

1
2
3
4
5
6
7
8
9
10
11
12
13
14

**Minutes of
The Lehman College Senate Meeting
Wednesday, March 5, 2014
Senate Meeting**

7 **Senators Present:** Akan, A.; Amend, A.; Angeli, A.; Bamshad, M.; Bayne, G.; Becker, S.;
8 Bergmann, R.; Buckley, M.; Calvet, L.; Cheng, H.; Choudhary, A.; Cintrón, N.; Clark, V.; Conner,
9 P.; Davis, S.; Dellapina, M.; Fayne, H.; Fera, J.; Fernández, R.; Gerry, C.; Gross, C.; Harcourt-Smith,
10 W.; Hurley, D.; Jacobson, B.; Jafari, M.; Jervis, J.; Machado, E.; Magdaleno, J.; Marianetti, M.;
11 Markens, S.; Martín, O.; Mazza, C.; Mibenge, C.; Nadeem, S.; O'Connor, N.; O'Hanlon, T.; Okipi,
12 G.; Pettipiece, D.; Philipp, M.; Prasannavallabha, C.; Prince, P.; Prohaska, V.; Rice, A.; Ricourt, M.;
13 Rivera-McCutchen, R.; Sailor, K.; Schlesinger, K.; Shetty, N.; Silverman, H.; Spence, N.; Stuckart,
14 D.; Tananbaum, D.; Tavaréz, D.; Trinidad, V.; Valentine, R.; Waring, E.; Zucchetto, V.

15 **Senators Absent:** Ajdini, A.; Aragon, D.; Carey, R.; Coke, T.; Deas, M.; Delgado Jr., M.; DiRaimo,
16 S.; Esteves, C.; Ewul, E.; Farrell, R.; Georges, A.; Holloway, J.; Huynh, M.; Jordan, S.; Kabat, D.;
17 Larimer, A.; Williams-Gray, B.; Morales, I.; Morrobel-Sosa, A.; Pérez, M.; Rachlin, J.; Rodriguez,
18 C.; Saccomano, S.; Vargas, J.; Maybee, J.; Mazo, S.
19
20

21 The meeting was called to order by President Ricardo R. Fernández at 3:40p.m.
22

23 A motion was made to adopt the minutes of the Senate meeting of December 11, 2013 and
24 February 5, 2014. The minutes of both meetings were approved by unanimous voice vote.
25
26

27 **Announcements and Communications--**

- 28 a. President Fernández reported that the College is about to embark upon a prioritization
29 process. A number of invitations have been sent out to members of the College community
30 who were nominated for the Steering Committee, the Academic Task Force or the
31 Administrative Task Force. The nominated members include a diverse representation of the
32 Lehman College community. President Fernández hopes that the nominated individuals will
33 accept. Once that happens, the list of members can be finalized. The prioritization process is
34 important to the College and will be an intense effort, lasting several months. The official
35 launch of this project is scheduled for Wednesday, March 12th and Professor Robert Dickeson,
36 who authored the book *Prioritizing Academic Programs and Services* will lead the kick off.
37 All those involved in this process will receive a copy of his book and access to a website with

38 all of the necessary materials. As this process moves forward, updates will be provided to the
39 campus community. This is a significant step towards recognizing the changes presently
40 occurring in higher education. Furthermore, it is an ideal time for Lehman to move forward
41 with the project now when we still have funding from the CUNY Compact.

42
43 **b. Student Legislative Assembly—**

44 Mr. Scott Davis, the newly elected Vice President for Legislative Affairs, presented the report. He
45 expressed appreciation for many of the resources the College provides, such as the Writing
46 Center, the Office of Student Disability Services, the Career Services Office, and the Counseling
47 Center. He reported on initiatives of the Student Legislative Assembly, such as: an effort to
48 increase tutors for the ACE Writing Center; creation of a new minor for pre-law; other pathways
49 for graduate studies and professional development programs; and the dialog regarding lowering
50 College tuition and the technology fees as it relates to the overall distribution of College finances.

51
52 REPORTS OF STANDING COMMITTEES—

53
54 **1. Graduate Studies-**

55 Prof. Janet DeSimone presented the proposal from the Music department that were on the February
56 meeting agenda and not voted on due to lack of quorum.

57 The proposal was unanimously approved by voice vote.

58
59 The Graduate Studies Committee's Policy and Procedure update was presented. The Policy and
60 Procedure update was unanimously approved by voice vote.

61
62 See Attachment I.

63
64 Prof. DeSimone noted that the Committee is still seeking a student representative.

65
66 The next committee meeting will be the first week in April at 11:00a.m. in CA B338.

67

68

69 **2. Governance Committee-**

70 Prof. Duane Tananbaum presented the report.

71 Prof. Tananbaum attended the meeting of the CUNY Faculty Governance Leaders on Friday,
72 February 28th. The topic of closing colleges due to inclement weather was raised with Interim
73 Chancellor Kelly. Interim Chancellor Kelly responded that this issue is becoming more centralized
74 and tracks closely with the NYC public schools. Moving forward, one should assume that if NYC
75 public schools are open, CUNY campuses are open as well. However, individual presidents may
76 make a “case” to close their particular campus.

77 At the request of the Governance Committee, Prof. Tananbaum sent a letter to Interim Chancellor
78 Kelly regarding the elimination of a required minor at Lehman based on the University’s
79 interpretation of the Pathways resolution. The letter stated that because a minor is neither a subject
80 nor a specific course, the removal of the minor was a misinterpretation and misapplication of the
81 Pathways resolution. Prof. Tananbaum requested and received a written response to his letter.

82 See Attachment II.

83
84 Prof. Tananbaum presented the proposal to establish a Center for Theoretical and Computational
85 Sciences. The proposal was unanimously approved by voice vote.

86 See Attachment III.

87 Prof. Tananbaum introduced the issue of how items are processed through the Curriculum
88 Committee, the Senate and thereafter by CUNY Central. He stated that Prof. Jacobson will explain
89 the process during her report.

90 The next committee meeting will be Monday, March 17th at 3:30p.m. in CA 201.

91 **3. Committee on Admissions, Evaluations and Academic Standards—**

92 There was no committee report.

93
94 Prof. Anne Rice presented one informational item: the Committee is reviewing graduation and
95 admissions requirements; she asked the Senate to offer feedback.

96
97 The next committee meeting will be Wednesday, April 2nd, at 2:30p.m. in Women's Studies,
98 CA 221.

99
100 **4. Undergraduate Curriculum--**

101 Prof. Barbara Jacobson presented proposals from the following departments:

- 102
103 Earth, Environmental, and Geospatial Sciences (See Attachment IV);
104 Economics and Business (See Attachment V);
105 English (See Attachment VI);
106 Journalism, Communication and Theatre (See Attachment VII);
107 Health Sciences (See Attachment VIII);
108 History (See Attachment IX);
109 Psychology (See Attachment X);
110 Music (See Attachment XI);
111 Middle and High School Education (See Attachment XII);
112 Chemistry (See Attachment XIII);
113 Sociology (See Attachment XIV).

114 The proposals were unanimously approved by voice vote.

115 Prof. Jacobson explained the procedures for curriculum change review and approval.

116

117 See Attachment XV.

118

119 The next Committee meeting is March 12th at 1:00 p.m. in CA 263.

120

121 **5. Academic Freedom--**

122 Prof. Robert Valentine presented the report.

123 The Committee has been working with John Dono from the Information Technology Division on
124 the Academic Freedom Faculty Survey. There are some glitches that still exist, but the Committee
125 is hoping to go live with the survey later this month. The goal is to get at least 90% faculty
126 participation.

127

128 The next Committee meeting is Wednesday, March 26th at 3:30p.m. in CA 201.

129

130 **6. Library, Technology, and Telecommunication—**

131 Prof. Stefanie Havelka presented the report. See Attachment XVI.

132

133 **7. Campus Life and Facilities —**

134 There was no committee report.

135

136 The next Committee meeting is Wednesday, April 2nd (a notice will go out with confirmed time
137 and location).

138

139 **8. Budget and Long Range Planning —**

140 Prof. Haiping Cheng presented the report including the information provided by VP Vincent Clark
141 to the Committee on February 10, 2014.

142

143 See Attachment XVII.

144

145 **9. University Faculty Senate Report—**

146 Prof. Philipp presented the report (See Attachment XVIII).

147

148

149 Old Business----None.

50

151 New Business----None.

152

153

154 **ADJOURNMENT**

155

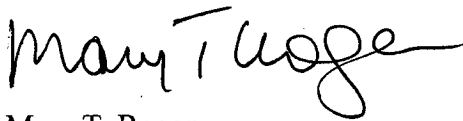
156 President Fernández adjourned the meeting at 4:59 p.m.

157

158 Respectfully submitted:

159

160

A handwritten signature in black ink, appearing to read "Mary T. Rogan". The signature is written in a cursive style with a long horizontal flourish extending to the right.

161 Mary T. Rogan

162

163

164

Lehman College Center for Theoretical and Computational Sciences

RESOLVED, that the Center for Theoretical and Computational Sciences be established at Lehman College in accordance with the Policy Guidelines on Research Centers and Institutes set forth by the Board of Trustees.

EXPLANATION: The Center for Theoretical and Computational Sciences will serve to facilitate highest-level research and the education of future experts in the field of theoretical natural and computational sciences at Lehman College. The center will expand and disseminate knowledge in the area of theoretical and computational sciences by engaging undergraduate and graduate students in faculty/student collaborative research.

Proposal

Lehman College

Center for

Theoretical and Computational Sciences

Content:

1. Mission Statement	3
2. Goals	3
3. Center Functions (activities in support of goals)	4
4. Personnel and Administrative Structure	5
5. Membership	6
6. Required Resources	7
7. Funding Plan	8
8. Timeline	10

1. Mission statement:

The Center for Theoretical and Computational Sciences will serve to facilitate highest-level research and the education of future experts in the field of theoretical natural and computational sciences at Lehman College. The center will expand and disseminate knowledge in the area of theoretical and computational sciences by engaging undergraduate and graduate students in faculty/student collaborative research.

2. Goals:

The center will develop a pipeline to bring together and mentor high-potential and talented students towards high-impact careers in the theoretical and computational sciences. This pipeline will begin in high school and lead all the way to advanced degrees. The center will provide financial support, including student scholarships, for the education of students accepted to the center. It will develop new educational opportunities for center students and provide individual mentoring for students in the framework of research projects leading to student/faculty collaborative publications and presentations at professional meetings.

The center will enhance the reputation of Lehman College as a Center of Excellence in the theoretical and computational sciences. The center will facilitate and support research by center members at all levels, ranging from high school students to senior faculty.

The center will encourage interdisciplinary interactions between the many diverse departments on campus involved, directly or indirectly, in the theoretical and computational sciences. These interactions will benefit everyone from students to senior faculty.

The center will support outstanding visiting national and international faculty who will contribute to the center's mission and reputation.

The center will provide a venue for CUNY faculty and students to learn about progress in the theoretical and computational sciences through lectures and focused workshops and encourage new collaborations to grow from these events.

The center will attract external funding in support of center activities.

Rationale:

Lehman College is uniquely situated to advance STEM education in the Bronx and has faculty conducting high-level research in the theoretical and computational sciences. A highly visible externally-funded center will meet the Lehman College strategic goals of supporting excellence in research and scholarship, strengthening and expanding STEM education, achieving greater external recognition and success for our academic programs, and recruiting well-prepared and motivated students. A successful center will also help recruit new high-profile faculty members to Lehman College.

3. Center Functions (activities in support of goals):

The center will provide educational opportunities to students. For example, the center may offer research honors courses, taught by center faculty with the active involvement of graduate students. These are envisioned as one- or two-semester seminar-style courses with rigorous prerequisites, on topics that could vary from year to year. They would be open only to selected students, and designed to provide these students with advanced training that will enable them to engage in research. Some of these courses could be taught at the Macaulay building in Manhattan to attract students from other CUNY campuses.

The center will provide mentored research opportunities to undergraduate students, building on the topics covered in the honors courses to provide a much-needed pipeline from education to research.

The center will provide a student communal/lab room to foster community, collaborations, and collective learning experiences among members of the center.

The center will engage with local high schools and the Lehman community to identify and recruit suitable students, with a particular emphasis on first-generation students from underrepresented groups. The center should participate in admission process to the Macaulay Honors College as a potential pool for students and we expect that the center will serve to draw Macaulay students interested in the sciences to Lehman College. Also, the center should partner with the Bronx Institute to attract the best students from the Bronx.

The center will attract and retain high-quality students by offering prestigious scholarships, to some degree modeled after the Meyerhoff Scholarship Program.

The center will provide funding and resources to enhance and support research in the theoretical and computational sciences at Lehman College. This may include reassigned time for center faculty, stipends and travel support for undergraduate students, graduate students and postdocs affiliated with the center, and funding for external visitors, both short- and long-term.

The center will host visitors and will sponsor lectures and symposia. Some of these will serve to educate center faculty and students on topics of current research interest, while others will be targeted at a broad audience and will serve to enhance the public visibility of the center.

The center will facilitate collaborative research and educational grant proposals submitted by the center's members. It will also develop new sources of funding, in particular private and corporate donations targeted at student scholarships.

Rationale:

The educational opportunities offered by the center are not intended to compete with any existing program or course at Lehman College. On the contrary, they will provide a new setting for high-level education and training in STEM fields. The educational and research opportunities, scholarships and travel funds made available to students through the center will do much to attract high-quality students and enhance retention and graduation rates.

The establishment of a highly selective and prestigious center will attract students who would otherwise not choose Lehman College. The high visibility of concentrated efforts within the center, as an outstanding beacon of research excellence in the Bronx, will contribute positively to the national and international reputation of our college.

The scholarly potential of high-level research faculty at Lehman College will be augmented by the funding and resources provided by the center. This will lead to positive feedback in attracting external research grants.

The center will attract visitors and postdoctoral students who will contribute to the research agenda as well as the mentoring of undergraduate and graduate students.

Synergy effects and collaborative efforts that will result from the establishment of the center will open up new sources for external funding that are not available to individual researchers. It will attract public and private funding to support students at all levels as well as lectures, symposia, and guest professor programs.

The center will be housed at Lehman College because of its high density of highly recognized and awarded scientists focusing on theoretical and computational sciences.

4. Personnel and Administrative Structure

The center's personnel will consist of faculty members, student members, an executive committee, and a director. An external advisory board will be established within three years after the official opening of the center.

The center will be led by a Director and an Executive Committee. The Director will provide administrative leadership for the Center, supported by an Executive Committee which shall provide academic and scientific oversight. The Dean of NSS will serve as the inaugural Director of the Center. After the center has been in operation for no more than one year this role will pass to a faculty member. The Director will be a tenured faculty member of Lehman College and will serve a term of three years. The Director of the Center will be appointed by the President of Lehman College upon recommendation from the Executive Committee. The Executive Committee will consist of five people: The Director and four center members. No more than two of the latter shall be chosen from one department. Members of the Executive Committee must be full-time, tenured or tenure-track faculty at Lehman College who meet the criteria for membership in the Center. A student will be selected to serve as a non-voting representative to the executive committee. The initial term lengths of the inaugural executive committee faculty members will be one year. Following that year, two members will be elected for two-year terms and the two others will be elected for three-year terms. Thereafter, all faculty members will serve in the executive committee for three-year terms. Members of the executive committee including the director can be reelected for up to two consecutive terms. Future members of the executive committee will be elected by the center's faculty members. For no period of more than three consecutive terms shall the directorship be held by a person, or persons, from the same department. Designation of a Deputy Director may be necessary as the Center expands in the number of participants and in the extent

(breadth) of research activity conducted by the Center. Future center directors will report to the Dean of NSS and the Vice Provost and Dean of Research. At the end of each academic year the Director will prepare an annual report which will be reviewed by the Executive Committee then submitted to the Dean of NSS and the Vice Provost and Dean of Research with copies to the Provost and Senior Vice President for Academic Affairs and the President.

Faculty members of the inaugural executive committee will be Prof. Eugene Chudnovsky and Prof. Daniel Kabat from the Physics Department and Prof. Linda Keen and Assoc. Prof. Jason Behrstock from the Department of Mathematics and Computer Sciences.

Rationale:

The abovementioned faculty members are highly successful, internationally recognized researchers and instructors in their field. They have a history of substantial grant acquisitions and show great promise to attract substantial funding in the future. These faculty members have proven to collaborate successfully and harmoniously in the framework of this proposal.

Sections 4 and 5 of this document will serve as the center's bylaws, which may be amended by a two-thirds vote of the Center's Executive Committee.

5. Membership

Faculty membership

Lehman faculty with focus on theoretical and/or computational sciences from all disciplines will be considered for faculty membership in the center. Faculty membership in the center will be decided by the executive committee, based on the following criteria:

- Qualification and readiness to support and mentor highest-level student research in theoretical and/or computational sciences.
- Record and/or potential to attract substantial external funding.
- Scholarly record that has received high recognition.

Faculty members of the center are eligible for the following benefits:

- Pre-negotiated reassigned time that is dependent on the amount of individual or collaborative external funding.
- Reassigned time that is awarded by the center's executive committee and financed through the center's funds.

Faculty members of the center are held accountable to the following expectations:

- Ongoing record of high-level scholarly activity, student mentoring, and individual or collaborative acquisition of substantial external funding.
- Alignment with the goals of the center and engagement in center activities.

Student membership

Student membership in the center will be decided by the executive committee, based on the following criteria:

- Availability of funding to support students
- Evaluation of the student's potential to successfully pursue an academic career in theoretical or computational sciences based on the following criteria:
 - High school and/or college grades
 - Letters of recommendation from teachers and faculty
 - Student's application materials (including an essay)
 - Interview

Student members of the center will receive

- Individual mentorship by a faculty member
- An annual stipend in addition to existing financial aid

6. Required Resources

Stipends for students: During the first years of operation, the center expects to host approximately ten student members at any given time. Required funding: \$125,000 – \$250,000 annually.

Student research lab/communal area: A center's hub will be a research lab/student lounge that will be located in close proximity to the offices of involved faculty (Gillet Hall or New Science building). It will be equipped with state-of-the-technology computer workstations and appropriate software. The center requires \$10,000 in startup funds for furniture and computer workstations.

Faculty reassigned time: During the first years of operation, the center expects to include approximately ten faculty members at any given time who will be given reassigned time depending on their level of engagement. The center will require funds to hire adjuncts to compensate on average five credits reassigned time per faculty member: \$6,000 per faculty member times 10 faculty members = \$60,000 annually.

Travel funds, visiting scientists and symposia: The center expects to spend approximately \$30,000 annually (from the second year onward)

Administrative support: Administrative support for the center will initially come from the Department of Physics. Potential changes to this arrangement will be discussed later depending on the availability of funding and size of the program.

Funding required for the first year of operation:

Student scholarships:	\$75,000 (six undergraduate students)
Equipment:	\$10,000

Faculty reassigned time: \$30,000 (five faculty members at \$6,000 each)
 Sum: \$115,000

The allocation of the resources will be decided by the center’s executive council in alignment with the center’s mission and vision. The center is committed to spending at least 50% of its funds directly on students in the form of scholarships, stipends and support for research and education.

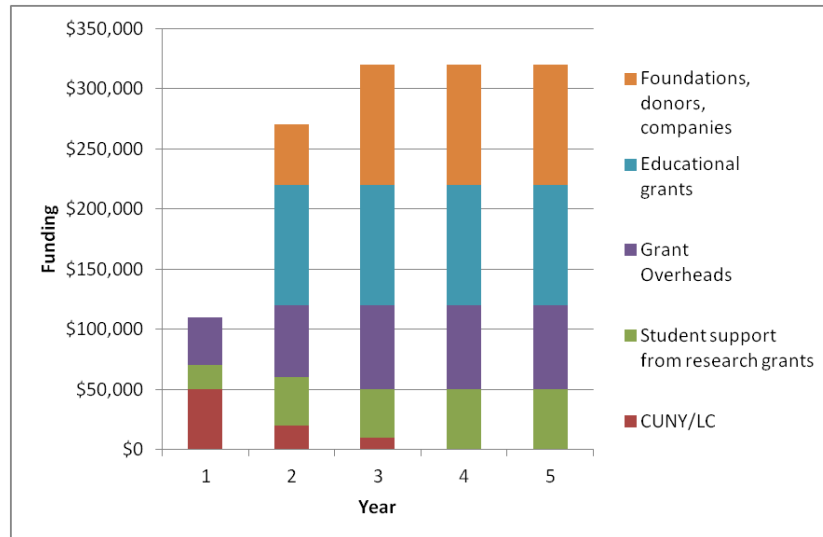
7. Funding Plan

We submitted a NSF-CREST proposal in summer 2013 to secure funding for the operation of the center. As of February 2014, we have not yet received a response. In case that the proposal will not be funded initially, it will be revised based on the recommendations and resubmitted. Beyond the potential prospect of NSF funding for the center, we have devised a financial plan to secure its operation:

The center will receive financial resources for its operation from

- Allocations from CUNY / Lehman College
- Student support from successful collaborative or individual external research grants from faculty members
- Overheads from successful collaborative or individual external research grants from faculty members
- External educational grants
- Foundations, donors, and corporations

A projection of financial support over time can be taken from the following illustration.



Explanation:

The \$50,000 contribution of Lehman College for the first year will be allocated as follows:

- Startup funds for the research equipment (\$10,000) will come from the NSS Dean's office OTPS funds.
- Contribution of faculty reassigned time (approximately \$30,000) will come from the NSS Dean's Office.
- \$10,000 for student scholarships will be allocated by the Provost's office.

Lehman College's contribution to the budget will decrease in years two and three and be eliminated entirely from year four onward as more funds will become available from the other sources.

