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4 **Minutes of**  
5 **The Lehman College Senate Meeting**  
6 **Wednesday, September 5, 2018**  
7 **Senate Meeting**  
8  
9

10 **Senators Present:** Alborn, T.; Ali, S.; Ali, T.; Amend, A.; Austin, L.; Badillo, D.; Bazile, S.;  
11 Bergmann, R.; Bhawanidin, E.; Boston, N.; Budescu, M.; Burt, K.; Burton-Pye, B.; Campeanu, S.;  
12 Cheng, H.; Clever, R.; Collett, J.; Cruz, José L.; Deckman, S.; DeLaCruz, B.; Farrell, R.; Fera, J.;  
13 Finger, R.; Fortunato-Tavares, T.; Guzman, M.; Hernandez, T.; Hyman, D.; Jones, B.; Machado, E.;  
14 Magdaleno, J.; Mahon, J.; Mak, W.; Marianetti, M.; Markens, S.; Martín, Ó.; McKenna, C.; Mercado,  
15 W.; Mills, P.; Munch, J.; O’Dowd, M.; Oh, H.; Olewuke, J.; Prince, P.; Prohaska, V.; Qian, G.;  
16 Registe, K.; Rice, A.; Rosario, Y.; Rotolo, R.; Sailor, K.; Sarmiento, R.; Schlesinger, K.; Schwittek,  
17 D.; Scott, K.; Sekyere, R.; Sisselman, A.; Tananbaum, D.; Trimarchi, Y.; Valentine, R.; Wangerin,  
18 R.; Waring, E.; Wynne, B.; Yates, S.; Yavuz, D.

19  
20 **Senators Absent:** Ahmed, I.; Blachman, S.; Cervantes, J.; DeJaynes, T.; Diallo, E.; DiBello, M.;  
21 Doyran, M.; Eshun, Y.; Forde, A.; Graulau, J.; Jalloh, M.; Johnson, M.; MacKillop, J.; Manu, E.;  
22 McCabe, J.; McNeil, C.; Ortiz, H.; Phillips, M.; Reyes, N.; Rivera-McCutchen, R.; Sauane, M.;  
23 Somwar, D.; Tavares, J.; Torres, Y.  
24  
25

26 The meeting was called to order by President José L. Cruz at 3:35 p.m.  
27

28 **1. Approval of the Minutes**

29 The minutes of the May 9, 2018 Senate meeting were approved by unanimous voice vote.  
30

31 **2. Announcements and Communications**

32 **a. Report of the President**

33 Dr. Cruz welcomed all to the first meeting of the year and shared his appreciation that all  
34 could attend despite it being so early in the semester. Dr. Cruz gave a special thanks to all  
35 new senators for devoting their time, energy, and talent—not simply as representatives who  
36 have been selected by their peers and entrusted with this responsibility, but as participants in  
37 how the policy and practices of this great institution are developed, maintained, and  
38 improved as well.  
39

40 Dr. Cruz lamented that this would be the first Senate, since the start of his Presidency, where  
41 an esteemed senator and good friend of his was not in attendance: the late Vincent W. Clark,  
42 who was the VP for Administration and Finance. Dr. Cruz asked all to join in a moment of  
43 silence in memory of Mr. Clark. Following the moment of silence, Dr. Cruz expressed that  
44 the College is thankful for Mr. Clark and the work he put forth over the years, which was  
45 transparent, participatory, and engaged. Dr. Cruz explained that the work will continue to  
46 proceed in this direction.

47  
48 Dr. Cruz gave acknowledgement to Rene Rotolo, AVP of Campus Planning and Facilities,  
49 who is currently serving as the interim executive in charge for the Division of Administration  
50 and Finance. Dr. Cruz also informed all that the College is very fortunate to have Christina  
51 Chiappa, Deputy Chief Financial Officer of the City University of New York, lending a hand  
52 as well, to ensure that the College's financial affairs are tended to.

