quote, and idea list.</p> <p>Wednesday, November 14: Read anthropology essay “The Meaning of the Harlem Starbucks.” Post reading reaction by end of day Sunday.</p> <p>Week 13 Monday, November 19 – Homework: Read UN special report on US poverty. Post question, quote, and idea list.</p> <p>Wednesday, November 21 – Read Ta-Nehisi Coates “The Case for Reparations.” Post rough draft outline by end of day Sunday.</p> <p>Week 15 Monday, December 3 – Map presentations! Come prepared with questions for your peers’ panels. Homework: Read last “American Nationalisms” excerpt. Post quote, question, and idea list by end of day Tuesday.</p> <p>Wednesday December 5 – Read last <i>Juliet Takes a Breath</i> excerpt. Post complete rough draft by end of day SATURDAY.</p> <p>Week 16 Wednesday, December 12 – LAST DAY OF CLASSES. Final draft of map essay due by end of day Thursday.</p>	
<p><u>COIL collaboration overview:</u></p> <p>A shared unit focusing on language and power will take place over 5 weeks, from October 1 – October 31, working with Composition students in ENG 203, the American University of Beirut’s equivalent of Lehman’s ENG 111. Students will complete one to two weekly assignments together via Whatsapp, Facebook messenger, or any other online texting app. These low-stakes assignments will culminate in a high-stakes explanatory essay that asks students to:</p> <ol style="list-style-type: none"> 1. Explain how social hierarchy works in your city, and how this is reflected in names, slang, slurs, and other forms of language. 2. Compare this hierarchy and language to a social hierarchy your sister city. How are these patterns of hierarchy and naming similar, how are they different?) <p>Students must cite and explain supporting evidence from both the course readings AND information gathered from AUB partners.</p> <p>The structural complexity of collaborative assignments will build up from individual pairs (Weeks one and two) to small group work (Weeks three and four) and to whole-class discussions, culminating in short panel presentations and peer-reviewing of essay drafts. (Each instructor will grade her students’ responses and essays separately according to her own rubrics.)</p> <p>Students will then use what they learned in this unit to design their own comparative map project and essay in the third and final unit of the course, which looks at intersecting and interlocking levels of city, state, and global systems of power and inequity.</p>	<ul style="list-style-type: none"> • Formulate original ideas and relate them to the ideas of others, employing the conventions of ethical attribution and citation.
<p>B. Mathematical and Quantitative Reasoning: Three credits</p> <p>A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> • Interpret and draw appropriate inferences from quantitative representations, such

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

C. Life and Physical Sciences: Three credits

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

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

II. Flexible Core (18 credits)

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

A. World Cultures and Global Issues

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

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

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

	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	<ul style="list-style-type: none"> • Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none"> • Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none"> • Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none"> • Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	<ul style="list-style-type: none"> • Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity

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

	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	<ul style="list-style-type: none"> • Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	<ul style="list-style-type: none"> • Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	<ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> • 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.

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

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

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

E. Scientific World

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

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

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

- | | |
|--|--|
| | <ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies. |
| | <ul style="list-style-type: none">• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions. |
| | <ul style="list-style-type: none">• Articulate and evaluate the empirical evidence supporting a scientific or formal theory. |
| | <ul style="list-style-type: none">• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities. |
| | <ul style="list-style-type: none">• Understand the scientific principles underlying matters of policy or public concern in which science plays a role. |

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)	ENG 123
Course Title	English Composition II (Honors)
Department(s)	English
Discipline	English
Credits	3
Contact Hours	4
Pre-requisites (if none, enter N/A)	ENG 113 or equivalent or departmental permission
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Continues the work of ENG 113, advancing critical reading skills and essay development. Emphasis on writing analytical essays and papers based on research in various academic disciplines. Classroom instruction supplemented by individual conferences on drafts with instructor, library resources sessions, and appropriate use of available technology. Note: ENG 123 is required for all LSP and MHC students, in lieu of ENG 121. All LSP/MHC students, unless exempted, must pass this course in fulfillment of the Common Core Requirement in English Composition. Students who take but do not pass this course should repeat it the following year.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

CUNY COMMON CORE Location

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

Required

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

Flexible

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

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

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

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

Waiver requested

If waiver requested:

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

If waiver requested:

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

course will fulfill.	
Learning Outcomes In the left column explain the course assignments and activities that will address the learning outcomes in the right column.	
II. 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:	
2/4 Homework (Example): <ul style="list-style-type: none"> ○ Read "Always Living in Spanish" and "The Writing Life" ○ Visit thedaln.org and pick one of the thousands of literacy narratives to analyze in class 2/20 Classwork (Example): People as research; Interviewing techniques; Deep Listening <ul style="list-style-type: none"> ○ Experiment: Try deep listening for our own project ○ Write: Summarize what you learned from your deep listening exercise ○ Tips, not formulas: Writing effective summaries 3/20 Classwork (Example): What is an argument? Difference between mediation and arguing <ul style="list-style-type: none"> ○ Practice: Work in groups of three to craft a 'mediation' document 	<ul style="list-style-type: none"> ● Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
3/13 Classwork (Example): Performing critiques on whole works; value of critiques; place of critique in our own research project; types of critique we might use <ul style="list-style-type: none"> ○ Write: Critique a whole work related to your project 3/25 Classwork (Example): Writing for an intended reader; read our peers' posts and offer feedback; breakdown of workshop post <ul style="list-style-type: none"> ○ Tips, not formulas: Offering feedback 4/3 Classwork (Example): Responding to feedback; sample responses to feedback; <ul style="list-style-type: none"> ○ Read/Write: reading letters to editors and crafting your own "letter to the editor" 4/15-5/1 Classwork (Example): Make a choice: Style- tone/point of view; reviewing possibilities of tone and point of view <ul style="list-style-type: none"> ○ Write: Continue working on final draft of autoethnography Make a choice: structure/form <ul style="list-style-type: none"> ○ Write: Continue working on final draft of autoethnography Technical: APA in-text and format <ul style="list-style-type: none"> ○ Write: Continue working on final draft of autoethnography Technical: APA in-text and reference page <ul style="list-style-type: none"> ○ Write: Continue working on final draft of autoethnography 	<ul style="list-style-type: none"> ● 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.
2/13-3/11 Classwork: How is place research? <ul style="list-style-type: none"> ○ Write: Place that I'm writing from; Place that I'm writing about; Place that my reader is in People as research; Interviewing techniques; Deep Listening <ul style="list-style-type: none"> ○ Experiment: Try deep listening for our own project ○ Write: Summarize what you learned from your deep listening exercise ○ Tips, not formulas: Writing effective summaries What is history; techniques for integrating history into our final project; how can history become research <ul style="list-style-type: none"> ○ Write: Timeline for our own projects ○ Tips, not formulas: Synthesis Explaining difficult concepts to children; avoiding wordiness; how can science help us in our research; conducting our own scientific experiment <ul style="list-style-type: none"> ○ Tips, not formulas: Integrating quotes 	<ul style="list-style-type: none"> ● Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.

Integrating quotes continued; Numbers as research; conducting your own survey o Write: Create and distribute your own survey	
1/30-2/6 Classwork: What is an autoethnography; What is not an autoethnography o Tips, not formulas: Paragraph structure What is an autoethnography; what is not an autoethnography continued o Tips, not formulas: Thesis Statement Purpose of literacy narratives o Tips, not formulas: Close reading/writing strategies (tone, structure, technique) o Write/Present: Write a paragraph of your own literacy narrative. Try to mirror the tone, structure, or technique of the literacy narrative you have selected. 3/20-25 Classwork: What is an argument? Difference between mediation and arguing o Practice: Work in groups of three to craft a 'mediation' document Writing for an intended reader; read our peers' posts and offer feedback; breakdown of workshop post o Tips, not formulas: Offering feedback	<ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
Writing about/around/away from Final Project Blog Posts (40%): Students will be required to submit seven (7) blog posts this semester. Each of these posts will be in a response to prompts the instructor will provide. These posts will focus on seven different kinds of writing/research and are meant to help students as they work on their final projects. The eight kinds of writing/research are: 1. Writing and process 2. Place writing 3. People Writing 4. Historical writing 5. Math and Science writing 6. Critique 7. Feedback.	<ul style="list-style-type: none"> • Formulate original ideas and relate them to the ideas of others, 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:	
	<ul style="list-style-type: none"> • Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	<ul style="list-style-type: none"> • Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	<ul style="list-style-type: none"> • Represent quantitative problems expressed in natural language in a suitable mathematical format.
	<ul style="list-style-type: none"> • Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	<ul style="list-style-type: none"> • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	<ul style="list-style-type: none"> • Apply mathematical methods to problems in other fields of study.
C. Life and Physical Sciences: Three credits A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none"> • Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none"> • Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none"> • Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none"> • Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
II. Flexible Core (18 credits) Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	