Fifty percent of the overhead that is returned to Lehman College associated with the acquired external funds will be made available to the center in the first year. The rate of overhead returns for subsequent years will be negotiated. Faculty research in theoretical and computational sciences costs the college essentially nothing beyond the amount spent on a non-funded faculty member. It should therefore be straightforward to return 50% of the overhead to the center.

Donations from private donors, corporations, and foundations - in particular for student scholarships - will be solicited by the center's director in collaboration with the Office of Institutional Advancement. These scholarships, and even the center itself, provide naming opportunities which may be used to attract donors. A strategy paper to approach companies to fund the center's student scholarships and other STEM related initiatives at Lehman College (Science Partnership for the Bronx) is in the works.

The faculty members of the center will apply for external educational funding for the initiative. Relevant funding opportunities were already identified by the director of the Office of Grants and Sponsored Programs.

Admission of students and allocation of reassigned time will depend closely on the availability of funding. The center director is responsible for the budget and will ensure as far as possible that students who are admitted to the center will receive the center's support up to the completion of the doctorate. "Rainy day funds" will be accumulated to ensure students' ongoing support for years in which external funding falls short of the expectations.

8. Timeline:

February 2014 onward:

- Determination of founding members of the center (Responsible: NSS Dean in collaboration with senior scientists from Lehman College).
- Discussion of the initiative with the Lehman College administration and collaborative definition of specific framework (Responsible: NSS Dean and founding members).
- Drafting of the center's bylaws (Responsible: NSS Dean and founding members, in consultation and collaboration with the college administration and special counsel).
- Identification and acquisition of suitable candidates for center membership at Lehman College (Responsible: NSS Dean and founding members).
- Determination of the center's executive committee (Responsible: Center Director and members).
- Acquisition of external funding for the initiative in the form of individual research grants and collaborative federal and private sponsoring to ensure funding for the support of students (Responsible: Center Director and members).
- Admission of students to the center based on the availability of externally acquired funding (Responsible: Center Director and members).

July 2014:

- The Center officially opens, with the award of inaugural student scholarships.

December 10, 2013

Chancellor William Kelly:
City University of New York
205 East 42nd Street
New York, NY 10017

Dear Chancellor Kelly:

I am writing to you at the unanimous request of the Lehman College Senate Governance Committee, of which I am the Chair. As you may know, the Lehman College Governance documents empower the Lehman College Senate, comprised of faculty, students, and administrators, to formulate policy, make policy recommendations, and review the implementation of policy concerning Academic Affairs, including the development of curricula and degree requirements, subject to the authority and the Bylaws of the Board of Trustees.

Under that authority, the Lehman College Senate, in 1984, instituted the requirement that students complete a minor or a secondary area of concentration in order to graduate. That requirement remained in effect through the summer of 2013, when, we have been told, the Vice Chancellor for Academic Affairs informed Lehman that its requirement of a minor conflicted with the CUNY Board of Trustees Resolution "Creating an Efficient Transfer System," commonly referred to as Pathways. According to the Vice Chancellor, Lehman's requirement of a minor violated the provision of Pathways which required that "any course or disciplinary area that is required of all students and is not specifically required for a student's major must fall within the Common Core or College-Option courses."

Subsequently, the Lehman College Vice President for Enrollment Management and Associate Provost informed the Lehman College community on September 23, 2013, that "effective Fall 2013, as a result of the CUNY Board of Trustees' Resolution on 'Creating an Effective Transfer System,' Lehman College will **no longer require minors for graduation**" (emphasis in the original).

The Lehman College Senate Governance Committee believes that the removal of the minor requirement is a misinterpretation and misapplication of the Pathways resolution. Because Lehman students choose their minors from among many different subjects and areas of study, including many multi-disciplinary minors, the minor is neither a specific course nor disciplinary area required of all students, and therefore does not violate the policies set forth in the Pathways resolution.

Therefore, we ask that the Lehman College Senate be allowed to determine for itself whether a minor or secondary area of concentration should be required for Lehman students to graduate.

Sincerely,

Duane Tananbaum
Chair, Lehman College Senate Governance Committee

Cc: Lehman College President Ricardo Fernández
Lehman College Provost Anny Morrobel-Sosa
CUNY Executive Vice Chancellor Alexandra Logue
UFS Chair Terrence Martel
UFS Executive Director William Phipps

March 3, 2014

Duane Tananbaum
Lehman College
250 Bedford Park West
Carmen Hall, Room 202
Bronx, NY 10468

Dear Professor Tananbaum,

I am writing in response to the letter submitted to Interim Chancellor Kelly on December 10, 2013, in which the Lehman College Senate Governance Committee requested that the minor be reinstated as a requirement for graduation. Thank you for bringing this letter to our attention once again. I apologize sincerely for not responding sooner.

You note that CUNY's Central Office of Academic Affairs previously requested that the minor requirement be removed on the grounds that it violates the CUNY Board of Trustees Resolution "Creating an Efficient Transfer System." The Resolution states that "any course or disciplinary area that is required of all students and is not specifically required for a student's major must fall within the Common Core or College-Option courses." In your view, "Because Lehman students choose their minors from among many different subjects and areas of study, including many multi-disciplinary minors, the minor is neither a specific course nor disciplinary area required of all students, and therefore does not violate the policies set forth in the Pathways resolution."

Based on this interpretation, a college could add any number of graduation requirements, as long as these requirements did not prescribe a *specific* course or a *specific* discipline. In practice, the minor requirement that you highlight results in at least 12 additional required credits for graduation, which is not consistent with the Resolution's intent.

In the past, many CUNY students have had few elective credits, which could hinder the academic progress of those who changed their major or transferred. Thus, the Resolution established a 42-credit general education—roughly one-third of the 120 credits typically required for a baccalaureate degree. The intent: to provide room for students to complete comprehensive introductory general education coursework, while simultaneously permitting them to fulfill their major requirements and to benefit from some freedom to explore their academic interests beyond their majors.

We fully expect that some students may choose to utilize those elective credits in pursuit of minors or double majors. We certainly anticipate that faculty and staff advisors will encourage them to consider those options. Lehman College might also consider incorporating the minor requirement as part of the College Option.

I hope that this response addresses your concerns. Thank you again for your committed efforts on behalf of CUNY students.

Sincerely,

A handwritten signature in cursive script that reads "Julia".

Julia Wrigley

Interim Executive Vice Chancellor and University Provost

C: Chancellor William Kelly

Senate Meeting – February 5, 2014
Graduate Studies *Anticipated* Report (as of 12/20/2013)

On behalf of the Grad Studies Committee, I'd like to put forth items from the following departments or offices:

Music

- New courses: MST 731, MSH 780 and MST 780

Graduate Studies

- Policy/Procedure Updates:
 - Dual Graduate Program Matriculation
 - Registration in Undergraduate Courses (for graduate students)
 - Registration for Graduate Courses

Does anyone have any questions and/or comments?

All those in favor of approving these proposals, please say I. Anyone opposed. Any abstentions?

Our next meeting will be on March 5, 2014, at 11 a.m. in Carman B33A .

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

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

2. **Course Description:** **MST 731: Music and the Brain.** 3 hours, 3 credits. Music cognition, particularly how musical experience is expressed, mediated, and analyzed. Research on music and the brain, from the perspectives of education, health sciences, and music's therapeutic potential.

3. **Rationale:** MST 731 (Music and the Brain) provides an advanced foundation for an enriched understanding of the role of music, particularly its uses in education and in music therapy. The course is appropriate for students currently enrolled in the Master of Arts in Teaching (MAT) program, as well as those interested in pursuing music therapy.

4. **Learning Objectives:**
 - Demonstrate knowledge of the broad representation of music and the brain in literature and science.
 - Report orally and in writing what current science tells us about music and the brain.
 - Locate, evaluate, and synthesize research material and scholarly writings about music and the brain.
 - Use research and analysis to develop creative arguments about music cognition and its implications for education, human development, and therapy.
 - Communicate research findings effectively in oral presentations using appropriate vocabulary and analytical techniques, following accepted norms of disciplinary styles.
 - Analyze the implications of new understandings of the musical experience on education, child develop, health, and society as a whole.

5. **Date of Departmental Approval:** November 22, 2013

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

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

2. **Course Description:** **MSH 780: Independent Study in Music History.** 3 hours, 3 credits. Independent research and analysis on a topic in music history under the direction of a faculty advisor. PREREQ: Permission of Graduate Advisor

3. **Rationale:** The M.A.T. in Music program has long needed an independent study course for students who need to fulfill a requirement or for students interested in pursuing advanced research in Music History. This course also creates an opportunity for students in the Master of Arts in Liberal Studies (MALS) to pursue a music-related topic.

4. **Learning Objectives:**
 - Analyze and evaluate a variety of music in relation to its historical, cultural, and social circumstances.
 - Locate, evaluate, and synthesize research material and scholarly writings about music.
 - Use research and analysis to develop creative arguments about music.
 - Communicate research or analytical findings effectively in oral presentations and in formal prose, using appropriate vocabulary and analytical techniques, following accepted norms of disciplinary styles.

5. **Date of Departmental Approval:** November 6, 2013

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

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

2. **Course Description:** **MST 780: Independent Study in Music Theory.** 3 hours, 3 credits. Independent research and analysis on a topic in music theory under the direction of a faculty advisor. PREREQ: Permission of Graduate Advisor

3. **Rationale:** The M.A.T. in Music program has long needed an independent study course for students who need to fulfill a requirement or for students interested in pursuing advanced research in Music Theory. This course also creates an opportunity for students in the Master of Arts in Liberal Studies (MALS) to pursue a music-related topic.

4. **Learning Objectives:**
 - Create rational analyses of common practice tonal music using standard systems of diatonic and chromatic harmonic analysis.
 - Locate, evaluate, and synthesize research material and scholarly writings about music
 - Use research and analysis to develop creative arguments about music
 - Communicate research or analytical findings effectively in oral presentations and in formal prose, using appropriate vocabulary and analytical techniques, following accepted norms of disciplinary styles

5. **Date of Departmental Approval:** November 6, 2013

**LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
OFFICE OF GRADUATE STUDIES**

GRADUATE PROGRAMS & POLICIES CHANGE

1. **Type of Change: Update Policy and Procedure**

2. **From:**

DUAL GRADUATE PROGRAM MATRICULATION

Graduate students cannot be simultaneously matriculated in: Master of Arts, Master of Science, Master of Science in Education, Master of Social Work, Master of Public Health, Master of Arts in Teaching, or Master of Fine Arts degree programs. After completion of a first master's degree at Lehman, students must contact the Office of Graduate Admissions if they wish to begin a second master's degree program.

Graduate students may pursue a certificate or extension program while completing a master's degree program if the student adheres to the admissions requirements for that certificate or extension program. If a student is already matriculated in a master's degree and would like to add a certificate program during their course of study, they must fill out a Change in Graduate Curriculum form, located in the Office of Graduate Studies.

3. **To:**

DUAL GRADUATE PROGRAM MATRICULATION

Graduate students cannot be simultaneously matriculated in: Master of Arts, Master of Science, Master of Science in Education, Master of Social Work, Master of Public Health, Master of Arts in Teaching, or Master of Fine Arts degree programs. After completion of a first master's degree at Lehman, students must contact the Office of Graduate Admissions if they wish to begin a second master's degree program.

Graduate students may pursue a certificate or extension program while completing a master's degree program if the student adheres to the admissions requirements for that certificate or extension program. If a student is already matriculated in a master's degree and would like to add a certificate program during their course of study, they must fill out a Change in Graduate Curriculum form, located in the Office of Graduate Studies.

Graduate students matriculated in both a master's degree and an advanced certificate simultaneously may have course curriculum that overlaps. In this instance, courses may be used to satisfy both programs.

4. **Rationale:**

The dual matriculation policy has recently been accepted and there is a need for clarification on how to allocate credits when students are enrolled in two programs with overlapping curriculum. This policy applies to situations where a student has been approved to dually matriculate into a corresponding master's and advanced certificate and does not apply to advanced certificates that require completion of a master's degree first.

5. **Date of Graduate Studies Committee approval: December 11, 2013**

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
OFFICE OF GRADUATE STUDIES**

GRADUATE PROGRAMS & POLICIES CHANGE

1. **Type of Change: Update Policy and Procedure**

2. **From:**

REGISTRATION IN UNDERGRADUATE COURSES

Graduate students who are advised by their Program Adviser to register for undergraduate courses must [also] get permission from the [Office of Graduate Studies]. Upon receiving the required approval, they may register for such courses at the time of graduate registration. [Graduate students may not register on the Web for undergraduate courses.]

Credits earned in undergraduate courses [that] are not part of the graduate degree requirements do not count toward the graduate degree[, and g]raduate students pay undergraduate nondegree tuition. A graduate student may not register in a given semester solely for undergraduate courses unless he/she obtains permission from both the Graduate Program Adviser and the Office of Graduate Studies.

3. **To:**

REGISTRATION IN UNDERGRADUATE COURSES

Graduate students who are advised by their Program Adviser to register for undergraduate courses must get permission from the department offering the undergraduate course. Upon receiving the required approval, they may register for such courses at the time of graduate registration.

Credits earned in undergraduate courses are not part of the graduate degree requirements and do not count toward the graduate degree. Graduate students pay undergraduate nondegree tuition. A graduate student may not register in a given semester solely for undergraduate courses unless he/she obtains permission from both the Graduate Program Adviser and the Office of Graduate Studies.

4. **Rationale:**

CUNY first changed the policy for obtaining permission to take undergraduate courses as a graduate student. Students no longer come to the Office of Graduate Studies, rather, the academic department offering the course. The academic department checks to see if the graduate student adheres to course

prerequisites, then gives electronic permission to take the course as a graduate student.

5. **Date of Graduate Studies Committee approval: December 11, 2013**

**LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
OFFICE OF GRADUATE STUDIES**

GRADUATE PROGRAMS & POLICIES CHANGE

1. **Type of Change:** Update Policy and Procedure

2. **From:**

REGISTRATION FOR GRADUATE COURSES

[E]lectronic course permission [of] the Graduate Program Adviser [is required] to register for any graduate course. Consult the department for registration advising hours.

3. **To:**

REGISTRATION FOR GRADUATE COURSES

Most graduate programs require electronic course permission from the Graduate Program Adviser to register for any graduate course. Consult the department for registration advising hours and registration procedures.

4. **Rationale:**

Some departments are working with CUNYfirst and the Office of the Registrar to program the system with prerequisite courses and co-requisite courses. This will facilitate easier registration for the graduate students by not requiring course permission for every course taken at the graduate level. Some program curriculum has more flexibility with scheduling and does not require academic advisement for every single course. For the departments to be allowed to request a waiver of academic permission, the policy needs to be updated.

5. **Date of Graduate Studies Committee approval:** December 11, 2013

UCC Report, March 05, 2013

The UCC report two consists of two parts. First, is the usual discussion and vote on the proposals. Second, I will briefly discuss the procedures that Departments are to follow in submitting and revising proposals. I'll also summarize what happens to these proposals after they are approved by the Senate.

First, Discussion of Proposals. We have proposals from 13 Departments

- Department of Chemistry
- Department of Earth, Environmental, and Geospatial Sciences
- Department of Economics and Business
- Department of English
- Department of Health Sciences
- Department of History
- Department of Mathematics and Computer Science
- Department of Middle and High School Education
- Department of Music
- Department of Psychology
- Department of Sociology

One proposal is a new interdisciplinary minor in Professional Communications, Prof. Jane Cleland is here to answer any question if you have them.

I'd also like to point out that Department of Sociology removed some Soc proposals from the Web site this morning. In case you're working with a hard copy which was printed before this morning, I've listed the pages that we removed, In all we're pulling ten of them. The ones we are voting on are the ones on the web site, they consist of new courses and changes in course titles and descriptions.

Discussion on proposals and move to vote for approval

UCC Report, March 05, 2013

PROCEDURES FOR THE PROCESS OF APPROVING CURRICULUM PROPOSALS.

WE HAVE A WEBSITE THAT DETAILS THESE PROCEDURES. TO FIND THE WEBSITE, GO THE SENATE PAGE, AT THE BOTTOM OF THE BUTTONS, RIGHT BELOW SENATE REPORTS, YOU'LL FIND A LINK FOR CURRICULAR FORMS AND PROCESS.

http://www.lehman.edu/college-senate/documents/PROCEDURESFORTHEPROCESSOFAPPROVINGCURRICULUMPROPOSALS_updated.pdf

Sophia Diamantis-Fry: Administrative Executive Coordinator of Academic Programs.

I'M ONLY GOING TO BRIEFLY GO THROUGH THE LIST AND THEN ANSWER ANY QUESTIONS IF YOU HAVE THEM. See attached.

There are also another set of questions that I'm often asked, when do proposals have to be submitted if we want to teach them next fall, or next spring. Vice Provost Rob Whittaker has been working on a time line and that should also be up on the Senate web site shortly. For example, it tells you what happens if you submitted your proposals in Feb, your proposals were approved today and they go into the CUR (Chancellor's University Report this Friday. THE BOT action will be in April. That means that courses will be ready for this fall registration. The courses that the UCC will discuss next Wed and bring to the Senate in April will have BOT action in June and still ready for fall registration. Course submitted in April and May won't see BOT action until September and they won't be able to be taught until spring 2015.

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

1. **Type of Change:**

Change in Prerequisites

2. **From:**

CHE 166: General Chemistry I.

3 hours, 3 credits. Fundamental laws and theories of chemistry. PREREQ: MAT 172 or MAT 175 or more advanced calculus course. COREQ: CHE 167.

NOTE 1: [Either] CHE 166 [or CHE 104 and 106 are] required of students planning to take more than one year of chemistry (except students majoring in nutrition) and of pre-engineering students.

NOTE 2: [CHE 104 and 106 or] CHE 166 is recommended to premedical, preveterinary, and pre dental students.

3. **To:**

CHE 166: General Chemistry I.

3 hours, 3 credits. Fundamental laws and theories of chemistry. PREREQ: MAT 172 or MAT 175 or more advanced calculus course. COREQ: CHE 167.

NOTE 1: CHE 166 is required of students planning to take more than one year of chemistry (except students majoring in nutrition) and of pre-engineering students.

NOTE 2: CHE 166 is recommended to premedical, preveterinary, and pre dental students.

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

We are requesting the removal of CHE 104 and 106 from the CHE course list. Therefore it would make sense to remove references to it in other course descriptions.

5. **Date of departmental approval:**

11/ 7/ 2013

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

1. Type of Change:

Change in Prerequisites

2. From:

CHE 168: General Chemistry II.

3 hours, 3 credits. Continuation of CHE 166 or 106: the presentation of the fundamental laws and theories of chemistry in considerable depth. PREREQ: CHE 166 [or 104 and 106] (or equivalent, as approved by the Chair). COREQ: CHE 169. (See information for corequisite courses.)

3. To:

CHE 168: General Chemistry II.

3 hours, 3 credits. Continuation of CHE 166 or 106: the presentation of the fundamental laws and theories of chemistry in considerable depth. PREREQ: CHE 166 (or equivalent, as approved by the Chair). COREQ: CHE 169. (See information for corequisite courses.)

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

We are requesting the removal of CHE 104 and 106 from the CHE course list. Therefore it would make sense to remove references to it in other course descriptions.

5. Date of departmental approval:

11/ 7/ 2013

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

1. **Type of Change:**

Change in Prerequisites

2. **From:**

CHE 342: Physical Chemistry Lecture I.

3 hours, 3 credits. Fall term only. An in-depth study of thermodynamics, states of matter, statistical thermodynamics, kinetics, and an introduction to quantum mechanics. The relation between experiment and theory will be emphasized. PREREQ: CHE 168-169, [either] PHY [167 or] 169, and MAT 176. [PRE- or COREQ: MAT 226]. *Note: This course meets the requirements of the A.C.S.-certified B.S. in chemistry.*

3. **To:**

CHE 342: Physical Chemistry Lecture I.

3 hours, 3 credits. Fall term only. An in-depth study of thermodynamics, states of matter, statistical thermodynamics, kinetics, and an introduction to quantum mechanics. The relation between experiment and theory will be emphasized. PREREQ: CHE 168-169, PHY 169, and MAT 176. *Note: This course meets the requirements of the A.C.S.-certified B.S. in chemistry.*

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

MAT 226 is not necessary for a student majoring in chemistry. The American Chemical Society requires only two semesters of Calculus. We are now requiring PHY 168 and 169. It is important that a student have a background in Physics with the Calculus in order to properly prepare for Physical Chemistry.

5. **Date of departmental approval:**

11/ 7/ 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

1. **Type of Change:**

Change in Prerequisites

2. **From:**

CHE 344: Physical Chemistry Lecture II.

3 hours, 3 credits. Spring term only. Continuation of CHE 342. PREREQ: CHE 342 [and MAT 226].

3. **To:**

CHE 344: Physical Chemistry Lecture II.

3 hours, 3 credits. Spring term only. Continuation of CHE 342. PREREQ: CHE 342

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

MAT 226 is not necessary for a student majoring in chemistry. The American Chemical Society requires only two semesters of Calculus.

5. **Date of departmental approval:**

11/ 7/ 2013

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

Department of Chemistry

Curriculum Change

Hegis # 1905.00
Program Code 174

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

2. **From: 81-Credit Major in Chemistry, B.S., with a Specialization in Biochemistry**

This major prepares students for (1) graduate study in biochemistry, molecular biology, [immunochemistry, pharmacology,] or clinical chemistry; (2) professional training in medicine, dentistry, and other health-related sciences; and (3) careers in biochemistry or biomedicine in hospitals, medical schools, or the chemical industry. The B.S. program in Biochemistry is accredited by the Committee on Professional Training of the American Chemical Society (A.C.S.). The distribution of required courses and credits is as follows:

Credits (81)

In chemistry: CHE 166-167, 168-47 169, 232-233, 234-235, 249, [332, 334, 335], 442, 443, 444, and 446-447.

