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**Minutes of
The Lehman College Senate Meeting
Wednesday, October 9, 2024
Senate Meeting**

Senators Present: Abi-Hanna, R.; Aguaiza, D. R.; Aisemberg, G.; Ali, T.; Austin, L.; Banks, R.; Brown, K.; Burton-Pye, B.; Campeanu, S.; Castellanos, Y.; Cheng, S.; Colbert, L.; Cortes, I.; Cruz, J.; Cruz-Segundo, S.; Davila, C. G.; Diallo, R.; Diaz, N.; Dickson, W.; Djobo, A.; Fera, J.; Finger, R.; Garcia, M.; Gonzalez, R.; Guerrero, K.; Hernandez, S.; Hernandez-Acevedo, B.; Hsu, S.-C.; Kwakye, M. G.; Lee, H.; Locke, A.; Lora, E. E.; Loscocco, P.; Machado, E.; MacKillop, J.; Mahon, J.; Manier, D.; Markens, S.; Martinez-Concepcion, C. R.; McGovern, J.; Mills, P.; Moalem, L.; Mohorcich, J.; Murphy, B.; Núñez-Torres, A.; O'Boy, D.; O'Neil, C.; Obeng, T. B.; Oberlin, D.; Ohmer, S.; Owusu, M. G.; Pitts, W.; Portalatin-Mendez, E.; Prince, P.; Qafleshi, D.; Quinones, J.; Ruiz, E.; Schlesinger, K.; Schwartz, D.; Shafi, A.; Silva-Puras, J.; Stein Smith, S.; Stopler, M.; Sumter-Malone, M.; Valentine, R.; Vargas, F. J.; Wang, E.; Waring, E.; White, A.; Wright, J.; Yavuz, D.; Zhao, L.

Senators Absent: Absolu, A. E.; Ayalew, M.; Bajo, A.; Baraldi, C.; Bishop, S.; Brown, A.; Delgado, F.; Dest, A.; Ford, G.; Gado, H.; Gerry, C.; Harrison, E.; Heloany Reis, V.; Henriquez-Castillo, M.; Hurley, D.; Hyman, D.; Ishaq, A.; Jimenez, M.; Marianetti, M.; McBride, T.; McClendon, L.; McKenna, C.; Nosa, M.; Palmer, C.; Payan, J. J.; Roldos, M. I.; Rotolo, R.; Shahzadi, M.; Sofianos, E.; Spence, N.; Vann, M.

The meeting was called to order by the Chair of the College Senate, Professor Joseph Fera, at 3:50 PM.

1. Action Items

a. Approval of the Minutes

The minutes of the September 11, 2024, College Senate was approved by unanimous voice vote with the following amendment: that the minutes be edited to reflect the list of attendees that appear on the paper attendance.

See Attachment I

b. Undergraduate Curriculum Committee

Professor Douglas Oberlin presented the report. He presented proposals for curriculum changes in the following Departments: Computer Science; English; Health Equity,

39 Administration, and Technology; Journalism and Media Studies; Mathematics; Middle
40 and High School Education; Music, Multimedia, Theatre, and Dance; and Sociology.

- 41 • Regarding the Computer Science proposal: Professor Oberlin noted that the
42 following item: the CMP 128 Pathways designation, would not be included as
43 part of the Computer Science proposal; the item was pulled from the report.
- 44 • The floor was opened to questions and comments. There was a motion from the
45 floor to remove the following sentence from page four of the CMP 338 proposal:
46 “The prerequisite CMP 157 has been incorrectly removed since it was incorrectly
47 listed when CMP 158 was the correct prerequisite.” The motion was seconded.
48 There were no questions or comments. Professor Fera moved to vote on the
49 amendment of the proposal. The amendment was approved by unanimous voice
50 vote.
- 51 • There were questions and comments regarding the amended document, in
52 particular, that CMP 157 creates a registration issue. The department expressed
53 that the prerequisite was necessary for academic purposes, as CMP 157 is
54 required to ensure that students are prepared for their courses, even more so for
55 transfer students. Professor Penny Prince inquired into whether an exam could be
56 offered to students to test out of the requirement. The department informed that
57 it had plans to do so.
- 58 • There were questions and concerns regarding the new BS program, Data Science
59 and Artificial Intelligence.

60 Professor Fera moved to vote on all of the presented proposals with the removal of the
61 CMP 128 Pathways designation, the amendment of the CMP 338 proposal, and the
62 removal of the following item, pending further discussion: “Data Science and Artificial
63 Intelligence, BS-New Program.” All of the proposals, with the aforementioned changes
64 in mind, were approved by unanimous voice vote.

65
66 Professor Fera opened the floor to discussion on the new BS program. As Data Science
67 and Artificial Intelligence is an interdisciplinary program, there were some concerns
68 about how the program would affect the Sociology Department and how often the course,
69 Sociology 348, would be offered. Professor Liang Zhao explained, on behalf of the

70 Department, that the course would be offered regularly and would be offered to meet the
71 needs of the students. There were also some concerns with the consultation process, or
72 how departments consult with other departments before submitting an interdisciplinary
73 proposal(s) to the College Senate. As there were no direct issues with the proposal itself,
74 Professor Fera brought the discussion to a close. He informed that the Governance
75 Committee would take up the issue as a point of discussion to ensure a better process
76 moving forward. Professor Fera moved to vote on the proposal for the new BS Program
77 in Data Science and Artificial Intelligence. The proposal was approved by majority voice
78 vote with two abstentions.

79
80 Professor Oberlin also shared informational items for the Departments of Psychology,
81 Sociology, and Computer Science.

82
83 See Attachment II

84
85 The next meeting was scheduled for Wednesday, October 16, 2024, at 1:00 PM via
86 Zoom. Proceeding this date, Undergraduate Curriculum Committee meetings have been
87 scheduled to occur on Wednesdays at 1:00 PM on the following dates: November 6,
88 2024; December 11, 2024; February 5, 2025; March 5, 2025; April 2, 2025; and May 7,
89 2025.

90
91 **c. Graduate Curriculum Committee**

92 Ms. Takiyah Ali presented proposals for curriculum changes in the following
93 departments: Exercise Science and Recreation; Health Equity, Administration, and
94 Technology; and Social Work. The floor was opened to questions and comments. There
95 were none. Professor Joseph Fera moved to vote on all of the presented proposals. The
96 motion was seconded. The proposals were approved by unanimous voice vote.

97
98 See Attachment III

99

100 The next meeting was scheduled for Wednesday, November 6, 2024, at 11:00 AM via
101 Zoom. Proceeding this date, Graduate Curriculum Committee meetings have been
102 scheduled to occur on Wednesdays at 11:00 AM on the following dates: December 4,
103 2024; February 5, 2025; March 5, 2025; April 2, 2025; and May 7, 2025.

104
105 **d. Admissions, Evaluation, and Academic Standards**

106 Professor Sandra Campeanu reported on several items. She provided an update on the
107 new CUNY Uniform Grading policy. Professor Campeanu went on to provide a
108 comprehensive overview of the freshman admissions criteria, explained the reasons
109 behind the decision to revise the criteria, and communicated the committee’s use of
110 statistics and current data to build a model that better predicts the success of students.
111 Professor Campeanu went on to present a resolution to adopt the revised freshman
112 admission criteria for fall 2025, which incorporates said model. The floor was open to
113 questions and comments. There were many questions for clarification, which were
114 subsequently answered by Professor Campeanu. Professor Joseph Fera moved to vote on
115 the resolution. The motion was seconded. The resolution was approved by majority voice
116 vote with three opposed and one abstention.

117
118 See Attachment IV

119
120 Future meetings of the Admissions, Evaluation, and Academic Standards Committee are
121 TBA.

122
123 **e. Governance Committee**

124 Professor Joseph Fera informed all standing committee chairs that they would be
125 receiving the contact information of student members. He requested that standing
126 committee chairs make a serious effort to provide members—administrative, faculty, and
127 student—with meeting information ahead of schedule to ensure that they can attend
128 committee meetings. He also reminded that Standing Committee meetings are open, and
129 as such, the dates, time, physical or virtual location, and virtual links must be provided

130 to Academic Affairs Manager Sophia Diamantis-Fry for upload to the College Senate
131 website as well.

132
133 Professor Fera presented the slate of students nominated by their peers to serve on the
134 College Senate Standing Committees. He noted that the highlighted name, Franny
135 Vargas, was already serving on a committee by virtue of her title and the College Senate
136 Bylaws. He then opened the floor to additional nominations; there were none. Professor
137 Fera moved to vote on the slate of student nominees. The slate was approved by majority
138 voice vote.

139
140 Professor Fera announced that there was one faculty vacancy on the Campus Life and
141 Facilities committee, for a term set to expire on June 25, 2025. He announced Professor
142 Melissa Deri as the Governance Committee’s nominee and subsequently opened the floor
143 to additional nominations. There were none. Professor Deri was elected to serve on the
144 Campus Life and Facilities Committee by unanimous voice vote.

145
146 Professor Fera announced a vacancy for Ombudsperson with a term set to expire on June
147 25, 2025. He subsequently read an excerpt from the Bylaws of the Lehman College
148 Senate, to inform that an Ombudsperson serves “as a confidential investigator in cases of
149 alleged unfairness or maladministration.” Professor Fera announced Professor Kevin
150 Sailor as the Governance Committee’s nominee. He then opened the floor to additional
151 nominations. There were two: Professors David Manier and Penny Prince. Paper ballots
152 were circulated, and senators were asked to nominate two of the three candidates
153 presented. Professor Fera explained that President Fernando Delgado would later be
154 given the names of the two most popular candidates, where Dr. Delgado will select one
155 individual to serve as Ombudsperson. The votes were tallied. Professors Kevin Sailor
156 and Penny Prince were nominated for review by the President for his final decision.

157
158 See Attachment V

159

160 The next meeting was scheduled for Wednesday, October 23, 2024, at 2:00 PM via
161 Zoom. Proceeding this date, meetings of the Governance Committee are TBA.

162
163
164

165 **2. Announcements and Communications**

166 **a. Report of the President—**

167
168 There was no report.

169
170 **b. Student Legislative Assembly—**

171 Ms. Franny Vargas, the newly elected Vice President for the Student Legislative Assembly
172 (SLA), presented the report. She announced the following updates from the Student
173 Government Association (SGA): (1) SGA met with President Fernando Delgado and his
174 cabinet to discuss the needs of students, which was a positive meeting as administrators
175 were receptive to the ideas of student government leaders; (2) SGA would be hosting a
176 brunch that would allow students and faculty to socialize, which was scheduled for October
177 16, 2024, at 10:00 AM in the Faculty Dining Room; and (3) SGA would be holding special
178 elections until October 11, 2024, as some seats have yet to be filled.

179

180 **3. Reports of the Standing Committees—**

181 **a. Library, Technology, and Telecommunications**

182 Mr. Steven Castellano brought announcements from the Library, Division of Information
183 Technology, Online Education, and concerning Blackboard.

184

185 See Attachment VI

186

187 Future meetings of the Library, Technology, and Telecommunications Committee are TBA.

188

189 **b. Academic Freedom**

190 There was no report.

191 Professor David Manier asked those interested in the issue of multi-section courses to contact
192 him.

193

194 Future meetings of the Academic Freedom Committee are TBA.

195

196 **c. Assessment**

197 There was no report.

198

199 Professor Devrim Yavuz shared the following announcement: that there would be a workshop
200 helping participants navigate the Watermark Insights' Planning & Self-Study assessment
201 management system. The workshop was scheduled for October 10, 2024, at 3:00 PM via Zoom.

202

203 The next meeting was scheduled for Wednesday, October 16, 2024, at 3:00 PM via Zoom.

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

205

206 **d. Equity, Inclusion, Accessibility, and Anti-Racism**

207 Ms. Takiyah Ali announced that she was elected chair of the committee and welcomed Professor
208 Darcel Reyes as the newly elected member of the committee. Ms. Ali also reported on the
209 September 17, 2024, meeting of the committee and she touched on the following topics: the
210 wellness resolution, the food insecurity resolution, the campus climate survey, and library
211 resources.

212

213 See Attachment VII

214

215 The next meeting was scheduled for Wednesday, November 6, 2024, at 11:00 AM via Zoom.

216 Proceeding this date, meetings of the Equity, Inclusion, Accessibility, and Anti-Racism
217 Committee are TBA.

218

219 **e. Campus Life and Facilities**

220 There was no report.

221 Professor Penny Prince shared the following informational items: at the last meeting of the
222 College Senate, she invited all to provide their input and thoughts on several on-campus issues.
223 She went on to announce that, since then, she received many wonderful suggestions, which
224 were discussed when the committee met earlier today, October 9, 2024. Professor Prince
225 reminded all of the ongoing issue of high prices and limited options at the cafeteria. She also
226 shared her concerns for those whose options were even more limited, which included
227 vegetarians and diabetics, and she urged for more feedback on ways to improve the cafeteria.

228
229 The next meeting was scheduled for Wednesday, November 13, 2024, at 2:00 PM via Zoom.
230 Proceeding this date, meetings of the Campus Life and Facilities Committee are TBA.

231
232 **f. Budget and Long-Range Planning**
233 Professor Alexander Núñez-Torres, the newly elected chair of the committee, presented the
234 report. Professor Núñez-Torres reported on the September 26, 2024, meeting of the committee,
235 in which he relayed positive changes to enrollment and changes to the budget, including a
236 multiyear financial plan for 2025 to 2028.

237
238 See Attachment VIII
239
240 The next meeting was scheduled for Thursday, November 7, 2024. Proceeding this date,
241 meetings of the Budget and Long-Range Planning Committee are TBA.

242
243 **g. University Faculty Senate Report**
244 Mr. Stephen Castellano reported on the September 17, 2024, meeting of the University Faculty
245 Senate.
246

247
248 See Attachment IX
249
250 The next Plenary Session was scheduled for Tuesday, October 22, 2024, at 6:30 PM. Proceeding
251 this date, plenary sessions have been scheduled to occur on Tuesdays at 6:30 PM on the
252 following dates: December 3, 2024; February 25, 2025; April 8, 2025; and May 13, 2025.

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Unfinished Business

There was no unfinished business to report.

New Business:

There was no unfinished business to report.

ADJOURNMENT

There was a motion to adjourn the meeting, it was seconded. The meeting was adjourned at 5:42 PM

Respectfully submitted:

Cynthia Cessant

Senate Meeting – 10/09/24

Undergraduate Curriculum Committee (UCC) Report

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

1. English Department
 - Creative writing minor-Credits
 - Professional Communications Minor-Credits
 - ENW 307-Prerequisite
 - ENW 345-Prerequisite
 - ENW 300-Prerequisite, Description
2. Journalism and Media Studies Department
 - Multimedia Studies (MMS)-Withdrawal of minor
3. Sociology Department
 - SOC 257-New course
 - SOC 311-Title, Description
9. Computer Science Department
 - CMP 334-Description, prerequisite
 - CMP 338-Description, Prerequisite, Corequisite, Title
 - CMP 342-Description, Prerequisite
 - CMP 128-Pathways designation
 - Data Science and Artificial Intelligence, BS-New Program
4. Health, Equity, Administration and Technology
 - Health Services Administration-Inactivate sub plans, Elective Changes
 - Nursing Home Administration Certificate-Certificate Requirements
 - Health Services Administration Minor-Degree Requirements
 - HPI 101-Description
 - HSA 301-Description
 - HSA 302-Description, Prerequisites
 - HSA 312-Description
 - HSA 403-Description

- HSA 469-Description, Pre/Corequisite
 - HSA 470- Description, Pre/Corequisite
5. Music, Multimedia, Theatre, and Dance Department
- MSE 311-New course
 - MSE 312-New course
6. Mathematics Department
- MAT 039-Experimental to Permanent Course
7. Middle and High School Education
- ESC 474-New Course
 - Adolescent and Teacher Education B.A.-New Major
 - Middle and High School Education Minor

Informational items

PSY 322-Experimental course

SOC 257-Experimental course

CMP 167-Stem Variant course, Common Core area(s): Flexible Core - Scientific World and Required Core - Life and Physical Sciences

CMP 232-Stem Variant course, Common Core area: Required Core - Mathematical and Quantitative Reasoning

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

Next meeting: 10/16/24

LEHMAN COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A PROGRAM IN
DATA SCIENCE AND ARTIFICIAL INTELLIGENCE

LEADING TO THE
BACHELOR OF SCIENCE DEGREE

EFFECTIVE FALL 2025

SPONSORED BY
THE DEPARTMENT OF COMPUTER SCIENCE
Approval: December 7th, 2023

APPROVED BY
LEHMAN COLLEGE FACULTY SENATE
Approval:

College Representative:

Email:

Provost's Signature: _____

Provost's Name: _____

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	C. CURRICULUM CHANGE FORMS... Error! Bookmark not defined.	

1. INTRODUCTION

In today's rapidly evolving digital landscape, data has become an invaluable asset, often regarded as the 'new oil' due to its crucial role in decision-making processes and strategic planning across various sectors. Acknowledging the transformative power of data and the shift towards a data-centric economy, CUNY Lehman College is excited to announce the launch of its Bachelor of Science in Data Science and Artificial Intelligence program. This innovative undergraduate offering is designed to equip the next generation of professionals with the skills necessary to navigate, analyze, and leverage data, turning it into actionable insights that can drive decision-making and create meaningful change.

The program is strategically positioned in the Bronx, part of the vibrant metropolis of New York City, known for its rich cultural diversity and as an emerging nexus for technological and entrepreneurial innovation. This unique location provides students with an environment teeming with opportunities, allowing them to draw on the city's expansive resources, engage with a variety of industries, and directly apply their skills in meaningful, impactful ways.

Our B.S. in Data Science and Artificial Intelligence program is comprehensive and multidisciplinary, providing a robust education grounded in the core principles of programming, statistics, data analysis, and AI. The curriculum, developed in collaboration with industry experts and experienced academicians, reflects the current needs and future trends identified within the data science field. Students can delve into specialized concentrations such as Artificial Intelligence, Data Analytics, Data Science Theory, and Spatial Data Science, each designed to prepare them for the demands of these specialized fields.

In a world where approximately 2.5 quintillion bytes of data are created daily [1], there is an urgent demand for a workforce that can harness this overwhelming volume of information. Our program responds to this need, preparing graduates to enter various fields with the confidence and expertise necessary to transform raw data into impactful insights. This preparation is vital, as projections indicate a dramatic spike in job opportunities for data specialists, with a 35% expected growth from 2022 to 2032 [2].

We emphasize a comprehensive curriculum that covers the full spectrum of data science, from data collection and cleaning to advanced analytics and machine learning. Students learn to use cutting-edge tools and technologies, enabling them to process and interpret complex datasets with precision. Furthermore, we place a strong focus on real-world applications, ensuring that graduates can immediately apply their skills to solve practical problems in various sectors, including finance, healthcare, marketing, and technology. This preparation is not just advantageous but essential, as the data-driven world continues to evolve at a rapid pace. According to industry projections, the demand for data specialists is expected to soar, with a 35% growth in job opportunities from 2022 to 2032. This surge reflects the critical role that data analysis plays in the modern economy, where companies that can leverage data effectively are better positioned to innovate and compete. Our graduates will be at the forefront of this growth, equipped with the confidence and expertise to lead in a data-centric world, driving innovation and success in their chosen fields.

Moreover, CUNY Lehman College is deeply committed to inclusivity and diversity in STEM

fields. Our program aims to break barriers to education by fostering a learning community where all students, regardless of their backgrounds, have access to high-quality education in data science. Through this commitment, we strive to contribute to a workforce that is representative of the diverse society in which we live.

2. EXPECTED OUTCOMES

Upon successful completion of the Data Science and Artificial Intelligence B.S. program at CUNY Lehman College, students will emerge with a comprehensive understanding of data analysis, computational techniques, machine learning, and specialized knowledge in their concentration area. This robust educational background prepares graduates to enter a dynamic and growing field with a wide range of opportunities for both employment and further education.

Employment Opportunities and Potential Titles

Data science skills are in high demand across virtually all industries. Graduates can expect to be competitive for positions such as:

- **Data Scientist:** Leveraging statistical and analytical abilities to interpret complex data and inform organizational decisions.
- **Data Analyst:** Translating data into actionable insights to drive business strategies, improve processes, and enhance customer experiences.
- **Business Intelligence Analyst:** Integrating data from multiple sources to present actionable information that assists executives, managers, and other corporate end users in making informed business decisions.
- **Machine Learning Engineer:** Creating data funnels and delivering software solutions that are integrated with advanced analytics and artificial intelligence.
- **Data Engineer:** Preparing large data sets for analytical or operational uses, including cleansing, aggregation, and manipulation.
- **GIS Analyst:** Specializing in spatial data analysis, often employed in environmental contexts, urban planning, or government sectors for geospatial data management.

Salary Expectations

Data Science graduates command high starting salaries compared to other fields [5]. While salaries can vary widely based on location, industry, and experience, data science is generally a lucrative field. PayScale reported that entry-level data analysts and related roles typically start with annual salaries of \$68,000 [3]. Glassdoor reported that in 2024, a data scientist in the US can expect to see an entry level salary range of \$84,408 to \$178,588 per year, based on 28,995 salary contributions [4]. Over time, data science professionals can see substantial salary growth. Mid-career professionals often earn between \$120,000 and \$150,000 annually, with senior roles commanding even higher salaries [8].

Further Educational and Research Opportunities

For those interested in academic research, teaching, or highly specialized industry roles, pursuing a graduate degree (Master's or Ph.D.) in Data Science, Machine Learning, Artificial Intelligence,

Statistics, or a related field might be a consideration. Doctoral opportunities can lead to positions such as:

- Research Scientist: Conducting advanced research in private or public research institutions.
- Academician/Professor: Engaging in teaching, mentoring, and research within universities.
- Advanced Technical Specialist: Leading innovative projects and research and development teams in specialized technical domains.

Through Ph.D. programs, students often have opportunities to engage in cutting-edge research, potentially influencing future technological advancements, public policies, or business strategies in data-centric arenas.

In all, the comprehensive curriculum offered by the Data Science and Artificial Intelligence program at CUNY Lehman College not only opens diverse career paths in various industries but also prepares graduates for advanced studies, ensuring they remain valuable assets in the evolving landscape of data-driven professions.

Student Enrollment Table

We anticipate admitting approximately 50 students for the inaugural semester and attracting an increasing number of students for each successive academic year. We assume that the annual retention rate is 80%, and 50% of new students are transferred from community colleges. Here is a student enrollment table for the proposed Data Science and Artificial Intelligence undergraduate program at Lehman College. This table outlines the projected enrollment numbers for the first five years of the program, along with anticipated retention rates and graduation rates.

Year	New Enrollments	Total Enrollments	Retention Rate (%)	Graduates	Notes/Comments
1	50	50	80	0	Initial cohort of new students
2	60	100	80	0	Second cohort, retention of first-year students
3	70	150	80	16	Third cohort, first batch of graduates
4	80	190	80	38	Fourth cohort, increase in graduates
5	90	242	80	55	Fifth cohort, steady growth in enrollment

3. NEEDS AND JUSTIFICATION

The potential market for a Data Science and Artificial Intelligence B.S. program at CUNY Lehman College is both substantial and rapidly expanding. This growth is driven by several key factors: the rising demand for data professionals, a significant skills gap in the field, the broad industry applications of data science, promising post-graduation career opportunities, and the proven success of other data science programs within the CUNY system.

Rising Demand for Data Professionals

In the "Age of Big Data," businesses and organizations across virtually every industry are gathering more information than ever before. They require skilled professionals to analyze this data and glean actionable insights. This trend has led to a surge in demand for data scientists, analysts, and related professionals.

The U.S. Bureau of Labor Statistics, in its Occupational Outlook Handbook [2], has projected that the demand for data science skills will lead to a faster-than-average job growth compared to all other occupations over the next decade.

Data Science graduates have an impressive employment rate, often finding jobs within six months of graduation. For example, graduates from top programs like UC Berkeley and MIT typically secure employment quickly due to their strong skill sets and the high demand for data science professionals [6]. Data science graduates find roles in various industries, including technology, finance, healthcare, and marketing. Common job titles include Data Scientist, Data Analyst, Machine Learning Engineer, and Business Intelligence Analyst [7].

Skills Gap

Despite the growing need for data professionals, employers often struggle to find qualified candidates. This skills gap is particularly pronounced in fields that require a sophisticated understanding of both statistical analysis and advanced technology, such as machine learning and artificial intelligence. The program can attract prospective students by emphasizing the opportunity to fill this skills gap, providing a clear and potentially lucrative career pathway.

Broad Industry Appeal

The applicability of data science spans numerous sectors including finance, healthcare, technology, environmental management, urban planning, government, and more. Therefore, prospective students can come from a wide array of academic interests, looking to apply data science principles in their field of choice.

For instance, a biology student might be interested in biostatistics, whereas a student with a passion for social justice might use data science for policy analysis.

Post-Graduation Opportunities

The diverse career opportunities and the potential for high starting salaries make data science an exceptionally attractive field of study for students with a wide range of professional aspirations. In today's job market, data science professionals are highly sought after across various industries, including technology, finance, healthcare, and government, among others. This broad applicability means that graduates are not limited to a single career path; instead, they have the flexibility to explore multiple fields, allowing them to tailor their careers to their interests and strengths.

Promoting these aspects of the field can be particularly effective in attracting students who are eager to enter the workforce immediately after graduation. The promise of lucrative starting salaries, often well above the average for many other fields, is a significant draw. These financial incentives, combined with the dynamic and intellectually stimulating nature of the work, make data science an appealing choice for those who want a rewarding and impactful career right out of college.

In addition to immediate career opportunities, our program also serves as an ideal foundation for students who aspire to further their education at the graduate level. For those interested in deepening their expertise or pursuing specialized knowledge, a Master's or Ph.D. in data science, artificial intelligence, or related fields is a natural progression. These advanced degrees open doors to research opportunities, academic positions, and leadership roles in industry, where cutting-edge innovations are born.

Post-Graduation Opportunities

As the only four-year public college located in the Borough of Bronx, there is a significant market of potential students from the diverse population base. The Bronx, being part of a major metropolitan area, also enjoys proximity to various industries and sectors that increasingly rely on data science for their operations and strategic planning. The college's proximity to this vibrant job market can attract students seeking both quality education and networking opportunities in a thriving urban setting.

Programs in CUNY and Beyond

The City University of New York (CUNY) system offers a variety of Data Science programs across its colleges, providing students with robust education and practical skills in this high-demand field.

CUNY Graduate Center features an Advanced Certificate and Master's in Data Science [10], with advanced courses accessible to upper-level undergraduates. The program includes machine learning, data visualization, big data analytics, and data mining, culminating in a hands-on capstone project or internship. Its strong ties with various New York City industries provide students with valuable real-world experience and networking opportunities.

New York City College of Technology (City Tech) offers a comprehensive Data Science undergraduate program under its School of Technology and Design [13]. This program integrates technical instruction in computer systems, engineering, and data analysis, preparing students for careers in the rapidly evolving field of data science. The curriculum emphasizes practical skills in data mining, statistical analysis, machine learning, and data visualization, providing students with the tools needed to analyze and interpret large datasets. This program also benefits from City Tech's strong connections with New York City's tech industry, offering students ample opportunities for internships and hands-on experience.

Borough of Manhattan Community College (BMCC) has developed a Data Science associate's program aimed at equipping students with foundational knowledge and practical skills in data science [14]. This program covers essential topics such as data collection, data cleaning, data analysis, and data visualization. BMCC emphasizes an interdisciplinary approach, integrating coursework from computer science, mathematics, and statistics. The program is designed to prepare students for transfer to four-year institutions or to enter the workforce directly, equipped with the skills needed to succeed in various data science roles within different industries.

City College of New York (CCNY) offers a multidisciplinary Data Science and Engineering program that integrates computer science, statistics, and domain-specific knowledge [9]. The

curriculum is designed to provide students with advanced techniques in data analysis, computation, and deriving insights from structured and unstructured data. The emphasis on practical applications ensures that graduates are well-prepared for various roles in the industry..

CUNY School of Professional Studies (CUNY SPS) provides an online Bachelor of Science in Information Systems with a focus on Data Science [9]. This program is tailored to equip students with essential skills in application software programming, cybersecurity, database management, and infrastructure support. The online format offers flexibility, making it accessible to working professionals and students with other commitments, thus broadening the reach of the program.

College of Staten Island (CSI) offers a Data Science minor through its Computer Science and Mathematics departments [11]. The minor covers fundamental and advanced topics in data science, including data analysis, statistics, and computational methods. This program is designed to complement various major programs, enhancing students' analytical and technical skills, and providing them with a competitive edge in the job market.

Adding a Data Science and Artificial Intelligence undergraduate program at Lehman College would provide significant benefits, including expanding educational opportunities in the Bronx. It would help diversify the field by increasing access for historically underrepresented groups in STEM. Lehman College's strategic location and community ties would foster a more inclusive and innovative data science workforce in New York City.

4. STUDENT INTEREST

The existing data science courses at Lehman College, such as CMP 333: Data Management and Analysis, CMP 414: Artificial Intelligence, MAT 328: Techniques in Data Science, and SOC 348: Reasoning with Data, have been offered regularly for several semesters. These courses consistently reach full enrollment, attracting students majoring in math, computer science, sociology, as well as those pursuing a minor in data science. This strong demand highlights the significant interest in acquiring data science skills among undergraduate students at Lehman College. Moreover, students have expressed a deep interest in this field through active participation in related open houses, clubs, and events, further underscoring the enthusiasm for a dedicated Data Science and Artificial Intelligence B.S. program.

The CUNY Inclusive Economy Initiative (CIE) reported in Spring 2024 that among the 222 CS and CIS majored undergraduate students at Lehman College, 55% of the students chose data science, machine learning, or artificial intelligence as their primary career track (Fig. 1). Most sought after companies include Amazon, Apple, Nvidia, CodePath, IBM, Google, Microsoft, Adobe, and various social media platforms, all of which offer a large amount of data science positions.