A. World Cultures and Global Issues	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	<ul style="list-style-type: none"> • Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none"> • Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none"> • Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none"> • Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	<ul style="list-style-type: none"> • Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.
B. U.S. Experience in its Diversity	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	<ul style="list-style-type: none"> • Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	

A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	<ul style="list-style-type: none"> • Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	<ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> • Use appropriate technologies to conduct research and to communicate.
D. Individual and Society	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	

	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

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)	ENW 201
Course Title	Writing Essentials
Department(s)	English
Discipline	English
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	Successful completion of ENG 121 (or equivalent) or departmental permission
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	An advanced course in the techniques of formal exposition that develops the students' understanding of English expository style and of mechanics and grammar. A substantial portion of the course is devoted to researching materials and organizing them in the form of summaries of facts, position papers, and research papers. An effort will be made to relate the subject matter of much of the writing to the students' interests.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

CUNY COMMON CORE Location

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

Required

- English Composition
 Mathematical and Quantitative Reasoning
 Life and Physical Sciences

Flexible

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

III. Required Core (12 credits)

A. English Composition: Six credits

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

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence. |
| | <ul style="list-style-type: none"> • 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. |
| | <ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources. |
| | <ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media. |
| | <ul style="list-style-type: none"> • Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation. |

B. Mathematical and Quantitative Reasoning: Three credits

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

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

C. Life and Physical Sciences: Three credits

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

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

II. Flexible Core (18 credits)

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

A. World Cultures and Global Issues

A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	<ul style="list-style-type: none"> • Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none"> • Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none"> • Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none"> • Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	<ul style="list-style-type: none"> • Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.
B. U.S. Experience in its Diversity	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	<ul style="list-style-type: none"> • Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	

<p>EXAMPLES: Homework#1: UG/V Revision, due 9-6 by 12:40 p.m. on Blackboard: Use properly vetted and cited research to convert this overly general and vague statement into a specific and thought-provoking observation: <i>Education is good.</i> Note: Limit your revision to one paragraph. Your paragraph should be no longer than 100 words. Don't forget: Everything gets a title! Upload your paragraph to the Assignment link on Blackboard.</p> <p>Homework #2: UG/V Revision, due 9-12: Use properly vetted and cited research to convert this overly general and vague statement into a specific and thought-provoking observation: <i>All people lie.</i> Note: Limit your revision to one paragraph. Your paragraph should be no longer than 100 words. Don't forget: Everything gets a title! Note: You must bring in a typed hard copy of this (and all) assignments, formatted as per the instructions on page 4 of this syllabus. The only exceptions are the two Blackboard assignments.</p> <p>Homework #5: UG/V Revision, due 10-24 by 12:40 p.m. on Blackboard: Use properly vetted and cited research to convert this overly general and vague statement into a specific and thought-provoking observation: <i>Students love to travel.</i> Note: Limit your revision to one paragraph. Your paragraph should be no longer than 100 words. Remember—everything gets a title! Upload your paragraph to the Assignment link on Blackboard.</p>	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
<p>EXAMPLE: Informal Paper #1: Write a two-page, thesis-driven essay addressing one of these topics: (1) <u>What does it mean to be educated?</u> Or (2) <u>What is a map?</u> Integrate at least one fact, quote, or statistic from properly vetted sources (including, for example, from the RW readings) per paragraph.</p>	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.
<p>EXAMPLE: Formal Paper. Write a five-page, thesis-driven essay that discusses one of the following topics: (1) <u>human beings are essentially good (or evil) (or self-interested);</u> (2) <u>funding space exploration is worth the cost (or it isn't);</u> (3) <u>success is individually determined (or out of our control);</u> or (4) <u>a topic of your choice.</u> Note: <u>Your thesis must be approved by the professor.</u> Note: You must integrate at least one properly vetted quote, statistic, or example per paragraph. Note: You must also use both MLA-style in-text citations and provide a Works Cited page. You do not need a cover sheet or an Abstract.</p>	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>EXAMPLE: Informal Paper #2: Write a two-page, thesis-driven essay <u>comparing and/or contrasting any two visual texts, except you cannot compare/contrast the "Beatus Map" to the "Progress of the Aztec Warrior."</u> What similar features do the two display? Look especially for similarities in purpose, and refer to specific elements of both images in your comparison. In addition, you will be expected to integrate at least one additional fact, quote, or statistic from properly vetted outside (not RW) sources per paragraph. Your thesis statement needs to state one side or another of a debatable issue—do not summarize, describe, or otherwise avoid coming down on one side or the other of an issue.</p>	<ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
<p>EXAMPLE: Homework #6: Caption Writing, due 10-31: Select a photo from 1960-1963 that you think represents American culture of that time. <u>On one piece of paper,</u> provide the following: (1) state what <u>publication & audience your caption targets</u> (Note: You're <i>not</i> writing a caption for an advertisement... your publication must be a magazine, newspaper, newsletter, or academic journal. Also, note: You must describe the demographics of your target readers.); (2) print the photo (black and white is fine); and (3) write a caption (no longer than 50 words) that <u>illuminates</u> some point about the photograph. Remember: Don't simply identify the content; illuminate a point. Note: You may not select a photograph used in class to explain caption-writing or to illustrate Dr. King's letter.</p>	<ul style="list-style-type: none"> ● Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
<p>EXAMPLE: Homework #4: Symbolism, due 10-10: Choose a specific element in Picasso's "Guernica." Write a paragraph interpreting a specific symbol used in "Guernica," citing at least one outside source. Note: This assignment doesn't ask for your personal opinion; it solicits your professional, research-based opinion. See the slides.</p>	<ul style="list-style-type: none"> ● Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
<p>EXAMPLE: Homework #8: Summary & Reflection, due 12-10: Type on <u>one sheet of paper</u> (1) three things (or more) we discussed this semester that you'll be able to use in writing or in life going forward; and (2) a quote (an epigram) that resonates with you about any of the broad categories we've discussed this semester (education, science, human nature, et al). Be prepared to read your quote aloud.</p>	<ul style="list-style-type: none"> ● Demonstrate knowledge of the skills involved in the creative process.
<p>EXAMPLE: Review "curing" dreaded UG/Vs & research opportunities, for instance the Lehman Library databases, Statista & CQ, <i>et al.</i> [Course as whole makes extensive use of Blackboard, Lehman Library and its digital databases, weekly readings, in-class presentation/discussion of readings and writings, professor and student slides, etc.]</p>	<ul style="list-style-type: none"> ● 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.

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

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

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

E. Scientific World

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

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

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

- | | |
|--|--|
| | <ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies. |
| | <ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions. |
| | <ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory. |
| | <ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities. |
| | <ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role. |

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Public Health, B.S.
Hegis Number: 1214.00
Program Code: 37993
Effective Term: Spring 2024

1. Type of Change: Withdrawal of program

2. Description: Elimination of the Public Health BS from the list of majors offered at Lehman College.

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

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

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

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

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

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

Component	Credits
Core Courses	24
Specialization Courses: GISc or Global Health	18
Fieldwork and Capstone	6

Degree Requirements

24 credits in Required Core Courses

	Credits
HEA 300 Introduction to Public Health	3
Or	
PHE 304 Fundamentals of Global Health	3
HSD 269 Fundamentals of Biostatistics for Health Professionals	3
HSD 306 Epidemiology	3
HEA 267 Human Behavior and Health	3
HSD 266 The U.S. Health Care Delivery System	3

HEA 400	Program Planning and Evaluation	3
PHE 302	Social and Environmental Determinants of Health	3
PHE 303	Approaches to Public Health Research	3

Students may take either HEA 300 or PHE 204

18 credits in Geographic Information Science (GIS) Specialization

12 Credits in Required Specialization Courses

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

6 credits in GIS Specialization Electives selected from the following:

		Credits
GEH 240	Urban Geography	3
GEH 232	Medical Geography	3
GEP 321	Introduction to Remote Sensing	4
GEP 330	Spatial Statistics and Advanced Quantitative Methods in Geography	3

GEP 360	Geovisualization and Analytic Cartography	4
GEP 350	Special Projects in Geographic Information Systems	4
GEH 490	Honors in Geography	One semester, 2, 3, or 4 credits (may be repeated for a maximum of 6 credits).