53  
54 Dr. Cruz announced that he would be sending out a campus wide email early next week, in  
55 which he hopes to summarize the great momentum that Lehman has gained over the past  
56 several months. He briefed that there would be a report to CUNY Central on how well the  
57 College has fared the metrics, concerning areas such as access, retention, graduation, and  
58 transfer rates, as well as research grants among other categories. Dr. Cruz assured all that in  
59 every measure, the College is in an upward trend and, most important, excelling. Dr. Cruz  
60 added that the email would include information regarding the various transitions on campus,  
61 and noted that Dr. Daniel Lemons would be joining Lehman as interim dean of Academic  
62 Affairs while the College moves forward with a search for a provost.

63  
64 Dr. Cruz thanked Dr. Vincent Prohaska, interim Vice Provost for Academic Affairs, for  
65 filling in as executive in charge of Academic Affairs & Student Success. He also thanked the  
66 Chief Librarian, Prof. Kenneth Schlesinger, for stepping up as the lead writer for the  
67 College's Middle States Self-Study report. Dr. Cruz noted that such was a huge  
68 responsibility and shared his admiration for the efforts put forth by Prof. Schlesinger.

69  
70 Dr. Cruz informed all that although his work last year was defined by his involvement at the  
71 governance level, his involvement this academic year would be centered at the departmental

72 level. In this way, he explained, he would be closer to the great ideas that will inform the  
73 work of the College moving forward.

74  
75 **b. Student Legislative Assembly—**

76 Ms. Daisy Flores introduced herself as the new student body president and voiced several  
77 important points. Ms. Flores reminded all that the importance of the Student Government  
78 Association (SGA) is to deliver the college experience and improve student services. She  
79 acknowledged that although Lehman would be faced with a number of challenges at all levels  
80 of the College and with regard to resources, she maintained that it was important to find ways  
81 to build solutions to such issues. Ms. Flores also urged all to respond in this way and, as  
82 members of an exceptional institution of the City University of New York (CUNY), exceed  
83 expectations when met with challenges this year and moving forward.

84  
85 Ms. Flores made several announcements. She announced that SGA would be having a club  
86 fair on Wednesday, September 12<sup>th</sup>; she urged all, including administration, to attend. Ms.  
87 Flores also announced that elections for student senators would be taking place the following  
88 day, September 6<sup>th</sup>, at 9:00 a.m. and expressed that her goal was to achieve student  
89 membership at its full capacity. Moreover, Ms. Flores announced that SGA would be  
90 introducing a new program called the Student Government Volunteer (SGV) program, which  
91 ensures that students are involved in leadership without the commitment of the student  
92 government process. She urged all to contact her with any questions and informed that she  
93 would be reaching out to administrative offices and academic departments as well.

94  
95  
96 **REPORTS OF STANDING COMMITTEES—**

97  
98 **1. Graduate Studies**

99 Professor Janet DeSimone presented proposals for curriculum changes in the following departments:  
100 Health Sciences and Nursing. The proposals were approved by unanimous voice vote.

101  
102 Prof. DeSimone also presented informational items regarding experimental courses in the  
103 Department of Philosophy and the Department of Biological Sciences.

104

105 See Attachment I

106

107 The next meeting is scheduled for Wednesday, October 10<sup>th</sup> at 11:00 a.m. in Carman, B33A.

108

109 **2. Governance Committee**

110

111 Professor Duane Tananbaum welcomed all to the Senate. He reviewed the processes of the Senate  
112 to new members and explained that all voting members should be seated at the center of the room  
113 as well as the section on the right. Prof. Tananbaum also explained that as the Senate is open to the  
114 Lehman College community, observers are also in attendance and will be asked to sit in the section  
115 on the left. Prof. Tananbaum informed that voting members of the Senate must also check in with  
116 their Lehman IDs at the table located outside of the room. He explained that New York State requires  
117 a quorum before the Senate can transact business and that proof of attendance, through the check in  
process, creates an official record of that.

118

119 Prof. Tananbaum also informed that agendas and committee reports for the Senate are distributed a  
120 week before the meeting. In this way, he explained, all will have a chance to review the items for  
121 discussion. Prof. Tananbaum encouraged all to take the time to read the reports before they attend  
122 the Senate, especially as some reports can be lengthy and complicated. He also urged all to take the  
opportunity to ask questions, noting that the Senate is where many of the College's policies are set.