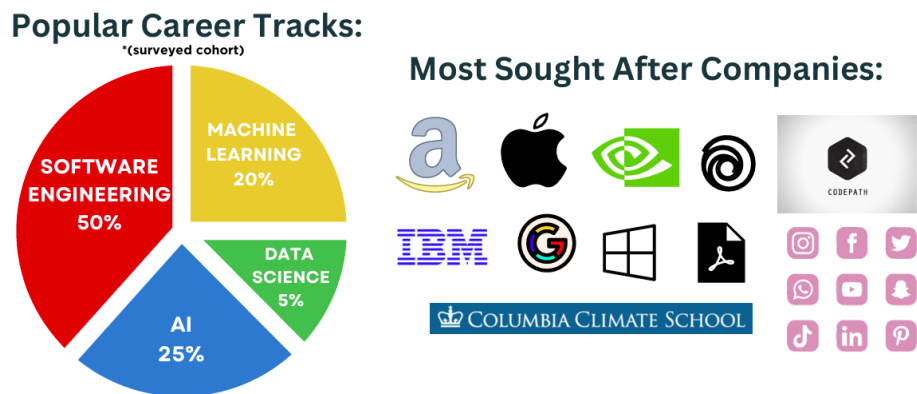


Fig. 1 CIE Student Survey

More broadly, interest in undergraduate programs in Data Science and AI has seen a significant increase in recent years. This trend is driven by the growing demand for data science skills in various industries, including technology, healthcare, finance, and more. Top universities across the United States are responding to this demand by offering comprehensive and competitive Data Science programs.

For instance, the University of California, Berkeley, offers a highly regarded Data Science undergraduate program [15]. The program provides students with a strong foundation in data analysis, statistics, and ethical considerations of data use. Berkeley's program emphasizes interdisciplinary learning, combining coursework from computer science, statistics, and social sciences. This prepares students for diverse career opportunities and ensures they are equipped to tackle real-world challenges responsibly.

Similarly, Stanford University's Data Science program is renowned for its rigorous curriculum that integrates computer science, statistics, and domain-specific courses. Stanford's strong connections

with Silicon Valley provide students with ample opportunities for internships and networking, enhancing their career prospects.

Moreover, the University of Michigan offers a holistic Data Science program that combines technical training with practical applications in various fields such as business and engineering. The program is designed to produce industry-ready graduates who are capable of meeting the demands of a data-driven economy.

5. CURRICULUM

The new Data Science and Artificial Intelligence B.S. program at Lehman College, CUNY, starting in Fall 2025, is a comprehensive undergraduate course designed to meet the growing demand for data science professionals. It covers various aspects like programming, machine learning, data visualization, calculus, and statistics. The program offers concentrations in Data Science Theory, Data Analytics, Artificial Intelligence, and Spatial Data Science. This interdisciplinary initiative, supported by faculties from diverse fields, aims to equip students with modern data analysis techniques, bridging the skill gap and enhancing career prospects in the era of big data and AI.

Core Program

The proposed core program offers a robust and multifaceted curriculum designed to equip students with the theoretical knowledge and practical skills necessary for a career in the rapidly evolving field of data science. This major program focuses on a combination of core courses and concentration-specific courses in Math, Statistics, Computer Science, Sociology, and other related fields. These courses are designed to build strong computational and analytical skills, critical for handling large data sets and performing complex data analysis.

Course Code	Name	Credits
CMP 157	Programming Methods I Lab	1
CMP 158	Programming Methods II Lab	1
CMP 167	Programming Methods I	4
CMP 168	Programming Methods II	4
CMP 232	Discrete Mathematics	4
CMP 338	Data Structures	4
CMP 340 Or MAT 330	Probability for Computer Science Probability and Statistics	4 4
CMP 415 Or (MAT 128 and MAT 328)	Machine Learning Note: CMP 415 satisfies both this and the AI concentration requirement Foundations of Data Science Techniques in Data Science	4 3 4
CMP 420	Database	4
DAT 310	Data Visualization	3
MAT 155	Calculus I Lab	1
MAT 156	Calculus II Lab	1
MAT 175	Calculus I	4
MAT 176	Calculus II	4
MAT 226	Vector Calculus	4
MAT 313	Elements of Linear Algebra	4
MAT 327	Statistical Inference	4
SOC 348	Reasoning with Data	4
Total		59-62

Concentrations

Students must choose a concentration that allows them to dive deeper into specific aspects of data science, tailoring their educational experiences to their career goals and interests. The available concentrations include:

Data Science Theory:

Students are expected to earn at least 11 credits from the following list:

Course Code	Name	Credits
CMP 269	Programming Methods III	4
CMP 410	Data Structures and Algorithms II	4
CMP 447	Linear Programming and Operations Research	4
CMP 485	Independent Study	3
MAT 347	Linear Programming and Convex Algebraic Geometry	4
MAT 430	Advanced Probability and Applications	4
MAT 452	Topics in Statistics	4
MAT 485	Independent Study	3

Advanced courses such as CMP 410: Data Structures and Algorithms II (4 credits), and MAT 452: Topics in Statistics (4 credits), deepen theoretical knowledge and prepare students for graduate studies in data science.

Data Analytics:

Students are expected to earn at least 11 credits from the following list:

Complete at least 1 of the following Courses:

Course Code	Name	Credits
BBA 303	Business Statistics I	3
BIO 240	Biostatistics	3
ECO 302	Economic Statistics	3
GEH 245	Introduction to Quantitative Methods of Geography	3
HSD 269	Fundamentals of Biostatistics for Health Professionals	3
PSY 226	Statistical Methods in Psychology	4
SOC 345	Quantitative Analysis of Sociological Data	4

Complete at least 2 of the following Courses:

Course Code	Name	Credits
BBA 403	Intermediate Business Statistics II	3
CMP 414	Artificial Intelligence	4
DAT 351	Special Topics in Data Science	3
DAT 481	Advanced Tutorial in Data Science Methods and Applications	3
ECO 402	Econometrics	4
GEP 205	Principles of Geographic Information Science	3
SOC 339	American Demography	4

This track offers courses such as BBA 403: Intermediate Business Statistics II (3 credits) and DAT 481: Advanced Tutorial in Data Science Methods and Applications (4 credits), emphasizing practical statistical methods and data analysis tools relevant across various industries.

Artificial Intelligence:

Students are expected to earn at least 11 credits from the following list:

Complete the following Course:

Course Code	Name	Credits
CMP 414	Artificial Intelligence	4
CMP 415	Machine Learning Note: CMP 415 satisfies both this and the core requirement	4

Complete two or more of the following Courses:

Course Code	Name	Credits
CMP 333	Data Management and Analysis	4
CMP 447	Linear Programming and Operations Research	4
CMP 464	Topics in Computer Science	4
CMP 485	Independent Study	3
MAT 347	Linear Programming and Convex Algebraic Geometry	4

Students explore cutting-edge AI concepts through courses such as CMP 414: Artificial Intelligence (4 credits) and CMP 464: Topics in Computer Science (4 credits), gaining insights into AI application and its latest development.

Spatial Data Science:

Students are expected to earn at least 11 credits from the following list:

Complete one of the following Courses:

Course Code	Name	Credits
GEP 204	Basic Mapping: Applications and Analysis	3
GEP 205	Principles of Geographic Information Science	3

Complete at least two of the following Courses:

Course Code	Name	Credits
GEP 362	Introduction to Programming for GISc	3
GEP 364	Spatial Database Management	3
GEP 3060	Raster Applications	3
GEP 310	Geography of Urban Health	3
GEP 321	Introduction to Remote Sensing	4
GEP 330	Spatial Statistics and Advanced Quantitative Methods in Geography	3
GEP 350	Special Projects in Geographic Information Systems	4
GEP 360	Geovisualization and Analytic Cartography	4
GEP 375	Data Acquisition and Integration Methods for GIS Analysis	3
GEP 380	Emerging Methods and Techniques in Geographic Information Science (GISc)	3
GEP 470	Seminar and Internship Program in Geography	4
GEH 490	Honors in Geography	4

This concentration focuses on geographic data analysis, offering courses like GEP 205: Principles of Geographic Information Science (3 credits) and GEP 321: Introduction to Remote Sensing (4 credits), essential for careers in urban planning, environmental science, and related fields.

The Data Science and Artificial Intelligence program offers students four distinct concentrations, each designed to provide specialized knowledge and skills aligned with various career paths in data science and AI. In particular, the data science theory concentration lays a strong foundation for understanding the algorithms and mathematical concepts that support modern AI technologies, and the artificial intelligence concentration is heavily focused on AI-specific courses, providing students with a comprehensive introduction to machine learning, neural networks, and computer image and natural language processing.

Culminating Experience

Toward the end of the program, students engage in a culminating experience, which could range from a course project, an internship experience, or an independent study (such as CMP 485 or MAT 485: Independent Study, 3 credits), under faculty supervision. This experience requires students to synthesize the knowledge and skills acquired throughout the program, often resulting in

a hands-on project or practical experiences that showcases their competencies to future employers or graduate programs.

6. FACULTY

The proposed Data Science and Artificial Intelligence undergraduate program at Lehman College is designed to leverage the rich academic resources and existing courses offered by several departments within the institution. This interdisciplinary approach ensures that students receive a well-rounded education, combining theoretical knowledge with practical skills across various domains.

Most of the courses in the proposed curriculum are already available and are taught by experienced faculty from diverse departments. The program includes contributions from the Department of Computer Science, which provides essential courses in programming, algorithms, data structures, probability, machine learning, and general artificial intelligence. The Department of Mathematics offers courses in statistics, probability, and mathematical modeling, which are fundamental to data science. The Department of Sociology contributes courses that focus on data collection, analysis, and interpretation within social contexts, enabling students to understand the societal impact of data-driven decisions. The Department of Earth, Environmental, and Geospatial Sciences offers courses in geospatial data analysis and environmental data science, equipping students with skills to handle and analyze spatial data. The Department of Finance, Information Systems, and Economics provides courses on financial data analysis, information systems, and econometrics, which are crucial for students interested in the financial applications of data science. The Department of Biology offers courses in bioinformatics and biological data analysis, preparing students for careers in healthcare and biotechnology.

The computer science department currently has 12 full-time faculty members, including 1 distinguished professor, 4 associate professors, 1 assistant professor, and 4 lecturers (including 2 lecturers with Certificate of Continuous Employment (C.C.E.)). All professors are research active and all of them are also faculty members of the Ph.D. program at CUNY Graduate Center. The computer science department’s adjunct faculty members are experienced instructors with most of them having strong industry background. They form an inseparable part of the department’s teaching force.

Name	Position	Area	Teaching
Brian Murphy	Associate Professor	GPU Computing, Parallel Algorithms, Polynomial and Matrix Algorithms	MAT 313, CMP 167, CMP 168, CMP 269, CMP 334, CMP 338,

			CMP 417, CMP 476 CMP 485
Eva-Maria Sofianos	Lecturer (C.C.E.)	Android Development, Web Development	CMP 157, CMP 158, CMP 167, CMP 168, CMP 269, CMP 338, CMP 485
Itai Feigenbaum	Associate Professor	Machine Learning, Game Theory, Operational Research	CMP 232, CMP 340, CMP 414, CMP 415, CMP 485
Matthew Johnson	Associate Professor	Algorithm design in networking and sensor networks, power plants, batteries and environmental optimization, and security. Algorithmic Game Theory, Computational Geometry, Massive Datasets.	CMP 232, CMP 340, CMP 414, CMP 415, CMP 485
Liang Zhao	Associate Professor	Machine Learning, Numerical Algebra	CMP 232, CMP 340, CMP 414, CMP 415, CMP 485
Steven Fulakeza	Lecturer (C.C.E.)	Web Development, Operating Systems, Databases, Computer Organizations, Networking	CMP 157, CMP 158, CMP 167, CMP 168, CMP 269, CMP 338, CMP 485
Victor Pan	Distinguished Professor	Symbolic and Numerical Computations, Design and Analysis of Algorithms	CMP 485

The Department of Mathematics has 18 full-time faculty members. Among the faculty there are 8 full professors, 2 Associate Professors, 5 Assistant Professors, and 3 Lectures. Note that at CUNY, the lecturer line is a full-time tenure-equivalent-track line. All Mathematics Department faculty are engaged scholars; many attend and organize local, national, and international workshops, seminars, and conferences within their fields of interest.

Name	Position	Area	Teaching
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Renato Bettiol	Assistant Professor	Galois Covers of Curves in Characteristic p, Fundamental Groups of Curves, Ramification Theory, Abhyankhar's Conjectures	MAT 347, MAT 485
Kevin Johnson	Lecturer	Number Theory, Combinatorics, Mathematics Education	MAT 327, MAT 430, MAT 485
Megan Owen	Associate Professor	Discrete Mathematical Biology, Geometric Statistics, Trees	MAT 327, MAT 328, MAT 485
Mahmoud Zeinalian	Professor	Topology, Geometry, Physics	MAT 430, MAT 485

The Earth, Environmental, and Geospatial Sciences (EEGS) Department at Lehman College includes five full-time tenure/tenure-track professors, three emeritus professors, and five adjuncts, the majority of whom have extensive expertise in geospatial sciences, research and data applications in social science and environmental contexts.

Faculty in the EEGS Department teach a wide range of courses focused on spatial data including Geographic Information Systems (GIS), remote sensing, and geospatial data analysis and visualization courses. Faculty research includes spatial data science and spatiotemporal data analytics applications in disaster response, human mobility and social-sensing; development and application of geospatial methods for the assessment, modeling, mapping, and prediction of natural hazards and disasters; environmental change monitoring, analysis, and modeling using remote sensing technologies and spatial analysis; and applications of spatial data analytics for conservation, biodiversity, and decision support systems.

Name	Position	Area	Teaching
Holly Porter-Morgan	Professor	Geovisualization and Cartography, Web Mapping, Geospatial Analysis, Geographic Information Systems (GIS), Environmental change and conservation.	GEP 360 GEP 205 GEP 204 GEP 380 GEP 310 GEP 470 GEH 490

<p>Elia Machado</p>	<p>Associate Professor</p>	<p>Remote Sensing, Geospatial Analysis, Geographic Information Systems (GIS), Geovisualization, Cartography, Machine learning in Remote Sensing applications, Web mapping, Career development, Natural hazards, environmental change, and conservation.</p>	<p>GEP 3060 GEP 375 GEP 321 GEP 350 GEP 380 GEP 470 GEH 490 GEP 205 GEP 204 GEP 310</p>
<p>Yuri Gorokhovich</p>	<p>Associate Professor</p>	<p>Geospatial Analysis, Geographic Information Systems (GIS), Data Integration, Earth Observation Systems, natural Hazards, and hydrology</p>	<p>GEP 375 GEH 490</p>
<p>Hoeyun Kwon</p>	<p>Assistant Professor</p>	<p>Geospatial Analysis, Geographic Information Systems (GIS), Geovisualization, Cartography, natural hazards, social sensing, human mobility.</p>	

			GEH 245
			GEP 205
			GEP 350
			GEP 362
			GEP 364
			GEP 310
			GEP 330
			GEH 490

7. COST ASSESSMENT

The cost of the Data Science and Artificial Intelligence program at Lehman College will be manageable because most of the courses within the proposed major are already taught by current faculty members. The major will primarily rely on existing faculty and classroom space, minimizing the need for extensive new resources. However, to accommodate the increasing number of students enrolling in these courses, hiring new faculty members will be necessary. For instance, employing five full-time faculty members at an average salary of \$100,000 each would amount to \$750,000 annually, as the total compensation tends to be \$150,000 per person.

Additionally, significant investments in equipment and software are necessary to support the program. This includes \$150,000 for upgrading computer labs and \$50,000 for software licenses. These investments will ensure that students have access to the latest technology and tools essential for a comprehensive education in data science. Overall, while there are costs associated with expanding the program, the reliance on existing resources and the strategic hiring of new faculty will help manage expenses effectively.

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APPENDICES

A. COURSE DESCRIPTIONS FOR REQUIRED COURSES

BBA 303 Business Statistics I: Analyze business data using descriptive statistics, probability theory and statistical inference, measures of central tendency, dispersion, associations, discrete and continuous probability distributions and hypothesis testing. PREREQ: ECO 166 and MAT 132 or MAT 171 or MAT 172 or MAT 174 or MAT 175.

BBA 403 Intermediate Business Statistics II: Analysis of business data using advanced statistical methods such as basic and multiple regression analysis, F tests, one-way and two-way analysis of variance and chi square tests. PREREQ: BBA 303 or ECO 302

BIO 240 Biostatistics: Data analysis and construction of tables, figures and paragraphs suitable for publication in biological journals. Experimental design informed by power analysis of preliminary data. Introduction to randomization, bootstrap and Monte Carlo in biological research; and coverage of traditional topics in biostatistics. Computer programming of biological algorithms in JSL (SAS) and R.

CMP 157 Programming Methods I Lab: Application of concepts learned in CMP 167 to develop programming solutions to problems as lab assignments. Code will be written in an Integrated Developer Environment. Prerequisite: MAT 104 or higher, Corequisite: CMP 167

CMP 158 Programming Methods II Lab: Application of concepts learned in CMP 168 to develop programming solutions to problems as lab assignments. Code will be written in an Integrated Developer Environment. Prerequisites: CMP 157, CMP 167 with Grade of B- or better, Corequisite: CMP 168

CMP 167 Programming Methods I: Structured computer programming using a modern high-level programming language. Includes console I/O, data types, variables, control structures, including iteration, arrays, function definitions and calls, parameter passing, functional decomposition, and an introduction to objects. Debugging techniques. Note: For students who intend to major in Computer Science, Mathematics, Computer Graphics and Imaging, or the sciences. Some previous computer programming experience is recommended. Not intended for students in Accounting or Computer Information Systems. Prerequisite: MAT 104 or higher Corequisite: CMP 157

CMP 168 Programming Methods II: Continuation of parameter passing with a focus on devising function definitions and tracing recursive calls. Sorting and searching algorithms and a comparison of their performance. GUI programming. Exceptions and Exception Handling. Object Oriented Programming techniques. Designing, developing, and debugging programs using commercial IDEs. Prerequisites: CMP 157, CMP 167 Grade of B- or better Corequisite: CMP 158

CMP 232 Discrete Mathematics: Sets, relations, and functions; propositional calculus, Boolean algebras, and combinatorial circuits, counting methods; proof techniques; analysis of algorithms; graphs and trees, puzzles; finite machines, sequential circuits, and recognizers. Note: Students who earned a grade below B- in MAT 172 are strongly urged to speak to an adviser in the Department of Mathematics and Computer Science prior to registering for CMP

232. Prerequisite: MAT 172 Pre or Co-Requisites: MAT 175, CMP 157, CMP 167

CMP 269 Programming Methods III: An In-depth exploration of Object Oriented programming with emphasis on inheritance, interfaces, multi-threading, I/O, GUI, recursion and unit testing. Programming projects to be implemented in different languages. Prerequisites: CMP 158 and CMP 168

CMP 333 Data Management and Analysis: Introduction of Data handling tools and techniques, extracting and presenting information about data, and computational thinking processes. Prerequisites: CMP 158, CMP 168, CMP 232

CMP 338 Data Structures: Abstract characterizations of data structures, analysis and implementation of algorithms for sorting, searching, and memory management. Prerequisites: CMP 232, and CMP 157 and CMP 168, Pre or Corequisite CMP 269

CMP 340 Introduction to Probability for Computer Science: Introductory probability theory with applications to computer science. Axioms of probability, conditional probability, discrete and continuous random variables, expectation, variance and covariance, law of large numbers, central limit theorem. Prerequisites: MAT 226 and CMP 338

CMP 410 Design and Analysis of Algorithms: Design strategies and analysis of algorithms: dynamic programming, scheduling, pattern matching, matrix multiplication, and other topics. NP-complete problems. Prerequisites: CMP 338 and MAT 313.

CMP 414 Artificial Intelligence: Survey of artificial intelligence with an introduction to LISP programming. Graph-searching algorithms applied to problem solving. Selected topics from pattern recognition, natural language processing, and expert systems. PREREQ: CMP 338.

CMP 415 Machine Learning: Introduction to applied machine learning models and algorithms using a high level programming language and relevant scientific libraries. Prerequisites: CMP 158, CMP 168, MAT 313

CMP 420 Database Systems: Introduction to theory of database systems and database management: theory of relational, hierarchical, and network database organization, with emphasis on the first; views of data, data organization, data dependency and redundancy, normal forms, and query language. PREREQ: CMP 338.

CMP 464 Topics in Computer Science: Various sections on topics in computer science. (For specific topics and sections, consult the Department.)

CMP 485 Independent Study: Independent study on a specific topic under faculty supervision. PREREQ: Departmental permission.

DAT 310 Data Visualization: Introduction to the theory and practice of data visualization.

DAT 351 Special Topics in Data Science: Investigation of theories, issues, and methods on various topics in Sociology.

DAT 481 Advanced Tutorial in Data Science Methods and Applications: Advanced

Individualized study. Topics to be arranged between student and instructor. PREREQ: Departmental permission.

ECO 302 Economic Statistics: Descriptive statistical methods used in economic analysis: probability distributions; sampling and estimation; confidence intervals; hypothesis testing; correlation and linear regression. PREREQ: ECO 166 and MAT 132 or 171 or 172 or 174 or 175.

GEP 204 Basic Mapping: Applications and Analysis: An introduction to the world of maps-how to use, interpret, and analyze maps. History of cartography, map projections, scales, measurements, contour interpretations, thematic maps, charts and graphs, remote sensing, aerial photos, and geographic information systems. Note: This course satisfies either Life & Physical Science or Scientific World requirement in the CUNY 2013 Gen Ed requirements at Lehman.

GEP 205 Principles of Geographic Information Science: The use of Geographic Information Systems for conducting research and spatial analysis in the natural and social sciences. The use of computer mapping and spatial analysis technologies for studying the physical and human components of the earth's environment.

GEP 306 Raster Applications: Raster based operations including the creation, modification, analysis and integration with vector data, using a Geographic Information System (GIS). Topics include surface analysis, multi-criteria/multi-objective evaluation, and map algebra. Prerequisite: GEP 205 or instructor's permission.

GEP 310 Geography of Urban Health: A geographical examination of urban health. Topics include the historical perspective of health, place, and society; mapping and measuring health and health impacts; the social and spatial patterning of health; the geography of health inequalities and disparities; health and social/spatial mobility; and the effects of urban segregation, overcrowding, and poverty on disease. Geographic Information Science will be used in the laboratory exercises to illustrate the theoretical concepts and to produce worked examples of health geography.

GEP 321 Introduction to Remote Sensing: Fundamentals of remote sensing, energy interactions between the sun, atmosphere, and features on the earth surface. Structure of raster data, cell size, and both passive and active remote sensing. Spatial, spectral, radiometric and temporal resolution characteristics of different multispectral remotely sensed data using specialized image analysis software.

GEP 330 Spatial Statistics and Advanced Quantitative Methods in Geography: A focus on geospatial statistics and the application of advanced quantitative techniques to real-world geographic problems. Concepts and application of exploratory spatial data analysis (ESDA), traditional statistics, and geospatial statistics within various software packages. PREREQ: GEP 204 or GEP 205 or instructor's permission. An introductory course in descriptive statistics is recommended.

GEP 350 Special Projects in Geographic Information Systems: May be reelected when topic changes, for a maximum of 8 credits. Special topics in the use of Geographic Information Systems for conducting research and spatial analysis in the natural and social sciences. The advanced use of computer mapping and spatial analysis for studying the

physical and human components of the earth's environment. PREREQ: GEP 199, GEP 205, or Departmental permission.

GEP 360 Geovisualization and Analytic Cartography: Creating maps using advanced Geographic Information Science (GISc) techniques. Focus on understanding cartographic conventions and principles of good cartographic design, and analysis of complex spatial data through geovisualization methods.

GEP 362 Introduction to Programming for GISc: Programming and scripting for Geographic Information Science (GISc) with a focus on applying programming methods to answer geographic questions. Students will learn how to use programming to automate geoprocessing tasks and develop new analytical tools. Prerequisite: GEP 205 or departmental permission.

GEP 364 Spatial Database Management: Managing spatial data within a relational database in a Geographic Information System. Prerequisite: GEP 205 or departmental permission.

GEP 375 Data Acquisition and Integration Methods for GIS Analysis: The techniques and science of data acquisition and creation for spatial analysis in a geographic information system (GIS); includes field data collection. Students will be instructed in the use of GPS devices, mobile GIS, workstation GIS, as well as data from other sources including remotely sensed data. Prerequisite: GEP 204 or GEP 205 or Instructor's permission.

GEP 380 Emerging Methods and Techniques in Geographic Information Science (GISc): Current and innovative issues, technologies, and methods in the field of Geographic Information Science. Topics may include Critical Cartography; Web Mapping; and New Technologies for Analysis. Pre-requisites: GEP 204 or GEP 205, or Departmental permission

GEP 470 Seminar and Internship Program in Geography: Review of current professional issues in the practice of Geography, especially in the fields of Geographic Information Systems (GIS), Environmental Geography, and Urban Geography, with weekly work as an intern in various organizations. PREREQ: Departmental permission.

GEH 490 Honors in Geography: Individual research, including reading and-in some areas-laboratory or field investigations, to be carried out under the individual guidance of a staff member.

HSD 269 Fundamentals of Biostatistics for Health Professionals: An introduction to biostatistics as used in health research. Emphasis on the application and interpretation of statistics in the context of health services, health education, and nutrition studies. PREREQ: MAT 132 or its equivalent, or demonstrated competence in database manipulation, spreadsheet calculations, and word processing.

MAT 128 Foundations of Data Science: Statistical and computational tools for analyzing data. Acquiring data from multiple sources, techniques for efficiently traversing, storing, and manipulating data. Emphasis on statistical analysis and visualization of real data. PREREQ: Score of 65 or higher on College Math section of Accuplacer exam or department permission

MAT 155 Calculus I Laboratory: Calculus computer software will be used to illustrate the ideas introduced in MAT 175. Students will be asked to solve problems using the software and to

submit lab reports. COREQ: MAT 175.

MAT 156 Calculus II Laboratory: Calculus computer software will be used to illustrate the ideas introduced in MAT 176. Students will be asked to solve problems using the software and to submit lab reports. COREQ: MAT 176.

MAT 175 Calculus I: Differentiation of functions of one variable; applications to motion problems, maximum-minimum problems, curve sketching, and mean-value theorems. PREREQ: A grade of C (or better) in MAT 172 or a grade of C (or better) in both MAT 108 and MAT 171 or placement by the Department of Mathematics. COREQ: MAT 155 Notes: (1) Students may not receive credit for both MAT 174 and MAT 175. (2) MAT 174 will not serve as a prerequisite for MAT 176

MAT 176 Calculus II: Riemann sums, logarithmic and exponential functions, integration of functions, applications of the definite integral, including area, volume, and arc length, infinite series and power series in one variable. PREREQ: A grade of C or better in MAT 175. COREQ: Mat 156

MAT 226 Vector Calculus: Vectors in two and three dimensions, equations of lines and planes, functions of several variables, partial differentiation, directional derivatives, gradients, optimization with Lagrange multipliers, multiple integration, line integrals, and vector fields. PREREQ: A grade of C or better in MAT 176.

MAT 313 Elements of Linear Algebra: Systems of linear equations, matrices, determinants, eigenvectors and eigenvalues, vector spaces and linear transformations. PREREQ: MAT 176. With Departmental permission, MAT 176 may be taken as a COREQ.

MAT 327 Statistical Inference: Introduction to the ideas and methods of probability and statistical inference for students in mathematics and the sciences. Topics include confidence intervals, tests of significance, chi-square tests of goodness-of-fit and independence, regression analysis, and analysis of variance. Students will be introduced to a standard computer statistical package. PREREQ: MAT 176.

MAT 328 Techniques in Data Science: Analyzing data sets to extract new insights. Acquisition, data mining, storage, and visualization of real world data using scripting and statistical programming languages. Application of standard statistical tools including hypothesis testing, Bayesian analysis, bootstrapping and regression. Classifying and clustering multidimensional data sets via dimensionality reduction and machine learning techniques. PREREQ: MAT 128 or permission of the department.

MAT 330 Probability and Statistics: Basic probability theory. Combinatorial problems, distributions, expectation, law of large numbers and central limit theorem, Bernoulli processes and Markov chains. Other topics from probability and statistics. PREREQ: MAT 176.

MAT 347 Linear Programming and Convex Algebraic Geometry: Convex sets in Euclidean n -space, systems of linear inequalities, linear programming, and the simplex method. Linear matrix inequalities, spectrahedral and spectrahedral shadows, semidefinite programming. Use of computer software to solve optimization problems. Prerequisite: MAT 313.

MAT 430 Advanced Probability and Applications: Continuation of MAT 330. Conditional probability, applications of Bayes' theorem; prominent examples of probability mass and density functions; moments and central moments, moment generating function, probability generating functions, joint and marginal distributions, linear combination of linearly independent random variables, and applications of the central limit theorem. A strong emphasis on applying theory to problem-solving. Note. Material covered in this class will help students prepare for the Society of Actuaries' P Exam.. PREREQ: MAT 330

MAT 452 Topics in Statistics: Various topics in Statistics. NOTE: For specific topics and sections please consult the Department. May be repeated for a maximum of 8 credits. PREREQ: Departmental Permission

MAT 485 Independent Study: Independent reading under faculty supervision. PREREQ: Departmental permission.

PSY 226 Statistical Methods in Psychology: Descriptive and inferential statistics and their applications to the analysis and interpretation of psychological data. Among the topics discussed are central tendency, variability, correlation and regression, hypothesis testing, analysis of variance, power analysis, and the relationship of research design to statistics. PREREQ: PSY 166 and MAT 132 or MAT 172 or MAT 174 or MAT 175, and Upper Junior Status.

SOC 339 American Demography: A computer based course organized around using United States census data to examine the causes and consequences of demographic change. PREREQ: SOC 301.

SOC 345 Quantitative analysis of Sociological Data: An introduction to data analysis with descriptive and inferential statistics; graphing and other visual presentations of data analysis; statistical programming. Extensive use of computers. PREREQ: SOC 301 with a grade of C- or better and satisfaction of the College's math requirement.