18 Credits in Global Health Specialization

12 Credits in Required Specialization Courses

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

6 Credits in Global Health Specialization Electives selected from

		Credits
HEA 302	Women and Health	3
HEA 211	Perspectives on AIDS	3
POL 343	International and Regional Organizations	3

HEA 348	Latino Health	3
PHE 340	Global Nutrition and Disease	3
GEH 232	Medical Geography	3

6 Credits in Required Fieldwork and Capstone for both Specializations

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

Admission Requirements

To be considered for admission to the B.S. in Public Health, an application must:

1. Have a minimum GPA of 3.0.

3. Rationale:

In September 2007 CUNY announced plans to create a consortial model program for graduate studies in Public Health to be based at Lehman, Hunter and Brooklyn Colleges. As a result, Lehman created a well-regarded MPH program. In November 2015, the CUNY Board of Trustees voted to transition from the consortial model to a single CUNY School of Public Health located in Manhattan. As a result the public health faculty at Lehman moved to the new school. Because the transition to a single school was not expected, the Public Health faculty at that time had developed a proposal to create a BS in Public Health major that would, in principle, have served as a gateway to the MPH at Lehman. The expectation was that all of the public health faculty would be engaged in teaching in the BS program. This program was also approved by the CUNY Board of Trustees in November 2015.

Faced with this unexpected series of events, the College went forward with registering the new major with New York State, hired a new two-person faculty, and began offering courses. The first PHE course (Fundamentals of Global Health) was offered in Spring 2017 and the two faculty members also taught HEA, HSD and HEA core courses required for the major in fall and spring 16-17. In 2017-18 they offered multiple PHE

courses along with core courses. In fall 2018 the program is offering the required field experience for the first time as its first cohort of students approaches graduation.

The program has also explored the accreditation process through CEPH (Council on Education for Public Health) which would be a multi-year, resource-heavy endeavor that would, in part, require the addition of several faculty members.

In fall 2018 there are 22 active majors. Following a resignation, there is one full time faculty member in the department along with a substitute lecturer.

Students who wish to pursue a graduate program in Public Health are not required to have an undergraduate major in public health, and there are other undergraduate programs available that provide suitable preparation for students interested in those degrees and opportunities for mentoring and research experiences from individual faculty in many departments.

In light of this background and the situation created by the resignation of half of the two-person faculty it has been determined that the best way forward is to end (sunset) the BS in Public Health program rather than to attempt (for the second time in three years) to rebuild it.

The proposed process for the sunsetting is that all current majors will be supported in completing their degrees and this will be facilitated by extensive and personalized advising and careful scheduling to ensure that all needed courses are offered in proper sequence for all students, using ePermits, “meets with” courses, and tutorials as necessary. However, the expectation is that most students will complete their major degree requirements by Spring 2020. Once active students have completed the program the major will be unregistered with the state.

The proposed change does not impact the minor in public health which predated the creation of the major.

4. Date of departmental approval: November 28, 2018

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

**DEPARTMENT OF HEALTH SCIENCES
CURRICULUM CHANGE**

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

2. **From:**

Department(s)	Department of Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 303
Course Title	Safety Education, Accident Prevention, and First Aid
Description	Principles of safe living; theory and practice of first aid procedures. Satisfactory completion of this course will result in the awarding of the American Red Cross First Aid Certificate or the American Heart Association Heartsaver Certificate.
Pre/ Co Requisites	NA
Credits	2
Hours	2
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:**

Department(s)	Department of Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 303
Course Title	Safety Education, Accident Prevention, and First Aid
Description	Principles of safe living; theory and practice of first aid procedures. <u>Upon satisfactory completion of this course, students have the option to apply for the fee-based American Red Cross First Aid Certificate or the American Heart Association Heartsaver Certificate.</u>
Pre/ Co Requisites	NA

Credits	2
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The American Red Cross First Aid Certificate as well as the American Heart Association Heartsaver Certificate each carry a fee (\$22 as of this date). This fee needs to be made apparent in the course description as well as the understanding that the student does not have to purchase the certificate. If the student chooses not to, s/he will still earn the 2 credits for satisfactorily completing the course.

5. Date of departmental approval: January 30, 2019

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

**DEPARTMENT OF HEALTH SCIENCES
CURRICULUM CHANGE**

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

2. **From:**

Department(s)	Department of Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 304
Course Title	CPR/AED Basic Life Support
Description	Instruction in the principles and skills of recognizing cardiac arrest and administering emergency care through CPR/AED. Satisfactory completion of this course will result in the awarding of the American Red Cross Adult and Pediatric CPR/AED Certificate or the American Heart Association Heartsaver Certificate.
Pre/ Co Requisites	NA
Credits	1
Hours	1
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing)	NA

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

3. **To:**

Department(s)	Department of Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 304
Course Title	CPR/AED Basic Life Support
Description	Instruction in the principles and skills of recognizing cardiac arrest and administering emergency care through CPR/AED. <u>Upon satisfactory completion of this course, students have the option to apply for the fee-based American Red Cross Adult and Pediatric</u>

	<u>CPR/AED Certificate or the American Heart Association Heartsaver Certificate.</u>
Pre/ Co Requisites	NA
Credits	1
Hours	1
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p> <input type="checkbox"/> English Composition</p> <p> <input type="checkbox"/> Mathematics</p> <p> <input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p> <input type="checkbox"/> World Cultures</p> <p> <input type="checkbox"/> US Experience in its Diversity</p> <p> <input type="checkbox"/> Creative Expression</p> <p> <input type="checkbox"/> Individual and Society</p> <p> <input type="checkbox"/> Scientific World</p>

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

The American Red Cross Adult and Pediatric CPR/AED Certificate as well as the American Heart Association Heartsaver Certificate each carry a fee (\$22 as of this date). This fee needs to be made apparent in the course description as well as the

understanding that the student does not have to purchase the certificate. If the student chooses not to, s/he will still earn one credit for satisfactorily completing the course.

5. **Date of departmental approval:** January 30, 2019



Change or Adapt a Registered Program*

Use this form to request program changes that require approval by the State Education Department (see chart on the following page). For **programs that are registered jointly** with another institution, all participating institutions must confirm support for the changes.

This application should **NOT** be used for the following types of requests:



- Proposals for new programs
- Requests for changes to registered programs preparing Teachers, Educational Leaders, and Other School Personnel
- Requests for changes to programs preparing Licensed [Professionals](#); or
- Requests to add the Distance Education Format to a Registered Program

(**Note:** If the only requested change is to add the distance education format to an existing registered program, institutions need only complete and submit the [Application to Add the Distance Education Format to a New or Registered Program](#).)

The application materials for requests for changes to registered programs preparing Teachers, Educational Leaders, and Other School Personnel or Licensed Professionals can be found at:

<http://www.highered.nysed.gov/ocue/aipr/register.html>

For requests to changes to Doctoral programs: please [contact](#) the Office of College and University Evaluation (OCUE).

Directions for submission of request:

1. Create a **single** PDF document that includes the following completed forms:
 - Request to Change or Adapt a Registered Program
 - Master Plan Amendment Supplement and Abstract (if applicable)
 - External Review of Certain Degree Programs and Response (if applicable)
 - [Application to Add the Distance Education Format to a New or Registered Program](#), (if applicable).
2. Create a separate PDF document for any required syllabi (see p. 2 of form, Changes in Program Content)
3. Attach the PDF documents to an e-mail.
4. Send e-mail to OCUERevAdmin@nysed.gov

When submitting to the mailbox, include the following elements in the subject line of the e-mail:
Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, Request for Change, Master of Science, English Literature

* **CUNY and SUNY** institutions: contact System Administration for Request for Change submission process.