123

124 Prof. Tananbaum announced that there were two vacancies on the committee as the terms of Prof.  
125 Susan Markens and Prof. Suzanne Yates have expired. He explained that as such is the case, there  
126 is a need to elect two faculty members for a two year term to serve on the committee, reminding all  
127 that the Governance Committee is the only committee with the restriction where all members must  
128 also be members of the Senate. Prof. Susan Markens and Prof. Amanda Sisselman were nominated  
and elected by unanimous voice vote.

129

130 Prof. Tananbaum acknowledged that though there is a desire to wait until elections are held for  
131 student senators, it was possible to fill some seats today for the committee. Kiana Registe was  
nominated and elected by unanimous voice vote. There were no other nominations.

132 Prof. Tananbaum went on to inform all that Dr. Cruz had appointed himself to be the administrative  
133 representative on the committee. He thanked all and expressed his looking forward to a productive  
134 year.

### 135 **3. Committee on Admissions, Evaluations and Academic Standards**

136 There was no report. Professor Penny Prince informed all that the committee would be working on  
137 a report to present to the Senate and will provide the results once they have a chance to meet.

138  
139 Prof. Prince also informed that the year prior, she announced the formation of a reentry committee  
140 at Lehman College; she briefed that the committee was doing well and was awarded the THRIVE  
141 Grant from the College & Community Fellowship. Prof. Prince explained that 30 individuals  
142 participated in the trainings over the summer and that additional trainings are expected in September.  
143 She stated that she would provide a follow up report to the Senate after the final day of training.

144

145 The next meeting was scheduled for Monday, September 17, 2018 at 2:00 p.m. in Music 313.

146

### 147 **4. Undergraduate Curriculum**

148 Professor David Hyman presented proposals for curriculum changes in the following departments:  
149 Africana Studies, Economics & Business, Health Sciences, Philosophy, Physics and Astronomy, and  
150 the Adult Degree Program. The proposals were approved by unanimous voice vote.

151

152 See Attachment II

153

154 The next meeting was scheduled for Wednesday, September 26, 2018 at 1:00 p.m. in SC 1405A.

155

### 156 **5. Academic Freedom**

157 There was no report.

158

### 159 **6. Library, Technology, and Telecommunication**

160 Professor Stephen Castellano presented the report and brought announcements from the Library,  
161 Division of Information Technology, Online Education, and concerning Blackboard.

162

163 See Attachment III

164

165 There was a question regarding the Library Reserve and why it was no longer able to accept personal  
166 copies of books from faculty. Chief Librarian Kenneth Schlesinger explained that the new library  
167 management system limits faculty personal copies.

168

169 Prof. Robert Farrell added that faculty would still be able to donate books to the Library for reserves,  
170 but informed that under the new library management system, the copies will be considered property  
171 of the Library. Prof. Farrell elaborated that the process is unlike the procedure adopted in the past,  
172 where faculty could donate books and reclaim them later.

173

## 174 **7. Campus Life and Facilities**

175 There was no report.

176

177 The next meeting was scheduled for October 10<sup>th</sup> at 2:00 p.m. in Shuster B-018.

178

## 179 **8. Budget and Long-Range Planning**

180 Professor Haiping Cheng explained that the committee met shortly before the Senate and that,  
181 although he did not have a full report, he thought it was important to share a preview of the budget  
182 for fiscal year 2019.

183

184 See Attachment IV

185

186 Prof. Cheng conveyed that, of the 112.3 million managed by the College, there was an increase in  
187 tuition by 3.2 million due to enrollment and 7.1 million in savings from the year prior. He also listed  
188 the major spending categories and the budget highlights.

189

190 Prof. Tananbaum expressed his concern for the low number of new faculty lines for the years 2018  
191 through 2020. He questioned why the money generated from the increase in enrollment and last  
192 year's savings were not committed to additional faculty lines. Prof. Tananbaum also noted the  
193 importance of new faculty lines in keeping up with the increase in enrollment. Prof. Cheng referred  
194 the matter to the President.