In biological sciences: BIO 166, 167, 16 [238], and 420.

In mathematics and physics: MAT 18 175, 176, and [either] PHY [166-167 or] 168-169.

3. To: 80.5-Credit Major in Chemistry, B.S., with a Specialization in Biochemistry

This major prepares students for (1) graduate study in chemistry, biochemistry, molecular biology, or clinical chemistry; (2) professional training in medicine, dentistry, and other health-related sciences; and (3) careers in chemistry, biochemistry or biomedicine in hospitals, medical schools, or the chemical industry. The B.S. degree in Chemistry with a specialization in Biochemistry is accredited by the Committee on Professional Training of the American Chemical Society (A.C.S.). The distribution of required courses and credits is as follows:

Credits (80.5)

50.5 In chemistry: CHE 166-167, 168-169, 232-233, 234-235, 2420-2430, 249, 342, 344-345, 442, 443, 444, 446 and 447.

12 In biological sciences: BIO 166, 167 and 420.

18 In mathematics and physics: MAT 175, 176, and PHY 168 -169.

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

The American Chemical Society has changed its requirements for certification. It now requires students to take two semesters for each of the 4 out of 5 areas above the level of General Chemistry. These areas are Analytical Chemistry, Biochemistry, Inorganic Chemistry, Organic Chemistry, and Physical Chemistry. In addition, at least 400 hours of chemistry laboratory, above the level of General Chemistry, must be completed by each student. The American Chemical Society strongly recommends that chemistry majors take two semesters of Physics with the calculus which this new curriculum would require. This change would enable students to better understand Physical Chemistry when they take it. We are removing the requirement for BIO 238 to make room for the new courses that A.C.S. requires. We have also reduced the Physical Chemistry Laboratory requirement to 1 semester from 2. It is the opinion of the Chemistry Department that 1 semester of Physical Chemistry Laboratory is adequate. In addition many chemistry departments across the U.S. have only 1 semester of Physical Chemistry Laboratory.

5. Date of departmental approval:

11/ 7/ 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

1. Type of change:

Create a new course offering.

2. Course Description:

CHE 2430: Introduction to Inorganic Chemistry Laboratory. *3 hours, 1.5 credits.*
Experiments involving synthesis and characterization of fundamental inorganic compounds.

3. Rationale:

This course is necessary to accompany CHE 242 lecture, and is part of the courses being created to comply with the American Chemical Society's requirement for a two semester sequence for Inorganic Chemistry.

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

- Prepare simple inorganic compounds that have various applications.
- Determine if a reaction has gone to completion.
- Know how to write a chemical equation that represents a chemical reaction for the preparation of a compound;
- Know how to represent the structure of a prepared compound.
- Know how to put together a scientific report that includes the interpretation of the experimental data.

5. Date of Departmental Approval:

11/ 7/ 2013

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

1. Type of change:

Create a new course offering.

2. **Course Description:** CHE 2420: Introduction to Inorganic Chemistry. 3 hours, 3 credits. Chemical principles and explanations for the existence and behavior of essential, and atypical elements and compounds.

3. Rationale:

This course is being offered to expand the backgrounds of students in the fundamental area of Inorganic Chemistry and to comply with the new requirements of the American Chemical Society that Inorganic Chemistry be studied for two semesters.

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

- Carefully state and be able to apply the major basic concepts of inorganic chemistry.
- Understand the periodicity of chemical and physical properties.
- Understand how the nature of chemical bonding influences the molecular structure.
- Understand the principles of the reduction-oxidation processes and to recognize and differentiate these from other chemical processes.
- Understand how to differentiate between the main types of chemical reactions.
- Understand the structure of inorganic solids.
- Differentiate between normal inorganic compounds and coordinative complexes.
- Write chemical equations in a precise, effective, and understandable way.

5. Date of Departmental Approval:

11/ 7/ 2013

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

Department of Chemistry

CURRICULUM CHANGE

1. Type of Change:

Withdrawal of course from the departmental offerings.

2. Description:

CHE 104: Introductory Chemistry I.

3 hours, 1.5 credits. (CHE 104 and 106 together are equivalent to CHE 166. Either CHE 104 and 106 or CHE 166 is required of students taking more than one year of chemistry—except students majoring in nutrition—and of pre-engineering students. Either 104 and 106 or 166 is recommended to premedical, preveterinary, and pre dental students.) A course presenting the fundamental laws and theories of chemistry. Considerable emphasis will be placed on the application of the mathematical and reasoning skills necessary to solve chemical problems. PREREQ: Completion of the College's Requirement in Mathematics. *NOTE: CHE 104 is not credited without CHE 106. A student may receive credit for only one of the following: [CHE 104 and 106](#), 114, 136, and 166.*

3. Rationale (Explain why this course/program is no longer needed in the Department):

This course has not been offered for more than 10 years. It was part of a sequence for a slow track for General Chemistry that is not going to be used again.

4. Date of departmental approval:

11/ 7/ 2013

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

Department of Chemistry

CURRICULUM CHANGE

1. Type of Change:

Withdrawal of course from the departmental offerings.

2. Description:

CHE 105: Introductory Chemistry Laboratory I.

4 hours (3, lab; 1, problem lab), 1 credit. Introduction to the methods of scientific investigation, including basic physical and chemical laboratory techniques. Applications will include the synthesis and analysis of simple chemical systems. COREQ: CHE 104.

3. Rationale (Explain why this course/program is no longer needed in the Department):

This course has not been offered for more than 10 years. It was part of a sequence for a slow track for General Chemistry that is not going to be used again.

4. Date of departmental approval:

11/ 7/ 2013

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

Department of Chemistry

CURRICULUM CHANGE

1. Type of Change:

Withdrawal of course from the departmental offerings.

2. Description:

CHE 106: Introductory Chemistry II.

3 hours, 1.5 credits. Continuation of CHE 104: a course presenting the fundamental laws and theories of chemistry. Considerable emphasis will be placed on the application of the mathematical and reasoning skills necessary to solve chemical problems.

PREREQ: CHE 104. COREQ: CHE 107.

3. Rationale (Explain why this course/program is no longer needed in the Department):

This course has not been offered for more than 10 years. It was part of a sequence for a slow track for General Chemistry that is not going to be used again.

4. Date of departmental approval:

11/ 7/ 2013

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

Department of Chemistry

CURRICULUM CHANGE

1. Type of Change:

Withdrawal of course from the departmental offerings.

2. Description:

CHE 107: Introductory Chemistry Laboratory II.

4 hours (3, lab; 1, problem lab), 1 credit. Continuation of CHE 105: introduction to the methods of scientific investigation, including basic physical and chemical laboratory techniques. Applications will include synthesis and analysis of simple chemical systems. PREREQ: CHE 105. COREQ: CHE 106.

3. Rationale (Explain why this course/program is no longer needed in the Department):

This course has not been offered for more than 10 years. It was part of a sequence for a slow track for General Chemistry that is not going to be used again.

4. Date of departmental approval:

11/ 7/ 2013

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

Department of Chemistry

CURRICULUM CHANGE

1. Type of Change:

Withdrawal of course from the departmental offerings.

2. Description:

CHE 327: Structure Determination and Organic Analysis.

8 hours (2, lecture; 6, lab), 5 credits. Qualitative identification of organic compounds and characteristic groups, including the use of instrumentation, the preparation of derivatives, and the consultation of chemical literature. PREREQ: CHE 234-235.

3. Rationale (Explain why this course/program is no longer needed in the Department):

This course has not been offered for approximately 20 years. The last person capable of teaching it retired more than ten years ago. It has not been a part of the college chemistry curriculum at most colleges for the last 40 years.

4. Date of departmental approval:

11/ 7/ 2013

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

DEPARTMENT OF EARTH, ENVIRONMENTAL, AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

1. Type of change: New Course

2. Course Description:

GEP 3770: Field investigation methods in regional physical geography (5 hours, 4 credits)

Principles of field investigation in physical geography using maps, Global Positioning Systems (GPS) and collected samples; making observations and documenting findings; field data analysis, interpretation and integration of physical geographic features with the history of the region, statistical and Geographic Information Systems (GIS) data.

3. Rationale:

This course is designed for students to gain experience in field methods of physical geography, learn how to make hypotheses, find physical evidences and test it. Many physical features on terrain are obscured and hard to interpret. Therefore, daily field work provides students with the ability to recognize characteristic features of the terrain and specific features (rocks, plants, etc.) and place them in the context of regional geological-geographical development. Use of GPS and GIS techniques will help students to link electronic versions of data with real phenomena.

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

Through a series of field excursions students will have the opportunity to learn about observations, information synthesis and collected data interpretation. At the successful completion of this course, students will be able to:

- Better understand the terrain and physio-geographic features;
- Distinguish various physio-geographic features and integrate this knowledge with a regional geologic and geographic history;
- Demonstrate computer literacy through work with GPS and GIS applications;
- Integrate field data collection with various digital data obtained from remote sensing and other sources of measurements.

5. Course Categories:

- Liberal Arts & Sciences or Not? Yes, Liberal Arts & Sciences
- Gen Ed (if so, current or proposed, and which category)? No

6. Date of Departmental Approval: February 3, 2014

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

DEPARTMENT OF EARTH, ENVIRONMENTAL, AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

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

2. **Course Description:**

GEP 3770: Field investigation methods in regional physical geography (5 hours, 4 credits)

Principles of field investigation in physical geography using maps, Global Positioning Systems (GPS) and collected samples; making observations and documenting findings; field data analysis, interpretation and integration of physical geographic features with the history of the region, statistical and Geographic Information Systems (GIS) data.

3. **Rationale:**

This course is designed for students to gain experience in field methods of physical geography, learn how to make hypotheses, find physical evidences and test it. Many physical features on terrain are obscured and hard to interpret. Therefore, daily field work provides students with the ability to recognize characteristic features of the terrain and specific features (rocks, plants, etc.) and place them in the context of regional geological-geographical development. Use of GPS and GIS techniques will help students to link electronic versions of data with real phenomena.

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

Through a series of field excursions students will have the opportunity to learn about observations, information synthesis and collected data interpretation. At the successful completion of this course, students will be able to:

- Better understand the terrain and physio-geographic features;
- Distinguish various physio-geographic features and integrate this knowledge with a regional geologic and geographic history;
- Demonstrate computer literacy through work with GPS and GIS applications;
- Integrate field data collection with various digital data obtained from remote sensing and other sources of measurements.

5. **Course Categories:**

- **Liberal Arts & Sciences or Not?** Yes, Liberal Arts & Sciences
- **Gen Ed (if so, current or proposed, and which category)?** No

6. **Date of Departmental Approval:** February 3, 2014

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

Department of Economics and Business

CURRICULUM CHANGE

1. Type of Change: New Degree Program – 56-57credits Major in Economics and Mathematics

2. Course Description:

Foundation Courses (22 credits)

ECO 166: Introduction to Macroeconomics (3 credits)

ECO 167: Introduction to Microeconomics (3 credits)

ECO 302: Economic Statistics (3 credits)

ECO 402: Econometrics (3 credits)

MAT 175: Calculus I (5 credits)

MAT 176: Calculus II (5 credits)

Requirements (25 credits)

ECO 300: Intermediate Macroeconomics (3 credits)

ECO 301: Intermediate Microeconomics (3 credits)

ECO 401: Introduction to Mathematical Economics (3 credits)

MAT 226: Vector Calculus (4 credits)

MAT 301: Applied Statistics and Computer Analysis (4 credits)

MAT 313: Elements of Linear Algebra (4 credits)

MAT 330: Probability (4 credits)

Electives (9-10 credits)

One Mathematics course to be chosen from the list below:

MAT 347: Game Theory and Linear Programming (3 credits)

MAT 349: Operations Research (4 credits)

MAT 424 Partial Differential Equations (4 credits)

Two Economic courses to be chosen from the list below:

ECO 305: Consumer Economics (3 credits)

ECO 306: Money &Banking (3 credits)

ECO 311: Public Economics (3 credits)

ECO 322: Economic Development (3 credits)
ECO 324: International Economics (3 credits)
ECO 326: Labor Economics (3 credits)
ECO 331: Industrial Organization (3 credits)
ECO 338: Law and Economics (3 credits)
ECO 431: Managerial Economics (3 credits)

- 3. Rationale:** The dual major in economics and mathematics will be offered jointly by the Department of Economics and Business and the Department of Mathematics and Computer Science. In providing strong foundations in both mathematics and economics, this degree is targeted for students who wish to combine the quantitative methods or the theoretical foundations of mathematics with the study of economics to examine economic issues and solve economic problems. With increased application of mathematics and statistics in economic analysis, this course of study will meet the needs of economics students, particularly those who wish to pursue graduate studies in economics and business, by providing greater training and understanding of mathematics. Also, for those students with strong mathematics skills who wish to pursue careers in economics and business-related fields, this joint major in economics and mathematics provides the opportunity to specialize in a field of applied mathematics.

4. Learning Objectives:

Students will:

- apply mathematical and statistical concepts and techniques to economic problems
- illustrate and develop a greater understanding of consumer, producer and market theories in the context of advanced mathematical frameworks
- Apply statistical and econometric methods to data to quantify relationships, infer causal relationships as well as make predictions
- Recognize and develop an appreciation that mathematics and statistics is embedded in everyday life through its influence in various fields, in particular in economics

5. Date of Approval:

Departmental of Economics and Business: October 23, 2013

Department of Mathematics and Computer Science: November 20, 2013

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

**DEPARTMENT OF ENGLISH
DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE**

CURRICULUM CHANGE

1. **Type of Change:** New Interdisciplinary Minor
2. **Program Description:** 13-credit Minor in Professional Communications

The Interdisciplinary Minor in Professional Communications provides students with the opportunity to develop high-level skills in multimedia communications. These professional communications skills are increasingly and urgently required by businesses, public sector and non-governmental organizations, and in the fields of healthcare and science. A range of relevant courses enables students to hone their skills in professional writing, using both traditional formats and new media platforms, and to prepare and deliver in-person and web-based presentations. The 13-credit Minor is designed for students majoring in various departments within the Schools of Arts and Humanities, Social and Natural Sciences, and Nursing and Health Sciences. These majors include but are not limited to English, Multimedia Journalism, Computer Graphics and Imaging, Business Administration, Health Services Education and Promotion, Health Services Administration, and Nursing. Students from any department seeking to burnish their professional writing and presentation skills for the twenty-first-century marketplace will find the Minor in Professional Communications an invaluable complement to their chosen major.

Degree Requirements

Undergraduate students may declare the Minor in Professional Communications upon successful completion of ENG 111 and ENG 121. Students satisfy the requirements for the 13-credit Professional Communications Minor by taking four courses, three of which are at the 300-level.

13-Credit Minor in Professional Communications

Writing Skills Core (4 credits):

ENW 201: Advanced Expository Writing (4)

Professional Writing Elective (3 credits):

ENW 300: Business Writing (3)

ENW 304: Non-Profit Grant Writing I (3)

ENW 3070: Health and Science Writing (3)

ENW 333: Marketing and Public Relations Writing (3)

ENW 335: Technical Writing (3)

Multimedia Communication Courses (6 credits):

ENW 3100: Writing for New Media (3)

ENW 3200: Professional Communications and Presentations Seminar (3)

3. Rationale: The Minor in Professional Communications is an interdisciplinary program that both hones undergraduate students' general writing skills and trains students to develop the communication and presentation skills they need to become professional writers in the several fields of business, non-profit or governmental work, health sciences, public relations and marketing, and technical writing of any kind.

The Professional Communications curriculum is built on new and existing courses in English that are offered regularly in as many sections as are required to meet student demand. (Because the Program offers most of its courses in both classroom and online formats, and because the Minor will eventually be matched with a separate Certificate program that uses the same courses, the Committee expects substantial enrollment.) Each student takes four courses: (a) one course in expository writing that builds on their General Education composition requirements; (b) a Professional Writing elective specific to their chosen major and/or profession; (c) a course in learning how to adjust professional writing to meet the demands of the "new media" of blogs, tweets, webinars, etc; and (d) a capstone seminar that pulls together students' acquired skills via a profession-specific project that they research, write up, and present in various media to several audiences (from expert or executive readers to lay or consumer readers).

The Minor is a program in the School of Arts and Humanities: the Departments of English and of Journalism, Communication, and Theatre (JCT) share responsibility for its development and curriculum. The Minor is housed in the English Department since English is the home of the program director, the Department has the staff needed to administer the new Minor, and almost all of the Minor's multidisciplinary and multimedia coursework focuses on writing. That said, the Minor builds on and expands existing links between English, JCT, and Business and Economics, even as it actively seeks out and develops curricular connections with other Departments in the School of the Natural and Social Sciences and the School of Health Sciences, Human Services, and Nursing.

Director: Jane Cleland (Lecturer, English). Steering Committee: Deirdre Pettipiece (Dean, Arts and Humanities); Gina Dominique Hersey (Associate Dean, Arts and Humanities); Walter Blanco (Professor and Chair, English); Patricio Lertzundi (Professor and Chair, Journalism, Communication, and Theatre)

Date of English Departmental Approval: December 6, 2013

Date of Journalism, Communication, and Theatre Department Approval:

December 5, 2013

City and the Humanities Program Approval: December 3, 2013

School of Natural and Social Science Approval: December 17, 2013

Steering Committee Approval: December 17, 2013

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

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

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

2. **Course Description:** **ENW 3070: Health and Science Writing.** 3 hours, 3 credits. Work-related writing in the social, natural, and health sciences, including nursing. Projects stress writing issues specific to the healthcare and scientific communities. PREREQ: Departmental permission.

3. **Rationale:** ENW 3070 (Health and Science Writing) is one of five writing electives in the new Professional Communications Minor: it provides students with the writing skills and strategies they need to communicate effectively with both experts and lay people in the healthcare and science fields. Progressing from simple to complex writing, students demonstrate their ability to research pertinent issues and write up their conclusions and recommendations clearly, incorporating data analysis. Assignments include letters, emails, and reports; charts and graphs; conference posters, information sheets for patients, and reports to colleagues.

4. **Learning Outcomes:**
 - Regularly compose well-constructed texts that communicate ideas in clear, strong, correct English.
 - Employ effective rhetorical strategies in order to present ideas and perspectives persuasively to expert and lay science and healthcare audiences.
 - Apply the rules of English grammar.
 - Employ methods of active reading, including annotating, summarizing, questioning, and synthesizing.
 - Adhere to the formatting and documenting conventions of the science and/or healthcare profession.
 - Research, write, and present science/healthcare-related work using current technologies.

5. **Course Categories:**
 - This is a Liberal Arts & Sciences course.
 - This is not a General Education course.

6. **Date of English Departmental Approval:** December 6, 2013

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

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

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

2. **Course Description:** **ENW 3100: Writing for New Media.** 3 hours, 3 credits. Work-related writing using new and emerging media. Selecting the proper media for writing projects in various professional fields and adapting written content to capitalize on the opportunities and address the limitations of each media form. **PREREQ:** Departmental permission.

3. **Rationale:** ENW 3100 (Writing for New Media) teaches students who are developing their professional writing skills how to adjust their written content to meet the demands of “new media”—which today consists of blogs, tweets, and webinars, and tomorrow will consist of something else entirely. One of three courses required for the Professional Studies Minor, ENW 3100 equips students to communicate effectively using established online formats and technologies. By employing known techniques, such as eye tracking and information architecture, students will develop strategically sound writing plans. The course also provides a foundation in online reader and viewer behavior, utilizing such methodologies as user content consumption analyses to enable students to assess emerging media options and adapt their writing accordingly.

4. **Learning Outcomes:**

- Regularly compose well-constructed texts that communicate ideas in clear, strong, correct English.
- Employ effective rhetorical strategies in order to present ideas and perspectives persuasively to online audiences.
- Apply the rules of English grammar.
- Employ methods of active reading, including annotating, summarizing, questioning, and synthesizing.
- Adhere to online formatting and documenting conventions.
- Research, write, and present various kinds of writing making maximum use of current technologies, as these pertain to content, formatting, publication options, audience access and response, and economic effectiveness.

5. **Course Categories:**

- This is a Liberal Arts & Sciences course.
- This is not a General Education course.

6. **Date of English Departmental Approval:** December 6, 2013

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

CURRICULUM CHANGE

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

2. **Course Description:** **ENW 3200: Professional Communications and Presentations Seminar.** 3 hours, 3 credits. Capstone project for Professional Communications students. Development of a major professional project in a chosen area of specialization, whether business, non-profit organizations, science or healthcare industries, public relations and marketing, or technical writing. Students research, write, and present complex discipline-specific content to various audiences in multiple media. PREREQ: Departmental permission.

3. **Rationale:** ENW 3200 (Professional Communications and Presentations Seminar) is the required capstone course for the Professional Communications Minor. The course empowers students to apply the several skills and strategies they acquired in earlier professional writing and communication courses to a major writing project in their chosen professional field. Specifically, ENW 32000 requires research-based analyses; the use of discipline-specific communications conventions; the selection of appropriate formats and media from an array of options; writing to various targeted audience segments (including executive, experts, consumers, lay readers); and presenting projects clearly and with confidence.

4. **Learning Outcomes:**

- Compose well-constructed texts that communicate ideas in clear, strong, correct English.
- Employ effective rhetorical strategies in order to present ideas and perspectives persuasively to various audiences—in person, via writing, and online.
- Apply the rules of English grammar.
- Employ methods of active reading, including annotating, summarizing, questioning, and synthesizing.
- Adhere to the formatting and documenting conventions appropriate to students' chosen professions and media venues.
- Research, write, and present texts making maximum use of current databases and presentation technologies

5. **Course Categories:**

- This is a Liberal Arts & Sciences course.
- This is not a General Education course.