Changes and Adaptations Requiring State Education Department Approval

Changes in Program Content (all programs)

1. Any of the following substantive changes:

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

Other Changes (all programs)

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

Establishing New Programs Based on Existing Registered Programs

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

PLEASE NOTE:

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



NEW YORK STATE EDUCATION DEPARTMENT
 Office of Higher Education—Office of College and University Evaluation
 89 Washington Avenue, Albany, NY 12234
 (518) 474-1551 Fax: (518) 486-2779
<http://www.highered.nysed.gov/ocue/>
OCURevAdmin@nysed.gov

Request to Change or Adapt a Registered Program	
Item	Response <i>(type in the requested information)</i>
Institution name and address	<p><i>Additional information:</i></p> <ul style="list-style-type: none"> ▪ Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	<p>Program title: Public Health B.S.</p> <p>Credits: 48</p> <p>HEGIS code: 1214.00</p> <p>Program code: 37993</p>
Contact person for this proposal	<p>Name and title: Danna Ethan, Chair, Department of Health Sciences</p> <p>Telephone: 347-577-4034 Fax: 718-960-8908 E-mail: danna.ethan@lehman.cuny.edu</p>
CEO (or designee) approval	<p>Name and title:</p> <p>Signature and date:</p> <p style="background-color: black; color: white; text-align: center;">If the program will be registered jointly¹ with another institution, provide the following information:</p> <p>Partner institution's name: N/A</p> <p>Name and title of partner institution's CEO:</p> <p>Signature of partner institution's CEO:</p>

- For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.

¹ If the partner institution is non-degree-granting, see CEO Memo 94-04 at <http://www.highered.nysed.gov/ocue/documents/ceo94-04.pdf>

Check all changes that apply and provide the requested information.

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

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

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

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

- Program title**
- Program award**
- Mode of Delivery** (**Note:** if the change includes adding a **distance education format** to a registered program, please complete the [Application to Add the Distance Education Format To a New or Registered Program](#).)
- Discontinuing a program:** indicate the date by which the program will be discontinued.²

Dec 31, 2024
- Format change** (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)
 - a) Indicate proposed format:
 - b) Describe availability of courses and any change in faculty, resources, or support services:
 - c) Use the Sample Program Schedule in the [Application for Registration of a New Program](#) to show the sequencing and scheduling of courses in the program.
 - d) If the revised program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.
 - e) Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.

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

Establishing New Programs Based on Existing Registered Programs

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

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

	Program Title	Degree Award	Program Code
Program 1			
Program 2			

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

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

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

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

a) Information from the [Application for Registration of a New Program](#):

- Task 1 and Task 2a
 - Task 3 - Sample Program Schedule
 - Task 4 - Faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)
- b) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:
 - c) Expected impact on existing program:
 - d) Adjustments the institution will make to its current resource allocations to support the program:
 - e) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program.

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

³ Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.
February 2016

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

DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES

CURRICULUM CHANGE

1. **Type of Change:** Title, description, credits and cross-listing

2. **From:**

Department(s)	Latin American and Latino Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latin American Studies
Course Prefix & Number	LAC 360
Course Title	Variable Topics in Latino / Puerto Rican Studies
Description	Various topics in Latino / Puerto Rican Studies.
Pre/ Co Requisites	None
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	None
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

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

Department(s)	Latin American and Latino Studies
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Latin American Studies
Course Prefix & Number	LAC <u>(LTS) 360</u>
Course Title	<u>Special Topics in Latin American and Latino Studies</u>
Description	<u>Various topics in Latin American and Latino Studies. Course may be repeated once with a different topic.</u>
Pre/ Co Requisites	None
Credits	<u>3 (maximum 6 credits)</u>
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	None
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The course's title and description did not match the Department's offerings. The topics of the course generally change from semester to semester. Increasing the maximum number of times a student can register for the course to two times allows students to take advantage of different topic offerings. Cross-listing with LTS 360 provides flexibility for majors and minors in LAC as well as in LTS.

5. Date of departmental approval: December 11, 2018

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

LEHMAN SCHOLARS PROGRAM

CURRICULUM CHANGE

Effective Term: Spring 2020

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

2. **From:**
The Lehman Scholars Program

Director of Studies: Gary Schwartz (Library, Room 315)

The Lehman Scholars Program (LSP) is designed for capable and highly motivated students who have the desire and ability to pursue a somewhat more independent liberal arts course of study. The program offers the advantages of a small, intimate college, including special courses, seminars, and individual counseling.

Special Features: The Lehman Scholars Program offers several special features:

- *Students are exempt from General Education upper-division Integration Requirements (CUNY College Option).* They must, however, fulfill the Foundation and Distribution General Education requirements (CUNY Common Core) and meet all course prerequisites and requirements for their major field.
- *The Lehman Scholars Program has its own requirements, which students must fulfill:*
 - ~~a one-semester honors course in English composition and stylistics;~~
 - ~~two years of a foreign language at the college level or its equivalent;~~
 - ~~four honors seminars from any of four different academic areas: Fine and Performing Arts, Humanities, Natural Science, and Social Science; and~~
 - ~~a senior honors essay.~~

~~There is one exception to these requirements: Students who enter the program with more than 30 credits may be considered for exemption from one seminar after consultation with the Program Director.~~

- ~~*Mentors.* Each student entering the program will be assigned to a faculty mentor in his or her field of interest. The mentor will advise the student in the areas of program planning and academic and career goals.~~
- *Application Procedure:* Students who have earned 60 or fewer college credits may apply for either September, June, or January admission. They will be notified about their acceptance in time for the following semester's registration. The application form is available in the LSP Office, Library, Room 315.

TO:
The Lehman Scholars Program

Director of Studies: Professor Gary Schwartz (Library, Room 315)

The Lehman Scholars Program (LSP) is designed for capable and highly motivated students who have the desire and ability to pursue a somewhat more independent liberal arts course of study. The program offers the advantages of a small, intimate college, including special courses, seminars, and individual academic counseling.

Special Features: The Lehman Scholars Program offers several special features:

- *Students are exempt from General Education upper-division Integration Requirements (CUNY College Option).* They must, however, fulfill the Foundation and Distribution General Education requirements (CUNY Common Core) and meet all course prerequisites and requirements for their major field.
- Mentors. Each student entering the program will be assigned to a faculty mentor in his or her field of interest. The mentor will advise the student in the areas of program planning and academic and career goals.
- *The Lehman Scholars Program has its own requirements, which students must fulfill:*
 1. A two-semester honors course in English composition and stylistics, which also fulfills a requirement in the CUNY Common Core.
 2. Four LSP honors seminars: one from each of four different academic areas: Fine and Performing Arts, Humanities, Natural Science, and Social Science. Students who enter the program with more than 30 credits may be considered for exemption from one seminar after consultation with the Program Director.
 3. Two years of the same foreign language or its equivalent; Students beginning a foreign language take 4 semesters (elementary + intermediate); students continuing in a language may place into one of the four semesters or place out of further required foreign language study based on AP testing or other criteria.

Or
Students may take one year of elementary language study and two Lehman Scholars Seminars.

Or
Students placing out of foreign language study take two additional LSP Seminars
 4. A senior honors essay, thesis, or capstone project

Application Procedure: Students who have earned 60 or fewer college credits may apply for either September, June, or January admission. They will be notified about their acceptance in time for the following semester's registration. The application form is available in the LSP Office, Library, Room 315.

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

Revisions are to make the requirements easier to understand. The expansion of the English requirement to two semesters is in keeping with general education requirements. More options are added for students to fulfill the language requirement.

5. **Date of LSP approval:** January 29, 2019

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** Attribute Change

2. **From:**

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dance
Course Prefix & Number	DNC 252
Course Title	World Dance Principles
Description	Analysis of culturally-specific traditional dance forms, such as African-American, African, flamenco, Indian, Native American, and tango, as theatre art forms. Study and performance of sequences from different dance styles.
Pre/ Co Requisites	NA
Credits	3 (may be repeated for up to 6 credits)
Hours	4
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dance
Course Prefix & Number	DNC 252
Course Title	World Dance Principles
Description	Analysis of culturally-specific traditional dance forms, such as African-American, African, flamenco, Indian, Native American, and tango, as theatre art forms. Study and performance of sequences from different dance styles.
Pre/ Co Requisites	NA
Credits	3 (may be repeated for up to 6 credits)
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

In DNC 252 World Dance Principles, students study selected styles of world dance. In addition to experiencing the dances first hand, students have weekly reading assignments, give presentations, write papers and learn the culture and history of different dance styles. Other arts courses that focus on a particular culture, for example

AAS 321 African Americans in Cinema and LAC 341 Puerto Rican Music, are given liberal arts credit.