195 Dr. Cruz explained that this data was a reflection of the College's issue with failed searches and  
196 retention issues with junior faculty. Despite these setbacks, the President explained, it is the aim of  
197 the College to expand new faculty lines, but in ways that promote stability and successful retention  
198 rates. Dr. Cruz stressed that the savings for this is based on sound financial practice, which is to have  
199 at least 4% of the budget rollover from year to year. The reserves, if the College is successful, will  
200 help to finance all vacant faculty lines in addition to five new faculty lines. Dr. Cruz shared that the  
201 aim is to figure out a way to give each school an enrollment target and a dollar amount to cover the  
202 enrollment target. If the schools are able to satisfy the enrollment target and generate savings, the  
203 College would be able to keep track of enrollment increases to the actual resources available. Dr.  
204 Cruz expressed his hope to share more with the Budget Committee and the Senate as the year moves  
205 forward.

206  
207 AVP Rotolo clarified that the yearend savings from 2018 were not all from tuition collections; she  
208 explained that some were one-time money received from pass due balances the year prior and, as  
209 such, does not reflect all enrollment.

210  
211 The next meeting was scheduled for Wednesday, November 14 2018 at 1:30 p.m. in Shuster 336.

212  
213 **9. University Faculty Senate Report**

214 There was no report.

215  
216 Old Business----None.

217  
218 New Business----- Nominations were made for a Senate Chair to preside in the absence of the  
219 President. Prof. Duane Tananbaum was nominated and elected by unanimous voice vote.

220  
221 Prof. Penny Prince discussed matters for consideration. She urged that when students are assigned  
222 to committees that it be made clear that the committees *need* them. She also expressed that there  
223 should be additional oversight at the bookshop as, each year, students are being told that their books  
224 have not arrived.

225  
226 **ADJOURNMENT**

227 President Cruz adjourned the meeting at 4:23 p.m.

228

229      Respectfully submitted:

230

231      Esdras Tulier



**Senate Meeting – September 5, 2018**  
**Proposed Graduate Studies Report**

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

Department of Health Sciences

- Course changes: DFN 730 and 731
- Certificate changes: Health Education, Advanced Certificate

Department of Nursing

- Degree changes: MS in Family Nurse Practitioner; MS in Pediatric Nurse Practitioner
- Certificate changes: Pediatric Nurse Practitioner, Advanced Certificate

Does anyone have any questions and/or comments? All those in favor say I. Anyone opposed? Any abstentions?

Informational Items: The committee discussed and approved with a quorum the following experimental courses:

Department of Philosophy

- Experimental course: PHI 755

Department of Biological Sciences

- Experimental course: BIO 632

Our next grad studies meeting will be on October 10, 2018.

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

**DEPARTMENT OF BIOLOGICAL SCIENCES**

**CURRICULUM CHANGE**

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

2.

|   |  |
|---|--|
| Department(s)                                       | Biological Sciences  |
| Career  | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate  |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial   |
| Subject Area  | Biology  |
| Course Prefix & Number                              | BIO 632  |
| Course Title  | Biological Data Analysis and Interpretation  |
| Description   | Applications of statistics, data interpretation and data presentation in biology focused on genetics, molecular biology, biochemistry, ecology and evolution. Topics include: the presentation of biological data, summary statistics, probabilities, probability distributions and various methods of hypothesis testing.   |
| Pre/ Co Requisites                                  | NA   |
| Credits   | 2  |
| Hours   | 2  |
| Liberal Arts  | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

**3. Rationale:**

This course will provide a strong foundation in data analysis and will enhance student understanding of data interpretation and presentation, which are critical for biological research.

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

- Demonstrate understanding of testable hypotheses.
- Demonstrate the ability to extract information and interpret graphical or tabular research data.
- Demonstrate the ability to communicate research findings.
- Be able to draw conclusions based on quantitative data.
- Demonstrate understanding of summary statistics and probability distributions.