6. **Date of English Departmental Approval:** December 6, 2013

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

DEPARTMENT OF ENGLISH

1. **Type of change:** Credits, Description, Prerequisite
2. **From: ENW 201: Advanced Expository Writing.** 4 hours [(3, lecture; 1, conference)], 4 credits. An advanced course in the techniques of formal exposition that develops [the] students' understanding of English expository style and of mechanics and grammar. [A s]ubstantial [portion of the course is devoted] to researching materials and organizing them in the form of summaries of facts, position papers, and research papers. [An effort will be made to relate the subject matter of much of the writing to the students' interests.] Individual conferences. [PREREQ: Successful completion of ENG 120 (or equivalent) or instructor's permission.]
3. **To: ENW 201: Advanced Expository Writing.** 4 hours, 4 credits. An advanced course in the techniques of formal exposition that develops students' understanding of English expository style and of mechanics and grammar. Substantial attention to researching materials and organizing them in the form of summaries of facts, position papers, and research papers. Individual conferences. NOTE: Students who have completed college composition requirements at CUNY or elsewhere are eligible for this course. PREREQ: Departmental permission.
4. **Rationale:** ENW 201 (Advanced Expository Writing) is an intensive-writing course that Lehman students would benefit from taking, but because it carries four credits (with the accompanying lecture hours, conferences, and workload) it cannot be used as a General Education course. The course's inclusion in the new Professional Communications Minor is sure to encourage many more students to take it.

The change in Credit-Hours simplifies the credit-hour description without changing it in substance. Changes in the Description are minor editorial adjustments aimed at clarity and concision.

The change from the ENG 121 Prerequisite to a Note serves two functions. First, it signals to students where ENW 201 falls in the range of writing courses (from ESL to professional writing courses) available at Lehman: students are encouraged to take this course after they have completed CUNY's General Education composition requirement, but before more advanced courses. The prerequisite also communicated this information, which was fine when ENW 201 was a stand-alone course. But now that ENW 201 is a required part of the new Professional Communications Minor, keeping the prerequisite poses an unfair burden on transfer students who might then be compelled to add three credits of ENG 120/121 to the Minor. The switch to an advisory note therefore is informative and egalitarian.

The new Prerequisite is standard for English Department courses that are part of Major or Minor programs, to ensure proper advisement.

5. Course Categories:

- This is a Liberal Arts & Sciences course.
- This is not a General Education course (too many credits).

6. Date of English Departmental Approval: December 17, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite and course description
2. **From: ENW 300: Business Writing.** 3 credits, 3 hours. Work[place]-related writing for B.B.A. and B.S. in Accounting majors. Focus on rhetorical issues and strategies for persuasion in business memoranda, documents, and presentations. Students prepare shorter writings, as well as a substantial formal report that incorporates data analysis and support for its conclusions and recommendations. PREREQ: ENG [120;] Departmental permission.
3. **To: ENW 300: Business Writing.** 3 credits, 3 hours. Work-related writing for B.B.A. and B.S. in Accounting majors. Focus on rhetorical issues and strategies for persuasion in business memoranda, documents, and presentations. Students prepare shorter writings, as well as a substantial formal report that incorporates data analysis and support for its conclusions and recommendations. PREREQ: ENG 121; Departmental permission.
4. **Rationale:** ENW 300 (Business Writing) is one of five writing electives in the new Professional Communications Minor: it provides students with the writing skills and strategies they need to communicate effectively with other professionals in the business world.

The change in Prerequisite reflects the replacement of ENG 120 with ENG 121 in the new General Education Required Core.

5. **Course Categories:**

- This is a Liberal Arts & Sciences course.
- This is not a General Education course.

6. **Date of English Departmental Approval:** December 6, 2013

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

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Title, Description
2. **From:** ENW 304: **[Writing for the Humanities Workplace]**. 3 hours, 3 credits. [Writing skills for English, arts, and humanities majors and minors preparing to enter the workplace in such humanities-based industries as publishing, arts and entertainment, foundations, and multimedia management.] PREREQ: Departmental permission.
3. **To:** ENW 304: **Nonprofit Grant Writing I**. 3 hours, 3 credits. Conception, research, and composition of grants and other types of professional proposals for public sector, nonprofit, and non-governmental organizations and endeavors. Development of the skills in essay writing, news copy, and feature copy used to produce the components of effective grant proposals. PREREQ: Departmental permission.
4. **Rationale:** The change in Title and Description for ENW 304 (Nonprofit Grant Writing I) reflects its status as both (a) a required course for the English Department's Professional Writing Major and (b) one of five electives in the Professional Studies Minor. Because of the course's dual status, and because ENW 304 has had grant-writing as its primary focus, the course's Title and Description have been adjusted to suit the needs of both Major and Minor. The new Title clarifies the actual content of ENW 304. The new Description has dropped exclusive focus on the humanities, broadened its attention to include all kinds of public-sector or nonprofit area of writing, and emphasized the common elements of strong evidence-based professional writing that underlie all successful grant proposals.
5. **Course Categories:**
 - This is a Liberal Arts & Sciences course.
 - This is not a General Education course.
6. **Date of English Departmental Approval:** December 6, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Description
2. **From:** **ENW 305: Professional Writing.** 3 hours, 3 credits. Writing and research skills required for professional writers working in public relations, marketing, technical, and [promotional-writing industries]. PREREQ: Departmental permission.
3. **To:** **ENW 305: Professional Writing.** 3 hours, 3 credits. Writing and research skills required for professional writers working in public relations, marketing, technical writing, and nonprofit grant-writing, principally in the humanities, but also in business, health, and science. PREREQ: Departmental permission.
4. **Rationale:** An introductory course in the English Department's Professional Writing Major, ENW 305 (Professional Writing) offers a sampler of the several kinds of professional writing and writing careers open to students, including proposal writing, technical writing, and marketing and promotional writing. As the nature of professional writing changes and as the Department develops new programming to meet these changes, the content of this sampler course changes as well. The current adjustment includes the business, health, and science writing that the new Minor in Professional Communications has brought to the Department's professional-writing curriculum.
5. **Course Categories:**
 - This is a Liberal Arts & Sciences course.
 - This is not a General Education course.
6. **Date of English Departmental Approval:** December 6, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ENGLISH
DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Title, Description and withdrawal of cross-listing
2. **From:** ENW (MMS) 333: [PR and Marketing]. 3 hours, 3 credits. Mastering the appropriate formats needed to write [the releases, reports, and advertising media generated by for-] and non-profit organizations. PREREQ: Departmental permission.
3. **To:** ENW 333: **Marketing and PR Writing.** 3 hours, 3 credits. Mastering the appropriate formats needed to write in marketing and public relations fields. Formats studied include reports, news releases, talking points, and the various advertising and direct-marketing media generated by for-profit and non-profit organizations. PREREQ: Departmental permission.
4. **Rationale:** The change in Title and Description for ENW 333 (Marketing and PR Writing) reflects its status as both (a) a required course for the English Department's Professional Writing Major and (b) one of five electives in the Professional Studies Minor. The Department has added "Writing" to the title so that all electives in the Professional Communications Minor are uniform. The Description has been revised to reflect what professional writing in the worlds of public relations and marketing means today.
5. **Course Categories:**
 - This is a Liberal Arts & Sciences course.
 - This is not a General Education course.
6. **Date of English Departmental Approval:** December 6, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Description
2. **From:** ENW 335: **Technical Writing**. 3 hours, 3 credits. [Developing skills to generate] texts that explain complex technological, scientific, economic, and other matters to experts and [consumers] clearly and with authority. PREREQ: Departmental permission.
3. **To:** ENW 335: **Technical Writing**. 3 hours, 3 credits. Generating texts that explain complex technological, scientific, economic, and other matters to experts and lay people clearly and with authority. Projects include how-to manuals, guides, FAQs, and reports. PREREQ: Departmental permission.
4. **Rationale:** The change in Description for ENW 335 (Technical Writing) reflects its status as both (a) a required course for the English Department's Professional Writing Major and (b) one of five electives in the Professional Studies Minor. The Description has been revised to clarify for Majors and Minors alike what technical writing involves.
5. **Course Categories:**
 - This is a Liberal Arts & Sciences course.
 - This is not a General Education course.
6. **Date of English Departmental Approval:** September 11, 2013

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

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

CURRICULUM CHANGE

DEPARTMENT OF HEALTH SCIENCES

1. **Type of Change:** Discontinuation of Teacher Education Program

2. **Program Descriptions:** The following program should be discontinued, effective immediately.

<u>IRP PROGRAM CODE</u>	<u>PROGRAM TITLE(S)</u>	<u>DEGREE AWARD</u>
HET-BS	Health Teacher (N-12)	B.S.

3. **Rationale:** This program has 1) historically low and continually dwindling enrollment, 2) requires increased commitment from faculty given new teacher certification requirements, and 3) resources are not available to sufficiently support this program.

4. **Date of department approval:**
Department of Middle and High School Education: 12/04/12
Department of Health Sciences: 12/04/12

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. Type of Change: Change in prerequisite

2. From: DFN 341: Nutrition Throughout the Life Cycle.

3 hours, 3 credits. Current concepts and principles in human nutrition with application to the needs of individuals based upon age group and gender throughout the life cycle. Special attention on assisting normal- and high-risk clients at various stages of the life cycle in meeting nutritional needs, preventing and overcoming nutritional problems, and maintaining health. Programs in the community will be discussed that provide nutrition education to the public. PREREQ: HSD 240, BIO 181, 182, or 228, and DFN 120 **[and 220]**.

3. To: DFN 341: Nutrition Throughout the Life Cycle.

3 hours, 3 credits. Current concepts and principles in human nutrition with application to the needs of individuals based upon age group and gender throughout the life cycle. Special attention on assisting normal- and high-risk clients at various stages of the life cycle in meeting nutritional needs, preventing and overcoming nutritional problems, and maintaining health. Programs in the community will be discussed that provide nutrition education to the public. PREREQ: HSD 240; either BIO 181 and 182 or BIO 228; and DFN 120.

4. Rationale (Please explain how this change will impact learning goal and objectives of the department and Major/Program):

The removal of DFN 220 as a prerequisite course will enable students who are DFN majors to more easily move through the major without waiting an additional semester to enroll in this required course. The professors who teach this course are in agreement that although DFN 220 (Foods, Society, and Health) is helpful as a prerequisite, it is not essential to successful learning in DFN341.

5. Date of departmental approval: 12/4/13

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

DEPARTMENT OF HISTORY

CURRICULUM CHANGE

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

2. **Course Description:** **HIS 2370: Pirates: A Global History of Law and Commerce.** 3 hours, 3 credits. History of commerce and piracy from the fourteenth century to the present. Topics include Portuguese entry into the Indian Ocean; sea raiders of southeast Asia; pirates and the economy of East Asia; pirates and privateers of the Atlantic and Caribbean; piracy and empire; piracy and the rise of international law; and twenty-first century pirates.

3. **Rationale:** Although History and related fields offer different courses in a wide range of geographical areas, at present no course introduces the field of global history. HIS 261 (Pirates: A Global History of Law and Commerce) fills that gap.

Argghh. It's about pirates, a topic of considerable student interest and current appeal. At the same time, pirates are a useful entry point for introducing concepts of crucial interest to historians, including empire, law, gender, maritime worlds, capitalism, and globalization. Piracy also invites critical and theoretical evaluation of primary sources, since what one person calls a "pirate" might be defined, from other perspectives, as a "merchant," "privateer," "naval officer," "entrepreneur," etc.

Because of resources available on the internet, including accounts of life at sea during the age of sail, historical maps, and court proceedings against pirates, this course is particularly well-suited for online sections. Given that demand for online offerings continues to be high, HIS 261 has every reason to expect steady enrollment.

4. **Learning Outcomes:**

- Explain long-term development of present-day piracy and anti-piracy efforts (on exams).
- Locate and assess sources about pirates (in short research assignments throughout the semester).
- Use well-reasoned arguments to support positions in disciplinary debates about pirates (in formal papers).
- Evaluate arguments, in particular arguments about how piracy has changed over time and what piracy shows about globalization and the world economy (in all assignments).

5. **Course Categories:**

- This is a Liberal Arts & Sciences course.

- This course will be submitted as a General Education course to the World Cultures and Global Issues distribution category.

6. Date of History Department Approval: February 10, 2014

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

DEPARTMENT OF HISTORY

CURRICULUM CHANGE

1. **Type of Change:** Alpha Code, Description
2. **From:** [HIW] 348: **Europe and the Non-Western World in the 19th and 20th Centuries.** 3 hours, 3 credits. [I]mperialism and colonialism in Africa and Asia[, t]he growth of nationalism, decolonization, revolution, independence, and globalization.
3. **To:** **HIE 348: Europe and the Non-Western World in the 19th and 20th Centuries.** 3 hours, 3 credits. European imperialism and colonialism in Africa and Asia. The growth of nationalism, decolonization, revolution, independence, and globalization.
4. **Rationale:** The change in alpha code for HIE 348 (Europe and the Non-Western world in the 19th and 20th Centuries) reflects the fact that the course has recently been taught more from the perspective of European history (HIE) than world history (HIW). Students should therefore take this course as part of the Department's distribution requirement in European history. The change in designation will have no impact on the learning outcomes of the course, and will improve the learning outcomes of the History Major by ensuring a better balance between European and world history courses within the major.
5. **Course Categories:**
 - This is a Liberal Arts & Sciences course.
 - This is not a General Education course.
6. **Date of History Department Approval:** February 10, 2014

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

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

CURRICULUM CHANGE

1. Type of Change: Course Description and Credit Change.

2. Course Description:

From:

CIS 166: Computer Programming for Information Processing I..[4 hours, 4 credits. Computers, algorithms, and programs. Data representation; processing of quantitative and character data. Control structures, multidimensional arrays. Introduction to formatted input/output procedures. Programming applications drawn from business information processing.]PREREQ: MAT 104 or placement by the Department of Mathematics and Computer Science. [*Note: Intended for students in Accounting or Computer Information Systems.*] *Not intended for students in Mathematics or Computer Science.*

To:

CIS166: Computer Programming for Information Processing I. 4 hours, (2 lecture, 2 lab) , 3 credits- 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. PREREQ: MAT 104 or placement by the Department of Mathematics and Computer Science. *Note: Not Intended for students in Mathematics or Computer Science*

3. Rationale:

These changes reflect the following changes:

- 1.The beginning programming language is evolving away from Basic and into the more powerful and useful Python language.
2. For some time beginning programming has been taught as a 2 hour lecture, 2 hour lab course. The change to a three credit course is consistent with the school's policy for lecture-lab courses.

4. Date of Departmental Approval: May 8, 2013

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

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

CURRICULUM CHANGE

1. Type of Change: Course Description, Course Number and Credit Change.

2. Course Description:

From:

[CMP 230]: Programming Methods I.[4 hours, 4 credits.]Introduction to structured computer programming using a modern high-level programming language. Programming constructs covered to include 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. PREREQ: MAT 104 or placement by the Department of Mathematics and Computer Science. *Note: For students who intend to major in Computer Science, Mathematics, Computer Graphics and Imaging, or the sciences. Some previous computer programming experience is highly recommended.*

To:

CMP 167: Programming Methods I. 4 hours, (2 lecture, 2 lab), 3 credits. 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.

PREREQ: MAT 104 or placement by the Department of Mathematics and Computer Science. *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; the technical content is the same as CIS166 but the emphasis is different.*

3. Rationale:

These changes reflect the following changes:

- 1.This is an entry level programming class that has changed from Java to the simpler and easier to learn Python language.
2. For some time beginning programming has been taught as a 2 hour lecture, 2 hour lab course. The change to a three credit course is consistent with the schools policy in this area.
- 3.The technical content of this course is the same as CIS 166. This course has more emphasis on material that is useful for professional programmers.

4. Date of Departmental Approval: May 8,2013

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

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

CURRICULUM CHANGE

1. Type of Change: Number of credits and Course Description

2. Course Description:

From:

CMP 405: Introduction to Networks. [*4 hours, 4 credits.*] Introduction to network protocols and algorithms. Intensive study of the most important protocols at each layer. Examination of their strengths and weaknesses. Basic algorithms for identifying primary servers, constructing forwarding and broadcasting trees, and determining routing tables. Writing a simple networking service at the I.P. layer or higher. PREREQ: CMP 334 and CMP 338.

To:

CMP 405: Introduction to Networks. 4 hours, (2 lecture, 2 lab), 3 credits. Introduction to network protocols and algorithms. Intensive study of the most important protocols at each layer. Examination of their strengths and weaknesses. Basic algorithms for identifying primary servers, constructing forwarding and broadcasting trees, and determining routing tables. Writing a simple networking service at the I.P. layer or higher. Lab exercises include building and testing small networks.

PREREQ: CMP 334 and CMP 338.

3. Rationale:

This course is currently taught as a 2 hour lecture, 2 hour lab course. The change to a three credit course is consistent with the school's policy in this area.

4. Date of Departmental Approval: May 8, 2013

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

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

CURRICULUM CHANGE

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

2. From:

[58]-Credit Major in Computer Graphics and Imaging, B.S.

The required credits are distributed as follows:

In ART/CGI (24 credits; may be taken as CGI or ART)

ART/CGI 221: Applied Imaging and Applications to the World Wide Web I. 4 hours (2, lecture; 2, lab), 3 credits.

ART/CGI 222: Applied Imaging and Applications to the World Wide Web II. 4 hours (2, lecture; 2, lab), 3 credits.

ART/CGI 321: Computer Modeling and Design I. 4 hours (2, lecture; 2, lab), 3 credits.

ART/CGI 322: Evolving Techniques in Digital Photography. 4 hours (2, lecture; 2, lab), 3 credits.

ART/CGI 325: Digital Multimedia. 4 hours (2, lecture; 2, lab), 3 credits.

ART/CGI 421: Computer Animation I. 4 hours (2, lecture; 2, lab), 3 credits.

ART/CGI 422: 3D Interactive Design. 4 hours (2, lecture; 2, lab), 3 credits.

ART/CGI 441: Broadcast Design. 4 hours (2, lecture; 2, lab), 3 credits.

In Computer Science (11 credits)

[CMP 230:] Programming Methods I. [4 hours, 4 credits.]

[CMP 326:] Programming Methods II. [4 hours, 4 credits.]

CMP 342: Internet Programming. 4 hours (2, lecture; 2, lab), 3 credits.

In Mathematics (5 credits)

MAT 155: Calculus Laboratory. 2 hours, 1 credit.

MAT 175: Calculus I. 4 hours, 4 credits.

In Art (18 credits)

ART 100: Basic Drawing. 4 hours (2, lecture; 2, lab), 3 credits.

ART 101: Introduction to two-Dimensional Design. 4 hours (2, lecture; 2, lab), 3 credits.

ART 102: Introduction to Three-Dimensional Design. 4 hours, (2, lecture; 2, lab), 3 credits.

ART 106: Introduction to Sculpture. 4 hours (2, lecture; 2, lab), 3 credits.

Or

ART 108: Introduction to Photography. 4 hours (2 lecture; 2 lab), 3 credits.

ART 112: Introduction to Digital Imaging. 4 hours (2 lecture; 2 lab), 3 credits.

ARH 167: Tradition and Innovation in the Art of the West. 3 hours, 3 credits.

Or

ARH 141: Introduction to the History of Modern Art of the Nineteenth and Twentieth Centuries in Europe and the United States. 3 hours, 3 credits.

3. TO:

56-Credit Major in Computer Graphics and Imaging, B.S.

The required credits are distributed as follows:

In ART/CGI (24 credits; may be taken as CGI or ART)

ART/CGI 221: Applied Imaging and Applications to the World Wide Web I. 4 hours (2, lecture; 2, lab), 3 credits.

ART/CGI 222: Applied Imaging and Applications to the World Wide Web II. 4 hours (2, lecture; 2, lab), 3 credits.

ART/CGI 321: Computer Modeling and Design I. 4 hours (2, lecture; 2, lab), 3 credits.

ART/CGI 322: Evolving Techniques in Digital Photography. 4 hours (2, lecture; 2, lab), 3 credits.

ART/CGI 325: Digital Multimedia. 4 hours (2, lecture; 2, lab), 3 credits.

ART/CGI 421: Computer Animation I. 4 hours (2, lecture; 2, lab), 3 credits.

ART/CGI 422: 3D Interactive Design. 4 hours (2, lecture; 2, lab), 3 credits.

ART/CGI 441: Broadcast Design. 4 hours (2, lecture; 2, lab), 3 credits.

In Computer Science (9 credits)

CMP 167: Programming Methods I. 4 hours (2, lecture; 2, lab), 3 credits.

CMP 267: Programming Methods II. 4 hours (2, lecture; 2, lab), 3 credits.

CMP 342: Internet Programming. 4 hours (2, lecture; 2, lab), 3 credits.

In Mathematics (5 credits)

MAT 155: Calculus Laboratory. 2 hours, 1 credit.

MAT 175: Calculus I. 4 hours, 4 credits.

In Art (18 credits)

ART 100: Basic Drawing. 4 hours (2, lecture; 2, lab), 3 credits.

ART 101: Introduction to two-Dimensional Design. 4 hours (2, lecture; 2, lab), 3 credits.

ART 102: Introduction to Three-Dimensional Design. 4 hours, (2, lecture; 2, lab), 3 credits.

ART 106: Introduction to Sculpture. 4 hours (2, lecture; 2, lab), 3 credits.

Or

ART 108: Introduction to Photography. 4 hours (2 lecture; 2 lab), 3 credits.

ART 112: Introduction to Digital Imaging. 4 hours (2 lecture; 2 lab), 3 credits.