AAS 321 African Americans in Cinema

Visual images of African Americans in films, shorts, cartoons, and documentaries.

LAC 341 Puerto Rican Music

Analysis of musical performance with respect to identity, gender, race, and class.

Emphasis will be placed on the hybrid nature of the music and on the role played by the Puerto Rican Diaspora in the creation of the music.

Changing the designation to liberal arts would more accurately reflect the nature of the class, which fulfills the NYS liberal arts requirement of “appreciation, history or theory”.

The course goals include:

- Demonstrate critical thinking about dance from historical, global, and diverse perspectives.
- Analyze in writing and/or in a presentation the development of dance, in human societies and cultures
- Analyze in writing choreography from different periods and styles

5. **Date of departmental approval:** January 25, 2019

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** Attribute Change

2. **From:**

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dance
Course Prefix & Number	DNC 322
Course Title	Urban Dance I
Description	Introductory-level study and analysis of urban dance forms like hip hop, house, and vogue. Students learn basic steps, practice improvising within these styles, and develop choreography.
Pre/ Co Requisites	NA
Credits	3 (may be repeated for up to 6 credits)
Hours	4
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dance
Course Prefix & Number	DNC 322
Course Title	Urban Dance I
Description	Introductory-level study and analysis of urban dance forms like hip hop, house, and vogue. Students learn basic steps, practice improvising within these styles, and develop choreography.
Pre/ Co Requisites	NA
Credits	3 (may be repeated for up to 6 credits)
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

In DNC 322 Urban Dance I, in addition to experiencing the dances first hand, students have weekly reading assignments, give presentations, write papers, discuss social and political dimensions of urban dance and engage in weekly class discussions. It is a survey course designed to familiarize students with the history of different urban dance styles as well as generate appreciation and understanding of those forms.

Changing the liberal arts designation would more accurately reflect the content of the class, which fulfills the NYS liberal arts requirement of “appreciation, history or theory”.

The course goals include:

- Demonstrate critical thinking about dance from historical, global, and diverse perspectives.
- Analyze in writing and/or in a presentation the development of dance, in human societies and cultures
- Analyze in writing choreography from different periods and styles

5. **Date of departmental approval:** January 25, 2019

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** Attribute, Title, Description and Pre-requisite Change

2. **From:**

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dance
Course Prefix & Number	DNC 352
Course Title	Special Topics in World Dance
Description	Study and analysis of a culturally-specific traditional dance form, such as African-American, African, flamenco, Indian, Native American, and tango as a theatre art form. Sequences from the selected dance style are studied and performed.
Pre/ Co Requisites	One 200-level dance class or departmental permission
Credits	3 (may be repeated for up to 6 credits)
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dance
Course Prefix & Number	DNC 352
Course Title	<u>Advanced</u> Topics in World Dance
Description	<u>Advanced</u> study and analysis of a culturally-specific traditional dance form, such as African-American, African, flamenco, Indian, Native American, and tango as a theatre art form. Sequences from the selected dance style are studied and performed.
Pre/ Co Requisites	One <u>DNC</u> class or departmental permission
Credits	3 (may be repeated for up to 6 credits)
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

In DNC 352 Special Topics in World Dance, students study a selected style of world dance. In addition to experiencing the dances first hand, students have weekly reading assignments, give presentations, write papers and learn the culture and history of different dance styles. Other arts courses that focus on a particular culture, for example AAS 321 African Americans in Cinema and LAC 341 Puerto Rican Music, are given liberal arts credit. The word “advanced” has been added to the description in order to distinguish it from DNC 252 World Dance Principles. The prerequisite has been

changed from “a 200-level dance class” to “a dance class.” There are some students who place out of 200-level technique classes and begin at the 300-level.

AAS 321 African Americans in Cinema

Visual images of African Americans in films, shorts, cartoons, and documentaries.

LAC 341 Puerto Rican Music

Analysis of musical performance with respect to identity, gender, race, and class.

Emphasis will be placed on the hybrid nature of the music and on the role played by the Puerto Rican Diaspora in the creation of the music.

Changing the designation to liberal arts would more accurately reflect the nature of the class, which fulfills the NYS liberal arts requirement of “appreciation, history or theory”.

The course goals include:

- Demonstrate critical thinking about dance from historical, global, and diverse perspectives.
- Analyze in writing and/or in a presentation the development of dance, in human societies and cultures
- Analyze in writing choreography from different periods and styles

5. **Date of departmental approval:** January 25, 2019

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** Attribute Change

2. **From:**

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dance
Course Prefix & Number	DNC 360
Course Title	Selected Topics in Dance
Description	Consideration of recent developments in dance.
Pre/ Co Requisites	NA
Credits	3 (maximum 6 credits)
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Music, Multimedia, Theatre and Dance
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Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dance
Course Prefix & Number	DNC 360
Course Title	Selected Topics in Dance
Description	Consideration of recent developments in dance.
Pre/ Co Requisites	NA
Credits	3 (<u>may be repeated for up to 6 credits</u>)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<u>NA</u>
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

DNC 360 Special Topics in Dance is categorized as Non-Liberal Arts despite the content of the courses. DNC 360 is a course that includes history and theory and for the most part, little studio time. Over the last five years the DNC 360s have been, Gender and the Body, Media and the Body, Yoga Philosophy and Contributions of African Americans to Modern Dance. These courses have had almost no studio time, however, students in DNC 360 did not receive liberal arts credit.

The course goals include:

- To gather, interpret, and assess information from a variety of sources and points of view.

- To produce well-reasoned written or oral arguments using evidence to support conclusions.
- To demonstrate familiarity with methods of theoretical or abstract analysis and philosophical reasoning.
- To produce an essay or written piece of research or other creative work, in “scaffolded” stages, demonstrating both an ability to express complex ideas for an educated audience as well as the ability to evaluate and utilize a variety of information of an abstract, theoretical or philosophical nature.

5. **Date of departmental approval:** January 25, 2019

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** Attribute and Prerequisite Change

2. **From:**

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dance
Course Prefix & Number	DNC 422
Course Title	Special Topics in Urban Dance II
Description	Intermediate-level study and analysis of urban dance forms like hip hop, house, and vogue. Students learn the history of the form as well as steps and choreography within the selected style.
Pre/ Co Requisites	NA
Credits	3 (can be repeated for up to 6 credits)
Hours	4
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dance
Course Prefix & Number	DNC 422
Course Title	Special Topics in Urban Dance II
Description	Intermediate-level study and analysis of urban dance forms like hip hop, house, and vogue. Students learn the history of the form as well as steps and choreography within the selected style.
Pre/ Co Requisites	<u>One DNC class or departmental permission</u>
Credits	3 (can be repeated for up to 6 credits)
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

In DNC 422 Special Topics in Urban Dance II, in addition to experiencing the dances first hand, students have weekly reading assignments, give presentations, write papers, discuss social and political dimensions of urban dance, and engage in weekly class discussions. It is a course designed to delve more deeply into the history of a selected urban dance styles as well as generate appreciation and understanding of the form.

DNC 422 is categorized as liberal arts in CUNYfirst but not in the bulletin. Changing the liberal arts designation would correct that error and more accurately reflect the content

of the class, which fulfills the NYS liberal arts requirement of “appreciation, history or theory”.

The prerequisite has been added for consistency throughout the special topics classes within the major.

The course goals include:

- Demonstrate critical thinking about dance from historical, global, and diverse perspectives.
- Analyze in writing and/or in a presentation the development of dance, in human societies and cultures
- Analyze in writing choreography from different periods and styles

5. **Date of departmental approval:** January 25, 2019

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dance
Course Prefix & Number	DNC 451
Course Title	Choreographic Workshop II
Description	(Specifically designed for graduating dance majors.) Special choreographic assignments, research, production, and/or performance under faculty guidance.
Pre/ Co Requisites	DNC 345 and Departmental Permission
Credits	2
Hours	3
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	[X] Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dance
Course Prefix & Number	DNC 451
Course Title	Choreographic Workshop II
Description	(Specifically designed for graduating dance majors.) Special choreographic assignments <u>designed to lead to a senior thesis project.</u>
Pre/ Co Requisites	DNC 345 and Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

DNC 451 is a composition class that senior dance majors complete during their final semester. MST 319 Composition I, MST 320 Composition II, and DNC 345 Choreography and Improvisation provide precedent for categorizing composition within the arts as liberal arts. Students also research and practice professional writing. The change to the description more accurately reflects the content of the course since the course is choreographic in nature and is designed to lead to a capstone choreography project.