**5. Date of Departmental Approval: May 2, 2018**

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

**1. Type of Change:** Workload hours in CUNYfirst; course description

**2. From:**

|  |  |
|--|--|
| Department(s)  | Health Sciences  |
| Career   | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate  |
| Academic Level                                       | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial   |
| Subject Area   | Dietetics, Foods, and Nutrition  |
| Course Prefix & Number                               | DFN 730  |
| Course Title   | Supervised Professional Practice   |
| Description  | (Course open only to those accepted into the Dietetic Internship. <del>May be reelected for a maximum of 9 credits.</del> ) A minimum of 400 hours of supervised professional practice at approved health care and community sites.  |
| Pre/ Co Requisites                                   | Co-requisite: DFN 731  |
| Credits  | 3  |
| Hours  | <del>Minimum of 400 hours</del>  |
| Liberal Arts   | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  |
| Course Attribute (e.g. Writing Intensive, WAC, etc.) | NA   |
| General Education Component                          | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

**3. To:**

|  |  |
|--|--|
| Department(s)  | Health Sciences  |
| Career   | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate  |
| Academic Level                                       | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial   |
| Subject Area   | Dietetics, Foods, and Nutrition  |
| Course Prefix & Number                               | DFN 730  |
| Course Title   | Supervised Professional Practice   |
| Description  | (Course open only to those accepted into the Dietetic Internship.) <u>Must be taken for three semesters for a maximum of 9 credits</u> . A minimum of 400 hours of supervised professional practice at approved health care and community sites, <u>hospital and clinical settings and food service establishments</u> .   |
| Pre/ Co Requisites                                   | Co-requisite: DFN 731  |
| Credits  | 3  |
| Hours  | <u>3</u>   |
| Liberal Arts   | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  |
| Course Attribute (e.g. Writing Intensive, WAC, etc.) | NA   |
| General Education Component                          | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

**4. Rationale:**

The number of workload hours for DFN 730 needs to be increased to three workload hours per semester. The course is three credits and should be listed as three workload hours in CUNYfirst. In addition, there has been an increase in the number of required supervised practice hours from 900 to 1200 in the Dietetic Internship according to ACEND, the Accreditation Council for Education in Nutrition and Dietetics. The Dietetic Internship is assessed on preparing interns to become entry-level dietitian nutritionists

and the workload reflects the coordination of a large number of clinical, community, research and foodservice sites.

5. **Date of departmental approval:** April 25, 2018

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

**1. Type of Change:** Workload hours in CUNYfirst; course description

**2. From:**

|  |  |
|--|--|
| Department(s)  | Health Sciences  |
| Career   | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate  |
| Academic Level                                       | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial   |
| Subject Area   | Dietetics, Foods, and Nutrition  |
| Course Prefix & Number                               | DFN 731  |
| Course Title   | Concepts and Methods of Dietetics Practice   |
| Description  | (Course open only to those accepted into Dietetic Internship.)<br>Examination of current concepts and methods of dietetics practice to prepare students for entry-level professional practice. Includes on-campus didactic activities, group discussions, and the use of case studies to analyze and expand upon the fieldwork experience.<br><del>Completion of the Dietetic Internship requires participation in the seminar for three semesters.</del>  |
| Pre/ Co Requisites                                   | Co-requisite: DFN 730  |
| Credits  | 3  |
| Hours  | 3  |
| Liberal Arts   | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  |
| Course Attribute (e.g. Writing Intensive, WAC, etc.) | NA   |
| General Education Component                          | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

|  |  |
|--|--|
|  |  |
|--|--|

**3. To:**

|  |  |
|--|--|
| Department(s)  | Health Sciences  |
| Career   | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate  |
| Academic Level                                       | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial   |
| Subject Area   | Dietetics, Foods, and Nutrition  |
| Course Prefix & Number                               | DFN 731  |
| Course Title   | Concepts and Methods of Dietetics Practice   |
| Description  | (Course open only to those accepted into Dietetic Internship.)<br>Examination of current concepts and methods of dietetics practice to prepare students for entry-level professional practice. Includes on-campus didactic activities, group discussions, and the use of case studies to analyze and expand upon the fieldwork experience.<br><u>Completion of the Dietetic Internship requires successful completion of the course for three semesters, to fulfill competencies outlined by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).</u> |
| Pre/ Co Requisites                                   | Co-requisite: DFN 730  |
| Credits  | 3  |
| Hours  | <u>3</u>   |
| Liberal Arts   | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  |
| Course Attribute (e.g. Writing Intensive, WAC, etc.) | NA   |
| General Education Component                          | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World   |