ARH 167: Tradition and Innovation in the Art of the West. 3 hours, 3 credits.

Or

ARH 141: Introduction to the History of Modern Art of the Nineteenth and Twentieth Centuries in Europe and the United States. 3 hours, 3 credits.

4. Rationale:

CMP167 Programming Methods course replaces CMP 230 as the initial programming course. It is taught as a 2 hour lecture- 2 hour lab course and is therefore a 3 credit course. The introduction of the Python programming language as an easier to learn programming language (the same language is taught in the CIS 166 course) and the fact that freshman are more sophisticated in their computer knowledge support this change.

The CMP267 Programming Methods 2 course replaces CMP326 as the second programming course. It is a 2 hour lecture- 2 hour lab course and is therefore a 3 credit course.

5. Date of departmental approvals:

Math and Computer Science _5/8/2013_____

Art Department _September 18,2013_____

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

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

CURRICULUM CHANGE

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

3. From:

[56-58]-Credit Major in Computer Information Systems, B.S.

In Computer Science: Required Courses (20 credits):

CIS 166: Computer Programming for Information Processing [*(4 hours, 4 credits)*]

CIS 211: Computer Information Systems *(4 hours, 4 credits)*

CIS 212: Microcomputer Architecture *(4 hours, 3 credits)*

CIS 244: Introduction to Database Management *(4 hours, 3 credits)*

CIS 331: Network Introduction *(4 hours, 3 credits)*

CIS 344: Database Design and Programming *(4 hours, 3 credits)*

In Computer Science: Elective Courses (6-8 credits):

Two additional courses chosen from the 200-level (or higher) CIS courses or from CGI 221, CGI 321, CGI 421, and CMP 326. One of the courses must be a 300- (or 400-) level CIS course.

In Mathematics: Required Courses (15 credits):

MAT 132: Basic Concepts of Probability and Statistics *(4 hours, 4 credits)*

MAT 174: Elements of Calculus *(4 hours, 4 credits)*

MAT 301: Applied Statistics and Computer Analysis *(4 hours, 3 credits)*

MAT 348: Mathematical Methods for Management *(4 hours, 4 credits)*

In Economics: Required Courses (9 credits):

ECO 166: Fundamentals of Economics *(3 hours, 3 credits)*

ECO 167: Economic Analysis *(3 hours, 3 credits)*

ACC 185: Introduction to Accounting for Non-Accounting Majors *(3 hours, 3 credits)*

Further Electives (6 credits):

Students must choose two courses from the following:

One additional 200 level (or higher) CIS course, *3 credits*

PHI 221: Ethical Issues in Computing and Technology (*3 hours, 3 credits*)

POL 299: Law, Computers, and the Internet: The Politics of Information Technology (*3 hours, 3 credits*)

Note 1: At least one of PHI 221 and POL 299 must be chosen

Note 2:

1. A minor is NOT required.
2. Students considering graduate work should take MAT 175 - 176 instead of MAT 174.
3. For departmental honors, see one of the advisors in the Department of Mathematics and Computer Science.

4. To:

55-57-Credit Major in Computer Information Systems, B.S.

In Computer Science: Required Courses (19 credits):

CIS 166: Computer Programming for Information Processing (*4 hours, 3 credits*)

CIS 211: Computer Information Systems (*4 hours, 4 credits*)

CIS 212: Microcomputer Architecture (*4 hours, 3 credits*)

CIS 244: Introduction to Database Management (*4 hours, 3 credits*)

CIS 331: Network Introduction (*4 hours, 3 credits*)

CIS 344: Database Design and Programming (*4 hours, 3 credits*)

In Computer Science: Elective Courses (6-8 credits):

Two additional courses chosen from the 200-level (or higher) CIS courses or from CGI 221, CGI 321, CGI 421, and CMP 326. One of the courses must be a 300- (or 400-) level CIS course.

In Mathematics: Required Courses (15 credits):

MAT 132: Basic Concepts of Probability and Statistics (*4 hours, 4 credits*)

MAT 174: Elements of Calculus (*4 hours, 4 credits*)

MAT 301: Applied Statistics and Computer Analysis (*4 hours, 3 credits*)

MAT 348: Mathematical Methods for Management (*4 hours, 4 credits*)

In Economics: Required Courses (9 credits):

ECO 166: Fundamentals of Economics (*3 hours, 3 credits*)

ECO 167: Economic Analysis (*3 hours, 3 credits*)

ACC 185 or ACC 171: Introduction to Accounting for Non-Accounting Majors (*3 hours, 3 credits*)

Further Electives (6 credits):

Students must choose two courses from the following:

One additional 200 level (or higher) CIS course, *3 credits*

PHI 221: Ethical Issues in Computing and Technology (*3 hours, 3 credits*)

POL 299: Law, Computers, and the Internet: The Politics of Information Technology (*3 hours, 3 credits*)

Note 1: At least one of PHI 221 and POL 299 must be chosen

Note 2: Students considering graduate work should take MAT 175 - 176 instead of MAT 174.

Note 3. For departmental honors, see one of the advisors in the Department of Mathematics and Computer Science.

4. Rationale:

The change reflects the fact that CIS 166 has been changed to a 3 credit course and the hours adjusted for the major.

5. Date of departmental approvals: May 8, 2013

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

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

CURRICULUM CHANGE

1. Type of Change: B. A. C.S. Degree Requirements

5. From:

[43-44]-Credit Major in Computer Science, B.A.

There are eleven required courses:

Hours/Credits	Course Code and Title
4 hours, 4 credits	MAT 175: Calculus I
4 hours, 4 credits	MAT 176: Calculus II
4 hours, 4 credits	MAT 313: Linear Algebra
[4 hours, 4 credits	CMP 230: Programming Methods I]
4 hours, 4 credits	CMP 232: Elementary Discrete Structures & Applications to Computer Science
[4 hours, 4 credits	CMP 326: Programming Methods II]
4 hours, 4 credits	CMP 334: Computer organization
4 hours, 4 credits	CMP 338: Data Structures
4 hours, 4 credits	CMP 339: Programming Languages or

CMP 426: Operating Systems

Two advanced (300- or 400-level) CMP electives (MAT 226 can be used as one of these electives).

Notes:

1. A minor is also required.
2. All students, particularly those considering graduate work, are advised to take more upper-level Computer Science courses. (The list above is only the minimum required for graduation.)
3. For Departmental honors, see one of the advisers in the Department of Mathematics and Computer Science.

3. TO:**43-46-Credit Major in Computer Science, B.A.**

There are twelve required courses:

Hours/Credits	Course Code and Title
4 hours, 4 credits	MAT 175: Calculus I
4 hours, 4 credits	MAT 176: Calculus II
4 hours, 4 credits	MAT 313: Linear Algebra
<u>4 hours, 3 credits</u>	<u>CMP 167: Programming Methods I</u>
4 hours, 4 credits	CMP 232: Elementary Discrete Structures & Applications to Computer Science
<u>4 hours, 3 credits</u>	<u>CMP 267: Programming Methods II</u>
4 hours, 4 credits	CMP 334: Computer organization
4 hours, 4 credits	CMP 338: Data Structures
4 hours, 4 credits	CMP 339: Programming Languages or CMP 426 Operating Systems
<u>4 hours, 3- 4 credits</u>	<u>CMP 405 Introduction to Networking or CMP 420 Database Systems</u>

Two advanced (300- or 400-level) CMP electives (MAT 226 can be used as one of these electives).

Notes:

1. All students, particularly those considering graduate work, are advised to take more upper-level Computer Science courses. (The list above is only the minimum required for graduation.)
2. For Departmental honors, see one of the advisers in the Department of Mathematics and Computer Science.

4. Rationale:

CMP167 Programming Methods course replaces CMP 230 as the initial programming course. It is taught as a 2 hour lecture- 2 hour lab course and is therefore a 3 credit course. The introduction of the Python programming language as an easier to learn

programming language (the same language is taught in the CIS 166 course) and the fact that freshmen are more sophisticated in their computer knowledge support this change.

The CMP267 Programming Methods 2 course replaces CMP326 as the second programming course. It is a 2 hour lecture- 2 hour lab course and is therefore a 3 credit course.

-Adding CMP 405 and CMP 420 as choices reflects the change in importance of these areas in Computer Science

5. Date of departmental approvals: May 8, 2013

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

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

CURRICULUM CHANGE

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

6. From:

[56-60]-Credit Major in Computer Science, B.S.

There are fifteen required COURSES:

Hours/Credits	Course Code and Title
4 hours, 4 credits	MAT 175: Calculus I
4 hours, 4 credits	MAT 176: Calculus II
4 hours, 4 credits	MAT 313: Linear Algebra
4 hours, 4 credits	CMP 230: Programming Methods I
4 hours, 4 credits	CMP 232: Elementary Discrete Structures & Applications to Computer Science
4 hours, 4 credits	CMP 326: Programming Methods II
4 hours, 4 credits	CMP 334: Computer Organization
4 hours, 4 credits	CMP 338: Data Structures
[4 hours, 4 credits	CMP 339: Programming Languages]
4 hours, 4 credits	CMP 426: Operating Systems

Four advanced (300- or 400-level) CMP courses (MAT 226: Vector Calculus, 4 hours, 4 credits or PHY 305: Digital Electronics, 2 hours, lecture; 2 hours, lab; 3 credits, can be substituted for one of these courses). One advanced (300- or 400-level) MAT course, not including MAT 300, 301, or 348 (CMP 332 or CMP 416 can be used for this course). A minor is not required.

3. TO:

57-61-Credit Major in Computer Science, B.S.

There are sixteen required courses:

Hours/Credits	Course Code and Title
4 hours, 4 credits	MAT 175: Calculus I
4 hours, 4 credits	MAT 176: Calculus II
4 hours, 4 credits	MAT 313: Linear Algebra
4 hours, 3 credits	CMP 167: Programming Methods I
4 hours, 4 credits	CMP 232: Elementary Discrete Structures & Applications to Computer Science
4 hours, 3 credits	CMP 267: Programming Methods II
4 hours, 4 credits	CMP 334: Computer Organization
4 hours, 4 credits	CMP 338: Data Structures
4 hours, 3 credits	<u>CMP 405 Introduction to Networking</u>
4 hours, 4 credits	<u>CMP 420 Database Systems</u>
4 hours, 4 credits	CMP 426: Operating Systems

Four advanced (300- or 400-level) CMP courses are required. (MAT 226: Vector Calculus, 4 hours, 4 credits or PHY 305: Digital Electronics, 2 hours, lecture; 2 hours, lab; 3 credits, can be substituted for one of these courses).

One 300- or 400-level MAT course is required (not including MAT 300, 301, or 348). CMP 332, CMP 416 can be used for this course.

Note: All students, particularly those considering graduate work, are advised to take more upper-level Computer Science courses, particularly CMP 339 and CMP 416.

4. Rationale: These changes reflect the evolution in the teaching of computer science courses, and the new areas of computer science (Networking and Database) that are critical in the business world.

CMP167 Programming Methods course replaces CMP 230 as the initial programming course. It is taught as a 2 hour lecture- 2 hour lab course and is therefore a 3 credit course. The introduction of the Python programming language as an easier to learn programming language (the same language is taught in the CIS 166 course) and the fact that freshmen are more sophisticated in their computer knowledge support this change. The CMP267 Programming Methods 2 course replaces CMP326 as the second programming course. It is a 2 hour lecture- 2 hour lab course and is therefore a 3 credit course.

The department wants to apply for accreditation for the computer science majors. By decreasing the credits of some of the beginning courses and shifting requirements the major is more in line with requirements of the accreditation agencies. These manipulations necessitated a change of requirements from 56-60 to 57-61 credits for the B.S. major in computer science.

CMP405 Introduction to Networking is made a required course to reflect the realities of the Internet and the commercial world. The ACM has Networking as part of their core "Body of Knowledge" for Computer Science. It is currently taught as a 2 hour lecture- 2 hour lab course and is therefore a 3 credit course. Networking has become a significant career path for Computer Science majors.

CMP420 Database Systems is also made a required course to also reflect the realities of the commercial world. . The ACM has Information Management as part of their core "Body of Knowledge" for Computer Science and database is at the center of that specialty. Database Design and Administration has become a significant career path for Computer Science majors.

CMP 339 has been dropped as a required course to make room for more critical courses.

5. Date of departmental approvals: May 8, 2013

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

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

CURRICULUM CHANGE

1. Type of Change: Math BA Degree Requirements

7. From:

[40-44]-Credit Major in Mathematics, B.A.

There are [eleven] required courses:

Credits

- 12 MAT 175, MAT 176, and MAT 226
- 8 MAT 313 and MAT 314
- 4 MAT 320
- [4 CMP 230]
- 12-16 Four additional courses chosen from among 200-level or higher MAT courses, not counting *MAT 231, 300, 301, and 348. [CMP 326] and CMP 332 may be chosen.

A minor is also required.

3. TO:

43-47-Credit Major in Mathematics, B.A.

There are twelve required courses:

Credits

- 12 MAT 175, MAT 176, and MAT 226
- 8 MAT 313 and MAT 314

4 MAT 320

3 CMP 167

4 MAT 330 or MAT 323

12-16 Four additional courses chosen from among 200-level or higher MAT courses, not counting *MAT 231, 300, 301, and 348. CMP 267 and CMP 332 may be chosen.

4. Rationale:

CMP167 Programming Methods course replaces CMP 230 as the initial programming course. It is taught as a 2 hour lecture- 2 hour lab course and is therefore a 3 credit course. The introduction of the Python programming language as an easier to learn programming language (the same language is taught in the CIS 166 course) and the fact that freshman are more sophisticated in their computer knowledge support this change.

The CMP267 Programming Methods 2 course replaces CMP326 as the second programming course. It is a 2 hour lecture- 2 hour lab course and is therefore a 3 credit course.

The credit change from 40-44 to 43-47 is caused by the introduction of one additional course requirement and the same number of optional courses combined with a decrease in credits of the introductory computer science courses. MAT 330 is probability and MAT 323 is ordinary differential equations and the department feels all students should take at least one of these. Our students have not been taking enough higher-level mathematical courses to be competitive. The department felt that it should continue to require an additional four elective higher-level courses.

5. Date of departmental approvals: May 8, 2013

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

Department of Middle and High School Education

CURRICULUM CHANGE

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

2. **Course Description:**

ESC 4530: Special Topics in Middle and High School Education.

1 hour, 1 credit. Theories, issues, methods, materials, and curriculum practices in 7-12 educational settings. Topics and credits will vary and be announced each semester.

PREREQ: Departmental permission. May be reelected for credit with Departmental permission. Credits earned in this course will apply to New York State certification only upon individual evaluation.

3. **Rationale:**

This course will assist teacher candidates who need to resubmit either fully or partially the new certification examination, the edTPA. The edTPA is a performance-based assessment administered during the candidate's student teaching experience. This proposed course will be offered to candidates who do not pass the exam, and need another opportunity to amend the rigorous narrative

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

- a) engage in critical reflection about the student teaching experience;
- b) identify best teaching and learning practices;
- c) develop a comprehensive narrative about her or his planned, focus lesson
- d) successfully complete the edTPA requirements

5. **Date of Departmental Approval:** November 6, 2013

**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. Course Description:

ESC 4900: Linguistics for TESOL/Bilingual Teachers. 3 hours, 3 credits. Study of Language, including phonetics/phonology, morphology, syntax, semantics, pragmatics, and sociolinguistics, applied to the teaching of language and content to linguistically and culturally diverse students. Includes 5 hrs. field experience. PREREQ: Permission of the TESOL coordinator.

3. Rationale. ESC 4900 is being proposed as part of a 12-credit concentration that would allow qualified undergraduate applicants, upon satisfactory completion of the 12 credits (B or better), to apply for a streamlined sequence in the M.S.Ed. in Teaching English to Speakers of Other Languages (TESOL) program. We expect this to increase our pool of qualified applicants, particularly from secondary content areas, which aligns with our Department's goal of supporting TESOL-content teacher collaboration and education. Regarding the pre-requisite, this course is an introduction to the field of applied linguistics and the TESOL profession. Students who wish to continue in the M.S.Ed. TESOL after graduation must eventually meet that program's admissions requirements, so we are proposing that the TESOL coordinators meet with students and give permission.

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

TESOL/NCATE Standard 1.a.(1) = Candidates will learn language as a system in order to create integrated instruction for English language learners in ESL and bilingual content settings

TESOL/NCATE Standard 1.a.(2-3) = Candidates will design instructional strategies that incorporate their systemic understanding of English phonetics/phonology, morphology, syntax, semantics, pragmatics, and sociolinguistics. These instructional strategies will be designed to help English language learners understand, acquire, and monitor their use of English sound/spelling patterns, academic content vocabulary, writing conventions, word, sentence, and discourse meanings in a variety of social and academic settings, rhetorical patterns, and discourse varieties.

TESOL/NCATE Standard 1.b. = Candidates understand the communicative, social, and constructive nature of language and use linguistic scaffolding to aid English

language learners' comprehension and production of social and academic varieties of language.

TESOL/NCATE Standard 1.b.4 = Candidates will understand and apply sociocultural variables to facilitate the learning of English.

5. Date of departmental approval: November 6, 2013

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

Department of Middle and High School Education

CURRICULUM CHANGE

Hegis # : Art 1002; English 1501; Foreign Language 1105; Health 0837; Mathematics 1701; Biology 0401; Chemistry 1905; Geology 1914; Physics 1902

Program Code: Art 25929; English 25935; Foreign Language 25938; Health 25952; Mathematics 25939; Biology 25940; Chemistry 25941; Geology 32668; Physics 25942

1. **Type of Change**: Admission Requirement

2. **From**:

Program Requirements for Undergraduate Secondary Teacher Education (Art, English, **[Foreign Language, Health]**, Mathematics, Science)

Students pursuing teacher education must enter a formal program leading to a Lehman College recommendation for teacher certification, and then satisfy the specific requirements, often in a particular sequence. The entrance, continuation, and exit conditions listed below describe the procedures that need to be followed.

Secondary Education Requirements

Credits (26-30) in the following courses:

3 ESC 301
3 ESC 302
4 ESC 409**
3 ESC 429*
4-8 ESC 410-462
3 ESC 463
3 ESC 470 (Student Teaching)
3 ESC 471 (Student Teaching Seminar)

*Foreign Language students should take ESC 424 or ESC 462 instead of ESC 429.

**Social Studies students should take ESC 433 or 434 instead of ESC 409.

**English students should take ESC 410 or 422 instead of ESC 409.

**Mathematics students should take ESC 432 or 4480 instead of ESC 409.

**Science students should take ESC 419 or 467 instead of ESC 409.

Entrance, Continuation, and Exit Conditions

To enter the program, students must:

1. File an application with the undergraduate advisor in the Department of Middle and High School Education;
2. Complete the education minor courses with a combined index of 3.0 or better in ESC 301, 302, 429, and 409 (or alternate minor courses for Foreign Language and Social Studies candidates);
3. Have an overall college index of 2.7;
4. Complete **[Eng 120 and COM 100 with a grade]** of 3.0 or better **[or an alternate course chosen in consultation with the advisor]**.
5. Must have declared a major in the area of certification.

After entering the program, students must:

1. Consult with an education adviser;
2. Submit scores on the NYS **[LAST]** Teacher Certification examination;
3. Complete the appropriate subject area method course(s) (ESC 410-462).

To be eligible to enroll in Student Teaching (ESC 470) and ESC 471 (Student Teaching Seminar) students must:

1. Complete all education courses with a combined index of 3.0 or better.
2. Complete each Education methods course with a 3.0 or better.
3. Submit scores on the NYS **[ATS-W]**, and CST Teacher Certification Examinations to the certification officer.
4. Must have successfully completed at least 75 percent of the requirements for the major in the area of certification with a GPA index of a 2.70 or better

To exit the program and receive Lehman College's recommendation for New York State Teacher Certification:

1. Complete all course requirements as outlined above.
2. Complete student teaching with a grade of B or better.
3. Complete ESC 463 (to be taken during student teaching) and ESC 471 (Student Teaching Seminar with a grade of 3.0 or higher in each course
4. Complete the major in the area of certification with an overall index of 2.7 or better.
5. Complete all degree requirements with an overall college index of 2.7 or 6. Complete one year of college-level study of a language other than English.
7. Complete **[two]** State-mandated workshops on (a) Child Abuse Identification and Reporting **[and]** (b) School Violence Intervention and Prevention.
8. Complete all required NYS liberal arts and science requirements.
- [9.]** Individuals seeking certification in foreign languages must submit scores for the ACTFL OPI (oral proficiency interview).

Additional requirements for undergraduate Middle School and High School Teacher Candidates in Social Studies:

Entrance Requirements

1. Declare a major in History
2. Meet with social studies education program coordinator.

Continuation and Exit Requirement

Successfully complete at least one 3-credit undergraduate course in each of the following social science areas: Anthropology, Sociology, Geography, Political science, Economics, and Psychology

3. To:

Program Requirements for Undergraduate Secondary Teacher Education (Art, English, Mathematics, Science) ***

Students pursuing teacher education must enter a formal program leading to a Lehman College recommendation for teacher certification, and then satisfy the specific requirements, often in a particular sequence. The entrance, continuation, and exit conditions listed below describe the procedures that need to be followed.