SOC 348 Reasoning with Data: 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. Prerequisites: Completion of College Math Requirement or MAT 128 or MAT 328, and PHI 169 or a 200 level Sociology course, or Department Permission

B. NEW PROGRAM FORM

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

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

Name of Program and Degree Award: Data Science and Artificial Intelligence

Hegis Number:

Program Code:

Effective Term: Fall 2025

1. Type of Change: Create new undergraduate program

2. Description:

The Bachelor of Science in Data Science and Artificial Intelligence is an undergraduate program that equips students with the foundational knowledge and hands-on skills required to thrive in the rapidly evolving fields of data science and AI. The curriculum is rooted in programming, mathematics, statistics, and machine learning. Students also explore advanced topics such as Machine Learning, Data Visualization, and Database Management.

The program offers four specialized concentrations:

- **Data Science Theory**: Focuses on advanced mathematical and computational techniques such as linear programming, convex algebraic geometry, and algorithmic design.
- **Data Analytics**: Emphasizes statistical methods and real-world applications in fields such as business, economics, and sociology.
- **Artificial Intelligence**: Delves into AI technologies, including courses on Artificial Intelligence and Machine Learning, preparing students for roles in cutting-edge AI development.
- **Spatial Data Science**: Combines GIS (Geographic Information Science) techniques with data science, preparing students to work with spatial data in fields like urban planning and environmental analysis.

Students will graduate with a robust skillset that spans theoretical foundations, data handling, and applied machine learning, preparing them for careers in AI development, data analytics, or specialized roles in sectors like healthcare, finance, and geographic information science. Additionally, the program prioritizes ethical data use, ensuring graduates are prepared to address the societal challenges posed by data-driven technologies.

Students are assigned an academic advisor early in the program, who works closely with them to develop a personalized academic plan.

Data Science, B.S. (70-74 Credit Major)

Required Courses: 59-62 credits

		Credits
CMP 157	Programming Methods I Lab	1
CMP 158	Programming Methods II Lab	1
CMP 167	Programming Methods I	4
CMP 168	Programming Methods II	4
CMP 232	Discrete Mathematics	4
CMP 338	Data Structures	4
CMP 340	Probability for Computer Science	4
Or		
MAT 330	Probability and Statistics	4
CMP 415	Machine Learning	4
	Note: CMP 415 satisfies both this and the AI concentration requirement	
Or		
(MAT 128 and	Foundations of Data Science	3
MAT 328)	Techniques in Data Science	4
CMP 420	Database	4
DAT 310	Data Visualization	3
MAT 155	Calculus I Lab	1
MAT 156	Calculus II Lab	1
MAT 175	Calculus I	4
MAT 176	Calculus II	4
MAT 226	Vector Calculus	4
MAT 313	Elements of Linear Algebra	4
MAT 327	Statistical Inference	4

SOC 348	Reasoning with Data	4
Total		59-62

Choose from one of the following concentrations:

1. Data Science Theory Concentration

Earn 11 credits from the following: (cannot take both CMP 485 and MAT 485)

		Credits
CMP 269	Programming Methods III	4
CMP 410	Data Structures and Algorithms II	4
CMP 447	Linear Programming and Operations Research	4
CMP 485	Independent Study	3
MAT 347	Linear Programming and Convex Algebraic Geometry	4
MAT 430	Advanced Probability and Applications	4
MAT 452	Topics in Statistics	4
MAT 485	Independent Study	3

2. Data Analytic Concentration

Earn at least 11-12 credits from the following lists

Complete at least 1 of the following Courses:

		Credits
BBA 303	Business Statistics I Prereq: ECO 166 and MAT 132 or MAT 171 or MAT 172 or MAT 174 or MAT 175.	3
BIO 240	Biostatistics Prereq: BIO166& BIO167& MAT175	3
ECO 302	Economic Statistics	3
GEH 245	Introduction to Quantitative Methods of Geography	3
HSD 269	Fundamentals of Biostatistics for Health	3

Professionals Prereq is MAT132

PSY 226	Statistical Methods in Psychology Prereq: PSY 166 and MAT 132 or MAT 172 or MAT 174 or MAT 175 and Upper Junior status	4
SOC 345	Quantitative Analysis of Sociological Data: prerequisite: SOC 301	4

Complete at least 2 of the following Courses:

		Credits
BBA 403	Intermediate Business Statistics II Prereq: SOC 301 with a grade of C- or better	3
CMP 414	Artificial Intelligence	4
DAT 351	Special Topics in Data Science	3
DAT 481	Advanced Tutorial in Data Science Methods and Applications	3
ECO 402	Econometrics Pre-req: ECO 302	4
GEP 205	Principles of Geographic Information Science	3
SOC 339	American Demography Pre-requisite SOC 301	4

3. Artificial Intelligence Concentration 11-12 credits

Complete the following Course: 4 credits

		Credits
CMP 414	Artificial Intelligence	4

Complete two of the following Courses: 7-8 credits

		Credits
CMP 333	Data Management and Analysis	4

CMP 464	Topics in Computer Science	4
CMP 485	Independent Study	3
MAT 347	Linear Programming and Convex Algebraic Geometry	4
CMP 447	Linear Programming and Operations Research	4

4. Spatial Data Science Concentration-11-12 credits

Complete one of the following Courses: 3 credits

		Credits
GEP 204	Basic Mapping: Applications and Analysis	3
GEP 205	Principles of Geographic Information Science	3

Complete at least 8 credits from the following Courses: 8-9 credits

		Credits
GEP 361	Introduction to Programming for GISc: Prerequisite GEP 205	3
GEP 363	Spatial Database Management	3
GEP 3060	Raster Applications	3
GEP 310	Geography of Urban Health Perquisite: GEP204 or GEP 205	3
GEP 321	Introduction to Remote Sensing	4
GEP 330	Spatial Statistics and Advanced Quantitative Methods in Geography	3
GEP 350	Special Projects in Geographic Information Systems	4
GEP 360	Geovisualization and Analytic Cartography	4
GEP 375	Data Acquisition and Integration Methods for GIS Analysis	3
GEP 380	Emerging Methods and Techniques in Geographic Information Science (GISc)	3

GEP 470	Seminar and Internship Program in Geography	4
GEH 490	Honors in Geography	4

3. Rationale:

Introducing a data science undergraduate program at CUNY Lehman College is a strategic response to the increasing demand for data science professionals across various industries such as technology, manufacturing, e-commerce, finance, and the public sector. This program addresses the current skill gap of Lehman students towards extracting and presenting insights of data from different sources and formats, so that it ensures that students are equipped with modern techniques that are essential for the workforce in this era of big data and artificial intelligence. By preparing students for careers in this rapidly evolving field, the data science program would align students' need for a successful career with the practical demands from the job market. In addition, this program would be an interdisciplinary effort contributed by faculties from various areas including computer science, mathematics, sociology, geospatial science, economics, English, and philosophy. This collaboration would enrich Lehman College's academic offerings, attracting a broader spectrum of prospective students and bolstering the institution's reputation as a contemporary, forward-thinking educational hub.

4. Date of departmental approval:

The original version was approved on Dec. 7th, 2023. The revisions were approved on Aug. 28, 2024.

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

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Description, Prerequisite

2. **From:**

Department(s)	Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 334
Course Title	Computer Organization
Description	Introduction to digital logic-expressions, gates, flip-flops, adders. busses, multiplexers Introduction to assembly language and assembly level organization - data representation, instruction formats, addressing modes, interrupts. Memory systems - caches (mapping and management policies) and memory hierarchies, latency and bandwidth, virtual memory (pagetables, TLB). Input/Output- busses, channels and DMA. Performance considerations- pipelining, RISC architecture, branch prediction, introduction to instruction level parallelism. PREREQ: CMP 230 and CMP 232 or Departmental permission.
Pre/ Co Requisites	Prerequisites: CMP 230 and 232 or Departmental Consent
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

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

Department(s)	Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 334
Course Title	Computer Organization
Description	Introduction to digital logic-expressions, gates, flip-flops, adders. busses, multiplexers Introduction to assembly language and assembly level organization - data representation, instruction formats, addressing modes, interrupts. Memory systems - caches (mapping and management policies) and memory hierarchies, latency and bandwidth, virtual memory (pagetables, TLB). Input/Output- <u>buses</u> , channels and DMA. Performance considerations- <u>pipelining</u> , RISC architecture, branch prediction, introduction to instruction level parallelism.
Pre/ Co Requisites	Prerequisites: <u>CMP 167, and CMP 157, CMP 232</u>
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

The course description has been modified to remove the outdated note as well as correct a typo. The prerequisites have been updated to include CMP 157, CMP 167, and CMP 232 as per the new curriculum.

5. **Date of departmental approval:** June 10, 2024

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

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Description, Prerequisite, Corequisite, Title

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

Department(s)	Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 338
Course Title	Data Structures
Description	Abstract characterizations of data structures, analysis and implementation of algorithms for sorting, searching, and memory management. Prerequisites: CMP 232, and CMP 157 and CMP 168, Pre or Corequisite CMP 269
Pre/ Co Requisites	Prerequisites: CMP 232, and CMP 157 and CMP 168 Pre or Corequisite CMP 269
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. **To:** Underline the changes

Department(s)	Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 338
Course Title	Data Structures <u>and Algorithms</u>
Description	Abstract characterizations as well as the design and implementation of data structures such as arrays, stacks, queues, linked lists, binary search trees, heaps, hash tables and graphs along with algorithms that make use of such structures including algorithms for sorting as well as searching will be studied. Algorithms will be analyzed for their asymptotic behavior in terms of time and space complexity. Implementation issues will be considered and students will write programs that embody these data structures and algorithms.
Pre/ Co Requisites	Prerequisites: CMP 232, CMP 157, <u>CMP 158</u> , and CMP 168
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The corequisite/prerequisite CMP 269 has been removed since it is not needed. Adding CMP 158 as a prerequisite will ensure students have acquired the necessary programming skills to register for CMP 338. The course title and description have been modified to better represent the course curriculum.

5. **Date of departmental approval:** June 10, 2024

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

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Description, Prerequisite

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

Department(s)	Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 342
Course Title	Internet Programming
Description	Programming using languages for the Internet, such as Java or Visual Basic. Web server management, including administrative software tools. PREREQ: CMP 326 or CMP 168.
Pre/ Co Requisites	Prerequisites: CMP 326 or CMP 168
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 342
Course Title	Internet Programming
Description	Programming using languages for the Internet, such as Java or Visual Basic. Web server management, including administrative software tools.
Pre/ Co Requisites	Prerequisites: <u>CMP 158 and CMP 168</u>
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The course description has been modified to remove the outdated note on prerequisites. The prerequisites have been updated to include CMP 158 and CMP 168 as per the new curriculum.

5. **Date of departmental approval:** June 10, 2024

**CUNY Common Core
Course Submission Form**

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

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	CMP 128
Course Title	Programming through Web Development
Department(s)	Computer Science
Discipline	Computer Science
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Creation of websites using HTML, CSS, and JavaScript.
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.)**

<p>Required</p> <p><input 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</p> <p><input type="checkbox"/> Individual and Society</p> <p><input type="checkbox"/> US Experience in its Diversity</p> <p><input checked="" type="checkbox"/> Scientific World</p> <p><input type="checkbox"/> Creative Expression</p>
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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.

<p>If you would like to request a waiver please check here:</p>	<p><input type="checkbox"/> Waiver requested</p>
<p>If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.</p>	
<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>	

Learning Outcomes

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

I. Required Core (12 credits)

A. English Composition: Six credits

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

	<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:

	1. Identify and apply the fundamental concepts and methods of a life or physical science.
	2. Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	3. Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	4. Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	5. 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) must meet at least three of the additional learning outcomes in the right column. A student will:

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

C. Creative Expression

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

- | | |
|--|---|
| | <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.
<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>	
	<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.

- | | |
|---|---|
| <ol style="list-style-type: none">1. Design and Develop properly styled websites with dynamic content2. Use HTML5 to develop properly structured web pages3. Use CSS3 to apply proper style to web pages4. Demonstrate proper use of variables and functions in JavaScript | <ul style="list-style-type: none">● Gather, interpret, and assess information from a variety of sources and points of view. |
|---|---|

<ol style="list-style-type: none"> 5. Use JavaScript to respond to events 6. Use JavaScript to perform calculations and return results 7. Manipulate the DOM and CSSOM through JavaScript 	
<ol style="list-style-type: none"> 1. Perform Logical Decisions using JavaScript 2. Perform Iteration using JavaScript 3. Work with Arrays to create, retrieve, update, delete the content stored in them 	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
<ol style="list-style-type: none"> 1. Design and Develop properly styled websites with dynamic content 2. Use HTML5 to develop properly structured web pages 3. Use CSS3 to apply proper style to web pages 4. Demonstrate proper use of variables and functions in JavaScript 5. Use JavaScript to respond to events 6. Use JavaScript to perform calculations and return results 	<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.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<ol style="list-style-type: none"> 1. Design and Develop properly styled websites with dynamic content 2. Use HTML5 to develop properly structured web pages 3. Use CSS3 to apply proper style to web pages 	<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.
<ol style="list-style-type: none"> 1. Design and Develop properly styled websites with dynamic content 2. Use HTML5 to develop properly structured web pages 3. Use CSS3 to apply proper style to web pages 4. Demonstrate proper use of variables and functions in JavaScript 5. Use JavaScript to respond to events 	<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.

<ol style="list-style-type: none"> 6. Use JavaScript to perform calculations and return results 7. Manipulate the DOM and CSSOM through JavaScript 8. Perform Logical Decisions using JavaScript 9. Perform Iteration using JavaScript 10. Work with Arrays to create, retrieve, update, delete the content stored in them 	
<ol style="list-style-type: none"> 1. Demonstrate proper use of variables and functions in JavaScript 2. Use JavaScript to respond to events 3. Use JavaScript to perform calculations and return results 4. Manipulate the DOM and CSSOM through JavaScript 5. Perform Logical Decisions using JavaScript 6. Perform Iteration using JavaScript 7. Work with Arrays to create, retrieve, update, delete the content stored in them 	<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.

Syllabus
CMP 128: Programming through Web Development
Lehman College, City University of New York

Semester	Class Section	Class Hours	Room Number

Instructor	Email	Office Number	Office Hours

Course Description: *3 hours, 3 credits*

Creation of websites using HTML, CSS, and JavaScript.

Prerequisite: none

Course Objectives:

By the end of the course, students should be able to:

1. Design and Develop properly styled websites with dynamic content
2. Use HTML5 to develop properly structured web pages
3. Use CSS3 to apply proper style to web pages
4. Demonstrate proper use of variables and functions in JavaScript
5. Use JavaScript to respond to events
6. Use JavaScript to perform calculations and return results
7. Manipulate the DOM and CSSOM through JavaScript
8. Perform Logical Decisions using JavaScript
9. Perform Iteration using JavaScript
10. Work with Arrays to create, retrieve, update, delete the content stored in them

Grading Policy:

- Exam 1: 10%
- Exam 2: 15%
- Exam 3: 15%
- Final Exam 2: 20%
- Projects: 40%

Expectations: Students are expected to learn the material covered in class, the material in the textbook and other assigned reading. Completing homework is an essential part of the learning experience. Students should review topics from prior courses as needed using old notes and books

Honor Code: You are encouraged to work together on the overall design of the programs and homework. However, for specific programs and homework assignments, all work must be your own. You are responsible

for knowing and following Lehman's [academic integrity code](#) (available from the Undergraduate Bulletin, Graduate Bulletin, Office of Academic Standards and Evaluations, or the Smart Catalog). All incidents of cheating will be reported to the Vice President of Student Affairs.

Email: I will be communicating with you on a regular basis throughout the semester using the email address listed on Blackboard for this course. You are required to make sure that the email address on Blackboard is your current Lehman email address and you must check it on a regular basis. **There will be no acceptable excuse for missing an email announcement.**

Homework: Projects will be assigned throughout the course to reinforce concepts covered in class. To receive full credit for a project, it must be completed by the specified due date and the program must function correctly.

Materials and Resources:

Textbook:

- Free Online Resources and Documentation

Technology:

- Access to personal computers with the necessary software tools installed and good Internet connection for accessing all course materials
- <https://code.visualstudio.com/>

Tutoring:

Departmental tutoring is available in the [MCSLC](#) in GI-222, on the 2nd floor of Gillet Hall.

Computer Access:

Part of this course will use university computer laboratories. These machines are for work related to this course only and a code of conduct applies to computer use in the department and on-campus. Misusing university computers could result in losing your computer access for the rest of the term, making it exceedingly difficult to complete this course.

Additional Online Resources:

- **W3School:** <https://www.w3schools.com/html/default.asp>
- **GitHub Repository** <https://github.com>
- **Html Dog:** <https://www.htmldog.com/guides/>

Accommodating Disabilities:

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may require accommodations are encouraged to register with the Office of Student Disability Services located in Shuster Hall, Room 238. <http://www.lehman.edu/student-disability-services>
Telephone: 718-960-8441 Email: disability.services@lehman.cuny.edu

Recording of Remote Classes:

Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

The link to the recordings will be made available on Blackboard

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

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

Name of Program and Degree Award: Creative Writing Minor
Effective Term: Spring 2025

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

2. **From:**

ENG 111/113 and ENG 121/123 do not count toward the Minor in English. The English Minor is open to all majors (except English).

Minor Requirements – Overall
Type: Completion Requirement
Earn at least 12 credits

Students must take ENW 210 (3 credits) or ENW 310 (~~4~~ credits), plus any three 300/400-level Creative Writing courses (~~9-10~~ credits), for a total of four courses (12-13 credits). Creative Writing courses include ENW 301, 302, 303, 308, 309, 310, 323, 324, 326, 364, 366, 461. Students who take ENW 210 first may take ENW 310 as one of their three 300/400-level Creative Writing courses. Note: ENW 310 is a prerequisite for all Workshops (ENW 301, 302, 303, 308, 309). One 300/400-level ENG or ENW course may be substituted for a 300/400-level ENW course in Creative Writing.

3. **To:** Underline the changes

ENG 111/113 and ENG 121/123 do not count toward the Minor in English. The English Minor is open to all majors (except English).

Minor Requirements – Overall
Type: Completion Requirement
Earn at least 12 credits

Students must take ENW 210 (3 credits) or ENW 310 (3 credits), plus any three 300/400-level Creative Writing courses (9 credits), for a total of four courses (12 credits). Creative Writing courses include ENW 301, 302, 303, 308, 309, 310, 323, 324, 326, 364, 366, 461. Students who take ENW 210 first may take ENW 310 as one of their three 300/400-level Creative Writing courses. Note: ENW 310 is a prerequisite for all Workshops (ENW 301, 302, 303, 308, 309). One 300/400-level ENG or ENW course may be substituted for a 300/400-level ENW course in Creative Writing.

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

This is a correction to an error in the Bulletin and on Coursedog. The credit information was entered incorrectly after the English Department voted on curriculum changes in 2020. ENW 310 is a 3-credit/4-hour course, and the curriculum that passed UCC included a 12-credit requirement for the Creative Writing Minor. The bulletin should always have reflected this.

5. **Date of departmental approval:** March 9, 2022

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

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

Name of Program and Degree Award: Professional Communications Minor

Effective Term: Spring 2025

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

2. **From:**

In addition to the 12-credit English Minors in Literature and Professional Writing, and the 12-13 credit English Minor in Creative Writing, students have the option of the 12-credit Interdisciplinary Minor in Professional Communications. The Professional Communications Minor provides students from all departments with a career-boosting opportunity to develop their writing skills in various multimedia venues. The Minor is open to all Majors (including English Literature and Creative Writing but not Professional Writing Majors).

Type: Completion requirement

Earn at least 13 credits

Minor Requirements – Required Course

Type: Completion requirement

Writing Skills Core - choose one course (-4- credits)

Complete ALL of the following Courses:

- ENW 201 - Writing Essentials

Undergraduate students may declare the Minor in Professional Communications upon successful completion of ENG 111/113 and ENG 121/123. Students satisfy the requirements for the 12-credit Professional Communications Minor by taking four courses, three or four of which are at the 300-level.

Professional Writing Elective - choose one course (3 credits)

Complete at least 1 of the following Courses:

ENW 300 - Business Writing

ENW 304 - Writing for Prestigious Awards and Graduate Schools

ENW 307 - Health and Science Writing

ENW 333 - Marketing and PR Writing

ENW 335 - Technical Writing

Multimedia Communication Courses (6 credits)

Complete ALL of the following Courses:

ENW 318 - Writing for New Media
ENW 320 - Professional Presentations

3. **To:** Underline the changes

In addition to the 12-credit English Minors in Literature and Professional Writing, and the 12-credit English Minor in Creative Writing, students have the option of the 12-credit Interdisciplinary Minor in Professional Communications. The Professional Communications Minor provides students from all departments with a career-boosting opportunity to develop their writing skills in various multimedia venues. The Minor is open to all Majors (including English Literature and Creative Writing but not Professional Writing Majors).

Type: Completion requirement

Earn at least 12 credits

Minor Requirements – Required Course

Type: Completion requirement

Writing Skills Core - choose one course (3 credits)

Complete ALL of the following Courses:

- ENW 201 - Writing Essentials

Undergraduate students may declare the Minor in Professional Communications upon successful completion of ENG 111/113 and ENG 121/123. Students satisfy the requirements for the 12-credit Professional Communications Minor by taking four courses, three or four of which are at the 300-level.

Professional Writing Elective - choose one course (3 credits)

Complete at least 1 of the following Courses:

ENW 300 - Business Writing

ENW 304 - Writing for Prestigious Awards and Graduate Schools

ENW 307 - Health and Science Writing

ENW 333 - Marketing and PR Writing

ENW 335 - Technical Writing

Multimedia Communication Courses (6 credits)

Complete ALL of the following Courses:

ENW 318 - Writing for New Media

ENW 320 - Professional Presentations

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

This is a correction to an error in the Bulletin and on Coursedog. The credit information was entered incorrectly after the English Department voted on curriculum changes in 2020. ENW 201 is a 3-credit course, and the curriculum that passed UCC included a 12-credit requirement for the Professional Communications Minor. The bulletin should always have reflected this.

5. **Date of departmental approval:** March 9, 2022

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

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	English
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	English
Course Prefix & Number	ENW 307
Course Title	Health and Science Writing
Description	Work-related writing in the social, natural, and health sciences, including nursing. Projects stress writing issues specific to the healthcare and scientific communities.
Pre/ Co Requisites	Declared English Major/Minor or declared Professional Communications Minor. NOTE: Non-majors/minors who wish to take this course should see an English advisor for permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	English
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	English
Course Prefix & Number	ENW 307
Course Title	Health and Science Writing
Description	Work-related writing in the social, natural, and health sciences, including nursing. Projects stress writing issues specific to the healthcare and scientific communities.
Pre/ Co Requisites	Declared English Major/Minor; <u>declared Professional Communications Minor; declared Speech Pathology and Audiology Major; declared Health Services Administration Major.</u> NOTE: Non-majors/minors who wish to take this course should see an English advisor for permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Speech Pathology and Audiology Majors must take ENW 307 as part of their major. Health Services Administration Majors frequently take ENW 307 to fulfill their major

requirements. The English Department has determined that requiring departmental permission for ENW 307 presents students with unnecessary obstacles towards registering for classes and completing degree requirements. This revision allows Speech Pathology and Audiology Majors and Health Services Administration Majors to register for ENW 307 without permission and will make course registration simpler and more manageable for students.

5. **Date of departmental approval:** March 9, 2022

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

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	English
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	English
Course Prefix & Number	ENW 345
Course Title	Writing and Social Issues
Description	Readings, discussion, and multi-genre writing to explore social issues such as migration, public health, community, jobs, demographics, technology, or other topics of student interest. Attention to advocacy, community engagement, empowerment, organizing, and archival resources. Development of research, drafting, and writing skills in a variety of professional genres.
Pre/ Co Requisites	Declared English Major/Minor or declared Professional Communications Minor. NOTE: Non-majors/minors who wish to take this course should see an English advisor for permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

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

Department(s)	English
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	English
Course Prefix & Number	ENW 345
Course Title	Writing and Social Issues
Description	Readings, discussion, and multi-genre writing to explore social issues such as migration, public health, community, jobs, demographics, technology, or other topics of student interest. Attention to advocacy, community engagement, empowerment, organizing, and archival resources. Development of research, drafting, and writing skills in a variety of professional genres.
Pre/ Co Requisites	Declared English Major/Minor, declared Professional Communications Minor <u>or</u> declared Social Work Major. NOTE: Non-majors/minors who wish to take this course should see an English advisor for permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Social Work Majors frequently take ENW 345 as part of their major. The English Department has determined that requiring departmental permission for Social Work majors for ENW courses presents students with unnecessary obstacles towards registering for classes and completing degree requirements. This revision allows students to register for ENW 345 without permission and will make course registration simpler and more manageable for students.

5. Date of departmental approval: March 9, 2022

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

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite, description

2. **From:**

Department(s)	English
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	English
Course Prefix & Number	ENW 300
Course Title	Business Writing
Description	Writing to communicate most effectively in the business world. Focus on strategies for information-sharing and persuasion in various formats, including reports, letters, meeting agendas, professional emails, proposals, and informative and persuasive presentations.
Pre/ Co Requisites	NOTE: Non-majors/minors who wish to take this course should see an English advisor for permission. Prerequisites: Declared English Major/Minor, declared Professional Communications Minor, declared Business and Entrepreneurship for Creative Arts Professionals minor, declared Accounting Major/Minor, declared Management and Business Innovation Major/Minor, and declared Finance, Information Systems, and Economics Major/Minor.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

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

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENW 300
Course Title	Business Writing
Description	Writing to communicate most effectively in the business world. Focus on strategies for information-sharing and persuasion in various formats, including reports, letters, meeting agendas, professional emails, proposals, and informative and persuasive presentations.
Pre/ Co Requisites	<p><u>The following declared Majors: English; Business; Accounting (B.S.); Accounting (B.A.); Economics; Economics and Mathematics; Business Administration; Management and Business Innovation; or the following declared Minors: English; Professional Communications; Business; Business and Entrepreneurship for Creative Arts Professionals; Accounting; Management and Business Innovation; Finance, Information Systems, and Economics; Blockchain and Crypto; Management; Marketing; Finance; Human Resource Management; International Business Minor; Business Law.</u></p> <p><u>NOTE: Non-majors/minors who wish to take this course should see an English advisor for permission.</u></p>
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
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4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

Accounting (B.S.) Majors, and other Majors and Minors in the Finance, Information Systems and Economics department have ENW 300 either as a requirement or a recommendation. The English Department has determined that requiring departmental permission for ENW 300 presents students with unnecessary obstacles towards registering for classes and completing degree requirements. This revision allows selected majors/minors to register for ENW 300 without permission and will make course registration simpler and more manageable for students.

5. Date of departmental approval: March 9, 2022

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

DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY

CURRICULUM CHANGE

Name of Program and Degree Award: Health Services Administration

Hegis Number: 1202.00

Program Code: 10113

Effective Term: Fall 2024

1. **Type of Change:** *Inactivate Subplans; change in Electives*

2. **From:**

- a. ~~Health Care (1901)~~
- b. ~~55-Credits (1901)~~
- c. ~~61-Credits (1901)~~
- d. ~~64-Credits (1901)~~
- e. ~~54-Credits~~
- f. 58-Credits

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

This program serves a number of purposes:

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

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

To prepare students for graduate study in Health Services Administration.

Departmental Grading Policy

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

Major Requirements – Overall

Type: Completion requirement

Earn at least 58 credits

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

Additional Comments:

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

Distribution of Required Courses and Credits

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

Major Requirements – Departmental Courses

Complete ALL of the following Courses:

- HSD 266 - The United States Health Care Delivery System
- HSD 269 - Fundamentals of Biostatistics for Health Professionals
- HSD 306 - Epidemiology

Major Requirements – Health Services Administration Courses

Complete ALL of the following Courses:

- HSA 267 - Management of Health Organizations
- HSA 301 - Human Resources Management and Labor Relations in Health Services
- HSA 304 - Financial Aspects of Health Care Administration
- HSA 312 - Managed Health Care
- HSA 402 - Research and Program Evaluation in Health Services Administration

- HSA 403 - Strategic Management: Health Planning in a Competitive Environment

Major Requirements – Health Services Administration Internship

Complete ALL of the following Courses:

- HSA 469 - Health Services Administration Pre-Internship Seminar
- HSA 470 - Health Services Administration Internship

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

Major Requirements –Psychology

Type: Completion requirement

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- PSY 166 - General Psychology

Complete at least 1 course in the following Course Sets:

- Psychology Electives 200 or 300 Level

Chosen with HSA advisement

Major Requirements – Economics, Accounting, and Math

Type: Completion requirement

Earn at least 10 credits from the following:

- MAT 132 - Introduction to Statistics
- ECO 166 - Introduction of Macroeconomics
OR ECO 167 - Introduction to Microeconomics
- ACC 185 - Introduction to Accounting for Non-Accounting Majors
OR ACC 171 - Principles of Accounting I

Major Requirements – Electives

Type: Completion requirement

Fulfill ANY of the following requirements:

Earn at least 9 credits

Chosen from HPI, HSA, and/or HSD with approval of the adviser, or:

Complete ANY of the following Courses:

- BBA 336 – Business Law I
- BIO 181 – Anatomy and Physiology I
- ENW 300 – Business Writing

- ENW 307 – Health and Science Writing
- ~~HEA 300 – Equity in Public Health~~
- HIN 268 – Growth and Development
- PHI 330 – Business Ethics
- PHI 341 – Medical Ethics
- ~~PHE 335 – Health Psychology~~
- REC 302 – Administration of Recreation Services
- SOC 240 – Death, Dying, and Bereavement
- SOC 305 – Sociology of Health Care

ENW 300 (Formerly ENW 204) (Need English Department Approval)

ENW 307 (Need English Department Approval)

PHI 330 (PREREQS: BBA 204 or Philosophy Department Approval)

SOC 305 (SOC 166 or any 200 level SOC course)

~~PSY 335 (May count as an HSA Major Elective, or as meeting the 200/300 Level Psychology Requirement, but it cannot count as both)~~

HIN 268 (Requires Nursing Department Approval)

3. To: Underline the changes

58-Credits

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

This program serves a number of purposes:

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

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

To prepare students for graduate study in Health Services Administration.