**4. Rationale:**

The number of workload hours for DFN 731 needs to be increased to three workload hours in CUNYfirst to include additional didactic support for interns to prepare and study for the Registered Dietitian Exam. Although this course is listed in Lehman's Graduate



Bulletin as three credits, three hours, still CUNYfirst only has two workload hours listed. The workload hours provide the interns with the didactic support, professional development, self-assessment, and exam review to pass the RD exam and meet the required ACEND standards and competencies for the internship. A goal of the internship is to have interns pass the exam and become Registered Dietitian Nutritionists.

5. **Date of departmental approval:** April 25, 2018

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Health Education Advanced Certificate Program  
Hegis Number: 25951  
Program Code: 39592  
Effective Term: Fall 2018

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

2. **From:**  
**Health Education Advanced Certificate Program (18 Credits)**

This program will be offered to students who already possess a Master's degree and a New York State (NYS) initial or professional certification in any subject area. The Advanced Certificate will enable them to become certified to teach Health Education P-12 in NYS in addition to their base certificate. This program requires 12 credits in Health Education core content and 6 credits in fieldwork through the Student Teaching Internship course.

**Admission Requirements:**

- Possess a master's degree in a related field.
- Demonstrate the ability to successfully pursue graduate study by having a master's Grade Point Average of 3.0 or better.
- Submit two (2) letters of recommendation and a 500-word essay on career goals.
- Submit NYS initial or professional certification in any subject area.
- Meet additional Departmental, divisional, and New York State requirements, if any.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.

**Program of Study:**

**Content Courses (Total of 3 credits):**

|   |           |
|---|-----------|
| HEA 507: Human Sexuality                        | 3 credits |
| HEA 671: Teaching Methods Psychosocial Wellness | 3 credits |

**Student Teaching Internship (Total of 9 credits):**

|   |             |
|---|-------------|
| ESC 595: Internship in Classroom Teaching       | 1-3 credits |
| ESC 611: Seminar in Secondary & TESOL Education | 1 credit    |

ESC 708: Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas 3 credits

**Elective Courses (Total of 9 credits):**

|   |           |
|---|-----------|
| HEA 509: Drugs and Substance Abuse                  | 3 credits |
| HEA 636: Perspectives on Death and Dying            | 3 credits |
| HEA 640: Nutrition and Chronic Diseases             | 3 credits |
| HEA 680: Special Topics in Health                   | 3 credits |
| HEA 685: Independent Study in Health Ed & Promotion | 3 credits |

**TOTAL CREDITS FOR CERTIFICATE: 18**

**3. To:**

**Health Education Advanced Certificate Program (18 Credits)**

This program will be offered to students who already possess a Master's degree and a New York State (NYS) initial or professional certification in any subject area. The Advanced Certificate will enable them to become certified to teach Health Education P-12 in NYS in addition to their base certificate. This program requires 12 credits in Health Education core content and 6 credits in fieldwork through the Student Teaching Internship course.

**Admission Requirements:**

- Possess a master's degree in a related field.
- Demonstrate the ability to successfully pursue graduate study by having a master's Grade Point Average of 3.0 or better.
- Submit two (2) letters of recommendation and a 500-word essay on career goals.
- Submit NYS initial or professional certification in any subject area.
- Meet additional Departmental, divisional, and New York State requirements, if any.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.