Secondary Education Requirements

Credits (26-30) in the following courses:

- 3 ESC 301
- 3 ESC 302
- 4 ESC 409**
- 3 ESC 429*
- 4-8 ESC 410-462
- 3 ESC 463
- 3 ESC 470 (Student Teaching)
- 3 ESC 471 (Student Teaching Seminar)

**Social Studies students should take ESC 433 or 434 instead of ESC 409.

**English students should take ESC 410 or 422 instead of ESC 409.

**Mathematics students should take ESC 432 or 4480 instead of ESC 409.

**Science students should take ESC 419 or 467 instead of ESC 409.

*** The Foreign Language and Health program have been discontinued and will not accept future applicants.

Entrance, Continuation, and Exit Conditions

To enter the program, students must:

1. File an application with the undergraduate advisor in the Department of Middle and High School Education;
2. Complete the education minor courses with a combined index of 3.0 or better in ESC 301, 302, 429, and 409 (or alternate minor courses for Foreign Language and Social Studies candidates);

3. Have an overall college index of 2.7;
4. Complete three writing intensive courses with an combined index of 3.0 or better.
5. Must have declared a major in the area of certification.

After entering the program, students must:

1. Consult with an education adviser;
2. Submit scores on the NYS Assessment of Literacy Skills Test (ALST);
3. Complete the appropriate subject area method course(s) (ESC 410-462).

To be eligible to enroll in Student Teaching (ESC 470) and ESC 471 (Student Teaching Seminar) students must:

1. Complete all education courses with a combined index of 3.0 or better.
2. Complete each Education methods course with a 3.0 or better.
3. Submit scores on the NYS ALST, Educating All Students (EAS) exam and CST Teacher Certification Examinations to the certification officer.
4. Must have successfully completed at least 75 percent of the requirements for the major in the area of certification with a GPA index of a 2.7 or better.

To exit the program and receive Lehman College's recommendation for New York State Teacher Certification:

1. Complete all course requirements as outlined above.
2. Complete student teaching with a grade of B or better.
3. Complete ESC 463 (to be taken during student teaching) and ESC 471 (Student Teaching Seminar) with a grade of 3.0 or higher in each course
4. Complete the major in the area of certification with an overall index of 2.7 or better.
5. Complete all degree requirements with an overall college index of 2.7 or better.
6. Complete one year of college-level study of a language other than English.
7. Complete three State-mandated workshops on (a) Child Abuse Identification and Reporting; (b) School Violence Intervention and Prevention; and (c) Training in Harassment, Bullying, and Discrimination Prevention and Intervention.
8. Complete all required NYS liberal arts and science requirements.
9. Submit passing scores on the ALST, EAS, edTPA, and CST.
10. Individuals seeking certification in foreign languages must submit scores for the ACTFL OPI (oral proficiency interview).

Additional requirements for undergraduate Middle School and High School Teacher Candidates in Social Studies:

Entrance Requirements

1. Declare a major in History
2. Meet with social studies education program coordinator.

Continuation and Exit Requirement

Successfully complete at least one 3-credit undergraduate course in each of the following social science areas: Anthropology, Sociology, Geography, Political science, Economics, and Psychology

4. Rationale:

New York State recently replaced the Liberal Arts and Sciences Test (LAST) with the Assessment of Literacy Skills Test (ALST). They also eliminated the ATS-W and replaced it with the Educating All Students (EAS) and the Teacher Performance Assessment (edTPA) exams. Passing scores on all teacher certification examinations are required in order for Lehman to recommend candidates for certification.

Second, we are replacing English 120 and another approved course with three writing intensive courses because we think the change will better serve the needs of our students.

Third, these changes do not impact learning goals or objectives of the program, but they do bring the program into alignment with revisions in the NYSED teacher certification tests and the Pathways initiative.

And fourth, the note needs to be added to inform possible applicants about the current status of the Foreign Language program and Health program.

5. Date of departmental approval: November 6, 2013

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

Department of Middle and High School Education

CURRICULUM CHANGE

Hegis # : Art 1002; English 1501; Foreign Language 1105; Health 0837; Mathematics 1701; Biology 0401; Chemistry 1905; Geology 1914; Physics 1902

Program Code: Art 25929; English 25935; Foreign Language 25938; Health 25952; Mathematics 25939; Biology 25940; Chemistry 25941; Geology 32668; Physics 25942

1. Type of Change: Certification Sequence

2. From:

Program Requirements for Undergraduate Secondary Teacher Education (Art, English, **[Foreign Language, Health,]** Mathematics, Science)

Certification Sequence

Sequences have been designed for students wishing certification in the academic subject areas of English, foreign language, mathematics, science, and social studies, and for students in other subject areas.

To enroll in a special methods course, the student must have completed 60 undergraduate credits (or have earned an associate's degree) and must have declared a major in a certification area.

To enter student teaching, students must have passed the teaching of a subject course with a minimum grade of B and have indices of 3.0 in education and 2.7 in the major. For an institutional recommendation for State certification, students must have earned a B or above in student teaching and must have completed the College/State-approved sequence for the respective subject area.

Students must complete the appropriate subject area method courses (ESC 410-462). To register for these courses, ESC 301, 302, 429, and 409 must be completed with a combined index of 3.0 or better; an overall index of 2.7 must be maintained; and scores must be submitted on the NYS **[LAST]** Teacher Certification examination. In addition, at least 50 percent of the requirements for the major in the area of certification must be completed.

Students must complete ESC 470 (Student Teaching in the Middle Grades and High School Grades), ESC 463 (Special Needs Students) and ESC 471 (Student Teaching Seminar) and submit their scores on the **[NYS ATS-W]** and CST to the Office of Teacher Certification.

3. To:

Program Requirements for Undergraduate Secondary Teacher Education (Art, English, Mathematics, Science)*

Certification Sequence

Sequences have been designed for students wishing certification in the academic subject areas of English, foreign language, mathematics, science, and social studies, and for students in other subject areas.

To enroll in a special methods course, the student must have completed 60 undergraduate credits (or have earned an associate's degree) and must have declared a major in a certification area.

To enter student teaching, students must have passed the teaching of a subject course with a minimum grade of B and have indices of 3.0 in education and 2.7 in the major. For an institutional recommendation for State certification, students must have earned a B or above in student teaching and must have completed the College/State-approved sequence for the respective subject area.

Students must complete the appropriate subject area method courses (ESC 410-462). To register for these courses, ESC 301, 302, 429, and 409 must be completed with a combined index of 3.0 or better; an overall index of 2.7 must be maintained; and scores must be submitted on the NYS Assessment of Literacy Skills Test (ALST) Teacher Certification examination. In addition, at least 50 percent of the requirements for the major in the area of certification must be completed.

Students must complete ESC 470 (Student Teaching in the Middle Grades and High School Grades), ESC 463 (Special Needs Students) and ESC 471 (Student Teaching Seminar) and submit their scores on the NYS Educating All Students (EAS) and CST to the Office of Teacher Certification.

* The Foreign Language and Health programs have been discontinued and will not accept future applicants.

4. Rationale:

First, New York State recently replaced the Liberal Arts and Sciences Test (LAST) with the Assessment of Literacy Skills Test (ALST). They also eliminated the ATS-W and replaced it with the Educating All Students (EAS) exam.

Second, these changes do not impact learning goals or objectives of the program, but they do bring the program into alignment with revisions in the NYSED teacher certification tests.

And third, the note needs to be added to inform possible applicants about the current status of the Foreign Language program and Health program.

5. **Date of departmental approval:** November 6, 2013

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

Department of Middle and High School Education

CURRICULUM CHANGE

Hegis # 2205.00

Program Code: 31964

1. Type of Change: Admission Requirement

2. From:

Program Requirements for Undergraduate Secondary Teacher Education in Social Studies

Students majoring in History who are interested in getting their certification in teaching social studies at the secondary level can take the following sequence of required courses in addition to required courses for their History major. Upon successful completion, the students will be recommended by Lehman College for certification by the New York State Department of Education.

Required Courses: 44 credits in total

26 credits in the following required ESC courses:

3 credits in ESC 301: Psychological Foundations of Education
3 credits in ESC 302: Historical Foundations of Education
3 credits in ESC 429: Language, Literacy, and Technology
4 credits in ESC 433: Teaching World History to Middle and High School Students
4 credits in ESC 434: Teaching U.S. History to Middle and High School Students
3 credits in ESC 470: Supervised Student Teaching
3 credits in ESC 463: Special Needs Students
3 credits in ESC 471: Student Teaching Seminar

18 credits: One undergraduate course in each of the following social science areas:

3 credits: Anthropology
3 credits: Sociology
3 credits: Geography
3 credits: Political science
3 credits: Economics
3 credits: Psychology

Courses must be chosen in consultation with the coordinator of the social studies program.

Entrance, Continuation, and Exit Conditions

To enter the program, students must:

1. Pass all CUNY skills tests.
2. Pass **[COM 100 with a grade of B]** or better.
3. Declare a major in History.
4. Meet with the social studies program education coordinator.

To continue in the program, students must:

1. Complete all courses with a combined index of 2.7 or better.
2. Complete ESC 433 and ESC 434 with a combined index of 3.0 or better.
3. Take **[LAST, TS-W]**, and CST exams and submit scores to the Office of the Dean of Education.
4. Take one course in each the following social science disciplines: political science, economics, geography, psychology, sociology, and anthropology.
5. Complete ESC 470 (Student Teaching in the Middle Grades and High School Grades), ESC 463 (Special Needs Students), and ESC 471 (Student Teaching Seminar)

To exit the program and receive Lehman College's recommendation for New York State Teacher Certification, students must:

1. Complete all course requirements as outlined above.
2. Complete student teaching with a grade of B or better in each course.
3. Complete the major in the area of certification with an index of 2.7 or better.
4. Complete all degree requirements with an index of 2.7 or better.
5. Complete one year of college-level study of a language other than English.
6. Complete **[two]** State-mandated workshops on (a) Child Abuse Identification and Reporting **[and]** (b) School Violence Intervention and Prevention.
7. Complete all required NYS arts and science requirements.
- [8. Individuals seeking certification in foreign languages must submit scores from the ACTF.]**

3. To:

Program Requirements for Undergraduate Secondary Teacher Education in Social Studies

Students majoring in History who are interested in getting their certification in teaching social studies at the secondary level can take the following sequence of required courses in addition to required courses for their History major. Upon successful completion, the students will be recommended by Lehman College for certification by the New York State Department of Education.

Required Courses: 44 credits in total

26 credits in the following required ESC courses:

- 3 credits in ESC 301: Psychological Foundations of Education
- 3 credits in ESC 302: Historical Foundations of Education
- 3 credits in ESC 429: Language, Literacy, and Technology
- 4 credits in ESC 433: Teaching World History to Middle and High School Students
- 4 credits in ESC 434: Teaching U.S. History to Middle and High School Students
- 3 credits in ESC 470: Supervised Student Teaching
- 3 credits in ESC 463: Special Needs Students
- 3 credits in ESC 471: Student Teaching Seminar

18 credits: One undergraduate course in each of the following social science areas:

- 3 credits: Anthropology
- 3 credits: Sociology
- 3 credits: Geography
- 3 credits: Political science
- 3 credits: Economics
- 3 credits: Psychology

Courses must be chosen in consultation with the coordinator of the social studies program.

Entrance, Continuation, and Exit Conditions

To enter the program, students must:

1. Pass all CUNY skills tests.
2. Pass three writing intensive courses with a combined index of 3.0 or better.
3. Declare a major in History.
4. Meet with the social studies program education coordinator.

To continue in the program, students must:

1. Complete all courses with a combined index of 2.7 or better.
2. Complete ESC 433 and ESC 434 with a combined index of 3.0 or better.
3. Take NYS Assessment of Literacy Skills Test (ALST), the Educating All Students (EAS), and CST exams and submit scores to the Office of the Dean of Education.
4. Take one course in each the following social science disciplines: political science, economics, geography, psychology, sociology, and anthropology.
5. Complete ESC 470 (Student Teaching in the Middle Grades and High School Grades), ESC 463 (Special Needs Students), and ESC 471 (Student Teaching Seminar)

To exit the program and receive Lehman College's recommendation for New York State Teacher Certification, students must:

1. Complete all course requirements as outlined above.

2. Complete student teaching with a grade of B or better in each course.
3. Complete the major in the area of certification with an index of 2.7 or better.
4. Complete all degree requirements with an index of 2.7 or better.
5. Complete one year of college-level study of a language other than English.
6. Complete two State-mandated workshops on (a) Child Abuse Identification and Reporting and (b) School Violence Intervention and Prevention.
7. Complete all required NYS arts and science requirements.
8. Submit passing scores on the ALST, EAS, edTPA, and CST.

4. Rationale:

New York State recently replaced the Liberal Arts and Sciences Test (LAST) with the Assessment of Literacy Skills Test (ALST). They also eliminated the ATS-W and replaced it with the Educating All Students (EAS) exam.

Also, we are correcting a couple of errors clarifying the COM 100 or alternative course requirement and striking out the foreign language insertion.

Thirdly, we are replacing English 120 and another approved course with three writing intensive courses because we think the change will better serve the needs of our students.

Lastly, we are correcting an error by striking out the foreign language insertion.

These changes do not impact learning goals or objectives of the program, but they do bring the program into alignment with revisions in the NYSED teacher certification tests.

- 5. Date of departmental approval: November 6, 2013**

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

Hegis # 1004.00
Program Code 34020

1. **Type of Change:** Degree Requirements
2. **From:** Music, B.S. (64 Credit Major)

The Department of Music offers a 64-credit major in Music leading to the B. S. degree. Entrance into this program is by examination.

The required courses and credits are distributed as follows:

Credits (64)

- 18 Music Theory: MST 236, 237, 238, 239, 315, 317
- 4 Musicianship: MST 266, 267, 268, 269
- [15] Music History: MSH [330,] 331, 332, 333, 334
- 6 Private Lessons: MSP 210
- 6 Ensemble: MSP 100, 201, 202, 203, 204, 205
- 12 Electives to be taken from the following courses: MSH 269, 270, MSH 350; MST 316, 318, 319, 320, 321, 322; MSP 445, 446; other electives by permission of the Department
- 3 Senior Project: MST 496

Note: Students studying with a private teacher approved by the Department of Music may petition the Department Chair to receive 1 to 6 credits.

Placement in Courses

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

Piano Requirement

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

Departmental Ensembles

All students, faculty, staff, and members of the community audition for the principal ensembles of the College. Music majors are required to participate in at least one ensemble per semester.

MSH 114 and 115 may not be taken for credit by students majoring in Music.

3. To: Music, B.S. (64 Credit Major)

The Department of Music offers a 64-credit major in Music leading to the B. S. degree. Entrance into this program is by examination.

The required courses and credits are distributed as follows:

Credits (64)

<u>3</u>	<u>Foundation: MSH 200</u>
18	Music Theory: MST 236, 237, 238, 239, 315, 317
4	Musicianship: MST 266, 267, 268, 269
<u>12</u>	<u>Music History: MSH 331, 332, 333, 334</u>
6	Private Lessons: MSP 210
6	Ensemble: MSP 100, 201, 202, 203, 204, 205
12	Electives to be taken from the following courses: MSH 269, 270, MSH 350; MST <u>245, 2460</u> , 316, 318, 319, 320, 321, 322; MSP 445, 446; other electives by permission of the Department
3	Senior Project: MST 496

Note: Students studying with a private teacher approved by the Department of Music may petition the Department Chair to receive 1 to 6 credits.

Placement in Courses

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

Piano Requirement

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

Departmental Ensembles

All students, faculty, staff, and members of the community audition for the principal ensembles of the College. Music majors are required to participate in at least one ensemble per semester.

MSH 114 and 115 may not be taken for credit by students majoring in Music.

4. Rationale: MSH 330 (Introduction to Music History and Culture) has been changed from a 300-level course to a 200-level course because it is regularly taught as an intermediate class suitable for students relatively early in their college careers. The revised MSH 200 introduces Music Majors and Minors to formal musical study prior to their pursuit of more advanced 300-level courses.

A proposal for MSH 200 is included in these proposals. MSH 330 has been deleted and MSH 200 added from the degree requirements for the Music Major.

A new course, MST 2460 (Music and the Brain) is included in this set of proposals. This course has been added as an elective to the Major.

5. Date of Departmental Approval: November 19, 2013

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

1. **Type of Change:** New Course
2. **Course Description:** **MSP 1910: Advanced Piano Group.** 2 hours, 1 credit per semester (maximum 4 credits). A piano course for advanced players. PREREQ: MSP 190 and Department permission.
3. **Rationale:** MSP 1910 (Advanced Piano Group) is a continuation of MSP 190, a piano group for beginners. Since proficiency in playing the piano involves both cognitive and psychomotor skills, and therefore requires frequent and consistent practice and instruction, MSP 190 can only provide the most basic introduction to playing the instrument. MSP 1910 reinforces the skills learned in MSP 190 and raises the students' level of technical and musical proficiency.

In addition, because MSP 1910 provides continued instruction in basic piano skills with the aim of improving and deepening the student's technical skills and expressive capabilities, it prepares students to pass the required piano proficiency exam for the Bachelor of Science degree in Music.

The prerequisite of MSP 190 and the instructor's permission ensures that students develop their piano skills in MSP 190 prior to joining more advanced students in MSP 1910.

4. **Course Categories:**
 - This is not a Liberal Arts & Sciences course.
 - This is not a General Education course.
5. **Student Learning Outcomes:**
 - Play scales, triads, arpeggios, and related technical work in all major and minor keys up to and including four flats and sharps.
 - In both formal and informal settings, perform short pieces demonstrating proficiency at least Level Two NYSSMA (New York State School Music Association).
 - Master the performance of increasingly complex rhythmic structures in note values and time signatures, including but not limited to compound meters, unequal subdivisions (triplets etc.), and basic cross rhythms (hemiola).
6. **Date of Departmental Approval:** November 6, 2013

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

1. **Type of Change:** New Course
2. **Course Description:** **MST 2460 Music and the Brain.** 3 hours, 3 credits. The relationship between music and the brain, as perceived by both the hard and social sciences. Particular attention to the psychological, sociological, and cultural dimensions of music, and its implications for music therapy. Readings from a wide range of literary and scientific sources.
3. **Rationale:** MST 2460 (Music and the Brain) provides a foundation for an enriched understanding of the role of music as it is understood by scientists, sociologists, and creative artists particularly interested in music's therapeutic potential. Learning about the multiple sources for music's multifaceted effects on humans provides students with the grounding they need to put their musical skills to practical use in the real world of the marketplace.
4. **Course Categories:**
 - This is a Liberal Arts & Sciences course.
 - This is not a General Education course.
5. **Student Learning Outcomes:** .
 - Demonstrate knowledge of the broad representation of music and the brain throughout literature and science.
 - Show understanding of the implications of the music experience on education, child development, society and the health sciences.
 - Describe how music has changed within society over time in oral and written work.
 - Report knowledgeably on what current science tells us about music's effects on the human brain.
6. **Date of Departmental Approval:** November 22, 2013

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

1. **Type of Change:** Numeric Code, Description

2. **From: MSH [330]: Introduction to Music History and Culture.** 3 hours, 3 credits. A multidisciplinary introduction to music as an academic discipline exploring the place of music in human culture and in particular societies, past and present, Western and global. Students examine musical concepts across time and space, including meter, harmony, melody, and form. Emphasis on [independent research and] critical writing about music. PREREQ: MST 100 or its equivalent; ability to read music.

3. **To: MSH 200: Introduction to Music History and Culture.** 3 hours, 3 credits. A multidisciplinary introduction to music as an academic discipline exploring the place of music in human culture and in particular societies, past and present, Western and global. Students examine musical concepts across time and space, including meter, harmony, melody, and form. Emphasis on critical writing about music. PREREQ: MST 100 or its equivalent; ability to read music

4. **Course Categories:**
 - This is a Liberal Arts & Sciences course.
 - This is not a General Education course.

5. **Rationale:** MSH 200 (Introduction to Music History and Culture) has been changed from a 300-level to a 200-level course because it is an intermediate class suitable for students relatively early in their college careers. (The *Undergraduate Bulletin* assigns all intermediate courses to the 200 level.) In its re-numbered state, which now accurately reflects the actual content of the course as it has been regularly taught for many years, MSH 200 introduces Music Majors and Minors to formal musical study prior to their pursuit of more advanced 300-level courses.