Departmental Grading Policy

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

Major Requirements – Overall

Type: Completion requirement

Earn at least 58 credits

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

Additional Comments:

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

Distribution of Required Courses and Credits

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

Major Requirements – Departmental Courses**Complete ALL of the following Courses:**

- HSD 266 - The United States Health Care Delivery System
- HSD 269 - Fundamentals of Biostatistics for Health Professionals
- HSD 306 - Epidemiology

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

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

Major Requirements – Health Services Administration Internship

Complete ALL of the following Courses:

- HSA 469 - Health Services Administration Pre-Internship Seminar
- HSA 470 - Health Services Administration Internship

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

Major Requirements – Psychology

Type: Completion requirement

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- PSY 166 - General Psychology

Complete at least 1 course in the following Course Sets:

- Psychology Electives 200 or 300 Level

Chosen with HSA advisement

Major Requirements – Economics, Accounting, and Math

Type: Completion requirement

Earn at least 10 credits from the following:

- MAT 132 - Introduction to Statistics
- ECO 166 - Introduction of Macroeconomics
OR ECO 167 - Introduction to Microeconomics
- ACC 185 - Introduction to Accounting for Non-Accounting Majors
OR ACC 171 - Principles of Accounting I

Major Requirements – Electives

Type: Completion requirement

Fulfill ANY of the following requirements:

Earn at least 9 credits

Chosen from HPI, HSA, and/or HSD with approval of the adviser, or:

Complete ANY of the following Courses:

- BBA 336 – Business Law I
- BIO 181 – Anatomy and Physiology I
- ENW 300 – Business Writing
- ENW 307 – Health and Science Writing
- HIN 268 – Growth and Development

- HSA 302 – Computer Applications in Health Services Administration
- HSA 401 – Quality Improvement in Health Services Organizations
- PHE 301 Foundations of Public Health Knowledge
- PHE 304 Health Inequity
- PHE 401 Environmental and Occupational Health
- PHE 403 Health Policy and Advocacy
- PHE 405 Environmental Justice
- PHE 410 Public Health Leadership and Management
- PHE 411 Health Equity, Communication, and Advocacy
- PHE 412 Designing and Evaluating Public Health Interventions
- PHE 413 Designs, Concepts, and Methods in Public Health Research
- PHE 414 Quantitative and Qualitative Data Analysis Methods in Public Health Research
- PHE 444 Gender and Health across the Globe
- PHI 330 – Business Ethics
- PHI 341 – Medical Ethics
- REC 302 – Administration of Recreation Services
- SOC 240 – Death, Dying, and Bereavement
- SOC 305 – Sociology of Health Care

ENW 300 (Formerly ENW 204) (Need English Department Approval)

ENW 307 (Need English Department Approval)

PHI 330 (PREREQS: BBA 204 or Philosophy Department Approval)

SOC 305 (SOC 166 or any 200 level SOC course)

HIN 268 (Requires Nursing Department Approval)

PHE 410-414 and PHE 444 (Requires HEAT Department Approval)

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

The Undergraduate Curriculum Committee approved the 58-credit HSA major on October 4, 2023, as mentioned on the Lehman Senate Website. This change will eliminate confusion among students on which subplan to select when declaring their major.

We are changing the list of acceptable electives to include complimentary courses from the newly established (April 2024) public health program. We also wish to specify health services administration electives that are offered every year. We are removing the psychology course because it may be applied to the psychology requirement that is part of our degree.

5. Date of departmental approval: 4/17/2024, 08/22/2024

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

DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY

CURRICULUM CHANGE

Name of Program and Degree Award: Nursing Home Administration, Certificate

Hegis Number: 1202.00

Program Code: 42141

Effective Term: Fall 2024

1. **Type of Change:** *Change in Degree (Certificate) Requirements*

2. **From:**

This certificate provides the required courses for individuals planning to pursue New York State licensure in nursing home administration. The certificate consists of the five three-credit courses required to prepare students to sit for the New York State licensure exam. Students apply for the Administrator-in-Training internship directly with the New York Department of Health. These fifteen credits are recognized by the NYS Department of Health in their listing of Accredited Educational institutions.

The admission requirement for the certificate program is either an earned bachelor's degree or current Lehman students may enroll if they have a 2.5 GPA and have successfully completed HSA 267, HSA 312, and ACC 171 or ACC 185

Certificate Requirements – Overall

Type: Completion requirement

Earn at least 15 credits

Earn a minimum grade of C-

Certificate Requirements – Required Courses

Type: Completion requirement

Complete ALL of the following Courses:

- HEA 310 - Health and Aging
- HSA 301 - Human Resources Management and Labor Relations in Health Services
- HSA 304 - Financial Aspects of Health Care Administration
- HSA 325 - Nursing Home Administration
- HSD 308 - Legal Issues in Health Care

- HSA 304 has the following pre-requisites
~~“HSA 267 (3 credits), HSA 312 (3 credits) plus prerequisite of HSD 266 (3 credits) and ACC 171 or ACC 185 (3 credits),”~~
 - At least 50% of this program can be completed online.

3. **To:** Underline the changes

This certificate provides the required courses for individuals planning to pursue New York State licensure in nursing home administration. The certificate consists of the five three-credit courses required to prepare students to sit for the New York State licensure exam. Students apply for the Administrator-in-Training internship directly with the New York Department of Health. These fifteen credits are recognized by the NYS Department of Health in their listing of Accredited Educational institutions.

Certificate Requirements – Overall

Type: Completion requirement

Earn at least 15 credits

Earn a minimum grade of C-

Certificate Requirements – Required Courses

Type: Completion requirement

Complete ALL of the following Courses:

- HEA 310 - Health and Aging
- HSA 301 - Human Resources Management and Labor Relations in Health Services
- HSA 304 - Financial Aspects of Health Care Administration
- HSA 325 - Nursing Home Administration
- HSD 308 - Legal Issues in Health Care
- HSA 304 (prerequisites: Twelve credits of HSA and/or HSD courses. Students who have earned a healthcare-related Bachelor's degree, or relevant coursework or professional experience, are not required to take the prerequisites for HSA 304.)
- At least 50% of this program can be completed online.

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

Graduates with a health-related Bachelor's degree who want to pursue the NHA-C would not have to take twelve (12) additional credits before taking HSA 304. This change would allow students to take HSA 304 without taking an additional 12 credits.

5. **Date of departmental approval:** 08.22.2024

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

DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY

CURRICULUM CHANGE

Name of Program and Degree Award: Health Services Administration, Minor
Effective Term: Fall 2024

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

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

Minor Requirements- Overall
Type: Completion Requirement

Earn at least 12 credits

Minor- Requirements- Required Course
Type: Completion requirement

Complete ALL of the following Courses:

- HSD 266 - The United States Health Care Delivery System
- HSA 267 - Management of Health Organizations
- 2 additional courses HSA/HSD courses: At the 300 level or, with the instructor's permission, at the 400 level (excluding ~~HSA 440, HSA 441, HSA 470, and HSA 471~~).

3. **To**: Underline the changes

Minor Requirements- Overall

Type: Prerequisite
Earn a minimum GPA of 2.5

Type: Completion Requirement
Earn at least 12 credits

Earn a minimum grade of C-

Minor- Requirements- Required Courses

Type: Completion requirement

Complete ALL of the following Courses:

- HSD 266 - The United States Health Care Delivery System
- HSA 267 - Management of Health Organizations

- 2 additional courses HSA/HSD courses: At the 300 level or, with the instructor's permission, at the 400 level (excluding HSA 469 and HSA 470).

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

HSA 440, HSA 441, and HSA 471 were withdrawn on March 15, 2017, as indicated on the Faculty Senate website. HSA 469 is a required internship course and is taken in sequence before HSA 470.

HSA courses require students to have a minimum of 2.5 GPA and earn a minimum grade of C-. These requirements need to be added to the minor as well.

5. Date of departmental approval: 08/22/2024

**LEHMAN COLLEGE
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DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Health Equity, Administration, And Technology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HPI 101
Course Title	US Healthcare: Careers in a Unique System
Description	Study of practice and interprofessional relationships of various healthcare professions, such as clinical (MD, DO, PA, TR, PharmD), nursing (LPN, RN, BSN, NP), rehabilitation (PT, OT, Speech), other (lab tech, social work) non-clinical (public health, health administration, health education) and Vet/tech. Impact of historical and current trends such as health care reform and reimbursements on the various healthcare professions.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing)	Lecture

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:** Underline the changes

Department(s)	Health Equity, Administration, And Technology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HPI 101
Course Title	US Healthcare: Careers in a Unique System
Description	<u>Overview of U.S. health careers, highlighting key roles, responsibilities, and educational pathways. History of the healthcare system interdisciplinary collaboration, ethical considerations, and basic medical terminology.</u>

Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Lecture
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The course description is updated to match the current syllabus and course contents.

5. **Date of departmental approval:** 08.22.2024

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

DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Health Equity, Administration, And Technology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA 301
Course Title	Human Resources Management and Labor Relations in Health Services
Description	Analysis of the challenges and conflicts inherent in managing human resources in health services organizations. Examination of policy formulation, recruitment, selection, training and development, wage and salary administration, motivation, and labor relations.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing)	Lecture

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:** Underline the changes

Department(s)	Health Equity, Administration, And Technology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA 301
Course Title	Human Resources Management and Labor Relations in Health Services
Description	<u>The critical role of strategic human resource management (SHRM) in the healthcare industry. Strategies for effective recruitment, retention, training, labor relations, and development of healthcare professionals, emphasizing legal and ethical considerations.</u>

Pre Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Lecture
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The course description is updated to match the current syllabus and course contents.

5. Date of departmental approval: 08.22.2024

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

DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY

CURRICULUM CHANGE

1. **Type of Change:** *Description, Prerequisites*

2. **From:**

Department(s)	Health Equity, Administration, And Technology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA 302
Course Title	Computer Applications in Health Services Administration
Description	An introduction to the use of the computer by health care administrators. An overview of software programs useful for administrative tasks, including medical information management, medical records processing, budget preparation, and report writing.
Pre/ Co Requisites	HSA 267, HSD 269, and CIS 106.
Credits	3
Hours	3
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Lecture

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

Department(s)	Health Equity, Administration, And Technology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA 302
Course Title	Computer Applications in Health Services Administration
Description	<u>Introduction to computer applications used by health care administrators. Students will use software programs to complete administrative tasks, including medical information management, maintaining medical records and report writing.</u>
Pre / Co Requisites	
Credits	3

Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Lecture
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The prerequisites of HSA 267, HSD 269, and CIS 106 are not needed to complete HSA 302.

The course description is updated to match the current syllabus and course contents.

5. Date of departmental approval: 08/22/2024

**LEHMAN COLLEGE
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DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY

CURRICULUM CHANGE

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

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

Department(s)	Health Equity, Administration, And Technology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA 312
Course Title	Managed Health Care
Description	Comprehensive overview of basic concepts of managed health care, including types of managed care organizations, use of data and reports in utilization and quality management, Medicaid and Medicare managed care, and other critical issues.
Pre/ Co Requisites	HSD 266 and HSA (BBA) 267.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Lecture

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

Department(s)	Health Equity, Administration, And Technology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA 312
Course Title	Managed Health Care
Description	<u>Comprehensive overview of managed care in the United States, including public, private, and non-group health insurance. How managed care organizations contract with providers, review and pay claims, applicable laws, regulations and accreditations.</u>
Pre / Co Requisites	PREREQ: HSD 266 and HSA (BBA) 267.
Credits	3

Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Lecture
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The course description is updated to match the current syllabus and course contents.

5. **Date of departmental approval:** 08/22/2024

**LEHMAN COLLEGE
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DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Description prerequisites, attribute

2. **From:**

Department(s)	Health Equity, Administration, And Technology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA 403
Course Title	Strategic Management: Health Planning in a Competitive Environment
Description	Examination of the issues and techniques relevant to the planning of health delivery systems, with emphasis on marketing approaches in a competitive health care environment.
Pre/ Co Requisites	A minimum of 18 credits in HSD or HSA courses
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

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

Department(s)	Health Equity, Administration, And Technology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA 403
Course Title	Strategic Management: Health Planning in a Competitive Environment
Description	<u>Issues and techniques relevant to a healthcare organization's strategies. External and internal environments and development of action plans for healthcare organizations.</u>
Pre/ Co Requisites	A minimum of 18 credits in HSD <u>and/or</u> HSA courses. <u>HSA Majors only.</u>
Credits	3

Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<u>Writing Intensive</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):

The course description is updated to match the current syllabus and course contents.

The nature of this course requires that it be writing intensive. This class can only be taken by Health Services Administration majors.

5. Date of departmental approval: 08/22/2024

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

DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY

CURRICULUM CHANGE

1. **Type of Change:** *Description, Pre or Corequisites*

2. **From:**

Department(s)	Health Equity, Administration, And Technology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA 469
Course Title	Health Services Administration Pre-Internship Seminar
Description	Weekly seminar focused on the development of specific, role-related technical and professional skills necessary for effective health administration careers. The course will also prepare students for the HSA 470 internship including internship site selection, application preparation, interviewing skills, and other professional issues such as advocating for diversity in the workplace and evolving public health initiatives. Departmental Permission Typically Offered Fall, Spring
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g.	Internship

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

3. **To:** Underline the changes

Department(s)	Health Equity, Administration, And Technology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA 469
Course Title	Health Services Administration Pre-Internship Seminar
Description	<u>Resources for enhancing students' internship opportunities, including guidance on cover letters, resumes, online career profiles, personal statements, and mock interviews. Hard and soft skills, focusing on business writing, health research, and interpersonal skills. Students</u>

	<p><u>must receive permission from the course coordinator prior to registration.</u></p> <p><u>Typically offered Fall</u></p>
Pre / Co Requisites	<p><u>At least 15 credits of HSA or HSD (HSD 266, HSA 267, HSD 269, HSA 301, HSA 312, HSA 304, or any HSA elective) or Departmental Permission.</u></p> <p><u>Pre-requisite to HSA 470.</u></p> <p><u>HSA Majors only.</u></p>
Credits	3
Hours	3
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Pre-internship
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):**

To have a meaningful pre-internship experience, students should have completed at least 15 credits of HSA or HSD.

This course is only offered in the Fall semester.

The description of the course is updated to match the current syllabus and the course contents.

5. **Date of departmental approval:** 08/22/2024

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

DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY

CURRICULUM CHANGE

1. **Type of Change:** *Description, Pre/Corequisites*

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

Department(s)	Health Equity, Administration, And Technology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA 470
Course Title	Health Services Administration Internship
Description	Onsite administrative practice with a preceptor, focusing on the development and application of specific, role-related technical and professional skills necessary for effective health care services management. NOTE Requires 130 hours of fieldwork. Pre-requisite: HSA 469 Typically offered Fall, Spring
Pre/ Co Requisites	HSA 469
Credits	3
Hours	3
Liberal Arts	[] Yes [X] No
Course Attribute (e.g.	Internship

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

3. **To:** Underline the changes

Department(s)	Health Equity, Administration, And Technology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA 470
Course Title	Health Services Administration Internship
Description	Onsite administrative practice with a preceptor, focusing on the development and application of specific, role-related technical and professional skills necessary for effective health care services management. <u>Students must complete at least 130 hours of internship with an organization.</u>

	Typically offered <u>Spring semester only</u>
Pre/ Co Requisites	HSA 469. <u>HSA Majors only.</u>
Credits	3
Hours	3
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Internship
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This course is only offered in the spring semester.

The course description is updated to match the current syllabus.

5. **Date of departmental approval:** 08/22/2024

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

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

Name of Program and Degree Award: Multimedia Studies (MMS) 12-credit minor
Effective Term: Fall 2023

1. Type of Change: Withdrawal of minor

2. Description:
Multimedia Studies Minor

12-credit minor

The former Multimedia Studies (MMS) minor is no longer being offered.

3. Rationale:

The Multimedia Studies (MMS) minor (along with the MMS major that was already eliminated) was replaced by the updated Media Communication Studies (MCS) curriculum to better address the current state of media study and practice.

4. Date of departmental approval: 12/14/22

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

DEPARTMENT OF MATHEMATICS

CURRICULUM CHANGE

1. **Type of Change:** Change Experimental To Permanent Course

2. **From:**

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 039
Course Title	Topics For Intensive Support Of Gateway Math Success
Description	(May be repeated up to five times.) Various topics in mathematics to intensively support student success in gateway mathematics courses. Consult with the department for specific topics and sections.
Pre/ Co Requisites	Departmental Permission
Credits	0
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Remove Experimental Course Attribute
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)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 039
Course Title	Topics For Intensive Support Of Gateway Math Success
Description	(May be repeated up to five times.) Various topics in mathematics to intensively support student success in gateway mathematics courses. Consult with the department for specific topics and sections.
Pre/ Co Requisites	Departmental Permission
Credits	0
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:

The Math Department regularly offers 3-hour, 0-credit workshops to help students complete their gateway Mathematics course requirements. These intensive workshops support student success by providing structured review and enrichment on targeted topics which, depending on the workshop, include arithmetic; algebra, quantitative reasoning, statistics, precalculus, and calculus. Having a formal course for these workshops is needed for logistical matters such as the payment of instructors, tracking of student success, and coordination of student schedules.

This class should be programmed to include the following attributes:

- 3 total contact hours
- 0 credits
- 0 academic progress units
- 0 financial aid units
- Can be repeated up to 5 times.
- Pass/Fail Grading Modality
- Remove Experimental Course attribute.

5. **Date of departmental approval:** February 26, 2024

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 474
Course Title	Teaching in Special Programs for the Middle and High School Grades
Description	Supervised internship teaching of secondary education and TESOL P-12 candidates in special programs. Assigned in-school activities are required. (May be repeated up to five times.)
Pre/ Co Requisites	Departmental permission
Credits	0
Hours	1-3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Clinical Preparation Practicum Internship
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

We are proposing a new, zero-credit course to designed specifically for second-year candidates in some of our sponsored programs who contractually require less supervision than their first-year experience and to address some problems with the current sponsored program system while enhancing the experiences for our alternative certification students. The new course will (1) Provide the structure for pedagogically enhanced communities of practice; (2) Reduce costs for the College; and (3) Solve the substantial problem of our candidates not having a student teaching experience imprinted on their official transcripts.

To enhance the electronic, pedagogical coaching experience, we would like to organize communities of alternative teacher candidates into zero-credit seminars. In addition to having an experienced coach leading the seminars, creating communities of practice where teachers can share their challenges and successes among the group members is grounded in research and best practices.

The new course will also reduce the cost of the supervision/field consulting by about 50% from current levels because it will be a more efficient use of time and resources (This translates into one-fourth of a credit per student; in our traditional teacher education programs, on-site school visits are programmed as one-half credit per student). The current system includes pay for driving time, parking, and navigating individual middle and high schools throughout the Bronx and adjacent areas. To expand Lehman College's participation in the New York City Department of Education's sponsored programs across the five boroughs, we altered our coaching system from school-site visits to electronic videos and meetings. These site visits are zero-credit experiences where we pay the coaches or "field consultants" an hourly rate using non-teaching adjunct hours. These coaching visits are required in the RFP contract CUNY signed as part of the New York City Teaching Fellows/Collaborative Programs and can potentially apply to future contracts with the NYCDOE and other entities.

And lastly, the current system means that many students graduate from the program without an official student teaching experience listed in their transcript. For our graduates, the consequences are that they are unable to transfer their teaching credentials to other states and they are also ineligible for advanced education programs such as adding an additional certification to their credentials.

This class should be programmed to include the following attributes:

- Clinical Preparation Practicum
- Internship
- 0 credits
- 0 academic progress units
- 0 financial aid units
- Can be repeated up to 5 times.
- Pass/Fail Grading Modality

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

- a. Describe best practices related to the teaching of the subject matter.

- b. Construct detailed lesson plans incorporating culturally responsive and sustaining pedagogy.
- c. Videorecord themselves teaching the lessons to small and whole groups of adolescent or P-12 TESOL students.
- d. Critically analyze the videos through the lens of teaching and learning standards.
- e. Participate in pre-observation, observation, and post-observation coaching sessions.
- f. Provide evidence of pedagogical improvements based on coaching feedback.

5. **Date of Departmental Approval:** August 26, 2024

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

Program Name and Award: Adolescent Teacher Education, B.A.

Hegis Number: 0401, 1002, 1008, 1105, 1501, 1701, 1902, 1905, 1914, 2205

Program Code: TBD

Effective Term: Fall 2025

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

2. **Description:**

Adolescent Teacher Education Program Requirements (Art, Dance, English, Foreign Language, Health Education and Promotion, Mathematics, Music, Science, and Social Studies)

The Adolescent Teacher Education, B.A., major comprises the coursework to earn the Initial Certificate to teach in New York State. Certification candidates must first declare a primary major in an academic concentration aligned with the available certification areas; second, they declare the Middle and High School Education minor; and third, they declare the Adolescent Teacher Education major.

The Adolescent Teacher Education, B.A., Dual Major (28-29 Credits)

Entrance

Students may declare the Adolescent Teacher Education Major if they meet the following criteria:

1. Declare a content major in one of the approved teacher certification areas before declaring the Adolescent Teacher Education Major.
2. Complete the Middle and High School Education Minor.
3. Earn a minimum overall 3.0 GPA. Students with documented hardships can apply for an exemption to the minimum GPA requirement.

1. Declare a Major in a Content Area

Candidates first declare one of the approved content majors. The first major is aligned to the subject area the candidate aspires to teach (NYS Initial Certificate name and grade bands are in parentheses):

Art Majors (Initial Certificate to teach Visual Arts pre-K-12)

Art B.A.

Dance Majors (Initial Certificate to teach Dance pre-K-12)

Dance B.A.

English Majors (Initial Certificate to teach English Language Arts 7-12)

English B.A.

Foreign Language Majors (Initial Certificate to teach French 7-12, Italian 7-12, or Spanish 7-12)

French B.A., Italian B.A., and Spanish B.A.

Mathematics Majors (Initial Certificate to teach Math 7-12)

Mathematics B.A.

Music Majors (Initial Certificate to teach Music pre-K-12)

Music B.S.

Science Majors (Initial Certificate to teach Biology 7-12, Chemistry 7-12, Earth Science 7-12, or Physics 7-12)

ABC Interdepartmental Concentration in Anthropology B.S., Biology B.S., Chemistry B.S., Earth Science B.S., and Physics B.S.

Social Science and History Majors (Initial Certificate to teach Social Studies 7-12)

Africana Studies B.A., Anthropology B.A, Economics B.A., Geography B.A., History B.A., Latin American and Caribbean Studies B.A., Latino Studies, B.A., Political Science B.A., Psychology B.A., and Sociology B.A.

2. Complete the Middle and High School Education Minor**Declare the Middle and High School Education Minor (12-13 credits)**

After declaring their content majors, students may add the Middle and High School Education Minor. The Minor is open to all Lehman students. The minor presents an opportunity for candidates to engage with the issues, knowledge and skills of teaching and learning in urban middle and high schools but does not grant a teaching credential.

The minor consists of four courses: ESC 201, ESC 302, ESC 429, and a fourth ESC course chosen in consultation with the education adviser. Students may graduate with the minor or they can declare the Adolescent Education major to earn the Initial Certificate to teach in New York State if they maintain a minimum 3.0 GPA in their records or qualify for a GPA exemption.

		Credits
ESC 201	Psychological Foundations of Middle and High School	3
ESC 302	Social Foundations of Education: A Multicultural Perspective	3

ESC 429	Language and Literacies Acquisition in Secondary Education	3
ESC 463	Special Needs Education: The Identification Instruction & Assessment Special Needs Population Middle & HS	3
Or		
One of the following content methods:	DEC 436, DNC 335, DNC 435, ESC 410, ESC 414, ESC 419, ESC 422, ESC 424, ESC 432, ESC 433, ESC 434, ESC 448, ESC 462, ESC 467, MSE 311 or MSE 312	3-4

3. Declare the Second Major in Adolescent Teacher Education

In the last semester of completing the Middle and High School Education Minor, teacher candidates may declare the Adolescent Teacher Education Major. The minimum overall GPA requirement is 3.0, although a student may appeal by filling out a GPA exemption form.

Pedagogical Courses (7-8 credits)

And the following if not selected in the minor,

ESC 463	Special Needs Education: The Identification Instruction & Assessment Special Needs Population Middle & HS	3
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And, all the following not selected in the minor,

Art Majors:

DEC 436	Art Methods in Childhood, Grades 1-6	3
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ESC 414	Special Methods in Art	3
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With the co-requisite:

ESC 476	Field Hours I	1
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Dance Majors:

DNC 435	Culturally Responsive Dance Pedagogy	3
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DNC 335	Dance Pedagogy	3
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With the co-requisite:

ESC 476	Field Hours I	1
English Majors:		
ESC 410	Teaching Writing in Secondary School	4
ESC 422	Teaching English in Middle and High School	3
	With the corequisite,	
ESC 476	Field Hours I	1

Foreign Language Majors:

ESC 462	Teaching Language Arts in Languages Other than English	4
ESC 424	Teaching Foreign Languages in Middle and High School	3
	With the corequisite,	
ESC 476	Field Hours I	1

Math Majors:

ESC 448	Teaching Problem Solving in Mathematics in Middle and High School	3
ESC 432	Teaching Mathematics in Middle and High School	3
	With the corequisite,	
ESC 476	Field Hours I	1

Music Majors:

MSE 311	Teaching Music in Elementary School	3
MSE 312	Teaching Music in Middle and High Schools	3
	With the corequisite,	

ESC 476	Field Hours I	1
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Science Majors:

ESC 467	Community Resources for Science Teaching and Learning	3
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ESC 419	Teaching Science in Middle and High School	3
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With the corequisite,

ESC 476	Field Hours I	1
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Social Sciences and History Majors*:

ESC 434	Teaching U.S. History and Government in Middle and High School	4
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ESC 433	Teaching World History in Middle and High School	3
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With the corequisite,

ESC 476	Field Hours I	1
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Student Teaching Experience and Seminar (9 credits)

In the semester prior to the student teaching experience, candidates will meet with the education adviser, and then subsequently apply for a teaching placement through the Office of Clinical Practice & Partnerships.

Before entering the student teaching experience, candidates should submit passing scores from the EAS (Educating All Students) and CST (Content Specialty Test) certification tests.

ESC 311	Academic Discourse Communities in Middle and High School	3
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ESC 470	Student Teaching in the Middle and High School Grades	3
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ESC 471	Seminar in Secondary Student Teaching	3
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*To receive the recommendation for the Initial Certificate to teach grades 7-12 Social Studies in New York State, a course of at least 3 credits in each of the following subject areas with a grade of C or better:

- Macro- or Microeconomics
- Geography
- Government
- Psychology
- Sociology
- World history
- U.S. history

3. **Rationale:**

When the Lehman College Grades 7-12 Undergraduate Teacher Preparation Programs in the Department of Middle and High School Education (MHSE) were originally registered with New York State Education Department (NYSED) over two decades ago, the programs articulated a process where the teacher candidates first declared a major in a content area (e.g., English, B.A., Math, B.A., etc.) together with the Education minor (approximately one-half of the credits required for the Initial Certificate for teaching), and then after completing the minor, the candidates subsequently changed their majors to the appropriate BA Teacher majors, which included the remaining education courses. The Teacher BA majors (e.g., English Teacher, B.A., Math Teacher, B.A., etc.) and the evolving New York State Department of Education (NYSED) certification requirements also created a situation where many students exceed 120 credits and sometimes completed coursework that did not fulfill the requirements for certification, both of which delayed graduation and full-time employment.

Further, the changing of majors resulted in many administrative errors and confusion for the students as well as the arts and sciences academic partners who managed the majors. Over time, many of the partners disallowed students from changing to the teacher majors for a variety of reasons including access to the honors program, perception of diminished prestige, and the fact that the teacher majors did not include some key content courses because of credit limits.

To address the problems in student enrollment, advising, and time to degree completion, and to expand the program to include additional majors, we propose to create a new degree program, B.A. Adolescent Teacher Education, which would be declared as part of a dual major in a specific content area. The New York State Department of Education (NYSED) only allows education majors when they are paired with an academic major at the Middle and High School levels. Students would *first* select an academic major, and then *after*, they will add the B.A. Adolescent Teacher Education major.

4. **Date of departmental approval:** August 26, 2024

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

Curriculum Change

Program Name and Award: Middle and High School Education Minor

Effective Term: Fall 2025

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

2. **From:**

~~To earn the Initial Certificate to teach in New York State, candidates will first complete the Middle and High School Education Minor, and after, the appropriate Certificate. The Middle and High School Education Minor is open to all Lehman students. The minor consists of four courses: ESC 301, ESC 302, ESC 429, and a fourth ESC course chosen in consultation with the education adviser. Students may graduate with the minor or they can complete the remaining ESC courses in their appropriate Certificate as long as they maintain a minimum 3.0 GPA in their records.~~

~~Students aspiring to earn the Initial Certificate to teach in New York State must declare specific majors in art, English, math, science, history, Spanish, French, or Italian together with the minor in Middle and High School Education.~~

Requirements

Collapse All

Minor Requirements - Overall

Type: Completion requirement

Earn at least 12 credits

Minor Requirements - Required Courses

Type: Completion requirement

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:

- ESC 301 - Psychological Foundations of Middle and High School
- ESC 302 - Social Foundations of Education: A Multicultural Perspective
- ESC 429 - Language and Literacies Acquisition in Secondary Education.
- ESC 463 - Teaching Students with Disabilities

~~A teaching methods course in the appropriate content area for the major, **ESC 410-ESC 462** (3-4 credits) may replace **ESC 463**.~~

~~The minor presents an opportunity for all Lehman students to engage with the issues, knowledge and skills of teaching and learning in urban middle and high schools, but does not grant a teaching credential.~~

Certificates in Content Areas

~~Students may declare a Certificate in the appropriate content area for their major if they meet the following criteria:~~

- ~~1. Completion of the Middle and High School Education Minor.~~
- ~~2. Earn a minimum overall 3.0 GPA.~~
- ~~3. Complete approximately one-half of the major credits.~~

3. To:

After declaring their content majors, students may add the Middle and High School Education Minor. The Minor is open to all Lehman students. The minor presents an opportunity for candidates to engage with the issues, knowledge and skills of teaching and learning in urban middle and high schools but does not grant a teaching credential.