DNC 345 Choreography and Improvisation

The development of the creative process by means of improvisation and a variety of choreographic projects from the traditional to the experimental.

MST 319 Composition

Composition in various types and forms of music; practice in free composition.

MST 320 Composition II

Advanced study of composition, with emphasis on instrumental combinations.

- Demonstrate critical thinking about dance from historical, global, and diverse perspectives.
- Demonstrate the ability to create choreography for public presentation

5. **Date of departmental approval:** January 25, 2019

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 3470
Course Title	Reasoning with Data
Description	Use of data to analyze issues, evaluate arguments, test hypotheses, draw conclusions and make decisions. Considers the role of chance and systematic bias in the production of data. Exploration of concepts such as experimental and statistical control and the simultaneous consideration of multiple variables.
Pre/ Co Requisites	Completion of College Math Requirement; PHI 169 or a 200 level Sociology course or by permission of Department.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. **To:** Underline the changes

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 3470
Course Title	Reasoning with Data
Description	Use of data to analyze issues, evaluate arguments, test hypotheses, draw conclusions and make decisions. Considers the role of chance and systematic bias in the production of data. Exploration of concepts such as experimental and statistical control and the simultaneous consideration of multiple variables.
Pre/ Co Requisites	Completion of College Math Requirement <u>or MAT 128 or MAT 328</u> , and PHI 169 or a 200 level Sociology course, or Department Permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

This change appends the existing list of prerequisites to open the course to students who have taken MAT 128 or MAT 328, which are foundation courses for the new Data Science minor and courses that will more than adequately prepare students for SOC 3470.

5. **Date of departmental approval:** November 19, 2018

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

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

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

Department(s)	Speech-Language-Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Speech Pathology and Audiology
Course Prefix & Number	SPV 430
Course Title	Clinical Methods and Supervised Observation
Description	Theoretical bases for treatment of individuals with communication disorders, and procedures for implementing change within therapy sessions. Supervised clinical observation of treatment practices, techniques and assessment combined with in class intensive clinical writing practice.
Pre/ Co Requisites	SPV 326 and/or SPV 327
Credits	3
Hours	4
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Speech-Language-Hearing Science
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Speech Pathology and Audiology
Course Prefix & Number	SPV 430
Course Title	Introduction to Clinical Methods and Supervised Observation
Description	<u>Introduction to clinical practice methods, therapeutic and diagnostic processes, treatment intervention techniques, and evidence-based practice in pediatric and adult populations. Introduction to selection of treatment goals and writing session plans, behavioral objectives, diagnostic reports, and SOAP notes. Additionally requires 25 hours of clinical observation (external to the course hours).</u>
Pre/ Co Requisites	SPV 326 and/or SPV 327
Credits	3
Hours	4
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The proposed course description change reflects a major revision in the course content of SPV 430 from a course that focused primarily on supervised observation of the therapeutic process to a capstone course that integrates knowledge gained from SPV

326 and/or SPV 327 to develop important pre-professional clinical skills essential to the diagnosis and evidence-based treatment of communication disorders. Students will be exposed to and will gain experience writing treatment goals, session plans, behavioral objectives, diagnostic reports and SOAP notes.

5. **Date of departmental approval:** November 9, 2018

Proposed changes to College curricular policies:

1.

Effective summer 2019, undergraduate certificate programs (not including certificates offered by Continuing Education) shall follow the policies and procedures in effect for minors.

Rationale: The establishment of undergraduate certificates is a relatively new development. As such, there are no established policies and procedures related to issues such as: the number of courses that can be shared between majors/minors and certificates, GPA and residency requirements for certificates, etc. As certificates generally require fewer courses than majors, it is appropriate to treat them as we do minors.

2.

Effective summer 2019, when the requirements of an undergraduate program change, students currently enrolled in that program may elect to change from the requirements in place when they declared that program to the new program requirements. Readmitted students must complete the program requirements in effect when they are readmitted. In exceptional circumstances, determined by departmental advisors, a readmitted student may be allowed to remain under the original program requirements. All students enrolled in fall and summer 2019 whose program underwent revision prior to fall 2019 may take advantage of this policy.

Rationale: Currently students are tied to the requirements in place when they declare a major/minor. In many cases this works to students' advantage as they can continue to progress to graduation without regard to the new requirements. However, the newer requirements often present new options, more course choices, and/or more contemporary courses. Thus, when it is the students' advantage to switch to the newer requirements, they should be allowed to do so. By putting readmitted students into the requirements in place when they readmit, departments will no longer be forced to offer obsolete courses or their equivalents to allow these students to graduate. However, the policy allows advisors the ability to adjust requirements in the students' best interests.

3. TABLED – pending CAEAS approval

Effective summer 2019, when a course that is required or that can be used to fulfill a requirement for a major/minor, or that is a pre-requisite to such a course, is satisfied by an equivalent course of fewer credits than the Lehman course, the student may complete the major/minor with fewer credits than is normally required. That is, the student does not have to “make up” the missing credit(s) because the equivalent course was of fewer credits than the Lehman course.

Rationale: We often have cases in which equivalent courses are of fewer credits than the Lehman equivalent. This require students to take additional credits or get waivers from departments. For example, if a major requires MAT 132 (4 credits), students who transfer an equivalent course that is 3 credits must complete an additional credit of Mathematics to fulfil the major’s requirement. If a course’s content is equivalent, the requirement should be considered satisfied. Such students will still need to complete 120 credits for graduation, this policy does not grant them additional credits beyond the original course’s value.

FROM:**College Honors**

Students are eligible for College honors at graduation if they have completed at least 60 credits in residence at Lehman College, ~~of which at least 42 are indexable~~, with a minimum cumulative index of ~~3.4~~. (See definition of credits in residence under the heading "Credit Requirements" in the section on "Degree Requirements" in this Bulletin.) The following honors may be awarded:

<i>Cum laude</i>	Index of 3.4-3.59
<i>Magna cum laude</i>	Index of 3.6-3.79
<i>Summa cum laude</i>	Index of 3.8-4.0

TO:**College Latin Honors**

Effective spring, 2019, students are eligible for College Latin honors at graduation if they have completed at least 50 indexable credits in residence at Lehman College, with a minimum cumulative index of 3.5. (See definition of credits in residence under the heading "Credit Requirements" in the section on "Degree Requirements" in this Bulletin.) The following Latin honors may be awarded (Index requirements are effective fall, 2019):

<i>Cum laude</i>	Index of <u>3.5 – 3.74</u>
<i>Magna cum laude</i>	Index of <u>3.75 – 3.84</u>
<i>Summa cum laude</i>	Index of <u>3.85 – 4.0</u>

Second degree students are not eligible for College Latin Honors.

Rationale

The current requirements for college Latin honors are:

- 1) Completion of a minimum of 60 credits at Lehman College, including a minimum of 42 indexable credits
- 2) cum laude – cumulative GPA at Lehman of 3.4 – 3.59; magna cum laude – cumulative GPA at Lehman of 3.6 – 3.79; summa cum laude – cumulative GPA at Lehman of 3.8 – 4.0;

Given that we accept students who transfer with more than 60 credits, including up to 70 credits from transfers from community colleges, and who therefore may need to complete substantially fewer than 60 credits to graduate, is our credit minimum for honors causing too many strong students to be eliminated from receiving honors?

If the answer to this question is yes, then the second question is: How many credits are sufficient to determine that a student has earned Lehman College honors?

Consideration of the first question might suggest cut points – credit totals that would expand honors eligibility to more students – and perhaps also inform the answer to the second.