6. **Date of Departmental Approval:** November 19, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite
2. **From:** **MSH 331: Music of the Middle Ages and Renaissance.** 3 hours, 3 credits. Western music from 900 to 1600. Topics include the history of notation, the emergence of polyphony, and issues of performance practice. PREREQ: MSH [330]; MST 100 or its equivalent; ability to read music.
3. **To:** **MSH 331: Music of the Middle Ages and Renaissance.** 3 hours, 3 credits. Western music from 900 to 1600. Topics include the history of notation, the emergence of polyphony, and issues of performance practice. PREREQ: MSH 200; MST 100 or its equivalent; ability to read music.
4. **Course Categories:**
 - This is a Liberal Arts & Sciences course.
 - This is not a General Education course.
5. **Rationale:** The prerequisite for MSH 331 is “Introduction to Music History and Culture,” which has been changed from a 300-level course (MSH 330) to a 200-level course (MSH 200) to better reflect the intermediate nature of how that course is actually taught. The prerequisite for MSH 331 has been altered to reflect this change.
6. **Date of Departmental Approval:** November 19, 2013

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite
2. **From:** **MSH 332: Music of the Baroque and Classical Eras.** 3 hours, 3 credits. Western music from 1600 to 1810. Topics include the development of opera and other major genres including the cantata, oratorio, concerto, sonata, and symphony. Attention to issues of performance practice. PREREQ: MSH [330]; MST 100 or its equivalent; ability to read music.
3. **To:** **MSH 332: Music of the Baroque and Classical Eras.** 3 hours, 3 credits. Western music from 1600 to 1810. Topics include the development of opera and other major genres including the cantata, oratorio, concerto, sonata, and symphony. Attention to issues of performance practice. PREREQ: MSH 200; MST 100 or its equivalent; ability to read music.
4. **Course Categories:**
 - This is a Liberal Arts & Sciences course.
 - This is not a General Education course.
5. **Rationale:** The prerequisite for MSH 332 is “Introduction to Music History and Culture,” which has been changed from a 300-level course (MSH 330) to a 200-level course (MSH 200) to better reflect the intermediate nature of how that course is actually taught. The prerequisite for MSH 332 has been altered to reflect this change.
6. **Date of Departmental Approval:** November 19, 2013

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite
2. **From: MSH 333: Music of the Romantic and Early Modernist Eras.** 3 hours, 3 credits. Western music from 1810 to 1945. Topics include the influence of Romanticism on musical forms and styles; the continued development of such genres as the Lied, opera, and symphonic music; the rise of nationalistic schools; late Romantic disintegration of the Classical-Romantic tradition; the emergence of musical Modernism, atonality, and dodecaphony. PREREQ: MSH [330]; MST 100 or its equivalent; ability to read music.
3. **To: MSH 333: Music of the Romantic and Early Modernist Eras.** 3 hours, 3 credits. Western music from 1810 to 1945. Topics include the influence of Romanticism on musical forms and styles; the continued development of such genres as the Lied, opera, and symphonic music; the rise of nationalistic schools; late Romantic disintegration of the Classical-Romantic tradition; the emergence of musical Modernism, atonality, and dodecaphony. PREREQ: MSH 200; MST 100 or its equivalent; ability to read music.
4. **Course Categories:**
 - This is a Liberal Arts & Sciences course.
 - This is not a General Education course.
5. **Rationale:** The prerequisite for MSH 333 is “Introduction to Music History and Culture,” which has been changed from a 300-level course (MSH 330) to a 200-level course (MSH 200) to better reflect the intermediate nature of how that course is actually taught. The prerequisite for MSH 333 has been altered to reflect this change.
6. **Date of Departmental Approval:** November 19, 2013

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite
2. **From:** **MSH 334: Music Since 1945.** 3 hours, 3 credits. Western music from 1945 to the present. Topics include such major artistic movements of the period as Modernism, Serialism, and Minimalism. Attention to issues of notation and performance. Various topics in American music, including Jazz, "Third Stream," and musical theatre. PREREQ: MSH [330]; MST 100 or its equivalent; ability to read music.
3. **To:** **MSH 334: Music Since 1945.** 3 hours, 3 credits. Western music from 1945 to the present. Topics include such major artistic movements of the period as Modernism, Serialism, and Minimalism. Attention to issues of notation and performance. Various topics in American music, including Jazz, "Third Stream," and musical theatre. PREREQ: MSH 200; MST 100 or its equivalent; ability to read music.
4. **Course Categories:**
 - This is a Liberal Arts & Sciences course.
 - This is not a General Education course.
5. **Rationale:** The prerequisite for MSH 334 is "Introduction to Music History and Culture," which has been changed from a 300-level course (MSH 330) to a 200-level course (MSH 200) to better reflect the intermediate nature of how that course is actually taught. The prerequisite for MSH 334 has been altered to reflect this change.
6. **Date of Departmental Approval:** November 19, 2013

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

1. **Type of change:** Credits, Note

2. **From: MSP 210: Instruction in Principal Instrument or Voice Private Instruction.** 1 credit per semester (maximum [4] credits for Music majors). Intensive study of one instrument or voice. Instruction with a member of the Music faculty. PREREQ: Chair's permission. Note: Students who study with a private teacher approved by the Department of Music and who can demonstrate satisfactory progress by audition may petition the Chair to receive 1 to [4] credits.

3. **To: MSP 210: Instruction in Principal Instrument or Voice Private Instruction.** 1 credit per semester (maximum 6 credits for Music majors). Intensive study of one instrument or voice. Instruction with a member of the Music faculty. PREREQ: Chair's permission. Note: Students who study with a private teacher approved by the Department of Music and who can demonstrate satisfactory progress by audition may petition the Chair to receive 1 to 6 credits. Credits in excess of 6 may be permitted by Department approval only.

4. **Course Categories:**
 - This is not a Liberal Arts & Sciences course.
 - This is not a General Education course.

5. **Rationale:** When the Department of Music changed its degree requirements in the Spring of 2012, it sought to maximize student musical instruction and performance and therefore added two credits to MSP 210 (Instruction in Principal Instrument or Voice Private Instruction), among many other courses. Due to an oversight, however, MSP 210 was not changed to reflect that Departmentally approved change. This proposal corrects that omission.

6. **Date of Music Department Approval:** November 20, 2013

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

1. **Type of change:** Prerequisite

2. **From: MST 315: Orchestration I.** 3 hours, 3 credits. Score reading; the instruments of the orchestra and the band and practice in scoring for various groups. PREREQ: MST 239.

3. **To: MST 315: Orchestration I.** 3 hours, 3 credits. Score reading; the instruments of the orchestra and the band and practice in scoring for various groups. PREREQ: MST 239 or Department permission.

4. **Course Categories:**
 - This is a Liberal Arts & Sciences course.
 - This is not a General Education course.

5. **Rationale:** When the Department of Music changed its degree requirements in the Spring of 2012, it changed the orchestration requirements of its Majors from two semesters (MST 315 and MST 316) to one (MST 315). MST 315 is now the only required course in orchestration. Because the course is not offered every semester, however, some flexibility in the prerequisite is needed to accommodate students' course-sequencing needs.

6. **Date of Music Department Approval:** November 23, 2013

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

1. **Type of change:** Description, Prerequisite
2. **From: MST 317: Form and Analysis I.** 3 hours, 3 credits. [A study of musical style, texture, and form as exemplified in the composition of Baroque and Classical composers.] PREREQ: MST 23[6].
3. **To: MST 317: Form and Analysis I. 3 hours, 3 credits.** Concepts and techniques of musical analysis including melodic, harmonic, rhythmic, and textural analysis. Binary, ternary, sonata-allegro, variation and fugal forms will be studied, as well as forms used in popular and some non-Western music. Historical and theoretical approaches to musical analysis including Ramellian, Shenkerian and set-theoretic analysis will be introduced. PREREQ: MST 239 or Department permission.
4. **Course Categories:**
 - This is a Liberal Arts & Sciences course.
 - This is not a General Education course.
5. **Rationale:** When the Department of Music changed its degree requirements in the Spring of 2012, it changed the musical-analysis requirements of its Majors from two semesters (MST 317 and MST 318) to one (MST 317). MST 317 is now the only required course in musical analysis. A broader approach to musical analysis is therefore more suitable to current needs and is reflected in the revised description.

The typo in the prerequisite for MST 317 has been corrected to MST 239.
6. **Date of Music Department Approval:** November 20, 2013

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

1. **Type of change:** Description, Prerequisite
2. **From: MST 318: Form and Analysis II.** 3 hours, 3 credits. [A study of musical style, texture, and form as exemplified in the composition of Medieval, Renaissance, Romantic, and Contemporary composers.] PREREQ: MST 317.
3. **To: MST 318: Form and Analysis II.** 3 hours, 3 credits. Continued study of Common Practice Forms and the varieties of twentieth-century harmonic practice. Current theoretical and techniques of musical analysis, including computer-assisted analysis. PREREQ: MST 317 or Department permission.
4. **Course Categories:**
 - This is a Liberal Arts & Sciences course.
 - This is not a General Education course.
5. **Rationale:** When the Department of Music changed its degree requirements in the Spring of 2012, it changed the musical-analysis requirements of its Majors from two semesters (MST 317 and MST 318) to one (MST 317). With the required MST 317 redesigned to expose students to a broad sweep of analytical forms and traditions, MST 318, now an elective, builds on that comprehensive base by offering advanced students intensive, specialized, and multimedia training in musical analysis.
6. **Date of Music Department Approval:** November 23, 2013

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

Department of Psychology

Curriculum Change

1. **Type of Change:** Change in Course PREREQ and DESCRIPTION
2. **From:** PSY 226: Statistical Methods in Psychology. 4 hours, 4 credits. 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. [Hand calculators and computers will be introduced and utilized throughout the course as adjuncts to data analysis]. PREREQ: [MAT 104 or equivalent, any MAT course that has MAT 104 as a prerequisite or Departmental permission.]
3. **To:** PSY 226: Statistical Methods in Psychology. 4 hours, 4 credits. 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: MAT 132 or MAT 172 or MAT 174 or MAT 175
4. **Rationale:** The current pre-requisite has proven to be too broad. The proposed pre-requisite courses focus on the specific mathematical skill sets that students need to succeed in PSY 226. Based on past experience, most students will complete MAT 132 or its equivalent to fulfill the proposed pre-requisite change. As MAT 132 also fulfills students' mathematics/quantitative reasoning general education requirement, the proposed change should not require additional coursework from most students. The change in description is simply a modernization: "hand calculators" are no longer used as the primary tool for data analysis and students no longer need an "introduction" to computers.
5. **Course categories:**
Liberal Arts & Sciences.
Not Gen Ed.
6. **Date of departmental approval:** 12/9/2013

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of change:** New Course
2. **Course Description:** SOC 3470: Reasoning with Data. 4 hours, 4 credits. 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; PHI 169 or a 200 level Sociology course or by permission of Department.
3. **Rationale:** This course is created for the new minor in Critical Reasoning. It will be one of six required courses.
4. **Learning Outcomes:** By the end of the course, students will be expected to:
 - Assess the quality and appropriateness of data for analyzing specific issues
 - Determine the likelihood that a result is due to chance alone
 - Explain type 1 and type 2 error, statistical significance, and statistical power
 - Carry out basic multivariate analysis
 - Communicate the results of data analysis effectively.
5. **Course Categories:**
 - This is a Liberal Arts & Sciences course.
 - This is not a General Education course.
6. **Date of Sociology Departmental Approval:** Feb. 12, 2014

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

CURRICULUM CHANGE

1. Type of change: New Course

2. Course Description: SOC 3360. 3 hours, 3 credits. Education and Inequality. Differences in access to, experiences in, and outcomes from schooling for categories including social class, race, ethnicity, gender, sexuality, age, ability, and/or nationality.

3. Rationale: Within the field of sociology of education, inequality is a primary focus. Inequality appears at all levels of schooling (from pre-kindergarten to post-graduate) and across multiple dimensions. As a required course for the concentration, this class will provide students with a strong background in understanding how schools both contribute to and eradicate inequality. The course will be beneficial to those students planning to pursue teaching as well as students who are interested in social services and policy more generally.

4. Learning Objectives: By the end of the course, students will demonstrate the ability to:

1. Interpret and assess information from a variety of sources and points of view;
2. Evaluate evidence and arguments critically or analytically;
3. Produce well-reasoned written or oral arguments using evidence to support conclusions;
4. 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.

5. Course Categories:

- * This is a liberal arts course
- * It is not a general education course

6. Date of Sociology Department Approval: Feb. 12, 2014

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

1. Type of change: Course Title and Description

2. From: SOC 306: Sociology of Work. *3 hours 3 credits*. The assignment and organization of work in society. An examination of occupational roles, mobility, and work ideologies. Consideration of the social aspects of communication, moral, automation, and professionalization.

3. To: Soc 306: Economic and Workplace Inequality. 3 hours, 3 credits. Class, gender and racial-ethnic variations in economic and workplace inequality. Topics include a comparative analysis of public policies which advance economic justice in the U.S. and other capitalist societies.

4. Rationale: The changes in course title and description more adequately reflect the content of the course.

5. Course categories:

- Liberal Arts and Sciences or not: Yes, liberal arts
- Gen Ed (if so, which category)? No

6. Date of Sociology Department Approval: Feb. 12, 2014

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

- 1. Type of change:** Course Level, Title and Description
- 2. From:** SOC 226: Social Movements. *3 hours, 3 credits.* Analysis of historical and contemporary movements, such as the temperance movement, the women's movement, the civil rights movement, and the labor movement.
- 3. To:** SOC 3250: "Social Movements, Social Inequality and Public Policy. 3 hours, 3 credits. Social movements as responses to and solutions for social inequality and public policy. Theoretical review, as well as in depth studies of the labor, civil rights, and women's movements.
- 4. Rationale:** The changes in course title and description as well as course level more adequately reflect the content of the course.
- 5. Course categories:**
 - Liberal Arts and Sciences or not: Yes, liberal arts
 - Gen Ed (if so, which category)? No.
- 6. Date of Sociology Department Approval:** Feb. 12, 2014

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

1. Type of change: Withdrawal of Sociology Cross-listing and change in title of Sociology course

2. From: SOC 228 (WST 218): Gender and Society. *3 hours, 3 credits.* Construction of gender at both the interpersonal and institutional levels. Topics include the intersection of gender with class, race, and sexuality in education, media, health, family, and work.

3. To: SOC 228: Sociological Perspectives on Gender and Society. *3 hours, 3 credits.* Construction of gender at both the interpersonal and institutional levels. Topics include the intersection of gender with class, race, and sexuality in education, media, health, family, and work.

4. Course categories:

- Liberal Arts and Sciences or not: Yes, liberal arts
- Gen Ed (if so, which category)? No

3. To: WST 218: Gender and Society. *3 hours, 3 credits.* Construction of gender at both the interpersonal and institutional levels. Topics include the intersection of gender with class, race, and sexuality in education, media, health, family, and work.

4. Course categories:

- Liberal Arts and Sciences or not: Yes, liberal arts
- Gen Ed (if so, which category)? No

5. Rationale: In the CUNYfirst catalog, cross-listed courses are considered to be identical, i.e. the same course with different disciplines, numbers, and/or titles. This is a change from the previous eSIMS system, where the identity of cross-listed courses had to be established by a recommendation via A-1 form. The effect of the new system is that major credit is automatically granted to students who complete a course that is cross-listed with a major course but is not in the student's major or department. This is not always a good thing and can be particularly problematic in evaluating courses for transfer credit. Therefore, in order to avoid the unintended consequence of improperly granting major credit, it is necessary to withdraw the cross-listing relationship between the courses. The courses may still be jointly taught by scheduling sections with the same instructor to meet at the same time and place, i.e. "meets with."

The new title more adequately reflects the content of the course.

6. Date of Sociology Department Approval: Feb. 12, 2014

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

1. Type of change: Withdrawal of Sociology Cross-listing and change in title of Sociology Course

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

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

4. Course categories:

- Liberal Arts and Sciences or not: Yes, liberal arts
- Gen Ed (if so, which category)? No

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

4. Course categories:

- Liberal Arts and Sciences or not: Yes, liberal arts
- Gen Ed (if so, which category)? No

5. Rationale: In the CUNYfirst catalog, cross-listed courses are considered to be identical, i.e. the same course with different disciplines, numbers, and/or titles. This is a change from the previous eSIMS system, where the identity of cross-listed courses had to be established by a recommendation via A-1 form. The effect of the new system is that major credit is automatically granted to students who complete a course that is cross-listed with a major course but is not in the student's major or department. This is not always a good thing and can be particularly problematic in evaluating courses for transfer credit. Therefore, in order to avoid the unintended consequence of improperly granting major credit, it is necessary to withdraw the cross-listing relationship between the courses. The courses may still be jointly taught by scheduling sections with the same instructor to meet at the same time and place, i.e. "meets with."

The new title more adequately reflects the content of the course

6. Date of Sociology Department Approval: Feb. 12, 2014

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

1. Type of change: Withdrawal of Sociology Cross-listing and change in Sociology Course title and description

2. From: SOC (POL) 324: Sociology of Politics. *3 hours, 3 credits.* An interdisciplinary course focusing on the substantive concerns of political science, which employs theoretical perspectives developed in sociology. PREREQ: [POL 166](#) for [POL 324](#).

3. To: POL 324: Sociology of Politics. *3 hours, 3 credits.* An interdisciplinary course focusing on the substantive concerns of political science, which employs theoretical perspectives developed in sociology. PREREQ: [POL 166](#)

4. Course categories:

- Liberal Arts and Sciences or not: Yes, liberal arts
- Gen Ed (if so, which category)? No

3. To: SOC 324: Social Theories of Inequality and Power. *3 hours, 3 credits.* The examination of power and inequality across societies and their impact on economic and political systems.

4. Course categories:

- Liberal Arts and Sciences or not: Yes, liberal arts
- Gen Ed (if so, which category)? No

5. Rationale: In the CUNYfirst catalog, cross-listed courses are considered to be identical, i.e. the same course with different disciplines, numbers, and/or titles. This is a change from the previous eSIMS system, where the identity of cross-listed courses had to be established by a recommendation via A-1 form. The effect of the new system is that major credit is automatically granted to students who complete a course that is cross-listed with a major course but is not in the student's major or department. This is not always a good thing and can be particularly problematic in evaluating courses for transfer credit. Therefore, in order to avoid the unintended consequence of improperly granting major credit, it is necessary to withdraw the cross-listing relationship between the courses. The courses may still be jointly taught by scheduling sections with the same instructor to meet at the same time and place, i.e. "meets with."

The new course title and description for Soc 324 more adequately reflects the content of the course.

6. Date of Sociology Department Approval: Feb. 12, 2014

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

1. Type of change: Withdrawal of Sociology Cross-listing and change in title of Sociology course

2. From: SOC (POL) 326: Political Socialization. *3 hours, 3 credits.* An examination of the agents and channels of political socialization, such as the family, schools and colleges, youth subcultures, peers, media, and life experiences from childhood to early adulthood. The impact of various forms of political socialization on conventional and unconventional political attitudes, opinions, and activities. Special problems of political socialization such as generational conflict; sexual differences in political orientations; impact of childhood learning on leaders and followers; and national, class, and other group differences. PREREQ: [POL 166](#) for [POL 326](#).

3. To: POL 326: Political Socialization. *3 hours, 3 credits.* An examination of the agents and channels of political socialization, such as the family, schools and colleges, youth subcultures, peers, media, and life experiences from childhood to early adulthood. The impact of various forms of political socialization on conventional and unconventional political attitudes, opinions, and activities. Special problems of political socialization such as generational conflict; sexual differences in political orientations; impact of childhood learning on leaders and followers; and national, class, and other group differences. PREREQ: [POL 166](#)

4. Course categories:

- Liberal Arts and Sciences or not: Yes, liberal arts
- Gen Ed (if so, which category)? No

To: SOC 326: Sociological Perspectives on Political Socialization. *3 hours, 3 credits.* An examination of the agents and channels of political socialization, such as the family, schools and colleges, youth subcultures, peers, media, and life experiences from childhood to early adulthood. The impact of various forms of political socialization on conventional and unconventional political attitudes, opinions, and activities. Special problems of political socialization such as generational conflict; sexual differences in political orientations; impact of childhood learning on leaders and followers; and national, class, and other group differences.

4. Course categories:

- Liberal Arts and Sciences or not: Yes, liberal arts

- Gen Ed (if so, which category)? No

2. Rationale: In the CUNYfirst catalog, cross-listed courses are considered to be identical, i.e. the same course with different disciplines, numbers, and/or titles. This is a change from the previous eSIMS system, where the identity of cross-listed courses had to be established by a recommendation via A-1 form. The effect of the new system is that major credit is automatically granted to students who complete a course that is cross-listed with a major course but is not in the student's major or department. This is not always a good thing and can be particularly problematic in evaluating courses for transfer credit. Therefore, in order to avoid the unintended consequence of improperly granting major credit, it is necessary to withdraw the cross-listing relationship between the courses. The courses may still be jointly taught by scheduling sections with the same instructor to meet at the same time and place, i.e. "meets with."

The new title more adequately reflects the content of the course

6. Date of Sociology Department Approval: Feb. 12, 2014

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

1. Type of change: Withdrawal of Sociology Cross-listing and change in course title and description of Sociology course.

2. From: SOC (POL) (MES) 328: Gender and Society in Middle East and North African Societies. *3 hours, 3 credits*. Norms, values, and the political and social institutions that shape the dynamics of gender relations in different MENA societies.

3. To: POL (MES) 328: Gender and Society in Middle East and North African Societies. *3 hours, 3 credits*. Norms, values, and the political and social institutions that shape the dynamics of gender relations in different MENA societies

4. Course categories:

- Liberal Arts and Sciences or not: Yes, liberal arts
- Gen Ed (if so, which category)? No

3.To: SOC 328: Sociological Perspectives on the Dynamics of Gender. *3 hours, 3 credits*. Theoretical and empirical issues regarding the ways in which gender relationships influence and are influenced by economic, political and social institutions.

4. Course categories:

- Liberal Arts and Sciences or not: Yes, liberal arts
- Gen Ed (if so, which category)? No

3. Rationale: In the CUNYfirst catalog, cross-listed courses are considered to be identical, i.e. the same course with different disciplines, numbers, and/or titles. This is a change from the previous eSIMS system, where the identity of cross-listed courses had to be established by a recommendation via A-1 form. The effect of the new system is that major credit is automatically granted to students who complete a course that is cross-listed with a major course but is not in the student's major or department. This is not always a good thing and can be particularly problematic in evaluating courses for transfer credit. Therefore, in order to avoid the unintended consequence of improperly granting major credit, it is necessary to withdraw the cross-listing relationship between the courses. The courses may still be jointly taught by scheduling sections with the same instructor to meet at the same time and

place, i.e. “meets with.”

The new course title and description more adequately reflect the content of the course.

6. Date of Sociology Department Approval: Feb. 12, 2014

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

1. Type of change: Withdrawal of Sociology Cross-listing and change in title and course description of Sociology Course

2. From: SOC (PHI)(AAS) 338: Race and Ethnicity in Society. *3 hours, 3 credits.* Sociological perspectives on race and ethnic relations in the United States and other societies.

3. To: (PHI)(AAS) 338: Race and Ethnicity in Society. *3 hours, 3 credits.* Sociological perspectives on race and ethnic relations in the United States and other societies.

4. Course categories:

- Liberal Arts and Sciences or not: Yes, liberal arts
- Gen Ed (if so, which category)? No

3.To: SOC 338: Sociological Perspectives on Race and Ethnicity. *3 hours, 3 credits.* Race and ethnic relations in the United States and other societies.