The minor consists of four courses: ESC 201, ESC 302, ESC 429, and a fourth ESC course chosen in consultation with the education adviser. Students may graduate with the minor or they can declare the Adolescent Education major to earn the Initial Certificate to teach in New York State if they maintain a minimum 3.0 GPA in their records or qualify for a GPA exemption.

Requirements

Collapse All

Minor Requirements - Overall

Type: Completion requirement

Earn at least 12 credits

Minor Requirements - Required Courses

Type: Completion requirement

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:

		Credits
ESC 201	Psychological Foundations of Middle and High School	3
ESC 302	Social Foundations of Education: A Multicultural Perspective	3
ESC 429	Language and Literacies Acquisition in Secondary Education	3

ESC 463 Teaching Students with Disabilities 3

Or

One of the following content methods: DEC 436, DNC 335, DNC 435, ESC 410, ESC 414, ESC 419, ESC 422, ESC 424, ESC 432, ESC 433, ESC 434, ESC 448, ESC 462, ESC 467, MSE 311, or MSE 312 3-4

4. Rationale:

We are proposing changes to the Middle and High School Education Minor to expand access to music and dance teacher candidates as well as shape it as part of the new Adolescent Teacher, B.A. major. The description is also changed for increased clarity.

4. Date of departmental approval: August 26, 2024

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

2.

Department(s)	Music, Multimedia, Theatre, and Dance
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	Music Education
Course Prefix & Number	MSE 311
Course Title	Teaching Music in Elementary School
Description	Teaching music in grades K-6 to all learners: repertoire, methodology, and discussion. Field hours required.
Pre/ Co Requisites	Departmental permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Undergraduate students enrolled in a joint Music/Juvenile Education Degree will take this course to prepare them for NYS Certification in Music Education.

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

1. Practice methodology suitable for K-6 learners.
2. Participate in vocal repertoire, elements of music, usage of instruments, kinesthetic activity.
3. Practice writing lesson plans which incorporate the Multiple Intelligences.
4. Apply social justice concepts to their lesson planning

5. **Date of Departmental Approval:** 08/26/2024

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND Dance

CURRICULUM CHANGE

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

2.

Department(s)	Music, Multimedia, Theatre, and Dance
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	Music Education
Course Prefix & Number	MSE 312
Course Title	Teaching Music in Middle and High Schools
Description	Pedagogy for teaching general music, instrumental and vocal music performing classes at the secondary level.
Pre/ Co Requisites	Co-Requisite ESC 476; department permission
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

We designed this course to be part of the proposed Adolescent Teacher major for music education. Currently, we only offer the K-12 Music Education Certification through a graduate program, but we would like to also offer it to our undergraduate population.

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

- 1) Model best practices for teaching vocal, instrumental and general music classes on the middle and high school level.
- 2) design lesson plans for vocal, instrumental and general music classes.
- 3) identify strategies for recruitment, screening and retention for students in instrumental and vocal classes.
- 4) compare national, state and local learning standards.
- 5) discuss procedures for effective classroom management.
- 6) select repertoire suitable to middle and high school ensembles.
- 7) create a variety of unit plans for middle and high school general music classes.
- 8) evaluate instruction while observing a lesson.
- 9) perform repertoire suitable for middle and senior high school in a vocal or instrumental ensemble.
- 10) review the contributions of important "pioneers" in music education such as Lowell Mason, Jaques-Dalcroze, Zoltan Kodaly, Karl Orff and El Sistema.

5. Date of Departmental Approval: 08/26/2024

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

CURRICULUM CHANGE

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

2.

Department(s)	Psychology
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	Psychology
Course Prefix & Number	PSY 322
Course Title	Technology, Mind, and Behavior
Description	Historical, theoretical, empirical, and ethical aspects of technology's impact on human cognition, emotion, and behavior, including its application in learning, therapy, workforce, and leisure.
Pre/ Co Requisites	PSY 166
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

From social media's impact on self-esteem and relationships to virtual reality's applications in therapy, technology can both enhance and challenge mental health and well-being. As such, the psychological implications of technology are now more relevant than ever to the diverse student body of Lehman College and the populations they will serve in a variety of professional settings. A course on the intersection of Technology, Mind, and Behavior will benefit the students in the Psychology Department because it will provide an in-depth exploration of the psychological implications of technology across settings and psychological domains, preparing students to critically and mindfully assess and engage with applications of technology in their chosen fields and careers. The topics introduced in the course will also help students become more intentional consumers of technology themselves.

This proposed 300-level course immerses students into the complicated and interdependent world of psychology and technological advancement. Through exposure to theoretical and empirical literature and engagement with hands-on projects and case studies, this course provides students with a comprehensive understanding of the technology's impact on human psychology. First, students will learn ways in which technology has historically influenced psychology as a field, including its role in research design and theory building. Second, students will learn about the complex effects of technology on psychological processes and mental health, including its role in shaping and advancing mental health treatments through the application of virtual reality and artificial intelligence. Third, students will learn about psychological implications of human-machine interactions and its effects on education and the workplace. Fourth, students will develop an ethical awareness around the application of technology in psychology and beyond. Fifth, students will apply their knowledge and understanding of these topics and processes to identify potential psychological concerns with current use of technology (or lack thereof) and think critically and creatively to propose solutions.

Below is a sampling of topics that may be covered in the course:

1. Introduction to Technology and Psychology: Overview of how technology has historically influenced psychological theory and practice, including its role in research design and data analysis.
2. The Psychology of the Internet and Social Media: Examines the impact of digital communication on identity, relationships, and mental health.
3. Digital Addiction and Its Discontents: Investigates the psychological basis of technology addiction, including gaming disorder and social media dependency.
4. Virtual Reality and Augmented Reality: Explores the use of VR and AR in therapeutic settings, education, and training, including their effects on perception and cognition.
5. Artificial Intelligence and Human Behavior: Analysis of how AI influences decision-making, job markets, ethics, and the future of human-machine interactions.

6. Privacy, Surveillance, and Psychological Well-Being: Examines the psychological effects of digital surveillance and privacy breaches.

7. Technology in Learning and Cognitive Enhancement: Investigates how digital tools can enhance or impair learning processes and cognitive development.

8. The Future of Work: Explores the psychological impacts of remote work, the gig economy, and automation on job satisfaction and organizational behavior.

9. Ethical Considerations in Digital Life and Research: Critical discussion on the ethical implications of technological advancements, including biases in AI and digital inequalities and its role/application in psychological research.

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

- Critically analyze the impact of technology on psychological processes and social behavior.
- Apply psychological theories to understand the effects of digital environments.
- Evaluate the ethical implications of technology use and development.
- Propose innovative solutions to mitigate negative psychological effects of technology.

5. **Date of Departmental Approval:** May 13, 2024

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SOC
Course Prefix & Number	SOC 257
Course Title	Queer Studies: Sociological Approaches
Description	Provides a foundation to individually and structurally contextualize, contemplate, and consider what it means to be queer at the intersections of race, class, gender, nation, and (dis) ability in contemporary American society.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Queer studies emerged as an interdisciplinary field in the 1990s. To date, there is currently no course on this topic in the sociology curriculum. As with all interdisciplinary fields, sociology (and other disciplines) brings a distinct perspective. In particular, queer studies provides an approach that centers the study of the experience of LGBTQ+ people. Sociology has a rich tradition of contributions to queer studies.

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

Contribute to their local, national, and global communities using reason, integrity, empathy, accuracy, humility, and civility by

1. Demonstrating multicultural, global and ethical awareness of diverse peoples and communities. Students respect individual differences and demonstrate empathy towards diverse viewpoints, values and experiences.
2. Demonstrating the ability to work collaboratively as part of a team. Students contribute as team members to building consensus and share their skills and knowledge.
3. Identify, define, distinguish and illustrate core sociological concepts as applied in Queer Studies
4. Identify, describe and compare the major classical and contemporary theoretical paradigms as applied in queer studies.
5. Distinguish credible peer-reviewed published sociological research and knowledge from other information.

5. Date of Departmental Approval: 5/8/2024

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SOC
Course Prefix & Number	SOC 311
Course Title	Social Scientific Perspectives on Health and Disability
Description	Use of quantitative social science methods to understand health and disability. Topics include definitions of health and disability, demographic information on health and disability, library research, development of hypotheses, primary data analysis, and interpretations of research findings on health and disability. Extensive use of computers.
Pre/ Co Requisites	Prereq: SOC 166 or 1 200-lev SOC
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	____ Scientific World
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3. **To: Underline** the changes

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SOC
Course Prefix & Number	SOC 311
Course Title	Social Scientific Perspectives on Health, <u>Disability and Aging</u>
Description	Use of quantitative social science methods to understand health, <u>disability, and aging</u> . Topics include definitions of health and disability, demographic information on health and disability, library research, development of hypotheses, primary data analysis, and interpretations of research findings on health and disability. Extensive use of computers.
Pre/ Co Requisites	Prereq: SOC 166 or 1 200-lev SOC
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The course incorporates content related to aging and the title and description changes will make this more explicit. The intention is that this course will be an elective for the Interdisciplinary Minor in Aging.

This will not impact the learning outcomes.

5. **Date of departmental approval:** 5/8/2024

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SOC
Course Prefix & Number	SOC 257
Course Title	Queer Studies: Sociological Approaches
Description	Provides a foundation to individually and structurally contextualize, contemplate, and consider what it means to be queer at the intersections of race, class, gender, nation, and (dis) ability in contemporary American society.
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)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Queer studies emerged as an interdisciplinary field in the 1990s. To date, there is currently no course on this topic in the sociology curriculum. As with all interdisciplinary fields, sociology (and other disciplines) brings a distinct perspective. In particular, queer studies provides an approach that centers the study of the experience of LGBTQ+ people. Sociology has a rich tradition of contributions to queer studies.

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

Contribute to their local, national, and global communities using reason, integrity, empathy, accuracy, humility, and civility by

1. Demonstrating multicultural, global and ethical awareness of diverse peoples and communities. Students respect individual differences and demonstrate empathy towards diverse viewpoints, values and experiences.
2. Demonstrating the ability to work collaboratively as part of a team. Students contribute as team members to building consensus and share their skills and knowledge.
3. Identify, define, distinguish and illustrate core sociological concepts as applied in Queer Studies
4. Identify, describe and compare the major classical and contemporary theoretical paradigms as applied in queer studies.
5. Distinguish credible peer-reviewed published sociological research and knowledge from other information.

5. Date of Departmental Approval: 5/8/2024

Senate Meeting – October 9, 2024
Proposed Graduate Studies Report

Presenting proposals from the following departments for approval:

Department of Health Equity, Administration, and Technology

- Addition of approved program in the bulletin: MS, Health Services Administration

Department of Exercise Science and Recreation

- Course change: EXS 675
- Degree changes: MSED, Recreation Education

Department of Social Work

- Course changes: SWK 671, 672, 673, 674, 675, 773, 774, 775, 776 and 777.

Next meeting: **November 6, 2024, at 11 a.m.**

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Exercise Sciences and Recreation
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	Human Performance and Fitness
Course Prefix & Number	EXS 675
Course Title	Independent Study Project
Description	Carry out a systematic review/meta-analysis in a collaborative group setting on a given exercise science topic and submit to a refereed journal.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Exercise Science and Recreation
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Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 675
Course Title	Independent Study Project
Description	<u>Participation in a project specific to human performance and fitness as determined by the instructor. May be repeated for a maximum of six credits.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

The Human Performance and Fitness program is growing rapidly and needs additional elective courses to meet student demands. The proposed change will provide the ability to increase the availability of course electives by allowing greater flexibility for tailoring independent study to satisfy student needs. Moreover, the proposed course change will allow EXS 675 to be repeated twice for a maximum of six credits focusing on different projects to enhance elective options.

5. **Date of departmental approval:** 09/03/2024

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

Name of Program and Degree Award: Recreation Education, MSED

Hegis Number: 0835.00

Program Code: 33998

Effective Term: Fall 2025

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

2. **From:**

Recreation Education - M.S.E.d Program

The Master's in Education (MSED) in Recreation Education, consists of 33-36 credits and is offered in two formats: (1) on campus and (2) fully online. The delivery format is the only difference between the programs, and both programs are designed to prepare individuals for professional employment in the broad field of leisure services.

Masters Requirements – Master of Science in Education

Earn a minimum Grade of B

Earn at least 33 credits

The curriculum for the M.S.Ed. Program in Recreation includes six options:

Option A: CAMPUS-Recreation and Park Administration, which prepares individuals for supervisory and administrative roles in public, voluntary, and commercial recreation agencies.

Option B: CAMPUS-Therapeutic Recreation Service, which prepares individuals to deliver therapeutic recreation services in hospitals, nursing homes, day-treatment programs, and other institutional and community settings. Students who complete this option have met the therapeutic recreation option requirements for certification as a Certified Therapeutic Recreation Specialist, administered by the National Council for Therapeutic Recreation Certification.

Option C: CAMPUS-Physical Education Teacher: This option is open ONLY to students who possess initial certification as a physical education teacher and are pursuing professional certification, for which this degree will qualify them, according to the NYS Education Department.

Option D: ONLINE- Recreation and Park Administration, which prepares individuals for supervisory and administrative roles in public, voluntary, and commercial recreation agencies.

Option E: ONLINE- Therapeutic Recreation Service, which prepares individuals to deliver therapeutic recreation services in hospitals, nursing homes, day-treatment programs, and other institutional and community settings. Students who complete this option have met the therapeutic recreation option requirements for certification as a Certified Therapeutic Recreation Specialist, administered by the National Council for Therapeutic Recreation Certification.

Option F: ONLINE- Physical Education Teacher: This option is open ONLY to students who possess initial certification as a physical education teacher and are pursuing professional certification, for which this degree will qualify them, according to the NYS Education Department.

All Students in options A through F must meet one of the following graduation requirements: (a) pass a comprehensive exam, or (b) complete capstone project. Students who select the capstone project option enroll in REC 781 in lieu of 3 or 6 credits of electives.

National Certification Exam for Certified Therapeutic Recreation Specialist (CTRS)

- Students who want to take the National Certification Exam for Certified Therapeutic Recreation Specialist (CTRS) are required to have completed three undergraduate supportive courses: BIO 181 Anatomy and Physiology I, PSY 234 Abnormal Psychology, and HIN 268 Growth and Development, or equivalent. Students have to take these three courses prior to internship. These three undergraduate courses are not counted as credits for the Recreation Education M.S.Ed. Program.

Additional Comments:

All students, regardless of option, must complete at least 24 credits in recreation courses and may complete their additional 6 credits in related areas, with the prior approval of the graduate adviser. A maximum of 12 credits may be transferred from other universities or colleges with the approval of the Graduate Adviser. Upon graduation, all students will have met the academic requirements for certification as a Certified Parks and Recreation Professional, administered by the National Recreation and Parks Association.

Masters Requirements - Admission Requirements

- Bachelor's degree (or its equivalent) from an accredited college or university.

- Demonstrate the ability to successfully pursue graduate study. (Above-average academic achievement in general is required.)
- Two letters of recommendation.
- If conditionally admitted, make up not more than 12 credits of specified undergraduate coursework, starting in the first semester and finishing in no more than three consecutive semesters.

Departmental Retention Policy

Once admitted into one of the graduate programs, students must maintain a Grade Point Average of B. If a student's average falls below B, he or she will have one semester to bring the average up to the minimum standard. Failure to do so may result in dismissal from the program.

Masters Requirements - Recreation and Park Administration (Option A-Campus Program)

Fulfill ALL of the following requirements:

Recreation Service

Complete ALL of the following Courses:

- ~~EXS 501—Physical Activity, Exercise, and Fitness~~
- REC 700 - Recreation and Leisure in Modern Society
- REC 701 - Research Methods and Data Analysis in Recreation
- REC 702 - Recreation Program Planning and Leadership
- REC 703 - Administrative Process in Recreation and Parks
- REC 705 - Community Recreation and Park Facilities

Therapeutic Recreation

Earn at least 3 credits from the following:

- REC 640 - Therapeutic Recreation & Disabilities
- REC 704 - Therapeutic Recreation Service
- REC 707 - Therapeutic Recreation in Geriatric Settings
- REC 708 - Therapeutic Recreation in Psychiatric Rehabilitation
- REC 709 - Therapeutic Recreation and Developmental Disability

- REC 710 - Therapeutic Recreation Applications to Social Problems
- REC 711 - Therapeutic Recreation Programs and Physical Disability

Administration and Education Electives

Earn at least 6 credits from the following:

- REC 680 – Special Topics in Recreation
- ~~REC 706 – Outdoor Education and Recreation~~
- REC 712 – Specialized Programs in Therapeutic Recreation Service
- REC 715 – Clinical Practice and Internship
- REC 790 – Independent Study in Recreation
- ~~EXS 616 Advanced Motor Learning and Performance~~
- ~~EXS 620 Advanced Statistical Methods in Exercise Science~~

Note: Students who have not had professional experience in Recreation Services must take REC 715, as part of their option.

Earn at least 6 credits

- 6 credits related electives from courses in EXS, REC, HEA, or Education

Masters Requirements – Therapeutic Recreation Service (Option B-Campus Program)

Fulfill ALL of the following requirements:

Recreation Service

Complete ALL of the following Courses:

- REC 700 - Recreation and Leisure in Modern Society
- REC 701 - Research Methods and Data Analysis in Recreation
- REC 702 - Recreation Program Planning and Leadership
- REC 703 - Administrative Process in Recreation and Parks

Therapeutic Recreation

Earn at least 18 credits from the following:

- REC 640 – Therapeutic Recreation & Disabilities
- REC 704 - Therapeutic Recreation Service
- REC 707 – Therapeutic Recreation in Geriatric Settings
- REC 708 – Therapeutic Recreation in Psychiatric Rehabilitation
- REC 709 – Therapeutic Recreation and Developmental Disability
- REC 710 – Therapeutic Recreation Applications to Social Problems
- REC 711 – Therapeutic Recreation Programs and Physical Disability
- REC 714 - Therapeutic Recreation Program Design
- REC 724 - Advanced Therapeutic Recreation Processes

Administration Electives

Earn at least 6 credits from the following:

- ~~REC 680 – Special Topics in Recreation~~
- ~~REC 706 – Outdoor Education and Recreation~~
- ~~REC 712 – Specialized Programs in Therapeutic Recreation Service~~
- ~~REC 715 – Clinical Practice and Internship~~
- ~~REC 790 – Independent Study in Recreation~~

Earn at least 3 credits from elective courses in EXS, REC, HEA, or Education

Earn at least 3 credits in REC 715 – Clinical Practice and Internship

Additional Comments:

- Students who select the capstone project option must take REC 781, as part of their elective option
- ~~REC 715 can be counted as “3 credits related elective” for students who do not select the capstone project option~~

Note: REC 715 is required for only students who do not hold a bachelor’s degree in Therapeutic Recreation or do not have professional experience in Therapeutic Recreation Field, consisting of:

- A minimum of 5000 hours of paid work experience that uses the TR process, or

- A minimum of 1500 hours of paid work experience that uses the TR process, if receiving or have received supervision from a CTRS for at least 1 hour for every 10 hours worked each week.

Masters Requirements – Physical Education Teacher for Initial PE Certificants ONLY (Option C-Campus Program)

Fulfill ALL of the following requirements:

Recreation Service

Complete ALL of the following Courses:

- EXS 501 – Physical Activity, Exercise, and Fitness
- REC 700 - Recreation and Leisure in Modern Society
- REC 701 - Research Methods and Data Analysis in Recreation
- REC 702 - Recreation Program Planning and Leadership
- REC 703 - Administrative Process in Recreation and Parks
- REC 705 - Community Recreation and Park Facilities

Therapeutic Recreation

Earn at least 3 credits from the following:

- REC 640 - Therapeutic Recreation & Disabilities
- REC 704 - Therapeutic Recreation Service
- REC 707 - Therapeutic Recreation in Geriatric Settings
- REC 708 - Therapeutic Recreation in Psychiatric Rehabilitation
- REC 709 - Therapeutic Recreation and Developmental Disability
- REC 710 - Therapeutic Recreation Applications to Social Problems
- REC 711 - Therapeutic Recreation Programs and Physical Disability

Administration Electives

Earn at least 6 credits from the following:

- REC 680 – Special Topics in Recreation
- REC 706 – Outdoor Education and Recreation
- REC 712 – Specialized Programs in Therapeutic Recreation Service
- REC 715 – Clinical Practice and Internship
- REC 790 – Independent Study in Recreation
- ~~EXS 616 Advanced Motor Learning and Performance~~
- ~~EXS 620 Advanced Statistical Methods in Exercise Science~~

Note: Students who have not had professional experience in Recreation Services must take REC 715, as part of their option.

Earn at least 6 credits

- 6 credits related electives from courses in Health Sciences, EXS, REC, HEA, or Education

Additional Comments:

- Students who have not had professional experience in Recreation Services must take REC 715, as part of their option
- Students who select capstone project option must take REC 781, as part of their elective option

Masters Requirements - Recreation and Park Administration (Option D-Online Program)

Fulfill ALL of the following requirements:

Recreation Service

Complete ALL of the following Courses:

- ~~EXS 501 Physical Activity, Exercise, and Fitness~~
- REC 700 - Recreation and Leisure in Modern Society
- REC 701 - Research Methods and Data Analysis in Recreation
- REC 702 - Recreation Program Planning and Leadership
- REC 703 - Administrative Process in Recreation and Parks
- REC 705 - Community Recreation and Park Facilities

Therapeutic Recreation

Earn at least 3 credits from the following:

- REC 640 - Therapeutic Recreation & Disabilities
- REC 704 - Therapeutic Recreation Service
- REC 707 - Therapeutic Recreation in Geriatric Settings
- REC 708 - Therapeutic Recreation in Psychiatric Rehabilitation
- REC 709 - Therapeutic Recreation and Developmental Disability
- REC 710 - Therapeutic Recreation Applications to Social Problems
- REC 711 - Therapeutic Recreation Programs and Physical Disability

Administration and Education Electives

Earn at least 6 credits from the following:

- REC 680 – Special Topics in Recreation
- ~~REC 706 – Outdoor Education and Recreation~~
- REC 712 – Specialized Programs in Therapeutic Recreation Service
- REC 715 – Clinical Practice and Internship
- REC 790 – Independent Study in Recreation
- ~~EXS 616 Advanced Motor Learning and Performance~~
- ~~EXS 620 Advanced Statistical Methods in Exercise Science~~

Note: Students who have not had professional experience in Recreation Services must take REC 715, as part of their option.

Earn at least 6 credits

- 6 credits related electives from courses in EXS, REC, HEA, or Education

Masters Requirements – Therapeutic Recreation Service (Option E-Online Program)

Fulfill ALL of the following requirements:

Recreation Service

Complete ALL of the following Courses:

- REC 700 - Recreation and Leisure in Modern Society
- REC 701 - Research Methods and Data Analysis in Recreation
- REC 702 - Recreation Program Planning and Leadership
- REC 703 - Administrative Process in Recreation and Parks
- ~~REC 705 – Community Recreation and Park Facilities~~

Therapeutic Recreation

Earn at least 18 credits from the following:

- REC 640 – Therapeutic Recreation & Disabilities
- REC 704 - Therapeutic Recreation Service
- REC 707 – Therapeutic Recreation in Geriatric Settings
- REC 708 – Therapeutic Recreation in Psychiatric Rehabilitation
- REC 709 – Therapeutic Recreation and Developmental Disability
- REC 710 – Therapeutic Recreation Applications to Social Problems
- REC 711 – Therapeutic Recreation Programs and Physical Disability
- REC 714 - Therapeutic Recreation Program Design
- REC 724 - Advanced Therapeutic Recreation Processes

~~Administration Electives~~

~~Earn at least 6 credits from the following:~~

- ~~REC 680 – Special Topics in Recreation~~
- ~~REC 706 – Outdoor Education and Recreation~~
- ~~REC 712 – Specialized Programs in Therapeutic Recreation Service~~
- ~~REC 715 – Clinical Practice and Internship~~
- ~~REC 790 – Independent Study in Recreation~~

Earn at least 3 credits from elective courses in EXS, REC, HEA, or Education

Earn at least 3 credits in REC 715 – Clinical Practice and Internship

Additional Comments:

- ~~Students who select the capstone project option must take REC 781, as part of their elective option~~
- ~~REC 715 can be counted as “3 credits related elective” for students who do not select the capstone project option~~

Note: REC 715 is required for only students who do not hold a bachelor’s degree in Therapeutic Recreation or do not have professional experience in Therapeutic Recreation Field, consisting of:

- A minimum of 5000 hours of paid work experience that uses the TR process, or
- A minimum of 1500 hours of paid work experience that uses the TR process, if receiving or have received supervision from a CTRS for at least 1 hour for every 10 hours worked each week.

Masters Requirements – Physical Education Teacher for Initial PE Certificants ONLY (Option F-Online Program)

Fulfill ALL of the following requirements:

Recreation Service

Complete ALL of the following Courses:

- EXS 501 – Physical Activity, Exercise, and Fitness
- REC 700 - Recreation and Leisure in Modern Society
- REC 701 - Research Methods and Data Analysis in Recreation
- REC 702 - Recreation Program Planning and Leadership
- REC 703 - Administrative Process in Recreation and Parks
- REC 705 - Community Recreation and Park Facilities

Therapeutic Recreation

Earn at least 3 credits from the following:

- REC 640 - Therapeutic Recreation & Disabilities
- REC 704 - Therapeutic Recreation Service

- REC 707 - Therapeutic Recreation in Geriatric Settings
- REC 708 - Therapeutic Recreation in Psychiatric Rehabilitation
- REC 709 - Therapeutic Recreation and Developmental Disability
- REC 710 - Therapeutic Recreation Applications to Social Problems
- REC 711 - Therapeutic Recreation Programs and Physical Disability

Administration Electives

Earn at least 6 credits from the following:

- REC 680 – Special Topics in Recreation
- REC 706 – Outdoor Education and Recreation
- REC 712 – Specialized Programs in Therapeutic Recreation Service
- REC 715 – Clinical Practice and Internship
- REC 790 – Independent Study in Recreation
- ~~• EXS 616 Advanced Motor Learning and Performance~~
- ~~• EXS 620 Advanced Statistical Methods in Exercise Science~~

~~Note: Students who have not had professional experience in Recreation Services must take REC 715, as part of their option.~~

Earn at least 6 credits

- 6 credits related electives from courses in Health Sciences, EXS, REC, HEA, or Education

Additional Comments:

- Students who have not had professional experience in Recreation Services must take REC 715, as part of their option
- Students who select capstone project option must take REC 781, as part of their elective option

3. To:

Recreation Education - M.S.E.d Program

The Master's in Education (MSED) in Recreation Education, consists of 33-36 credits and is offered in two formats: (1) on campus and (2) fully online. The delivery format is

the only difference between the programs, and both programs are designed to prepare individuals for professional employment in the broad field of leisure services.

Masters Requirements – Master of Science in Education

Earn a minimum Grade of B

Earn at least 33 credits

The curriculum for the M.S.Ed. Program in Recreation includes six options:

Option A: CAMPUS-Recreation and Park Administration, which prepares individuals for supervisory and administrative roles in public, voluntary, and commercial recreation agencies.

Option B: CAMPUS-Therapeutic Recreation Service, which prepares individuals to deliver therapeutic recreation services in hospitals, nursing homes, day-treatment programs, and other institutional and community settings. Students who complete this option have met the therapeutic recreation option requirements for certification as a Certified Therapeutic Recreation Specialist, administered by the National Council for Therapeutic Recreation Certification.

Option C: CAMPUS-Physical Education Teacher: This option is open ONLY to students who possess initial certification as a physical education teacher and are pursuing professional certification, for which this degree will qualify them, according to the NYS Education Department.

Option D: ONLINE- Recreation and Park Administration, which prepares individuals for supervisory and administrative roles in public, voluntary, and commercial recreation agencies.

Option E: ONLINE- Therapeutic Recreation Service, which prepares individuals to deliver therapeutic recreation services in hospitals, nursing homes, day-treatment programs, and other institutional and community settings. Students who complete this option have met the therapeutic recreation option requirements for certification as a Certified Therapeutic Recreation Specialist, administered by the National Council for Therapeutic Recreation Certification.

Option F: ONLINE- Physical Education Teacher: This option is open ONLY to students who possess initial certification as a physical education teacher and are pursuing professional certification, for which this degree will qualify them, according to the NYS Education Department.

All Students in options A through F must meet one of the following graduation requirements: (a) pass a comprehensive exam, or (b) complete capstone project. Students who select the capstone project option enroll in REC 781 in lieu of 3 or 6 credits of electives.

National Certification Exam for Certified Therapeutic Recreation Specialist (CTRS)

- Students who want to take the National Certification Exam for Certified Therapeutic Recreation Specialist (CTRS) are required to have completed three undergraduate supportive courses: BIO 181 Anatomy and Physiology I, PSY 234 Abnormal Psychology, and HIN 268 Growth and Development, or equivalent. Students have to take these three courses prior to internship. These three undergraduate courses are not counted as credits for the Recreation Education M.S.Ed. Program.

Additional Comments:

All students, regardless of option, must complete at least 24 credits in recreation courses and may complete their additional 6 credits in related areas, with the prior approval of the graduate adviser. A maximum of 12 credits may be transferred from other universities or colleges with the approval of the Graduate Adviser. Upon graduation, all students will have met the academic requirements for certification as a Certified Parks and Recreation Professional, administered by the National Recreation and Parks Association.

Masters Requirements - Admission Requirements

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the ability to successfully pursue graduate study. (Above-average academic achievement in general is required.)
- Two letters of recommendation.
- If conditionally admitted, make up not more than 12 credits of specified undergraduate coursework, starting in the first semester and finishing in no more than three consecutive semesters.

Departmental Retention Policy

Once admitted into one of the graduate programs, students must maintain a Grade Point Average of B. If a student's average falls below B, he or she will have one semester to bring the average up to the minimum standard. Failure to do so may result in dismissal from the program.