The following data are from IR and based on our fall 2018 enrollment. There were 787 students who met the current minimum GPA requirement (3.4 or above) and transferred more than 60 credits; the percentages below are based on this population:

- 183 (23%) students transferred between 61 and 65 credits
- 134 (17%) students transferred between 66 and 70 credits
- 90 (11%) students transferred between 71 and 75 credits
- 49 (6%) students transferred between 76 and 80 credits
- 41 (5%) students transferred between 81 and 85 credits
- 167 (21%) students transferred between 86 and 90 credits (144 with 90 credits)
- 45 (6%) students transferred between 91 and 100 credits
- 40 (5%) students transferred between 101 and 120 credits
- 38 (5%) students transferred with more than 121 credits

These data suggest that current policies do deny a substantial population the opportunity to earn college honors. **Therefore, the number of credits completed at Lehman should be lowered from 60 to 50. However, the indexable credits should match, so an increase from 42 to 50.**

Second, based on a review of data that CAEAS has already seen on the GPA requirement at various CUNY and non-CUNY institutions, **the GPA requirements should be raised as follows:**

- **Cum laude – 3.5 – 3.74**
- **Magna cum laude – 3.75 – 3.84**
- **Summa cum laude – 3.85 – 4.0**

The decrease in the number of credits required should be effective this semester, spring 2019, thus allowing additional students to be eligible for honors this year.

The increase in the GPA requirement should be effective fall 2019, so that current students working to earn honors this year will not see the target moved.



Library Technology and Telecommunications Senate Committee Meeting

Meeting Date: February 27th, 2019
Meeting Location: Carman Hall Room 162

Attendance: VP Ron Bergmann, Stephen Castellano, John DeLooper, Raymond Diaz, Susan Ko, Kenneth Schlesinger, Professor Jennifer McCabe, Ms. Edi Ruiz, Vincent Sandella, Prof. Devrim Yavuz, Prof. Chul-Young Roh, Prof. Jennifer Van Allen

Student Senator Representatives: Not present

Library Report:

** Library announces series of upcoming Events: Introduction to Manifold, open source scholarly communication and book publishing platform. Tuesday, March 19th
3:00 - 4:00 PM Library Treehouse

• ** Library invites the Lehman Community to: Innovation: Partnership with New York Botanical Garden. Biology faculty members Edward Kennelly, Renuka Sankaran, and Eleanore Wurtzel present their research and discuss resources and support from NYBG. Tuesday, April 2nd 12:30 - 2:00 PM Treehouse

• ** Two upcoming Faculty Reading events: Alex Collier's *Women, Rhetoric and Drama in Early Modern Italy*. Wednesday, April 3rd from 4-5 PM and Elhum Haghghat's *Demography and Democracy*-Monday, April 15th from 2-3:00 PM. Both events take place in the Library Tree House.

Division of Information Technology

** The IT Division presented the draft 2019/20 IT Roadmap to the committee. The division is seeking campus-wide feedback on its plans, which are designed to align with the college goals. The roadmap is being presented to a variety of college constituencies and is expected to be posted to the IT website later in the semester.

** At the request of the Governance Committee, there was a discussion regarding the use by the college of listservs as a result of an AAUP recommendation. The discussion focused on balancing an exchange of information across the campus with ensuring that we do not get burdened with more email given how busy we are. The committee had some excellent recommendations, including options beyond email to facilitate a sense of community. There will be further discussion at next month's meeting and recommendations will then be forwarded to the Senate.

** The committee also discussed CUNY's growing cloud initiatives and the members were encouraged to respond to the CUNY-wide cloud survey circulated last month in an email from Anne Rice. If you have not responded, please consider doing so.

Blackboard Report

** The Bronx Ed Tech Showcase comes to Lehman College on Friday, May 3rd. The Showcase is a collaborative event with Hostos and Bronx Community College. We have received proposals from 6 members of Lehman Faculty.

Online Education

** Online Education invites you to attend their lunchtime webinar: *Maintaining Momentum and Engagement in Online Discussion* on March 14th from noon to 1 pm. For more information, please contact Online Education.

Respectfully submitted,

Stephen Castellano
Chair, Library Technology and Telecommunications Committee

Lehman Senate Budget Committee Report

Based on committee meeting on 2/27/2019

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

Senators	FP&B members	Administration	Students
Haiping Cheng	Brian Murphy	Rene Rotolo	Brysoily De La Cruz
Mia Budescu	Dene Hurley	Bethania Ortega	William Washington
Alexander Nunez Terres	Ryan Raum	Christina Chiappa	Nasley Garcias-Otero
GUL TIRYAKI-SONMEZ	Marie Marianetti		Guest
Sheila Blachman	David Badilo		Elhum Haghighat
Daniel Kabat	Wesley Pitts	*Bold=attended	

The Budget committee meeting was called to order at 1:40 pm by Haiping Cheng on Feb 27, 2019, in Shuster 336.

- **Approve minutes of Nov. 14, 2018 Budget meeting.**
 - **Budget report:** Budget Director Bethania Ortega:
 - 2nd Quarter update: details on next slide.
 - **Academic Affairs Report:** Provost Nwosu, Academic Affairs and Student Success
 - Faculty travel fund (FY19), Spring call for proposal (request) will come soon, paired with PSC-CUNY travel grant
 - Campus Ceremony fund has approved by the President’s cabinet, a break down by schools was shared
 - Membership budget remain unchanged
 - Faculty search update: 17 replace lines and 5 new lines funded through enrollment revenue;
 - School of A&H 6 (5 + 1)
 - School of Education 2 (1 + 1)
 - School of HS2N 7 (4 + 3)
 - School of NSS 7
- Faculty search AY2019-2020 (FY19)
 New line: 5, allocation not decided
 Replacement line: possible 11, confirmed 1.

***Personnel trend report:** Budget Director Bethania Ortega (*report at next Senate meeting)

***Lehman Foundation report:** VP Ebersole, Institutional Advancement and Director of Lehman Foundation

Lehman Budget Committee Report

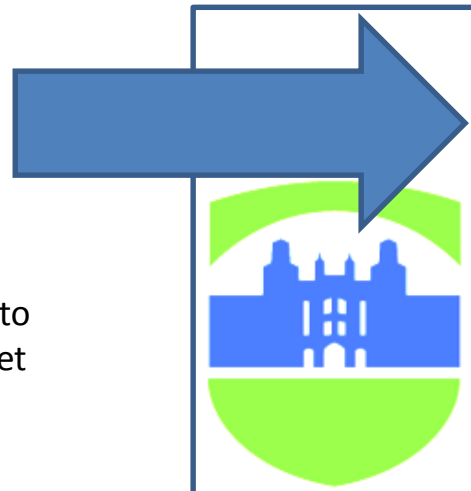
Based on budget reports on Feb. 27, 2019

FY2019 2nd quarter update

Total resource managed by Lehman \$ 114.6 M

- ↓ NY reduction (\$0.5M)
- ↑ \$3.2 + 1.3 M increase due to exceeding enrollment target

Saving/Year 2018 \$7.4 M



Major Spending

	Q 2 spending	(%total)	Q2/Q1 % change
PS regular	79.4M	69.3%	0.0%
OTPS	8.0M	7.0 %	0.0%
Adjuncts	15.7M	13.7%	0.0%
Temp service	4.6M	4.0%	6.9%
Labor reserve	2.1M	2.0%	0.0%
Over/Under	2.7M		

Budget Highlights	2015	2016	2017	2018	2019	2020
Strategic Investment				\$1.3M	\$1.6M	\$1.9M
New faculty	11	0	0	2	5	5
Year end saving	\$5.1M	\$6.9M	\$6.0M	\$7.4M	\$4.7M	?

*Green: increase from prior, Red: reduction from prior.