4. Course categories:

- Liberal Arts and Sciences or not: Yes, liberal arts
- Gen Ed (if so, which category)? No

4. Rationale: In the CUNYfirst catalog, cross-listed courses are considered to be identical, i.e. the same course with different disciplines, numbers, and/or titles. This is a change from the previous eSIMS system, where the identity of cross-listed courses had to be established by a recommendation via A-1 form. The effect of the new system is that major credit is automatically granted to students who complete a course that is cross-listed with a major course but is not in the student's major or department. This is not always a good thing and can be particularly problematic in evaluating courses for transfer credit. Therefore, in order to avoid the unintended consequence of

improperly granting major credit, it is necessary to withdraw the cross-listing relationship between the courses. The courses may still be jointly taught by scheduling sections with the same instructor to meet at the same time and place, i.e. "meets with."

The new course title and description more adequately reflect the content of the course.

5. Date of Sociology Department Approval: Feb. 12, 2014

Proposals pulled from Sociology Proposals.

Pages 1-5: Change in Degree Requirements

Pages 10-11: Withdrawal of Cross listing : SOC (DST) 220

Pages 10-12: Withdrawal of Cross listing : SOC 227 (WST0 237)

Pages 15-16: Withdrawal of Cross listing : SOC (NUR) 240

Pages 19-20: Withdrawal of Cross listing : SOC 301 (POL 331)

Pages 21-22: Withdrawal of Cross listing : SOC 303 (POL 346)

Pages 23: Withdrawal of Cross listing : SOC (WST) 322

Pages 31: Withdrawal of Cross listing : SOC (DST) 333

Pages 32: Withdrawal of Cross listing : SOC 335 (POL 300)

Pages 34-35: Withdrawal of Cross listing : SOC (PHI) (CLT) 354

PROCEDURES FOR THE PROCESS OF APPROVING CURRICULUM PROPOSALS

*AP = Academic Programs
(new office in Acad Affairs)*

*Sophia =
sophia.diamantisfry@lehman.cuny.edu*

Stage	Process	If fail, back to:
A	Departments/Programs submit proposals to Academic Programs/Sophia Diamantis-Fry	
B	AP/Sophia sends proposals to (a) CC chairs, (b) school CC's, (c) school deans' offices	
C	CC chairs review proposals, confer with departments	A
D	School CC's and deans review for completeness, format, shares comments with CC chairs	A
E	CC chairs send approvals for CC agendas to AP/Sophia for distribution to Dept chairs, directors, deans, for sharing with faculty	
F	CC chairs send agendas to CC members	
G	CC's vote to recommend, send to Senate	A
H	AP/Sophia prepares reports for Senate,	
I	Senate votes and approves	G
J	AP/Sophia prepares approved proposals for CUR (Chancellor's University Report), sends to HR (which submits to CUR)	
K	CUNY & BoT approval	G or A

L	AP/Sophia reports CUNY action to Departments/Programs and Deans	
M	Some proposals require NYSED approval: sent by CUNY to NYSED	G or A
N	AP/Sophia reports on approval to Departments/Programs and Deans	
O	AP/Sophia records NYSED, or if that is not needed, CUNY BoT approval in Smart Catalog	
P	Smart catalog is published in the electronic Undergrad and Grad Bulletins.	

Chancellor's University Report (CUR)

The CUR contains the actions approved by the CUNY Board of Trustees (BoT) at their regular meetings (January, February, April, June, September, November). The CUR is divided into sections by college, and under each college into sections for Academic, Personnel, and Fiscal Matters. Curriculum and Program approvals are listed in the Academic Matters Section.

Where to find the CUR:

CUNY Portal > Chancellor's Reports > Month > Lehman College > Part A: Academic Matters

Curricular items approved by the BoT and needing no further approval (no New York State Education Department – NYSED – approval needed) go into effect at the beginning of the semester following BoT action.

- Courses (including revised courses) may only be opened for registration and enrollment after BoT approval (or subsequent NYSED approval, if necessary)
- Programs/majors (changes in required courses and credits, as long as they do not require NYSED approval) may be opened for students to declare or join only after BoT approval. Students who have already declared or joined majors or programs are subject to the major or program requirements in effect when they declared or joined.

Chronology of Curriculum Changes

For curriculum or program changes not requiring NYSED approval:

<i>UCC/GSC*</i>	<i>Senate</i>	<i>Chancellor's Report (BoT)</i>	<i>Registration</i>	<i>First Available Semester</i>
September October November	October November December	November January February	April	Fall (& Summer)
February March April	March April May	April June September	November	Spring (& Winter)

For curriculum or program changes requiring NYSED approval: this comes after BoT approval and the chronology is unpredictable.

*Meeting times and places of the Undergraduate Curriculum Committee and the Graduate Studies Committee are posted on the Senate website:
<http://www.lehman.edu/college-senate/>

Lehman College Senate
Library, Technology, and Telecommunications Committee
March 5, 2014

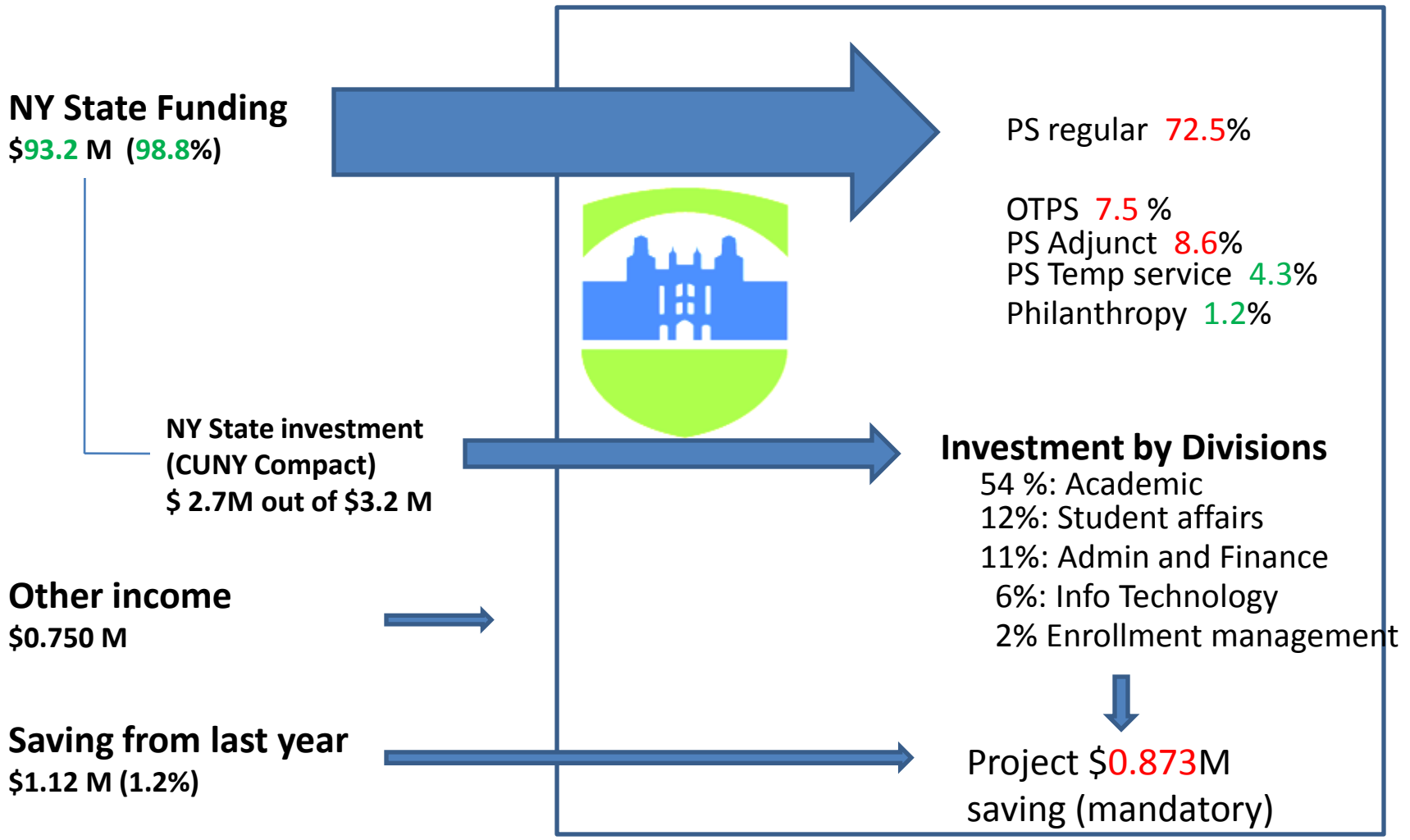
1. New Help Desk Self-Service Portal:
You can now submit a Help Desk request online, check the status of a previously submitted request, and search a knowledgebase for solutions to common desktop issues. Login to Lehman Connect – in the *My Lehman Connect* tab; you'll see an icon for submitting an *IT Service Request*.
2. I would like to invite you to attend Library's April 9th Quantitative Reasoning event: "Painting by Numbers: Quantitative Reasoning in the Library" from 12:30 - 2:00 PM Library Concourse – Lab B27C.
3. Joseph Middleton's Retirement Lunch will be on March 6, 2014 from 12.30 to 2.30 pm in Faculty Dining Room.
4. Next meeting will be April 2, 2014 from 11am-12pm in the Library Tree House

Respectfully submitted,

Stefanie Havelka
Chair

Lehman Budget Committee Report

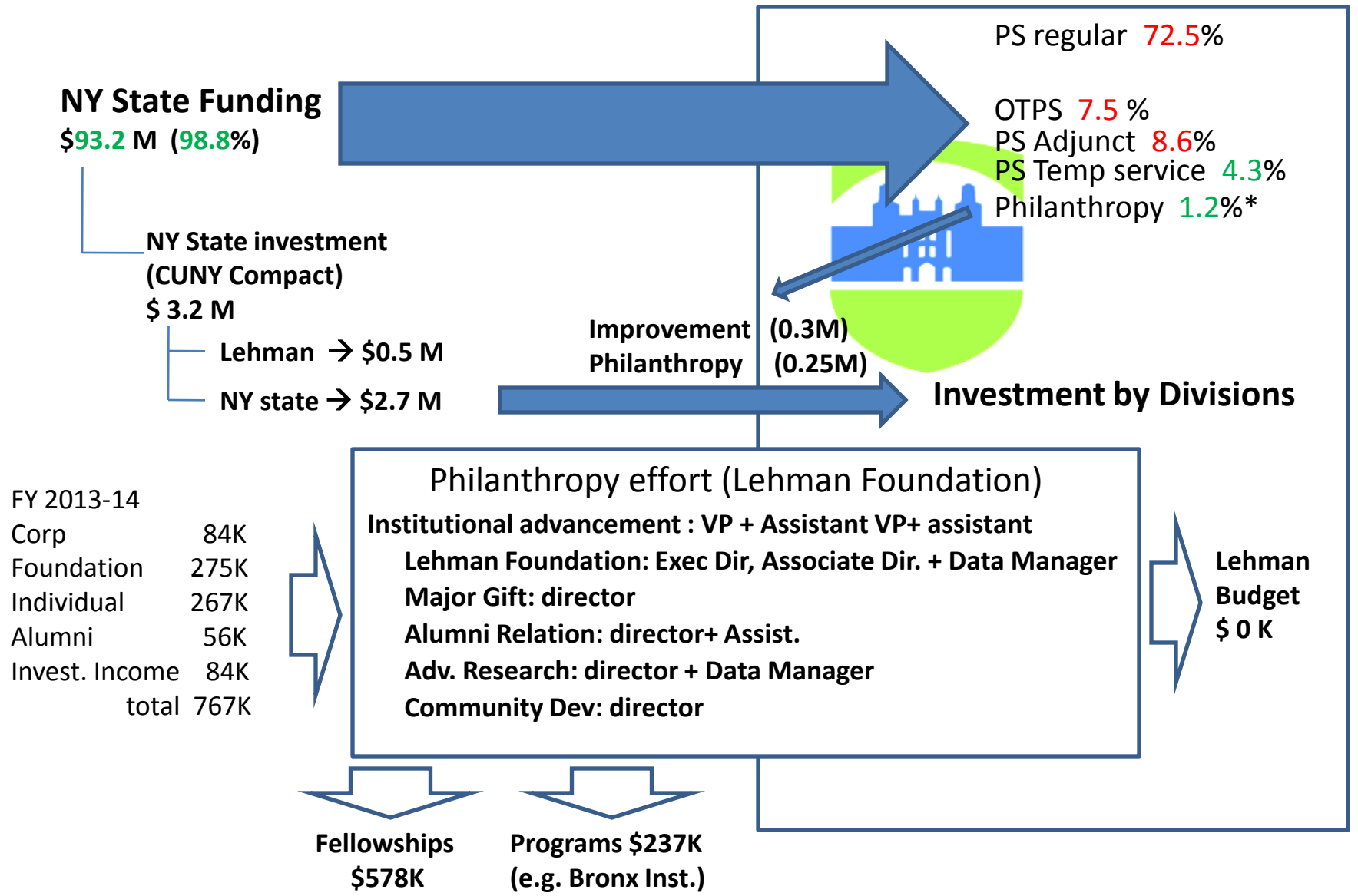
Based on VP Clark's report on Feb 10, 2014



March 5, 2014

Lehman Budget Committee Report

Based on VPs Clark and DellaPina's reports on Feb 10, 2014



Next meeting: April 28, 2014, 3:30pm, S-336

Lehman Foundation income and expenses

Based on VP DellaPina's reports on Feb 10, 2014

Income  **Expenses**

	FY 2011-12	FY 2012-13	FY2013-14
Corp	271K	248K	84K
Foundation	6K	332K	275K
Individual	279K	105K	268k
Alumni	56K	75K	56K
Invest. In.	281	617K	84K
Total	993K	1,478K	767K

	FY 2011-12	FY2012-13	FY2013-14
Operation	178K	174K	88K
Fellowship	813K	774K	578K
Programs	328K	338K	237K
Lehman	316K	0 K	0 K
Total	1,634K	1,287K	902 K

We all need to help the fundraising efforts

Next meeting: April 28, 2014, 3:30pm, S-336

UFS Report to the Lehman College Senate, March 5, 2014

- **Pathways**

- On February 25, the **City Council's Higher Education Committee** held its first hearing on Pathways. Two former UFS Chairs (Sandi Cooper and Manfred Philipp) testified. The hearing concentrated on the effect of Pathways on the success of transfer, on graduation rates, and on other student outcomes.

- **Judge Anil Singh approved CUNY's motions to dismiss the two lawsuits** contesting the original Pathways resolution passed by the Board of Trustees in 2011. The UFS Chair and the PSC leadership meet today to decide whether to appeal the rulings to the state's highest court. The PSC Pathways arbitration continues.

- The UFS is in discussion on how to react to the determination by interim Chancellor Kelly stating that central office **Pathways review committees are to be determined by faculty governance bodies.**



Because of an overflow crowd, the hearing was moved to the City Council chambers.

Photo credit: Dave Sanders

Dave Sanders

- The UFS of SUNY and the UFS of CUNY hold an April 1 **Research Day in Albany**.
- SUNY's UFS Hosts an April 23-24 **Conference on Shared Governance** in Albany.
- The May 2nd **UFS Spring Conference** Will Concentrate on Federal Funding for Scholarship in the Social Sciences and the Humanities.
- The **CUNY Academy** has received a **record 34 nominations** for the **Feliks Gross Endowment Awards**. The Academy intends to provide 4 such awards this year.
- The **CUNY Academy** has received 45 applications for the **Stewart Travel awards**. The Academy has been allocated funds for 90 such awards. Applications are still being received. The awards provide for up to \$500 for conference-related travel.
- The CUNY Academy sponsors a discussion on *The Banality of Evil, Death of a Legend: Richard Wolin and Jeffrey Herf on Eichmann and Arendt*, March 12. 6:00 pm, Graduate Center Rooms C201-203.
- The Elections Committee of the General Faculty is conducting **nominations for the UFS Elections at Lehman College**. Please note the email from Prof. DelaCruz.

Senior Colleges and University-wide Programs (\$000)

	FY2014 Adopted Budget	FY2015 Mandatory Increases	FY2015 Program Changes	Total Changes	FY2015 Request
Total Senior Colleges	1,302,257.4	19,565.1	63,917.0	83,482.1	1,385,739.5
Baruch College	123,571.5	1,680.5	7,703.1	9,383.6	132,955.1
Brooklyn College	135,209.5	1,728.3	6,054.9	7,783.2	142,992.7
City College	154,990.0	2,102.3	7,477.6	9,579.9	164,569.9
Hunter College	157,026.6	2,420.5	9,626.6	12,047.1	169,073.7
John Jay College	87,416.0	1,462.4	5,231.3	6,693.7	94,109.7
Lehman College	88,236.3	1,361.6	3,829.4	5,191.0	<u>93,427.3</u>
Medgar Evers	51,076.4	923.2	1,879.9	2,803.1	53,879.5
NYC College of Technology	87,123.1	1,175.1	4,613.2	5,788.3	92,911.4
Queens College	139,639.7	1,896.0	7,517.5	9,413.5	149,053.2
College of Staten Island	92,673.8	1,653.5	4,569.1	6,222.6	98,896.4
York College	52,452.6	909.8	2,324.7	3,234.5	55,687.1
Graduate Center	107,359.4	1,671.1	1,901.0	3,572.1	110,931.5
Macaulay Honors College	266.3	0.0	0.0	0.0	266.3
CUNY Law School	14,899.7	309.7	412.9	722.6	15,622.3
Graduate School of Journalism	6,428.4	84.4	327.0	411.4	6,839.8
School of Professional Studies	3,888.1	186.7	448.8	635.5	4,523.6
Maintain and Expand Academic Excellence	5,309.0	0.0	15,385.0	15,385.0	20,694.0
Advanced Science Research Center	0.0	0.0	15,385.0	15,385.0	15,385.0
PSC Research Awards	3,309.0	0.0	0.0	0.0	3,309.0
Nursing Programs	2,000.0	0.0	0.0	0.0	2,000.0
Maintain Integrated System and Facilitate Articulation	1,070.0	0.0	0.0	0.0	1,070.0
Language Immersion Programs	1,070.0	0.0	0.0	0.0	1,070.0

Operating Budget Request Funding Sources (\$ millions)

(Subject to Availability of State & City Appropriations)

	FY2014 Adopted Budget	FY2015 Mandatory Changes	FY2015 Program Changes	Total Request
Senior Colleges				
State Aid	1,156.6	92.4	17.9	1,266.9
City Support	32.3	0.0	0.0	32.3
Tuition and Other Revenue	964.7	0.0	50.9	1,015.6
Total Senior Colleges*	2,153.6	92.4	68.8	2,314.8
Community Colleges				
State Aid	219.3	9.5	10.0	238.8
City Support	256.1	16.2	8.3	280.7
Tuition and Other Revenue	326.6	0.0	24.2	350.8
Total Community Colleges	802.0	25.8	42.5	870.3
University-wide				
State Aid	1,375.9	101.9	27.9	1,505.7
City Support	288.4	16.2	8.3	312.9
Tuition and Other Revenue	1,291.3	0.0	75.1	1,366.4
Total University	2,955.6	118.2	111.3	3,185.1

Numbers may not add due to rounding.

*Excludes Income Fund Reimbursables.

Senior Colleges and University-wide Programs (\$000) (continued)

	FY2014 Adopted Budget	FY2015 Mandatory Increases	FY2015 Program Changes	Total Changes	FY2015 Request
Expanding Access	34,563.3	131.0	0.0	131.0	34,694.3
Child Care	1,430.0	0.0	0.0	0.0	1,430.0
City University Supplemental Tuition Assistance (CUSTA)	1,060.0	0.0	0.0	0.0	1,060.0
SEEK Program	18,929.3	131.0	0.0	131.0	19,060.3
Services for Students with Disabilities/ CUNY LEADS	1,000.0	0.0	0.0	0.0	1,000.0
Financial Aid Matching Funds	1,444.0	0.0	0.0	0.0	1,444.0
Student Services	1,700.0	0.0	0.0	0.0	1,700.0
Tuition Reimbursement	9,000.0	0.0	0.0	0.0	9,000.0
Remaining Responsive to the Urban Setting	0.0	0.0	1,500.0	1,500.0	1,500.0
Doctoral Education at CUNY	0.0	0.0	1,500.0	1,500.0	1,500.0
University Management/Infrastructure	810,438.5	72,714.3	0.0	72,714.3	883,152.8
Building Rentals	52,842.4	4,533.7	0.0	4,533.7	57,376.1
Central Administration	36,300.3	1,817.6	0.0	1,817.6	38,117.9
Fringe Benefits	630,501.0	64,454.9	0.0	64,454.9	694,955.9
Information Management Systems	8,266.5	677.7	0.0	677.7	8,944.2
Instructional Technology	3,900.4	185.4	0.0	185.4	4,085.8
Utilities	78,627.9	1,045.0	0.0	1,045.0	79,672.9
Total Programs	851,380.8	72,845.2	16,885.0	89,730.2	941,111.1
Total Senior Colleges and University-wide Programs	2,153,638.2	92,410.3	80,802.0	173,212.3	2,326,850.6
Less Restructuring/Efficiencies	0.0	0.0	(5,000.0)	(5,000.0)	(5,000.0)
Less Philanthropic Funding	0.0	0.0	(7,000.0)	(7,000.0)	(7,000.0)
Total Operating Budget	2,153,638.2	92,410.3	68,802.0	161,212.3	2,314,850.6

Interim Chancellor Kelly has moved to simplify the ***Performance Management Process***.