Masters Requirements - Recreation and Park Administration (Option A-Campus Program)

Fulfill ALL of the following requirements:

Recreation Service (18 credits)

Complete ALL of the following Courses:

- REC 700 - Recreation and Leisure in Modern Society
- REC 701 - Research Methods and Data Analysis in Recreation
- REC 702 - Recreation Program Planning and Leadership
- REC 703 - Administrative Process in Recreation and Parks
- REC 705 - Community Recreation and Park Facilities
- REC 706 – Outdoor Recreation and Education

Therapeutic Recreation (3 credits)

Earn at least 3 credits from the following:

- REC 640 - Therapeutic Recreation & Disabilities
- REC 704 - Therapeutic Recreation Service
- REC 707 - Therapeutic Recreation in Geriatric Settings
- REC 708 - Therapeutic Recreation in Psychiatric Rehabilitation
- REC 709 - Therapeutic Recreation and Developmental Disability
- REC 710 - Therapeutic Recreation Applications to Social Problems
- REC 711 - Therapeutic Recreation Programs and Physical Disability

Administration and Education Electives (6 credits)

Earn at least 6 credits from the following:

- REC 680 – Special Topics in Recreation
- REC 712 – Specialized Programs in Therapeutic Recreation Service
- REC 715 – Clinical Practice and Internship
- REC 790 – Independent Study in Recreation

Note: Students who have not had professional experience in Recreation Services must take REC 715, as part of their option. REC 680 can be taken again for credit as the topic changes.

Electives (6 credits)

Earn at least 6 credits from the following:

- 6 credits related electives from courses in EXS, REC, HEA, or Education

Note: Students who select capstone project option must take REC 781, as part of their elective credits

Masters Requirements – Therapeutic Recreation Service (Option B-Campus Program)

Fulfill ALL of the following requirements:

Recreation Service (12 credits)

Complete ALL of the following Courses:

- REC 700 - Recreation and Leisure in Modern Society
- REC 701 - Research Methods and Data Analysis in Recreation
- REC 702 - Recreation Program Planning and Leadership
- REC 703 - Administrative Process in Recreation and Parks

Therapeutic Recreation (18 credits)

Earn at least 18 credits from the following:

- REC 640 – Therapeutic Recreation & Disabilities
- REC 704 - Therapeutic Recreation Service
- REC 707 – Therapeutic Recreation in Geriatric Settings
- REC 708 – Therapeutic Recreation in Psychiatric Rehabilitation
- REC 709 – Therapeutic Recreation and Developmental Disability
- REC 710 – Therapeutic Recreation Applications to Social Problems
- REC 711 – Therapeutic Recreation Programs and Physical Disability
- REC 714 - Therapeutic Recreation Program Design
- REC 724 - Advanced Therapeutic Recreation Processes

Elective or Clinical Internship (3 or 6 credits)

Earn at least 3 credits from elective courses in EXS, REC, HEA, or Education

Earn at least 3 credits in REC 715 – Clinical Practice and Internship

Additional Comments:

• Students who select the capstone project option must take REC 781, as part of their elective option. However, those who choose the comprehensive exam and have TR professional experience can instead take a 3-credit elective course.

• NOTE: REC 715 is required for only students who do not hold a bachelor's degree in Therapeutic Recreation or do not have professional experience in Therapeutic Recreation Field, consisting of:

• A minimum of 5000 hours of paid work experience that uses the TR process, or

• A minimum of 1500 hours of paid work experience that uses the TR process, if receiving or have received supervision from a CTRS for at least 1 hour for every 10 hours worked each week.

Masters Requirements – Physical Education Teacher for Initial PE Certificants ONLY (Option C-Campus Program)

Fulfill ALL of the following requirements:

Recreation Service (18 credits)

Complete ALL of the following Courses:

- EXS 501 – Physical Activity, Exercise, and Fitness
- REC 700 - Recreation and Leisure in Modern Society
- REC 701 - Research Methods and Data Analysis in Recreation
- REC 702 - Recreation Program Planning and Leadership
- REC 703 - Administrative Process in Recreation and Parks
- REC 705 - Community Recreation and Park Facilities

Therapeutic Recreation (3 credits)

Earn at least 3 credits from the following:

- REC 640 - Therapeutic Recreation & Disabilities
- REC 704 - Therapeutic Recreation Service
- REC 707 - Therapeutic Recreation in Geriatric Settings

- REC 708 - Therapeutic Recreation in Psychiatric Rehabilitation
- REC 709 - Therapeutic Recreation and Developmental Disability
- REC 710 - Therapeutic Recreation Applications to Social Problems
- REC 711 - Therapeutic Recreation Programs and Physical Disability

Administration Electives (6 credits)

Earn at least 6 credits from the following:

- REC 680 – Special Topics in Recreation
- REC 706 – Outdoor Education and Recreation
- REC 712 – Specialized Programs in Therapeutic Recreation Service
- REC 715 – Clinical Practice and Internship
- REC 790 – Independent Study in Recreation

Note: REC 680 can be taken again for credit as the topic changes.

Electives (6 credits)

Earn at least 6 credits

- 6 credits related electives from courses in Health Sciences, EXS, REC, HEA, or Education

Additional Comments:

- Students who have not had professional experience in Recreation Services must take REC 715, as part of their option
- Students who select capstone project option must take REC 781, as part of their elective option

Masters Requirements - Recreation and Park Administration (Option D-Online Program)

Fulfill ALL of the following requirements:

Recreation Service (18 credits)

Complete ALL of the following Courses:

- REC 700 - Recreation and Leisure in Modern Society

- REC 701 - Research Methods and Data Analysis in Recreation
- REC 702 - Recreation Program Planning and Leadership
- REC 703 - Administrative Process in Recreation and Parks
- REC 705 - Community Recreation and Park Facilities
- REC 706 – Outdoor Recreation and Education

Therapeutic Recreation (3 credits)

Earn at least 3 credits from the following:

- REC 640 - Therapeutic Recreation & Disabilities
- REC 704 - Therapeutic Recreation Service
- REC 707 - Therapeutic Recreation in Geriatric Settings
- REC 708 - Therapeutic Recreation in Psychiatric Rehabilitation
- REC 709 - Therapeutic Recreation and Developmental Disability
- REC 710 - Therapeutic Recreation Applications to Social Problems
- REC 711 - Therapeutic Recreation Programs and Physical Disability

Administration and Education Electives (6 credits)

Earn at least 6 credits from the following:

- REC 680 – Special Topics in Recreation
- REC 712 – Specialized Programs in Therapeutic Recreation Service
- REC 715 – Clinical Practice and Internship
- REC 790 – Independent Study in Recreation

Note: Students who have not had professional experience in Recreation Services must take REC 715, as part of their option. REC 680 can be taken again for credit as the topic changes.

Electives (6 credits)

Earn at least 6 credits from the following:

- 6 credits related electives from courses in EXS, REC, HEA, or Education

Note: Students who select capstone project option must take REC 781, as part of their elective credits

Masters Requirements – Therapeutic Recreation Service (Option E-Online Program)

Fulfill ALL of the following requirements:

Recreation Service (12 credits)

Complete ALL of the following Courses:

- REC 700 - Recreation and Leisure in Modern Society
- REC 701 - Research Methods and Data Analysis in Recreation
- REC 702 - Recreation Program Planning and Leadership
- REC 703 - Administrative Process in Recreation and Parks

Therapeutic Recreation (18 credits)

Earn at least 18 credits from the following:

- REC 640 – Therapeutic Recreation & Disabilities
- REC 704 - Therapeutic Recreation Service
- REC 707 – Therapeutic Recreation in Geriatric Settings
- REC 708 – Therapeutic Recreation in Psychiatric Rehabilitation
- REC 709 – Therapeutic Recreation and Developmental Disability
- REC 710 – Therapeutic Recreation Applications to Social Problems
- REC 711 – Therapeutic Recreation Programs and Physical Disability
- REC 714 - Therapeutic Recreation Program Design
- REC 724 - Advanced Therapeutic Recreation Processes

Elective or Clinical Internship (3 or 6 credits)

Earn at least 3 credits from elective courses in EXS, REC, HEA, or Education

Earn at least 3 credits in REC 715 – Clinical Practice and Internship

Additional Comments:

- Students who select the capstone project must take REC 781, as part of their elective options. Those who choose the comprehensive exam and have TR professional experience can instead take a 3-credit elective course.

Note: REC 715 is required for only students who do not hold a bachelor's degree in Therapeutic Recreation or do not have professional experience in Therapeutic Recreation Field, consisting of:

- A minimum of 5000 hours of paid work experience that uses the TR process, or
- A minimum of 1500 hours of paid work experience that uses the TR process, if receiving or have received supervision from a CTRS for at least 1 hour for every 10 hours worked each week.

Masters Requirements – Physical Education Teacher for Initial PE Certificants ONLY (Option F-Online Program)

Recreation Service (18 credits)

Complete ALL of the following Courses:

- EXS 501 – Physical Activity, Exercise, and Fitness
- REC 700 - Recreation and Leisure in Modern Society
- REC 701 - Research Methods and Data Analysis in Recreation
- REC 702 - Recreation Program Planning and Leadership
- REC 703 - Administrative Process in Recreation and Parks
- REC 705 - Community Recreation and Park Facilities

Therapeutic Recreation (3 credits)

Earn at least 3 credits from the following:

- REC 640 - Therapeutic Recreation & Disabilities
- REC 704 - Therapeutic Recreation Service
- REC 707 - Therapeutic Recreation in Geriatric Settings
- REC 708 - Therapeutic Recreation in Psychiatric Rehabilitation

- REC 709 - Therapeutic Recreation and Developmental Disability
- REC 710 - Therapeutic Recreation Applications to Social Problems
- REC 711 - Therapeutic Recreation Programs and Physical Disability

Administration Electives (6 credits)

Earn at least 6 credits from the following:

- REC 680 – Special Topics in Recreation
- REC 706 – Outdoor Education and Recreation
- REC 712 – Specialized Programs in Therapeutic Recreation Service
- REC 715 – Clinical Practice and Internship
- REC 790 – Independent Study in Recreation

Note: REC 680 can be taken again for credit as the topic changes.

Electives (6 credits)

Earn at least 6 credits

- 6 credits related electives from courses in Health Sciences, EXS, REC, HEA, or Education

Additional Comments:

- Students who have not had professional experience in Recreation Services must take REC 715, as part of their option
- Students who select capstone project option must take REC 781, as part of their elective option

4. Rationale:

1) Eliminating Administration Electives from Option B and Option E:

Administration electives were mistakenly included in the previous curriculum proposal for therapeutic recreation students in Options B and E. Since these electives are only necessary for Options A, C, D, and F, they have now been removed from Options B and E.

2) Replacing EXS 501 with REC 706 in Recreation Service (18 credits) for Option A and Option D: REC 706, which focuses on outdoor recreation, has been added as a requirement for Options A and D (park and administration options) due to its relevance. This change maintains the same credit requirements, as REC 706

replaces EXS 501. EXS 501 will now be required only for Options C and F, which are specific to physical education, as its content is pertinent to those students.

3) Eliminating REC 706 from Administration Electives for Options A and

D: Since REC 706 is now a mandatory course in Recreation Service, it has been removed from the list of administration elective options.

4) Removing EXS 616 and EXS 620 from Administration Electives for Options

A, C, D, and F: Since students can select EXS 616 and EXS 620 as part of their 6 elective credits, these courses have been removed from the administration options. This change aims to encourage students to explore more administration content within administration and education electives. EXS 616 and EXS 620 will now be part of the elective credits for REC, EXS, HEA, and Education.

5) Adding a Note about REC 680: Students can retake REC 680 for credit if the topic changes, but many were unaware of this. Therefore, a note has been added to clarify this policy.

6) Correcting bulletin errors: Deleted a line that was erroneously repeated twice.

5. **Date of departmental approval:** 09/03/2024

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

DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY

CURRICULUM CHANGE

Name of Program and Degree Award: Health Services Administration, MS

Hegis Number: 1202.00

Program Code: 43694

Effective Term: Fall 2025

1. **Type of Change**: Addition of bulletin description for new approved degree

2. **From**: Not applicable

3. **To**:

Master of Science Program in Health Services Administration (30 credits)

The 30-credit Master of Science (MS) Degree in Health Services Administration is designed for students to excel in management positions within hospital systems, community-based clinics, non-profit organizations, private healthcare practices, and federal, state, and local government health surveillance and funding agencies to achieve organizational health and well-being, improved health outcomes for patients, and enhanced community resources. To date, there is no Master of Science in Health Services Administration program within the City University of New York among its 25 colleges; thus, the program at Lehman will be the first graduate program of its kind in the Bronx and at a public university in New York City. The Master of Science in Health Services Administration is 100% online with no on-campus requirement. The MS in HSA will be offered asynchronously or synchronously online in the fall, spring, and summer semesters.

Admission Information for the MS Program

1. A baccalaureate degree from an accredited college or university; No Graduate Record Examination (GRE) or GMAT is required;
2. A minimum 3.0 (B) Cumulative Grade Point Average from a completed undergraduate degree program;
3. A minimum of one-year experience in a healthcare setting either as a healthcare clinician, administrator, or can demonstrate experience within business sectors for candidate who are early careerists;
 - Current Lehman College students with 60 credits and GPA of 3.0 are eligible to apply and their admission to the program is contingent upon successful completion of the HSA major; and

- Healthcare executives and executive management-level professionals are eligible to apply with a minimum of 1 year of experience a performance evaluation is required as part of the application.
- 4. Three letters of recommendation: letters must be from an employer, healthcare professionals, or previous academic professors;
- 5. An interview with faculty will be required of all candidates and;
- 6. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
- 7. A 500-word essay that includes responses to the following prompts:
 - reasons for wanting to pursue a degree as a Health Services Administrator;
 - candidate's philosophy on excellence in healthcare leadership, including the specific characteristics that contribute to effective leadership; and
 - current assessment of the state of healthcare, including health equity, health disparities, and what appear to be the greatest challenges and suggestions for overcoming these challenges.

Program Overview

This is a cohort-based, 30-credit MS degree in Health Services Administration is to prepare students to assume positions in middle and upper management within a variety of healthcare institutions. The program will provide training and educational opportunities via innovative curricula for 21st century healthcare leaders. The degree is affordable and accessible high-quality education designed to increase upward mobility for participants, improve health outcomes for Bronx residents, and enhance the efficiency of local health systems. There is currently no program at a public institution in NYC that offers an MS in HSA with a focus on health equity. The MS-HSA program will be housed in the Department of Health Equity, Administration & Technology in the School of Health Sciences, Human Services and Nursing (HS2N) and it will be the first graduate program offered by Health Services Administration.

This degree program is designed to offer a high-quality healthcare management education that best prepares students for leadership roles in the burgeoning healthcare industry. The program delivers competencies that meet the challenges of providing healthcare in diverse communities across the country and around the world.⁸ Students will be prepared for positions with representative titles that include: Chief Diversity Officer, Chief Executive Officer, Chief Operating Officer, Executive Director, Executive Vice Present, Operations Vice President, Clinical Director, Health Information Management Corporate Director, Health Information Management Director, Health Manager, Health Program Manager, Medical and Health Services Managers, Administrative Supervisor, Customer Service Manager/ Supervisor, Office Coordinator, Office Manager/ Supervisor, Clinical Data Manager, and Staff Services Manager.⁹ Courses represent interdisciplinary scholarship including public health research, economics and financial management, human resources, leadership and organizational management, system delivery, strategic management, communication and marketing, social justice, ethics and law, policy, and health informatics and data analytics.

Program Plan

The following is a listing by terms of the course that comprise the 30 credit Master of Science in Health Services Administration. The curriculum will use the 7-week modules where two courses are offered each fall, spring, and summer. There will be a part-time track for students who are not able to enroll full-time. Part-time students will take one course in the same sequence as the full-time student.

Full-time Student**Semester 1 Fall 1st 7-week**

HSA 500	Healthcare Leadership, Management, and Org Behavior	3
HSA 501	Healthcare Social Structure, System Delivery & Strategic Mgt	3

Semester 1 Fall 2nd 7-week

HSA 502	Healthcare Social Justice, Ethics, and the Law	3
HSA 503	Healthcare Communication and Marketing	3

Semester 2 Spring 1st 7-week

HSA 600	Health Equity and Disparities	3
HSA 601	Healthcare Financial Management	3

Semester 2 Spring 2nd 7-week

HSA 602	Healthcare Human Resource Management	3
HSA 603	Health Policy & Economics	3

Semester 3 Summer 1st 6-week

HSA 700	Healthcare Capstone Emerging Issues in Health Sys Mgt	3
HSA elective	See List of Electives below	3

Part-time Students Year 1**Semester 1 Fall 1st 7-week**

HSA 500	Healthcare Leadership, Management, and Org Behavior	3
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Semester 1 Fall 2nd 7-week

HSA 502	Healthcare Social Justice, Ethics, and the Law	3
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Semester 2 Spring 1st 7-week

HSA 600	Health Equity and Disparities	3
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Semester 2 Spring 2nd 7-week

HSA 602	Healthcare Human Resource Management	3
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Semester 3 Summer 1st 6-week

HSA elective	See List of Electives below	3
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Part-time Students Year 2**Semester 1 Fall 1st 7-week**

HSA 501	Healthcare Social Structure, System Delivery & Strategic Mgt	3
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Semester 1 Fall 2nd 7-week

HSA 503	Healthcare Communication and Marketing	3
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Semester 2 Spring 1st 7-week

HSA 601	Healthcare Financial Management	3
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Semester 2 Spring 2nd 7-week

HSA 603	Health Policy & Economics	3
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Semester 3 Summer 1st 6-week

HSA 700	Healthcare Capstone Emerging Issues in Health Sys Mgt	3
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ElectivesHSA 604 Health Service and Emergency PreparednessHSA 605 Healthcare Informatics and Data AnalyticsHSA 606 Comparative Health Systems**4. Rationale:**

The MS-HSA was approved by the NYSED as of June 5, 2024. This proposal adds the required text to the college bulletin.

The MS-HSA program learning outcomes are as follows:

1. Apply interpersonal skills, effective collaborative practices, and cultural competence through verbal and written communications in individual and group settings;
2. Integrate principles and functions of management to foster organizational development, promote effective human resource practices, enhance system operations, and position the organization through application of market analysis;
3. Appraise the effectiveness, utilization, and integration of information management systems within the micro and macro systems of the organization;
4. Use knowledge of the U.S. Healthcare Delivery system, healthcare reimbursement, health policy, governance, and ethical considerations to promote population health and strategic planning at the organizational level;
5. Integrate microeconomic, macroeconomic, and financial management principles to monitor, analyze, and interpret healthcare financial data for decision-making and strategic planning;
6. Develop strategies that foster a dynamic healthcare organizational culture based on mission, vision, and strategy;
7. Identify unique healthcare organizational strengths, weaknesses, opportunities, and threats (SWOT Analysis) using data analytics that supports operational planning and continuous improvement;
8. Develop innovative healthcare organizational processes geared to improve decision-making and effectiveness; and
9. Apply system thinking approaches to address and develop solutions to health services challenges.

5. **Date of departmental approval:** September 6, 2022

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

1. **Type of Change:** Title, Description

2. **From:**

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 671
Course Title	Fieldwork and Seminar I
Description	300-hour supervised internship in a social service agency as arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice.
Pre/ Co Requisites	COREQ: SWK 611
Credits	5
Hours	5
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 671
Course Title	<u>Practicum and Seminar I</u>
Description	<u>Supervised internship of 280 hours in a social agency arranged by the program.</u> Students integrate social work knowledge, values, and skills as they provide culturally sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice.
Pre/ Co Requisites	COREQ: SWK 611
Credits	5
Hours	5
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The Department is removing the word “fieldwork,” to align with the department’s anti-racist focus and as it may have negative connotations for descendants of slavery.

With regard to hours, it is not possible for students to complete 300 hours in the Fall semester before grades are due for the fall semester and can result in a grade of INC. By making it 280 for the Fall (and moving the other 20 hours to the spring),

incompletes will not be needed. All hours done in January count towards the Spring 320 hours. The total of 600 remains the same.

The Department also modified some language in the description to make it consistent with other course descriptions.

5. **Date of departmental approval:** 9/4/24

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

1. **Type of Change:** Title, Description

2. **From:**

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 672
Course Title	Fieldwork and Seminar II
Description	300-hour supervised internship continued in the same social service agency as in SWK 671. Students further develop knowledge, values, and skills in accordance with social work ethics as they provide increasingly complex services to diverse urban populations, particularly to populations-at-risk. Integration of classroom content with agency practice.
Pre/ Co Requisites	Prereq: SWK 671 and 611 Coreq: SWK 612
Credits	5
Hours	5
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 672
Course Title	Practicum and Seminar II
Description	<u>Supervised internship of 320 hours in the same social service agency as in SWK 671.</u> Students further develop knowledge, values, and skills in accordance with social work ethics as they provide increasingly complex services to diverse urban populations, particularly to populations-at-risk. Integration of classroom content with agency practice.
Pre/ Co Requisites	Prereq: SWK 671 and 611 Coreq: SWK 612
Credits	5
Hours	5
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The Department is removing the word “fieldwork,” to align with the department’s anti-racist focus and as it may have negative connotations for descendants of slavery.

With regard to hours, it is not possible for students to complete 300 hours in the Fall semester before grades are due for the fall semester and can result in a grade of

INC. By making it 280 for the Fall (and moving the other 20 hours to the spring), incompletes will not be needed. All hours done in January count towards the Spring 320 hours. The total of 600 remains the same.

The Department also modified some language in the description to make it consistent with other course descriptions.

5. **Date of departmental approval:** 9/4/24

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

1. **Type of Change:** Title, Description

2. **From:**

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 673
Course Title	Extended Fieldwork and Seminar I
Description	Supervised internship of 225 hours in a social service agency arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice. COREQ: SWK 611: Generalist Social Work Practice I
Pre/ Co Requisites	Coreq SWK 611
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 673
Course Title	Extended <u>Practicum</u> and Seminar I
Description	Supervised internship of 225 hours in a social service agency arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice.
Pre/ Co Requisites	Co req SWK 611
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The Department is removing the word “fieldwork,” to align with the department’s anti-racist focus and as it may have negative connotations for descendants of slavery.

The Department also removed the pre/corequisite information that was listed in the description. This information does not belong in the description and is listed in the correct area for pre/corequisites.

5. Date of departmental approval: 9/4/24

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

1. **Type of Change:** Title

2. **From:**

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 674
Course Title	Extended Fieldwork and Seminar II
Description	Supervised internship of 315 hours, in the same social service agency as in SWK 673, and arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice.
Pre/ Co Requisites	Prereq SWK 673 & 611 and Coreq SWK 612
Credits	5
Hours	5
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 674
Course Title	Extended <u>Practicum</u> and Seminar II
Description	Supervised internship of 315 hours, in the same social service agency as in SWK 673, and arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice.
Pre/ Co Requisites	Prereq SWK 673 & 611 and Coreq SWK 612
Credits	5
Hours	5
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The Department is removing the word “fieldwork,” to align with the department’s anti-racist focus and as it may have negative connotations for descendants of slavery.

5. Date of departmental approval: 9/4/24

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

1. **Type of Change:** Title, Description

2. **From:**

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 675
Course Title	Extended Fieldwork and Seminar III
Description	Supervised internship of 60 hours, in the same social service agency as in SWK 674, and arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice. PREREQ: SWK 674: Extended Fieldwork and Seminar II and SWK 612: Generalist Social Work Practice II
Pre/ Co Requisites	Prereq SWK 674 & 612
Credits	1
Hours	1
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 675
Course Title	Extended <u>Practicum</u> and Seminar III
Description	Supervised internship of 60 hours, in the same social service agency as in SWK 674, and arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice.
Pre/ Co Requisites	Prereq SWK 674 & 612
Credits	1
Hours	1
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The Department is removing the word “fieldwork,” to align with the department’s anti-racist focus and as it may have negative connotations for descendants of slavery.

The Department also removed the corequisite information that was listed in the description. This information does not belong in the description and is listed in the correct area for corequisites.

5. Date of departmental approval: 9/4/24

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

1. **Type of Change:** Title, Description

2. **From:**

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 773
Course Title	Fieldwork and Seminar III
Description	300-hour supervised internship in a practice area different from Fieldwork and Seminar I and II; advanced standing students enter Fieldwork and Seminar III. Development of advanced integrated social work practice through clinical practice, supervision, administration, research, and policy practice assignments. Integration of classroom content with agency practice.
Pre/ Co Requisites	PREREQ: SWK 612, SWK 672; COREQ: SWK 713, SWK 727; PRE OR COREQ: SWK 707.
Credits	5
Hours	5
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 773
Course Title	<u>Practicum</u> and Seminar III
Description	<u>Supervised internship of 280 hours in a practice area different from Practicum and Seminar I and II</u> ; advanced standing students enter <u>Practicum</u> and Seminar III. Development of advanced integrated social work practice through clinical practice, supervision, administration, research, and policy practice assignments. Integration of classroom content with agency practice.
Pre/ Co Requisites	PREREQ: SWK 612, SWK 672; COREQ: SWK 713, SWK 727; PRE OR COREQ: SWK 707.
Credits	5
Hours	5
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The Department is removing the word “fieldwork,” to align with the department’s anti-racist focus and as it may have negative connotations for descendants of slavery.

With regard to hours, it is not possible for students to complete 300 hours in the Fall semester before grades are due for the fall semester and can result in a grade of INC. By making it 280 for the Fall (and moving the other 20 hours to the spring),

incompletes will not be needed. All hours done in January count towards the Spring 320 hours. The total of 600 remains the same.

The Department also modified some language in the description to make it consistent with other course descriptions.

5. **Date of departmental approval:** 9/4/24

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

1. **Type of Change:** Title, Description, Prerequisite

2. **From:**

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 774
Course Title	Fieldwork and Seminar IV
Description	Students complete 300 hours of fieldwork in a social service agency as arranged by the Program. Students integrate social work knowledge, values and skills as they provide culturally sensitive services to diverse urban populations. The Fieldwork Seminar component of this course is designed to integrate classroom content with their agency practice. Students are required to use SBIRT (Screening, Brief Intervention, and Referral to Treatment) with their clients in their field placement unless they are told by their field instructor that they cannot use it or if there are no appropriate opportunities to use it in the field setting. 5 credits.
Pre/ Co Requisites	Pre-req: SWK 713 Adv Social Work Prac in the Urban Env I, SWK 773 Fldwrk and Sem III Co-req: SWK 714 Adv Social Work Prac in the Urban Env IISWK 745 Social Welfare Policy Prac SWK 729 Administration in Urban Agencies Pre- or Co-req: SWK 747 Social Work Research II
Credits	5
Hours	5
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

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

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 774
Course Title	<u>Practicum</u> and Seminar IV
Description	Students complete <u>320</u> hours of <u>practicum</u> in a social service agency as arranged by the Program. Students integrate social work knowledge, values and skills as they provide culturally sensitive services to diverse urban populations. The <u>Practicum</u> Seminar component of this course is designed to integrate classroom content with their agency practice. Students are required to use SBIRT (Screening, Brief Intervention, and Referral to Treatment) with their clients in their <u>practicum</u> placement unless they are told by their <u>practicum</u> instructor that they cannot use it or if there are no appropriate opportunities to use it in the <u>practicum</u> setting.
Pre/ Co Requisites	Pre-req: SWK 713, SWK 773 Co-req: SWK 714 SWK 745 SWK 729 Pre- or Co-req: SWK 747
Credits	5
Hours	5
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

	<p>_____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World</p>
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4. Rationale:

The Department is removing the word “fieldwork,” to align with the department’s anti-racist focus and as it may have negative connotations for descendants of slavery.

With regard to hours, it is not possible for students to complete 300 hours in the Fall semester before grades are due for the fall semester and can result in a grade of INC. By making it 280 for the Fall (and moving the other 20 hours to the spring), incompletes will not be needed. All hours done in January count towards the Spring 320 hours. The total of 600 remains the same.

The Department also removed the names of the courses listed as pre/corequisites because listing the course numbers is sufficient.

The Department also removed an error that listed the course credits in the description.

5. Date of departmental approval: 9/4/24

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

1. **Type of Change:** Title, Description

2. **From:**

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 775
Course Title	Extended Fieldwork and Seminar IV
Description	Supervised internship of 225 hours in a social service agency arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice. PREREQ: SWK 612: Generalist Social Work Practice II and SWK 675: Extended Fieldwork and Seminar III COREQ: SWK 713: Advanced Social Work Practice in the Urban Environment I and SWK 727: Supervision in Agency-Based Practice PREREQ or COREQ: SWK 707: Understanding Clinical Assessment and Diagnosis
Pre/ Co Requisites	Prereq SWK 612 and 675; Coreq SWK 713 and 727; Prereq or Coreq SWK 707
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

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

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 775
Course Title	Extended Practicum and Seminar IV
Description	Supervised internship of 225 hours in a social service agency arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice.
Pre/ Co Requisites	Prereq SWK 612 and 675; Coreq SWK 713 and 727; Prereq or Coreq SWK 707
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The Department is removing the word “fieldwork,” to align with the department’s anti-racist focus and as it may have negative connotations for descendants of slavery.

The Department also removed the pre/corequisite information that was listed in the description. This information does not belong in the description and is listed in the correct area for corequisites.

5. **Date of departmental approval:** 9/4/24

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

1. **Type of Change:** Title, Description

2. **From:**

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 776
Course Title	Extended Fieldwork and Seminar V
Description	Supervised internship of 315 hours, in the same social service agency as in SWK 775, and arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice. PREREQ: SWK 775: Extended Fieldwork and Seminar IV and SWK 713: Advanced Social Work Practice in the Urban Environment I COREQ: SWK 745: Social Welfare Policy Practice and SWK 729 Administration in Urban Agencies and SWK 714: Advanced Social Work Practice in the Urban Environment II
Pre/ Co Requisites	Prereq SWK 775 and 713; Coreq SWK 745 and 729 and 714
Credits	5
Hours	5
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

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

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 776
Course Title	Extended Practicum and Seminar V
Description	Supervised internship of 315 hours, in the same social service agency as in SWK 775, and arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice.
Pre/ Co Requisites	Prereq SWK 775 and 713; Coreq SWK 745 and 729 and 714
Credits	5
Hours	5
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

The Department is removing the word “fieldwork,” to align with the department’s anti-racist focus and as it may have negative connotations for descendants of slavery.