**The City University of New York
2018-2019 Mid-Year Financial Report**

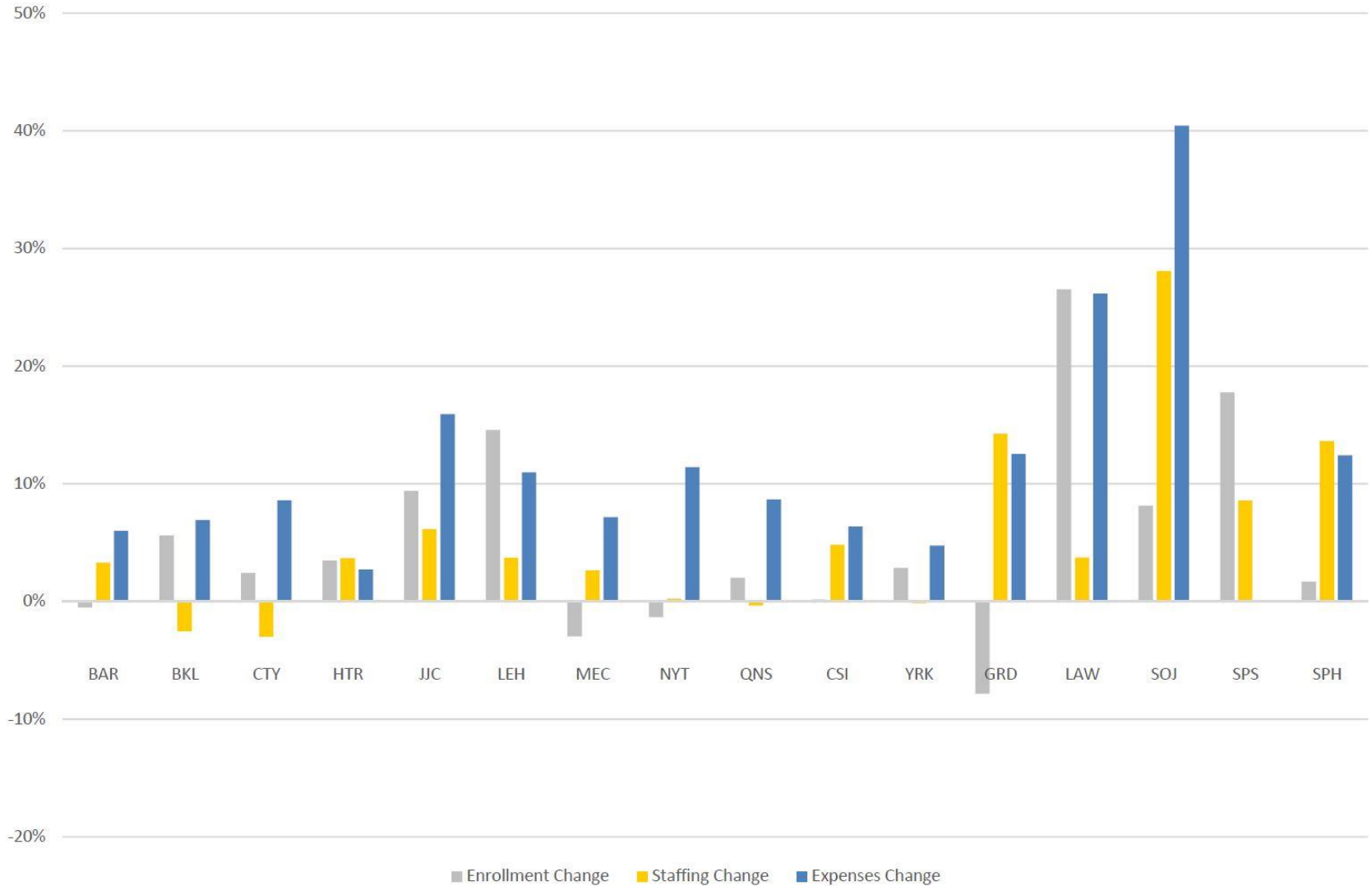
Comparison of Expenditures to Resources (\$000)

	Budget ¹	Pending Allocations	Technology Fee	Tuition Revenue Above Target	Total Resources	Expenditures ²	(Over)/Under Expenditure	Prior Year CUTRA & Reserves	Labor Reserve	Projected Year-end Balance
Baruch College	216,491.2	1,645.7	4,000.0	1,243.4	223,380.3	223,769.3	(389.0)	4,372.1	2,681.8	1,301.3
Brooklyn College	211,512.9	1,866.5	4,239.1	2,582.4	220,200.8	218,093.0	2,107.8	3,744.1	2,892.7	2,959.2
City College	259,887.8	1,413.4	4,153.9	6,770.3	272,225.5	269,543.0	2,682.4	7,094.6	3,305.3	6,471.7
Hunter College	270,041.9	6,376.7	4,584.5	2,757.7	283,760.8	279,887.0	3,873.8	731.8	4,458.5	147.2
John Jay College	171,852.1	10,035.5	3,824.3	3,583.9	189,295.9	187,383.2	1,912.7	933.4	2,496.8	349.3
Lehman College	156,140.0	1,863.5	3,717.8	4,547.0	166,268.3	166,880.7	(612.4)	7,445.5	2,113.9	4,719.1
Medgar Evers College	87,337.8	2,434.7	1,684.1	705.3	92,161.9	92,134.2	27.7	0.0	1,232.8	(1,205.1)
NYC College of Technology	160,586.1	200.0	3,300.0	1,619.0	165,705.1	163,342.9	2,362.1	777.4	2,921.0	218.5
Queens College	211,691.7	2,085.5	5,840.0	1,747.4	221,364.7	222,958.7	(1,594.0)	4,733.1	3,120.9	18.3
College of Staten Island	156,152.0	3,020.1	2,235.3	(1,118.0)	160,289.4	158,992.2	1,297.2	60.6	2,480.6	(1,122.8)
York College	87,918.4	1,002.0	1,766.4	1,002.4	91,689.2	90,992.3	696.9	0.0	1,400.0	(703.0)
Graduate Center	191,258.0	2,728.9	890.0	1,249.6	196,126.5	197,429.9	(1,303.4)	4,552.6	2,338.7	910.6
CUNY School of Law	32,682.1	0.0	176.4	3,551.9	36,410.4	36,658.2	(247.8)	2,971.0	234.6	2,488.6
Newmark School of Journalism	14,736.1	50.0	77.9	1,045.2	15,909.2	16,107.0	(197.7)	1,100.9	169.8	733.4
School of Professional Studies	23,659.1	177.9	495.5	5,151.6	29,484.1	28,696.2	787.9	4,865.3	341.3	5,311.9
School of Public Health	20,496.7	195.8	128.1	673.1	21,493.7	21,632.6	(139.0)	338.7	144.4	55.3
School of Labor	7,018.5	0.0	0.0	454.8	7,473.3	7,600.6	(127.3)	399.8	172.6	99.9
Senior College Total	2,279,462.5	35,096.1	41,113.3	37,567.1	2,393,238.9	2,382,101.0	11,137.9	44,120.9	32,505.4	22,753.5
BMCC	241,904.7	1,426.1	5,309.0	4,935.6	253,575.3	253,576.2	(0.9)	5,684.1	0.0	5,683.2
Bronx CC	135,855.7	895.5	2,300.0	(1,150.3)	137,901.0	137,695.2	205.7	1,312.4	0.0	1,518.1
Guttman CC	32,943.5	839.6	223.0	355.0	34,361.1	34,351.6	9.5	0.0	0.0	9.5
Hostos CC	95,841.9	1,032.5	1,387.4	(54.3)	98,207.4	99,407.1	(1,199.6)	2,557.6	0.0	1,357.9
Kingsborough CC	141,673.4	2,755.5	2,250.8	0.0	146,679.6	149,275.1	(2,595.5)	2,837.5	0.0	242.0
LaGuardia CC	185,642.0	2,343.3	2,588.0	(906.9)	189,666.4	189,405.7	260.7	2,501.1	0.0	271.8
Queensborough CC	159,739.5	2,014.4	3,000.0	(51.2)	164,702.6	164,957.9	(255.3)	3,564.1	0.0	3,308.8
Community College Total	993,600.5	11,306.9	17,058.2	3,127.8	1,025,093.4	1,028,668.9	(3,575.5)	18,456.8	0.0	14,881.2
Shared Services	140,404.2				140,404.2	136,669.0	3,735.3		1,327.3	2,408.0
System Administration	42,211.7				42,211.7	41,159.8	1,051.9		467.1	584.8
University Programs	24,066.5				24,066.5	22,661.1	1,405.4		93.9	1,311.6
University Total	3,479,745.5	46,402.9	58,171.5	40,694.9	3,625,014.8	3,611,259.8	13,755.0	62,577.7	34,393.7	41,939.0

Notes:

1. Budget includes fringes, building rentals, financial aid, energy, and centralized purchasing
2. Expenditures include technology fees, fringes, building rentals, financial aid, and energy
3. Other resources include funds the college plans to make available to support its operations, such as IFR funds

FY2017 - FY2019 Senior College Two-Year Changes in FTE Enrollment, Staffing and Expenses



FY2017 - FY2019 Community College Two-Year Change in FTE Enrollment, Staffing and Expenses