The Department also removed the pre/corequisite information that was listed in the description. This information does not belong in the description and is listed in the correct area for corequisites.

5. **Date of departmental approval:** 9/4/24

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

1. **Type of Change:** Title, Description

2. **From:**

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 777
Course Title	Extended Fieldwork and Seminar VI
Description	Supervised internship of 60 hours, in the same social service agency as in SWK 776, and arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice. PREREQ: SWK 776: Extended Fieldwork and Seminar V and SWK 714: Advanced Social Work Practice in the Urban Environment II
Pre/ Co Requisites	Prereq SWK 776 and 714
Credits	1
Hours	1
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

3. To:

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 777
Course Title	Extended <u>Practicum</u> and Seminar VI
Description	Supervised internship of 60 hours, in the same social service agency as in SWK 776, and arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice.
Pre/ Co Requisites	Prereq SWK 776 and 714
Credits	1
Hours	1
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

The Department is removing the word “fieldwork,” to align with the department’s anti-racist focus and as it may have negative connotations for descendants of slavery.

The Department also removed the pre/corequisite information that was listed in the description. This information does not belong in the description and is listed in the correct area for corequisites.

5. **Date of departmental approval:** 9/4/24

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

Senate Meeting: October 9, 2024

The committee met on Thursday, September 26, 2024 but a quorum was not present.

CAEAS would like to report - as an informational item - that a newly updated CUNY Uniform Grading policy (updated in June 2024) has been made available. CAEAS will review this document and then report on the updated policies at the next Senate meeting.

CAEAS reviewed a proposal for newly revised freshman admissions criteria. There was no vote because there was no quorum, but all CAEAS members who attended the meeting (as well as the student senators who attended the meeting) were in favor of adopting the new freshman admissions criteria.

Lehman College Senate

RESOLUTION TO ADOPT REVISED FRESHMAN ADMISSION CRITERIA FOR FALL 2025

WHEREAS, Lehman freshman grades have been lower for the past five cohorts compared to earlier years; and

WHEREAS, an analysis of several recent cohorts' application data was conducted to determine which admission criteria provide the best prediction of success at Lehman; and

WHEREAS, the administration of Regents exams moving forward remains uncertain, resulting in the inability to consider Regents exams as predictors for the Fall 2025 admission cycle; and

WHEREAS, the Committee on Admissions, Evaluation and Academic Standards has reviewed the proposed revisions but could not vote to approve adoption of the new criteria due to a lack of quorum;

NOW, THEREFORE BE IT RESOLVED that the Lehman College Senate adopts the following freshman admission criteria:

Index = $4.5 * OverallHSavg + 0.45 * EnglishHSavg + 0.5 * SocialStudiesHSavg - 232.9$, with a minimum cutoff for this index of 225, a minimum Overall high school average of 80 and a minimum English and Social Studies average of 75.

September 26, 2024

Revised Freshman Admission Criteria proposal

Presented by: Kevin Sailor, Professor and Sandra Campeanu, Doctoral Lecturer

An examination of Lehman GPA, credits earned, and credits attempted among freshmen over the past 5 years indicates a consistent decrease in these outcomes over this period of time. In addition, a 2020 adjustment to our current freshman admissions index involved raising the minimum cutoff on the index currently in use because data then indicated that grade inflation was occurring at the start of the pandemic. (In 2020, analyses indicated that the overall and subject GPAs of applicants in the new file were, on average, higher than in the fall 2018 applicant file. Regents scores, on the other hand, were not higher in the new file. This suggested some grade inflation.) High school grades, on average, appear relatively consistent across these last 5 cohorts. Taken together with the above-mentioned decrease in freshman measures of success, the observed changes suggest that the current freshman index is no longer an adequate predictor of success for freshman applicants. Therefore, we have reviewed the records of several recent cohorts of enrolled students (2019-2020, 2020-2021, 2021-2022, 2022-2023 and 2023-2024) to determine which admission criteria currently provide the best ability to predict freshman year success at Lehman.

As is common in these exercises, we attempted to identify factors that would best predict first year GPA and credit accumulation. When using Lehman GPA after freshman year as the outcome variable, the best fitting models consistently used Overall HS average, English HS average and Social Studies HS average. When using earned credits by the end of freshman year as the outcome variable instead, the best fitting models used similar predictors but accounted for a smaller amount of variability in the outcome variable. In other words, the fit in these latter models was not as strong as when using freshman GPA as the outcome variable.

Therefore, based on this data-driven approach, we are proposing to revise our current freshman admissions criteria. We propose using the following factors: Overall High School average, English HS average and Social Studies HS average. The following index weights each of these factors in proportion to their ability to predict first year grades and to a lesser extent credits.

$$\text{Index} = 4.5 * \text{Overall_HSavg} + 0.45 * \text{English_HSavg} + 0.5 * \text{SOCS_HSavg} - 232.9$$

As a basis of comparison, the results below indicate that this new proposed index shows a considerably stronger correlation with freshman GPA, both for the most recent cohort (2023-2024) and for all students across the past 5 cohorts overall.

Correlations^a

		GPA	Index_current	Index_new	INDEX_new_scaled
GPA	Pearson Correlation	1	.240**	.425**	.425**
	Sig. (2-tailed)		<.001	<.001	<.001
	N	1178	1164	1156	1156
Index_current	Pearson Correlation	.240**	1	.871**	.871**
	Sig. (2-tailed)	<.001		<.001	<.001
	N	1164	1217	1204	1204
Index_new	Pearson Correlation	.425**	.871**	1	1.000**
	Sig. (2-tailed)	<.001	<.001		<.001
	N	1156	1204	1212	1212
INDEX_new_scaled	Pearson Correlation	.425**	.871**	1.000**	1
	Sig. (2-tailed)	<.001	<.001	<.001	
	N	1156	1204	1212	1212

** . Correlation is significant at the 0.01 level (2-tailed).

a. Cohort = 2023

Correlations

		GPA	Index_current	Index_new	INDEX_new_scaled
GPA	Pearson Correlation	1	.226**	.360**	.360**
	Sig. (2-tailed)		<.001	<.001	<.001
	N	5541	3771	4868	4868
Index_current	Pearson Correlation	.226**	1	.869**	.869**
	Sig. (2-tailed)	<.001		<.001	<.001
	N	3771	3946	3919	3919
Index_new	Pearson Correlation	.360**	.869**	1	1.000**
	Sig. (2-tailed)	<.001	<.001		<.001
	N	4868	3919	5097	5097
INDEX_new_scaled	Pearson Correlation	.360**	.869**	1.000**	1
	Sig. (2-tailed)	<.001	<.001	<.001	
	N	4868	3919	5097	5097

** . Correlation is significant at the 0.01 level (2-tailed).

The minimum index score for regular admission would be 225. This minimum index score was found using curve estimation, whereby GPA is regressed on the new, scaled index score and then the equation is used to find the index score for which GPA is predicted to be at least 2.0. Since the most recent cohort (2023-2024) shows the strongest relationship between GPA and the new index score (of all individual cohorts), we used that cohort to conduct curve estimation. In addition, a cutoff of 225 on the new index scale is at a very similar percentile compared to 260 (the old cutoff) on the old scale. In addition to the minimum index score, we recommend maintaining the further admission requirements of a minimum English and Social Studies average of 75 and a minimum overall high school average of 80.

Just below the minimum index score for regular admission, a band of index scores will represent a “non-regular admit” admissions criteria. Applicants who fall into this band (determining the exact index range requires further analyses) will create a shared SEEK and OSS group. All students meeting this criteria are admitted to the college. Students meeting financial requirements are routed to SEEK, others are routed as OSS admits. The OSS program specifies that the “college may accept up to 10% of applicants who do not quite meet the established criteria but whom Lehman feels, with support, would succeed here.” Further, a previous CAEAS subcommittee resolution said: “There should be a cap on the OSS cohort. The OSS cohort is earning fewer credits than the Regular admits but costing more. As such, an enrollment cap of 10% of the previous year’s total enrolled students is recommended, in consultation with CAEAS and enrollment management.” Based on this suggestion, the OSS group should not exceed 150 students for this next cohort. Overall, the size of this “non-regular admit” group hopes to reflect an expanded eligibility pool of students who could qualify for SEEK assistance, while also ensuring that the number of students designated OSS does not exceed the number of students for whom the College can afford to provide the necessary supports in order to promote student success.

Proposal: New Freshman Admission Criteria

Lehman Senate meeting: October 9, 2024

New Formula

$$\text{Index} = 4.5 * \text{Overall_HSavg} + 0.45 * \text{English_HSavg} + 0.5 * \text{SOCS_HSavg} - 232.9$$

...with a minimum cutoff for this index of 225

...with a minimum Overall high school average of 80

...with a minimum English and Social Studies average of 75

How does this formula work?

$$\text{Index} = 4.5 * \text{Overall_HSavg} + 0.45 * \text{English_HSavg} + 0.5 * \text{SOCS_HSavg} - 232.9$$

For example, if a student has an 80 in high school English and an 80 in high school Social Science, what overall high school average would they need to achieve the minimum admission score of 225?

$$225 = 4.5 * (x) + 0.45 * (80) + 0.5 * (80) - 232.9$$

$$x = \frac{225 + 232.9 - 0.45 * 80 - 0.5 * 80}{4.5} = 84.87$$

4.5

Possible admissible high school Grade combinations

English HS average	Social Studies HS average	Overall HS average	Score on Proposed Index
75	75	85.92	225
80	80	84.87	225
82	82	84.44	225
84	84	84.02	225
86	86	83.60	225
88	88	83.18	225

Any Questions?

Governance Committee Report October 9th, 2024

1. Ombudsperson
 - a. Nominates **Kevin Sailor** (PSY) for term exp 6/25
 - b. Any Additional Nominations?
 - c. Move To A Vote

2. Campus Life & Facilities
 - a. Nominates **Melissa Deri** (CHE) for term exp 6/25
 - b. Any Additional Nominations?
 - c. Move To A Vote

3. Student Committee Vacancies
 - a. Slate Of Nominees Provided By Students
 - b. All Races Currently Uncontested
 - c. Any Additional Nominations?
 - d. Move To A Vote

4. Committee Dates
 - a. Committee Chairs Will Receive Student Member Contact Info
 - b. Should Make Every Effort To Include All Members
 - c. Committee Meetings Are Open
 - d. Announce Meeting/Dates And Times In Advance (Send To Sophia)

5. Next Governance Committee Meeting, Wednesday October 23rd at 2pm via Zoom.

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Lise Colbert	lise.s.colbert@gmail.com; NYALIS.COLBERT@LC.CUNY.EDU
Daniel R Aguaiza	daniel.aguaiza@lc.cuny.edu

Assessment Committee Student Nominations

- Hummu Gado, hagad600@gmail.com;

HUMMU.GADO@LC.CUNY.EDU

- Henry Lee, Legacy477301@gmail.com; henry.lee1@lc.cuny.edu

- Kerely Guerrero, kerely.guerrero@lc.cuny.edu



Library Technology and Telecommunications Committee Report

Library

- Library is excited to introduce an expanded online Research Guide – [*Diversity Equity and Inclusion eBooks and films: A CUNY Anti-Hate Initiative*](#) – a powerful teaching and learning resource that reflects Lehman’s commitment to transformative education and social justice. The Guide was compiled and is maintained by Michelle Ehrenpreis and contains a wealth of resources for teaching and learning. This Guide has been developed with support from [*SEEDS of Change Initiative of the Division of Student Affairs*](#) – funded by CUNY Central’s Anti-Hate Initiative and Lehman College’s Office of the Provost.
- Library and Africana Studies announce an online Reading and Discussion with Mary Phillips – [*Black Panther Women: The Political and Spiritual Life of Ericka Huggins*](#) – on Tuesday, October 15th from 2:00-3:00 PM. Please register on Library homepage.
- Library is offering Academic Success Workshops this semester: ***Beyond Google: Introduction to Academic Databases; Beyond OneSearch: Advanced Search; Enhancing Your Academic Toolkit with ChatGPT; Academic Integrity and Research Management.*** For Workshop dates, times, and Registration information, please visit Library homepage.

Information Technology

- As the campus community is aware, Lehman College will be transitioning to a new Learning Management System in the Summer 2025 but for the greater community Fall 2025. Lehman College Provost Jorge Siva-Puras and CIO Edi Ruiz are the Co-Chairs of the Lehman Transition Team. Earlier today a kick-off meeting was held to introduce our campus community to the transition team and present resources that are available to the college community to ensure a smooth transition.
- Lehman College has unveiled a new LMS transition website. The new website has plenty of information and will answer most commonly asked questions. Please check the website often as it will be updated often as new information becomes available to the community. The address for the new website is: lehman.edu/brightspace
- CUNY also has many resources to help us with the transition to Brightspace including LIVE and Pre-recorded workshops. Live Workshops are scheduled through December 12th. Go to GOOGLE and enter: CUNY LMS Transition and the page will come up.
- The new Help Desk Phone System is functioning. The new system aims to route callers to the proper agents for assistance, dramatically cut down "on-hold" time and provide rich analytics to all the Help Desk to provide an even better service to the college

community. The number remains the same: 718-960-1111 and the email address also remains the same: help.desk@lehman.cuny.edu.

Blackboard/Learning Management System

- Blackboard experienced a temporary issue with sending email and notifications over the weekend and the issue is still sporadically occurring. Blackboard/Anthology is continuing to monitor and investigate the issue and the Bb Team reports that the issue should be resolved tomorrow (Thursday 10/10) when a software update is deployed. There will be no interruption of service when the fix is deployed. As an alternate, faculty may wish to post an ANNOUNCEMENT to courses.
- The CUNY IT Conference is coming up in early December at John Jay College. Please GOOGLE CUNY IT Conference for more information. The Co-Chair of the Conference is Lehman CIO - Edi Ruiz
- The Bronx Ed Tech Showcase will be held at Lehman College on May 2, 2025. The Ed Tech Showcase committee will be sending out SAVE THE DATE Reminders shortly. The Call for Proposals will be sent during January. Please consider presenting at the showcase. The CUNY Community is Welcome to attend

Center for Teaching and Learning/Online Education

The Generative AI webinar about **“Dos and Don’ts” for student will take place online on October 11, 2024.** It will provide an overview about generative AI and guidelines about use where and when permitted for coursework, etc. [Registration](#) is still open.



EIAAR Committee Report

Equity, Inclusion, Accessibility, and Anti-

Racism Senate Meeting: October 09, 2024

In Attendance: Takiyah Ali, Diana Almodovar, Gabriella Kohler, Alyssa Lyons, Darcel Reyes, Maritza Rivera, one (1) student government representative.

New Member and Senate Reports

We welcomed a new member to the committee and briefly revisited our charge, clarifying the responsibilities and outlining the work ahead for the academic year. Chair nominations were held; Takiyah will continue to serve as chair. In Takiyah's absence, the committee's Administrative Representative, Ms. Martiza Rivera, has volunteered to present our reports to this body, **thank you, Martiza.**

Wellness Resolution

Last month, our newest member, Dr. Reyes, co-facilitated a Workplace Wellness Workshop, sponsored by the School of Health Sciences, Human Services, and Nursing along with the Office of Compliance and Diversity. **The committee will continue to refine our recommendations and definition of "Wellness" for the Lehman community.**

Food Insecurity Resolution

We reviewed last year's resolution on food insecurity and the 2023 Comprehensive Donations report from the Panera Bread Foundation, which provided the campus with 12,810 items, valued at \$44,258. **We extend our thanks to the Basic Needs Center for ensuring this resource remains available to our students.**

Campus Climate Survey

We received updates on ongoing efforts by the Offices of the President and Compliance and Diversity to identify, compile, review and assess the effectiveness of existing workshops and trainings offered across the campus aimed at addressing diversity and inclusion concerns raised in the 2022 Campus Climate Survey. **The committee looks forward to recommending methods for capturing both quantitative and qualitative data relevant to campus diversity initiatives. Additionally, we will seek input from the Office of Communications and Marketing on recommending strategies to better promote these offerings to the campus community.**

Library Resources

We intend to propose additional resources to enhance and further support the library's curated collection and expansion of Diversity, Equity, and Inclusion materials for the campus community.

Next Meeting

October 03, 2024 @ 12:00
Zoom Meeting ID: 865 7335 2054
Passcode: 366967

Respectfully Submitted,

Takiyah A small icon of a hand holding a heart, representing Takiyah's signature.

2023 ORGANIZATION'S DONATION SCHEDULE(S) AND INVENTORY REPORT

2023 Donation Schedule(s)

- **"Donation Schedule" and "Schedule"** refers to 1 bakery-cafe and 1 day assigned to an organization.
- Your organization's Donation Schedule(s) during 2023 are listed below.

CURRENT SCHEDULE STATUS	CAFE #	CAFE ADDRESS (STREET, CITY, STATE)	SCHEDULE DAY	2023 SCHEDULE START DATE	2023 SCHEDULE END DATE
Active	606279	1534 3rd Ave New York, NY	Tuesday	3/28/2023	12/26/2023

Organization Name: Herbert H Lehman College Foundation

Panera Use Only: DED-00000856

Panera, LLC | Day-End Dough-Nation® Program | **Questions?** Email donations@panerabread.com

2023 ORGANIZATION'S DONATION SCHEDULE(S) AND INVENTORY REPORT

2023 Inventory Report

- Summarized below includes a comprehensive inventory report for your organization's **2023 Donation Schedule(s)** as listed on the previous page.

PRODUCT NAME	TOTAL QUANTITY	TOTAL RETAIL VALUE
BAGEL ASIAGO	857	\$1,705.43
BAGEL BLUEBERRY	482	\$959.18
BAGEL CINNAMON CRUNCH	665	\$1,323.35
BAGEL CINNAMON SWIRL RAISIN	506	\$1,006.94
BAGEL EVERYTHING	496	\$987.04
BAGEL PLAIN	689	\$1,371.11
BAGEL SESAME SEED	429	\$853.71
BAGEL SPROUTED GRAIN	524	\$1,042.76
BEAR CLAW	292	\$1,315.28
BROWNIE	67	\$255.93
CIABATTA ARTISAN BREAD	315	\$1,381.06
CINNAMON ROLL VANILLA	331	\$1,490.99
CLASSIC SOURDOUGH LOAF	65	\$350.35
CLASSIC WHITE MICHE	197	\$2,083.47
COOKIE CANDY	385	\$1,151.15
COOKIE CHOCOLATE CHIPPER	956	\$2,858.44
COOKIE FLIP FLOP	45	\$152.55
COOKIE KITCHEN SINK	140	\$698.60
COOKIE LEMON DROP	444	\$1,327.56
COOKIE MITTEN	57	\$198.93
COOKIE OATMEAL RAISIN W/BERRIES	437	\$1,306.63
COOKIE PUMPKIN SHORTBREAD	32	\$108.48
COOKIE TULIP	74	\$250.86
COUNTRY RUSTIC SOURDOUGH XL LOAF	202	\$1,855.56
CROISSANT PLAIN	369	\$1,552.41
CROISSANT STRAIGHT CHOCOLATE	263	\$1,183.97
FOCACCIA ASIAGO	59	\$291.95
FRENCH BAGUETTE-a	346	\$1,380.58
FRENCH BAGUETTE-c	746	\$2,975.39
MUFFIE CHOCOLATE CHIP	175	\$523.25
MUFFIN BLUEBERRY	394	\$1,734.96
MUFFIN CRANBERRY ORANGE	225	\$990.85
MUFFIN PUMPKIN	244	\$1,075.36

Organization Name: Herbert H Lehman College Foundation

Panera Use Only: DED-00000856

Panera, LLC | Day-End Dough-Nation® Program | **Questions?** Email donations@panerabread.com

2023 ORGANIZATION'S DONATION SCHEDULE(S) AND INVENTORY REPORT

PRODUCT NAME	TOTAL QUANTITY	TOTAL RETAIL VALUE
PASTRY PECAN BRAID	258	\$1,163.12
PETITE COOKIE BAG CHOC CHIP	56	\$375.44
SCONE BLUEBERRY	186	\$742.14
SCONE ORANGE	197	\$786.03
SCONE VARIETY PACK MINI	69	\$636.41
SOURDOUGH BREAD BOWL	264	\$762.96
TOMATO BASIL MICHE	177	\$1,447.19
WHITE WHOLE GRAIN LOAF	97	\$600.63
	12,810	\$44,258.00

Organization Name: Herbert H Lehman College Foundation

Panera Use Only: DED-00000856

Panera, LLC | Day-End Dough-Nation® Program | **Questions?** Email donations@panerabread.com

Page 6 of 9





**BUDGET &
PLANNING**
COMMITTEE REPORT

MEETING 9/26/2024

- Nine participants – 8 Members, 1 Visitor
- Quorum achieved
- Agenda
 - Chair Election: Alexander Núñez-Torres
 - Enrollment Report: VP Finger
 - 2025-2028 Financial Plan Report: Budget Director Bethania Ortega
- Next meeting is 11/7/2024

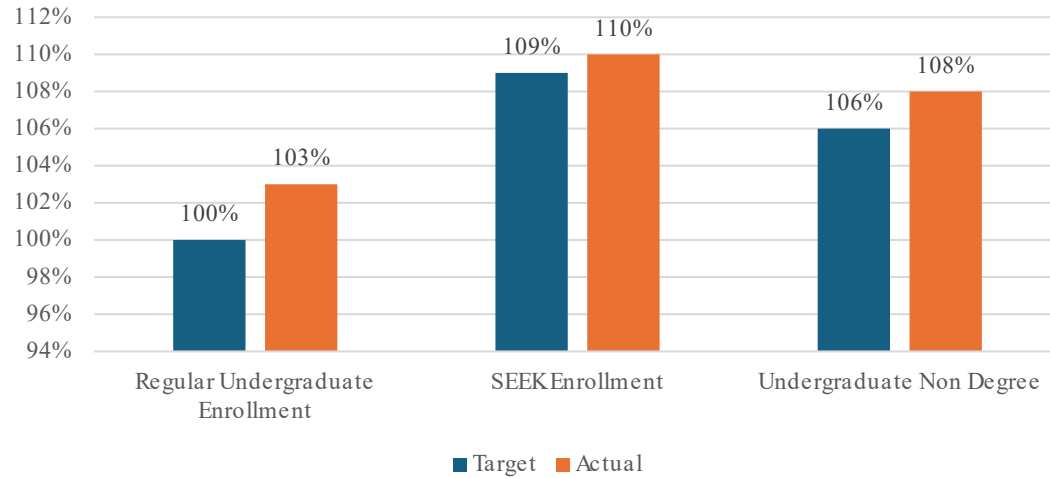


Enrollment Report

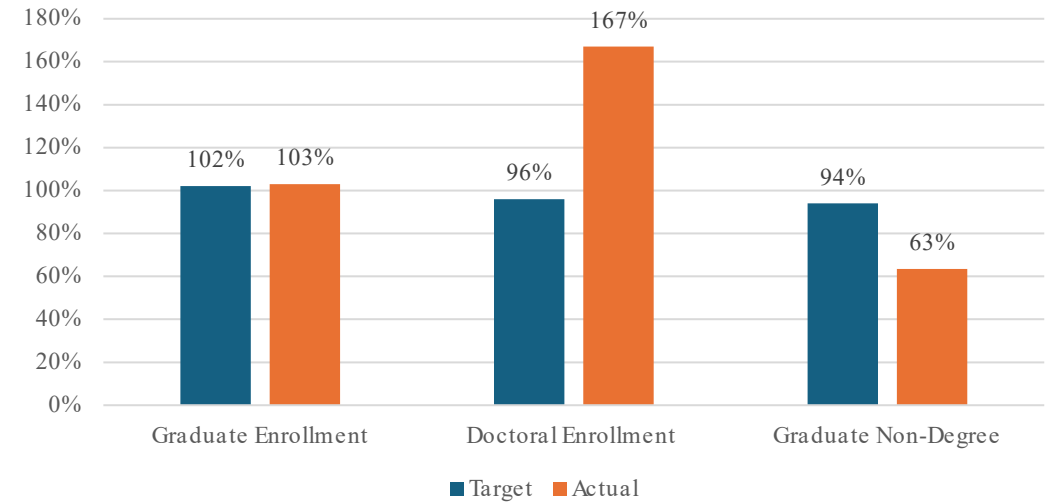


Enrollment Report

Undergraduate: Actual vs Target, 2023 vs 2024



Graduate: Actual vs Target, 2023 vs 2024



Students in Campus, Fall 2024					
Regular Undergrad Enrollment	SEEK Enrollment	Undergraduate Non Degree	Graduate Enrollment	Doctoral Enrollment	Graduate Non-Degree
10,027	788	1,059	1,576	50	85
73.81%	5.80%	7.80%	11.60%	0.37%	0.63%
					Total: 13,585

Total Growth, Fall 2024					
Undergraduate Students	Graduate Students	FFFT	Transfers	New Grads	SEEK
4.10%	2.70%	11.30%	11.50%	12.30%	9.90%
					Total Enrollment: 3.9%

E n r o l l m e n t R e p o r t

- Summer Enrollment +4%
- Lehman stands at top #2 of enrollment of CUNY Colleges
- For the most part, actual numbers are close to target.
- FAFSA Completion Rates have been stable from 2020 to date. Around 90% for the college.
- Planned activities were discussed for Fall 2024 with the strategy of continue enrollment growth, retention.
- Enrollment Target for Spring 2025 to be 5%.
- In term of scholarships, 1,685 students were awarded in 2023-2024 academic year, for a total amount of \$1,837,319, averaging \$1,090 per student.

Budget Report



B u d g e t R e p o r t

- Budget Changes for 2025
- 2025-2028 Multiyear Financial Plan
- Points of interest:
 - Revenue Collection for the Fiscal Year 2024 was 90.4%, upwards of FY 2023 (87.3%) and almost reaching pre-pandemic levels
 - There is was an under-collection of revenue for FY 2024 of \$797,000
 - Tuition Revenue represents 65% of the campus budget. 35% is state/college funds.
 - As of end for FY 2024, the reserves represent 14.8% of the campus resources.

B u d g e t R e p o r t

Changes in Budget for 2025

FY2024 Base Budget	\$	107,323	} Represents an increase of \$346,000 from the prior fiscal year.
FY2025 Base Budget	\$	107,670	
FY2025 Additional State Operating Support	\$	4,235	} Non-base allocations included in the initial operating budget amount to \$14.359 million
FY2025 State Program Funding	\$	835	
TAP Waiver Adjustment	\$	3,817	
DC37 & Affiliates Collective Bargaining	\$	5,472	
Initial Tax-Levy Allocation	\$	122,029	} Held by CUNY to pay for fringe benefits, facilities and SEEK scholarships.
Allocations outside Operating Budget	\$	72,951	
Total Projected Tax-Levy Operating Budget	\$	194,980	

	FY2024	FY2025	
Operating Budget	\$ 111,993	\$ <u>122,029</u>	} Include specific lump sum program funding for Child Care, Disability Services, College Now, SEEK, Black male Initiative, Nursing facility and CUNY transformational funding.
Addnl Tax Levy Funds	\$ 8,514	\$ 8,003	
Tuition Collection Target	\$ (797)	\$ 3,587	} Tuition collection increase due to enrollment increment
Total Operating Budget	\$ 119,710	\$ <u>133,619</u>	
Expenditures			} ~80% Full Timers, ~15% Adjuncts, ~5% Temporary Services. FY 2025 reflects an increase of approximately \$7.7 million, or 6.7%, compared to prior year actuals. This figure includes projected DC37 collective bargaining payouts, \$900k for mandatory increases, funding for the new nursing building, an estimated \$2.4 million to backfill full-time positions, about \$283k to support learning recovery, \$80k for new student orientations, etc
Personnel Services	\$ 115,651	\$ 123,396	
OTPS	\$ 11,088	\$ 13,037	
Total Expenditures	\$ 126,739	\$ <u>136,433</u>	} Tech Fee support, faculty startup and travel funding, marketing, B&G contractual increases, and other expenses and support.
Over/Under	\$ (7,029)	\$ <u>(2,814)</u>	
Other Reserves	\$ 7,029	\$ 2,814	} Funds in reserve.
CUTRA Reserves	\$ 23,754	\$ 23,754	
Year-End Balance	\$ 23,754	\$ 23,754	

B u d g e t R e p o r t

	FY2024	FY2025	E - FY2026	E - FY2027	E - FY2028
Operating Budget	\$ 111,993	\$ 122,029	\$ 122,029	\$ 122,029	\$ 122,029
Addnl Tax Levy Funds	\$ 8,514	\$ 8,003	\$ 6,927	\$ 6,103	\$ 5,903
Tuition Collection Target	\$ (797)	\$ 3,587	\$ 3,900	\$ 4,722	\$ 4,552
Total Operating Budget	\$ 119,710	\$ 133,619	\$ 132,856	\$ 132,854	\$ 132,484
Expenditures					
Personnel Services	\$ 115,651	\$ 123,396	\$ 124,856	\$ 125,908	\$ 126,808
OTPS	\$ 11,088	\$ 13,037	\$ 11,250	\$ 10,250	\$ 10,250
Total Expenditures	\$ 126,739	\$ 136,433	\$ 136,106	\$ 136,158	\$ 137,058
Over/Under	\$ (7,029)	\$ (2,814)	\$ (3,250)	\$ (3,304)	\$ (4,574)
Other Reserves	\$ 7,029	\$ 2,814	\$ 3,250	\$ 2,856	\$ -
CUTRA Reserves	\$ 23,754	\$ 23,754	\$ 23,754	\$ 23,754	\$ 23,306
Year-End Balance	\$ 23,754	\$ 23,754	\$ 23,754	\$ 23,306	\$ 18,732

1% annual enrollment growth assumed

Other reserves are funds held at CUNY: \$15.951 Million

Projected CUTRA reserves will remain untouched until 2028

MEETING 9/26/2024

- Next meeting is 11/7/2024 for a budget report.

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





**BUDGET &
PLANNING**
COMMITTEE REPORT



Lehman College
The City University of New York

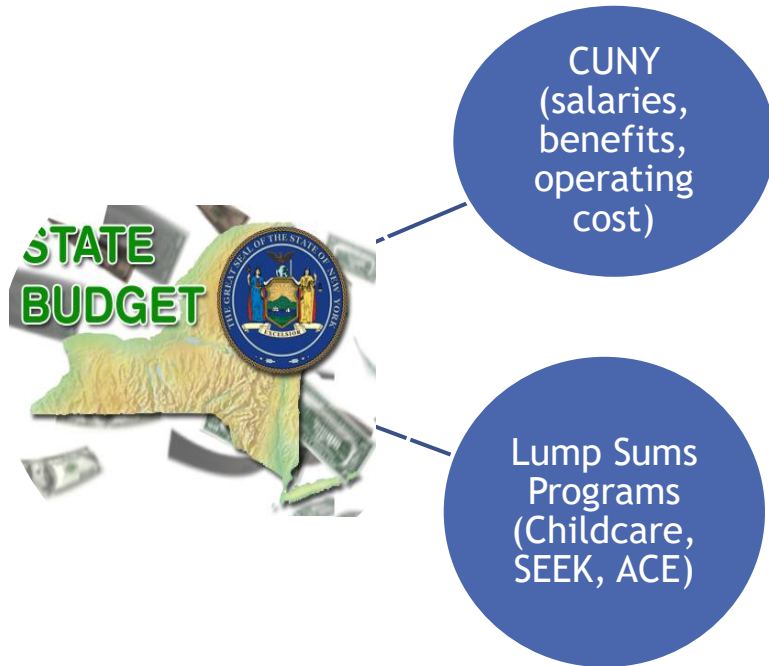


FY2024 Year-End Draft
FY2025-28 Multi-Year Financial Plan (Draft)

LONG RANGE BUDGET PLANNING & SENATE COMMITTEE

SEPTEMBER 26, 2024

CUNY's Funding and Budget



- **Tax Levy Operating Budget - Senior Colleges**
 - State Aid
 - Tuition & Fee Revenue (Revenue Target*)
 - Fees => Tech Fee & Student Association
 - City funding - BMI, Childcare
- **Capital Budget** funds infrastructure projects, renovation of facilities, technology improvements; funded by state, city and private fundraising efforts.
- **Research Foundation** (grants, contracts and sponsored programs from federal, state, city and private sources)
- **Auxiliary Enterprise Corporations** and other Revenues (bookstore, cafeteria, parking, vending machines, rental income, etc.)
- **Special Programs** funding (Child Care, SEEK, ACE)

FY 2025 -2028 Financial Plan

FORECAST –SEPTEMBER 2025

FY 2025 CUNY Operating Tax Levy Budget (000's)

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

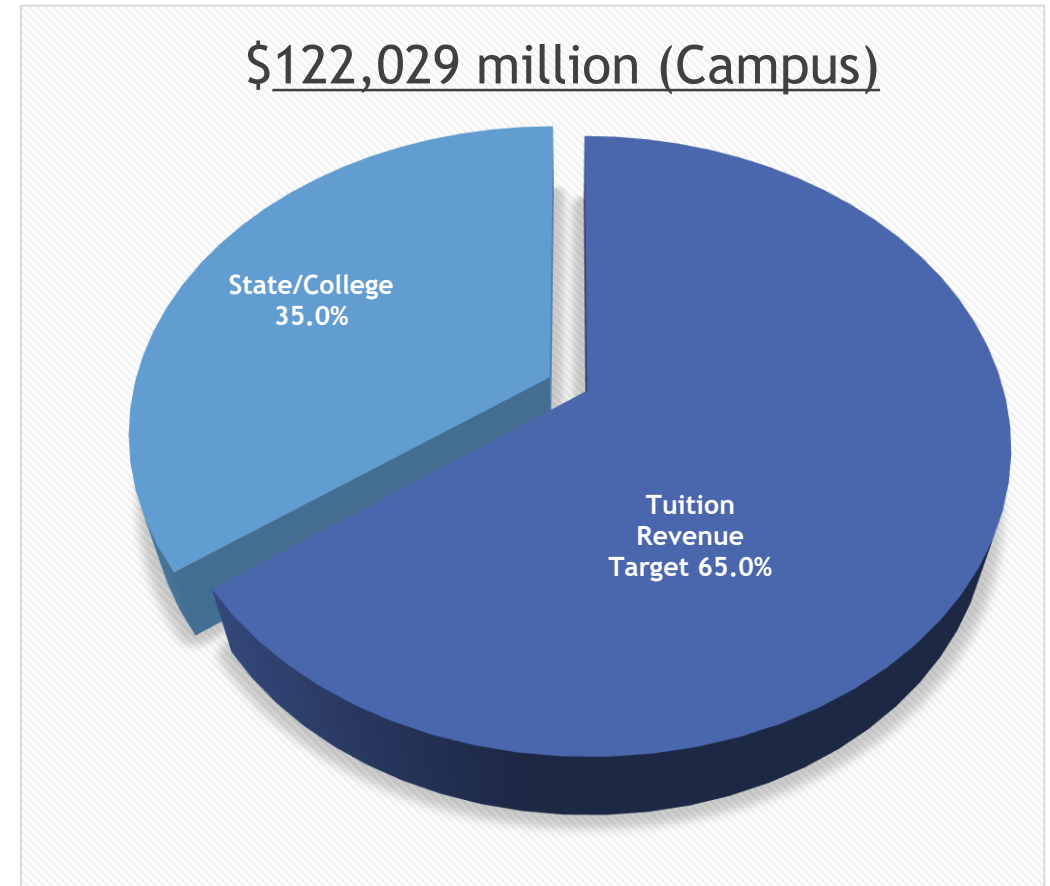
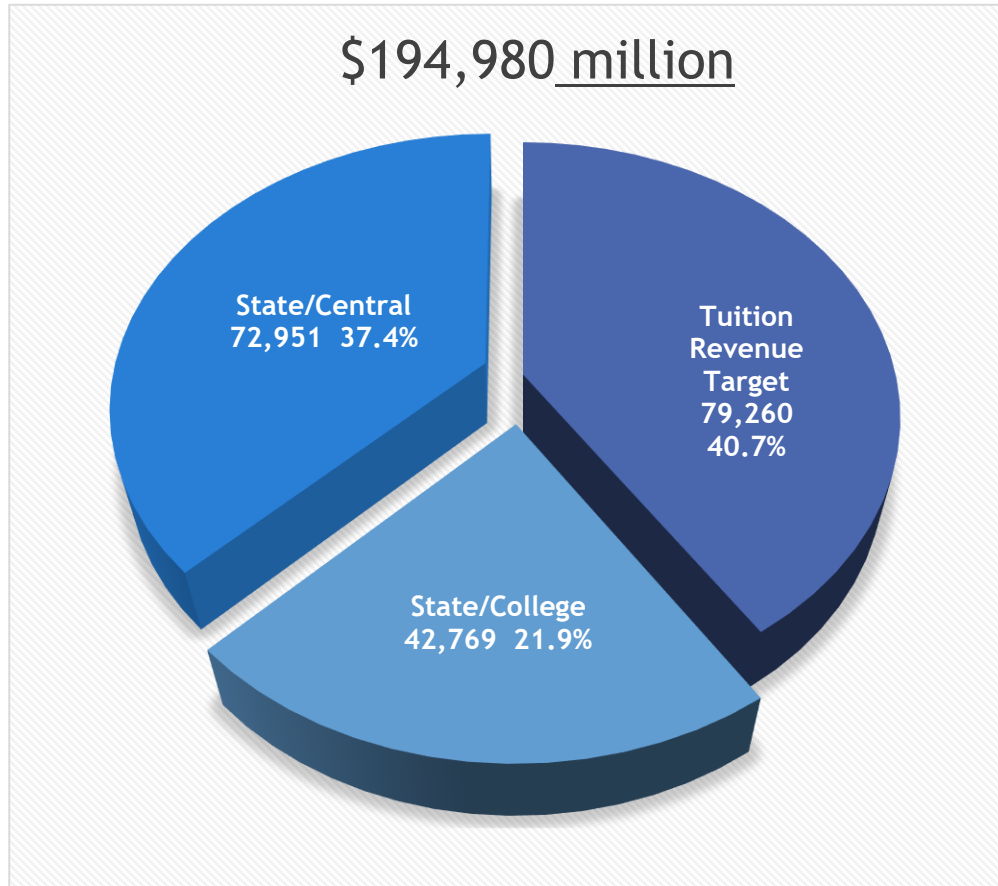


Lehman represents about 7% of CUNY's total Operating Budget for Senior Colleges and Professional Schools

FY 2025 Operating Budget Overview

- ❖ The College Base budget amounts to **\$107.670 million**, representing an increase of \$346,000 from the prior fiscal year. This base amount reflects the recurring, ongoing budget allocated to the campus to offset operating expenses and serves as the foundation for future year's projections.
- ❖ Additional non-base allocations included in the initial operating budget amount to **\$14.359 million** and include the TAP waiver reimbursements, funding for earmarked programs, additional state aid support, and funding for the DC37 CB payouts.
- ❖ Allocations outside the operating budget represents **\$72.951 million** and represent an increase of 23.89% from the prior fiscal year. These funds are held by CUNY to pay for fringe benefits, facility rental (COTC), energy cost and SEEK scholarships.
- ❖ The total Initial Operating Budget for the College amounts to **\$122.029 million**, or **\$194.980 million**, when including funds held by CUNY.

FY 2025 College Operating Budget: Sources of Funds



FY 2025-2028 Financial Plan Summary

(000s)

	FY2024 YE Draft	FY2025	FY25Δ	FY2026	FY2027	FY2028
Operating Budget (Initial)	\$111,993	\$122,029	\$10,035	\$122,029	\$122,029	\$122,029
Addtl Tax Levy Funds(est.)	\$8,514	\$8,003	(\$511)	\$6,927	\$6,103	\$5,903
Tuition Collection O/(U) Target	(\$797)	\$3,587	\$4,384	\$3,900	\$4,722	\$4,552
Total Operating Budget (Projected)	\$119,710	\$133,619	\$13,908	\$132,856	\$132,854	\$132,484
Expenditures (Projected)						
Personnel Service Regular -PSR	\$92,139	\$98,701	\$6,562	\$101,261	\$102,313	\$103,213
Adjuncts (& NTA's)	\$18,894	\$19,195	\$301	\$19,195	\$19,195	\$19,195
Temporary Services -TS	\$4,618	\$5,500	\$882	\$4,400	\$4,400	\$4,400
Total Personnel Services	\$115,651	\$123,396	\$7,745	\$124,856	\$125,908	\$126,808
OTPS –Other Than Personal Services	\$11,088	\$13,037	\$1,949	\$11,250	\$10,250	\$10,250
Total Campus Expenditures	\$126,739	\$136,433	\$9,694	\$136,106	\$136,158	\$137,058
Over/(Under)	(\$7,029)	(\$2,815)	\$4,214	(\$3,251)	(\$3,305)	(\$4,575)
Other Reserves	\$7,029	\$2,815	(\$4,214)	\$3,251	\$2,856	\$0
CUTRA Reserves	\$23,754	\$23,754	\$0	\$23,754	\$23,754	\$23,306
Year-End Balance (Projected)	\$23,754	\$23,754	\$0	\$23,754	\$23,306	\$18,731

FY25 Highlights

- Projected Operating Budget \$133.619 million vs projected expenditures of \$136.433 million is estimated to generate a shortfall of about **\$2.815 million.**
- Other Reserves of \$15.591 million to offset shortfall for 2024-2027.
- If projections proceeds as planned, CUTRA reserves will remain untouched until 2028.

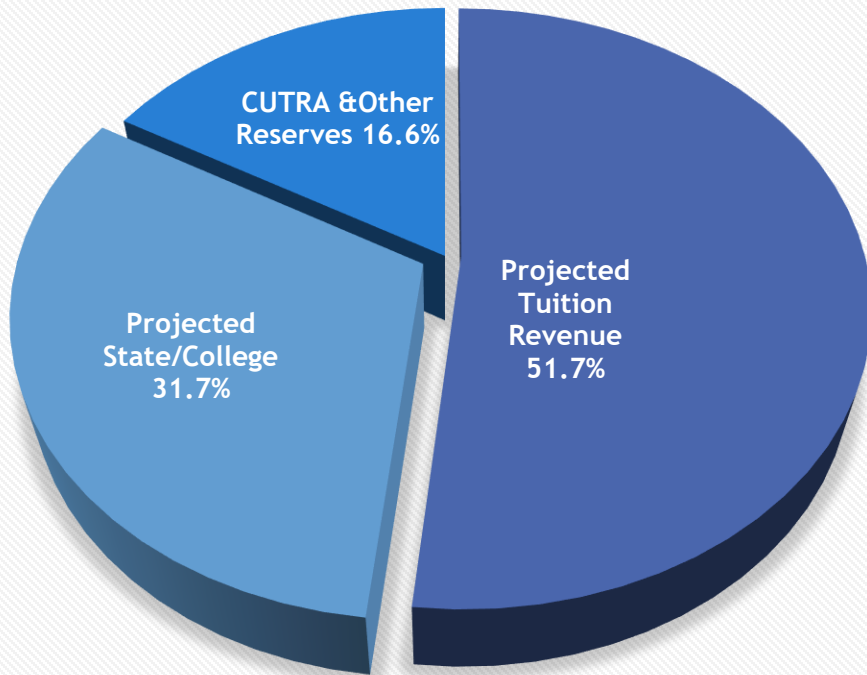
FY 2025 Financial Plan Details

- ❖ Projected Operating Budget represents **\$133.619 million**. The components are:
 - Additional Tax Levy allocations of **\$8 million**. Include specific lump sum program funding for Child Care, Disability Services, College Now, SEEK, BMI, Nursing facility and transformational funding.
 - Tuition collections are expected to exceed the revenue target by **\$3.6 million** this fiscal year, driven by a 3% enrollment increase as of 9/9. For fiscal years 2026 to 2028, a 1% annual enrollment growth is projected, with additional collections anticipated to surpass the revenue target by \$3.9 million, \$4.7 million, and \$4.6 million, respectively.
- ❖ Projected personnel expenditures total **\$123.396 million**, reflecting an increase of approximately \$7.7 million, or 6.7%, compared to prior year actuals. This figure includes projected DC37 collective bargaining payouts, \$900k for mandatory increases, funding for the new nursing building, an estimated \$2.4 million to backfill full-time positions, about \$283k to support learning recovery, \$80k for new student orientations, etc.
- ❖ Projected OTPS totals \$13.037 million and includes approximately \$2.2 million in Tech Fee support, \$400K for faculty startup and travel funding, \$300K for marketing, \$80K for sign language interpreter support, \$108K for the Cisco upgrade, \$466K for B&G contractual increases, and \$200K for increased guard services, among other expenses.

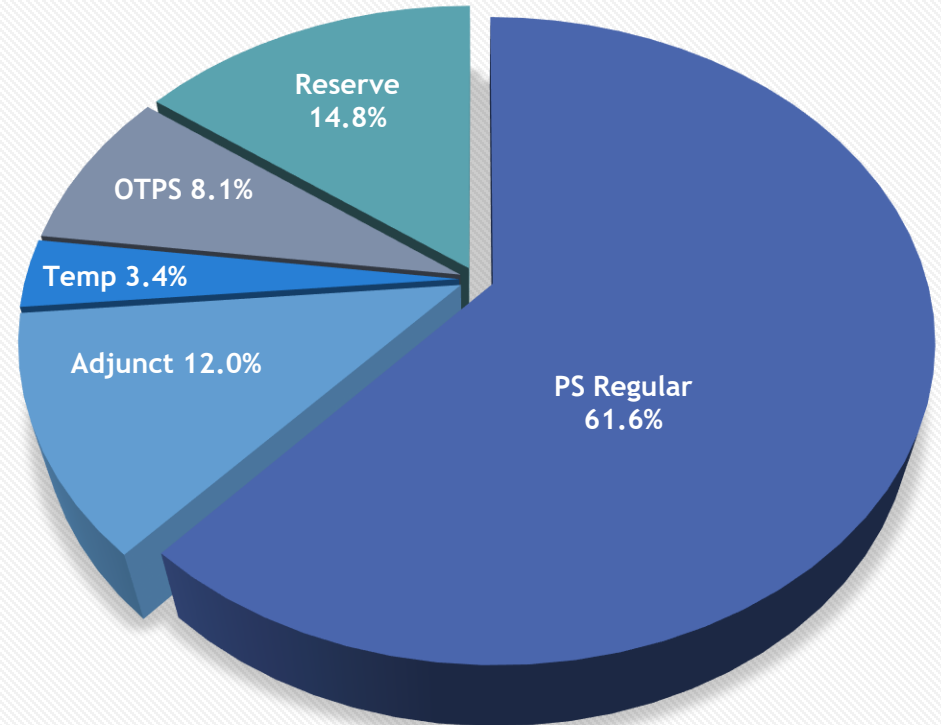
FY 2025 Financial Plan Details, cont.

Campus Resources => \$160.188 Million

Funding Source: State, tuition revenue collections & reserves)



Uses of Funds



FY 2024 Tuition Revenue & Collections

(000s)

	<u>F22</u>	<u>SP23</u>	<u>Subtotal</u>	<u>Summ</u>	<u>FY2023</u>	<u>F23</u>	<u>SP24</u>	<u>Subtotal</u>	<u>Summ</u>	<u>FY2024</u>
Gross Revenue	39,611	40,074	79,685	9,186	88,871	39,660	39,996	79,656	8,677	88,333
Less Waivers	(3,189)	(2,887)	(6,077)	(268)	(6,345)	(3,300)	(3,350)	(6,649)	(161)	(6,811)
Fees	139	108	247	13	260	153	110	262	8	270
Net Revenue (billable)	36,560	37,295	73,855	8,932	82,786	36,513	36,756	73,269	8,523	81,792
Revenue Collections	32,469	31,750	64,219	8,038	72,258	33,703	32,994	66,697	7,282	73,979
<i>Collection Rate (net revenue)</i>	88.8%	85.1%	87.0%	90.0%	87.3%	92.3%	89.8%	91.0%	85.4%	90.4%
Prior-Year Cash Collections					\$6,947					\$4,767
Total Cash Collections (Actual + Prior Year)					79,205					78,746
Tuition Revenue Target					86,160					79,543
Revised Actual Collections vs Revenue Target					(6,955)					(797)

Q & A

Questions after this meeting?

Bethania Ortega, Interim AVP of Budget, Finance and Business Operations

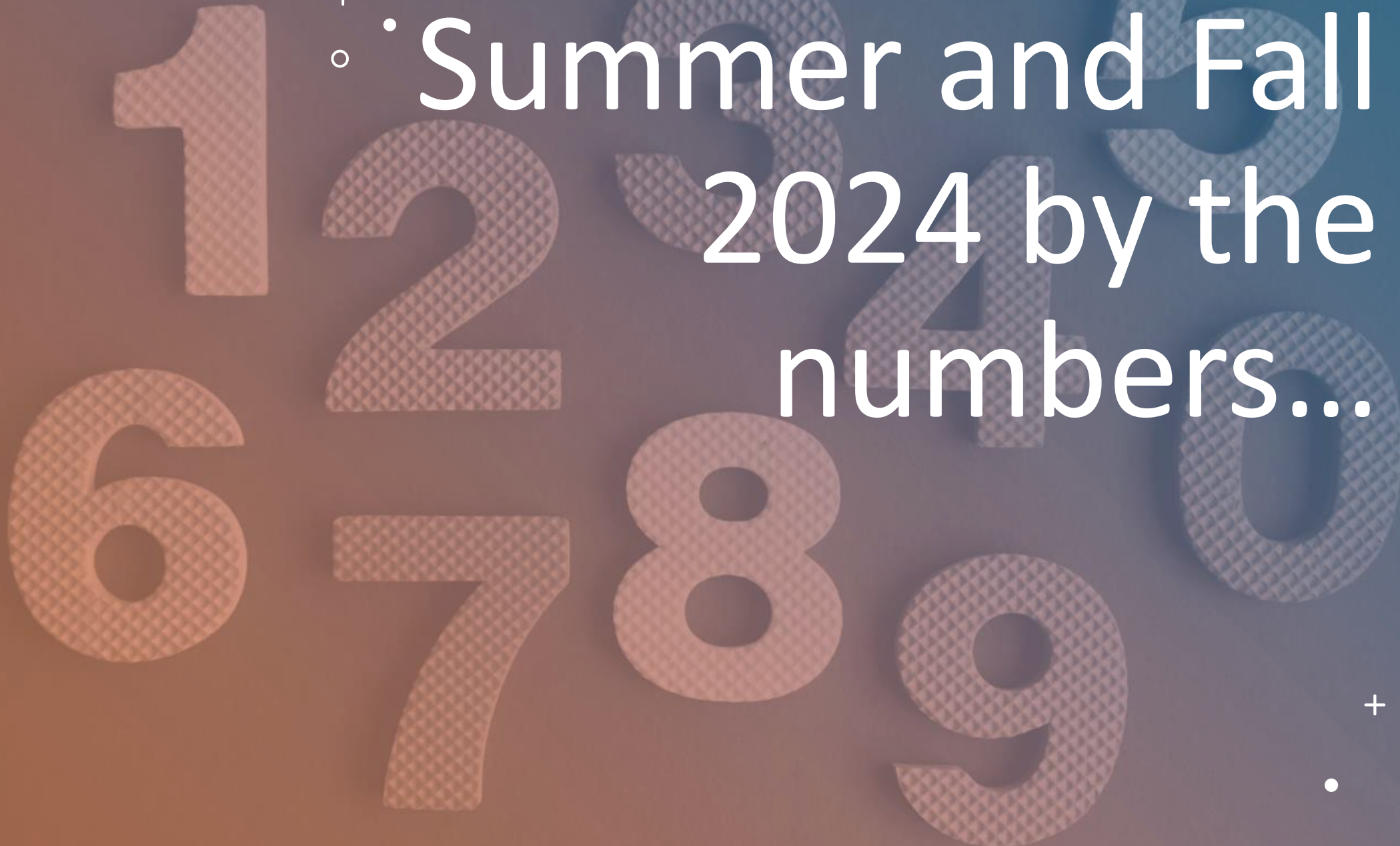
email: bethania.Ortega@lehman.cuny.edu - MS Teams: bethania.ortega36 - Tel.718-960-8819

- +
 - • Enrollment Report
Budget and Long
Term Planning

September 26, 2024



+
◦ Summer and Fall
2024 by the
numbers...



+
◦

Summer Enrollment +4%

Lehman vs. Other Senior College

September 25th

Category	Increase	Senior College Rank
Total Enrollment	+3.9%	#2
Undergraduate Students	+4.1%	#2
Graduate Students	+2.7%	#2
FTFT	+11.3%	#2
Transfers	+11.5%	#2
New Grads	+12.3%	#2
SEEK	+9.9%	#1

Fall 2024 Undergraduate Enrollment September 25th

	Census 2023	Fall 2024 Actual	Difference	% Difference	Anticipated Performance	Performance %	Target	Target %
Regular Undergraduate Enrollment								
Continuing Regular Degree Undergraduates	6795	6905	110	102%	6887	100%	6920	100%
Regular First-time Freshmen	1213	1310	97	108%	1275	103%	1280	102%
Regular Undergraduate Re-admits	410	301	-109	73%	410	73%	420	72%
Regular Transfers	1359	1511	152	111%	1384	109%	1400	108%
Total	9777	10027	250	103%	9956	101%	10020	100%
SEEK Enrollment								
Continuing SEEK/CD Undergraduates	496	491	-5	99%	468	105%	480	102%
SEEK/CD First-time Freshmen	187	256	69	137%	210	122%	210	122%
SEEK/CD Undergraduate Re-admits	11	6	-5	55%	10	60%	10	60%
SEEK/CD Transfer Students	21	35	14	167%	25	140%	25	140%
Total	715	788	73	110%	713	111%	725	109%
Undergraduate Non Degree	981	1059	78	108%	925	114%	1000	106%

Fall 2024 Graduate Enrollment

September 25th

Graduate Enrollment	Census 2023	Fall 2024 Actual	Difference	% Difference	Anticipated Performance	Performance %	Target	Target %
Continuing Degree Graduate Students	937	919	-18	-2%	878	105%	890	103%
New Graduate Students	582	650	68	12%	637	102%	650	100%
Graduate Re-admits	7	7	0	0%	4	175%	5	140%
Total	1526	1576	50	3%	1519	104%	1545	102%
Doctoral Enrollment								
Continuing Doctoral Students	11	21	10	191%	21	100%	21	100%
New Doctoral Students	19	29	10	153%	25	86%	27	93%
Total	30	50	20	167%	46	92%	48	96%
Graduate Non-Degree	134	85	-49	113%	80	192%	90	94%

Fall 2024 FAFSA Completion Rates

Freshmen Registered	9/4/2024	9/5/2023	9/6/2022	9/7/2021	9/7/2020
Registered	1566	1191	1272	1364	1113
FAFSA Filed	1405	1060	1151	1233	996
Percentage	89.72%	89.00%	90.49%	90.40%	89.49%
Transfer Registered	9/4/2024	9/5/2023	9/6/2022	9/7/2021	9/7/2020
Registered	1536	1289	1247	1448	1560
FAFSA Filed	1279	1113	1065	1181	1349
Percentage	83.27%	86.35%	85.40%	81.56%	86.47%
Undergraduates (Exclude Non-Degree)	9/4/2024	9/5/2023	9/6/2022	9/7/2021	9/7/2020
Registered	10800	10467	10487	11667	12128
FAFSA Filed	8957	8777	8790	9402	9987
Percentage	82.94%	83.85%	83.82%	80.59%	82.35%
Graduates (Exclude Non-Degree)	9/4/2024	9/5/2023	9/6/2022	9/7/2021	9/7/2020
Registered	1664	1607	1685	1901	2136
FAFSA Filed	847	791	805	905	1070
Percentage	50.90%	49.22%	47.77%	47.61%	50.09%
Total (Exclude Non-Degree)	9/4/2024	9/5/2023	9/6/2022	9/7/2021	9/7/2020
Registered	12464	12074	12172	13568	14264
FAFSA Filed	9804	9568	9595	10307	11057
Percentage	78.66%	79.24%	78.83%	75.97%	77.52%

Scholarship Awards 2023-2024

Students Awarded: 1685

Amount Awarded: \$ 1,837,319

Average Awarded: \$1,090

Average GPA of Awardee: 3.16

Student Success Rate: 90%

Fall 2024 – Planned Activities

Procuring Niche

Procuring Search Engine Optimization service

Preparing to launch our online marketing campaign. (in-House)

Added PT support in the Graduate Admissions and Adult Degree Program to manage leads better

Expand Reconnect via Fresh Start Program

Planning for Fall Open House

Planning for Fall Major/Minors Fair

Supporting students through settling their accounts.

Reinforcing advising to meet student needs better

Spring 2025 Preliminary Projections

Spring '25 Enrollment Projections Draft	Spring '24 Final	Spring '25 Anticipated	Anticipated %	Spring '25 Target	Target %
Continuing Matriculated Students					
Regular Degree Undergraduate	8130	8340	103%	8523	105%
SEEK/CD Undergraduate	629	692	110%	695	110%
Degree Graduate Students	1301	1346	103%	1350	104%
Doctoral Students	23	38	167%	44	191%
Total	10083	10417	103%	10612	105%
New Matriculated Students					
Regular First-Time Freshmen	99	100	101%	115	116%
SEEK/CD First-Time Freshmen	10	10	100%	10	100%
Regular Undergraduate Readmits	231	200	87%	225	97%
SEEK/CD Readmits	4	5	125%	5	125%
Regular Transfers	806	850	105%	890	110%
SEEK/CD Transfers	5	5	100%	5	100%
New Graduate Students	137	140	102%	175	128%
Graduate re-admits	6	7	117%	7	117%
Doctoral Students	0	0	0%	0	0%
Total	1298	1317	101%	1432	110%
Non-Degree Students					
Nondegree Undergraduate	1278	1278	100%	1278	100%
Nondegree Graduate Students	42	42	100%	42	100%
Total	1320	1320	100%	1320	100%
Total Enrollment	12701	13054	103%	13364	105%

USF Sept 17, 2024 Plenary meeting Lehman Representatives Report for Lehman College Senate, Oct. 9, 2024, Prepared by Lehman Representatives Naomi Zack, David Manier, and Stephen Castellano.

The 443rd Plenary Session
of The University Faculty Senate
of The City University of New York
Rooms 0818/0819
Tuesday, September 17, 2024
6:30 – 8:00 p.m.

Agenda - *Text in bold is report/commentary by Lehman reps.

1. Approval of the Agenda
2. Approval of the Minutes of May 7, 2024
3. Introduction of Faculty Representatives on CUNY Board of Trustee Committees – 6:35 – 6:45 p.m. ***The BoT is focused on increasing enrollment, particularly with online programs.**
4. Remarks by Chancellor Félix Matos Rodríguez – 6:45 – 7:25 p.m. ***There was discussion with Senators about the lack of progress in CUNY-PSC contract negotiations, with the Chancellor assigning blame to PSC. The Chancellor defended CUNY’s Transfer Initiative, saying that it is being done with ample faculty consultation.**
5. Approval of UFS Standing Committee Chairs and Introduction of Advisory Committee Chairs – 7:25 – 7:30 p.m. ***In particular, there was discussion of the Inclusivity, Diversity, Equity, and Access (IDEA) committee, chaired by Melanie Williams-Oram.**
6. Report of Proposed Changes to the University Bylaws and Manual of General Policy – Victoria Chevalier – 7:30 – 7:40 p.m. ***Provost Hensel’s original proposal to change the status of department chairs seems to have been abandoned, but there are still plans to make changes to the status of Deans, Provosts, and College Presidents, designed to make them more responsive to CUNY’s financial imperatives.**
7. Acknowledgement of Recently Elected UFS Senators and Alternates 7:40 – 7:45 p.m.
8. Chair’s Report – John Verzani – 7:45 – 7:55 p.m.

9. New Business – 7:55 – 8:00 p.m.

***No Resolutions were proposed or passed.**

Minutes

***TBA, to be found here before next UFS meeting on Oct 22, 2024**

<https://www1.cuny.edu/sites/cunyufs/committees/plenaries/2024-september/>