**Program of Study:**

**Content Courses (Total of 6 credits):**

|   |           |
|---|-----------|
| HEA 671: Teaching Methods Psychosocial Wellness | 3 credits |
| HEA 507: Human Sexuality                        | 3 credits |

**Student Teaching Internship (Total of 6 credits):**

|  |             |
|--|-------------|
| *ESC 595: Internship in Classroom Teaching   | 1-3 credits |
| ESC 611: Seminar in Secondary & TESOL Education  | 1 credit    |
| ESC 708: Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas | 3 credits   |

**\*NOTE: ESC 595 is a variable-credit course and must be taken for two credits.**

**Elective Courses (Total of 6 credits):**

|   |           |
|---|-----------|
| HEA 502: Women & Health                                   | 3 credits |
| HEA 509: Drugs and Substance Abuse                        | 3 credits |
| HEA 510: Health & Aging                                   | 3 credits |
| HEA 627: Health Problems & Issues in Contemporary Society | 3 credits |
| HEA 636: Perspectives on Death and Dying                  | 3 credits |
| HEA 640: Nutrition and Chronic Diseases                   | 3 credits |
| HEA 680: Special Topics in Health                         | 3 credits |
| HEA 685: Independent Study in Health Ed & Promotion       | 3 credits |

**TOTAL CREDITS FOR CERTIFICATE: 18****4. Rationale:**

There was an error in the submission and chancellor's report. Instead of listing three credits of content courses, it should list six credits. Instead of listing nine credits of electives, it should list six credits. Instead of listing one-three credits for ESC 595, it should list two credits. Instead of listing a total of nine credits for student teaching internship, it should list six credits. Lastly, it needs to be clarified for students that ESC 595 must be taken for two credits, given that this is a variable-credit course. The content has not been altered; rather this proposal fixes administrative errors.

**5. Date of departmental approval: May 17, 2018**

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

**DEPARTMENT OF NURSING**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Family Nurse Practitioner, M.S.; Family Nurse Practitioner, Advanced Certificate  
 Hegis Number: 1203.10; 1203.12  
 Program Code: 33473; 33472  
 Effective Term: Fall 2018

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

2. **From:**  
**Curriculum for M.S. in Family Nurse Practitioner Program (45 credits)**

Basic Core Courses in Graduate Nursing Programs (15)

Required for all the master's degree programs in nursing.

|  | Credits |
|--|---------|
| NUR 720 Concepts and Theories for Advanced Nursing Practice  | 3       |
| NUR 721 Essentials of Clinical Research                      | 3       |
| NUR 723 Strategies for Advanced Nursing Practice             | 3       |
| NUR 726 Health Planning and Policy Making: Leadership Issues | 3       |
| NUR 787 Advanced Professional Seminar                        | 3       |

**Graduate courses required for the M.S. in FNP (30)**

(In addition to the 15 credits of core courses).

|  | Credits |
|--|---------|
| NUR 767 Advanced Pharmacology                                    | 3       |
| NUR 766 Advanced Pathophysiology                                 | 3       |
| NUR 769 Family Developmental Theory                              | 3       |
| NUR 773 Advanced Health Assessment                               | 3       |
| NUR Advanced Family Nursing Practice I - Using a Nursing Science | 6       |

|         |  |   |
|---------|--|---|
| 774     | Framework  |   |
| NUR 775 | Advanced Family Nursing Practice II - Using a Nursing Science Framework  | 6 |
| NUR 776 | Advanced Family Nursing Practice III - Using a Nursing Science Framework | 6 |

### **Curriculum Plan for Post Masters Certificate in Family Nurse Practitioner**

**(30 credits)**

|         |  | Credits |
|---------|--|---------|
| NUR 767 | Advanced Pharmacology  | 3       |
| NUR 769 | Family Developmental Theory  | 3       |
| NUR 766 | Advanced Pathophysiology   | 3       |
| NUR 773 | Advanced Health Assessment   | 3       |
| NUR 774 | Advanced Family Nursing Practice I - Using a Nursing Science Framework   | 6       |
| NUR 775 | Advanced Family Nursing Practice II - Using a Nursing Science Framework  | 6       |
| NUR 776 | Advanced Family Nursing Practice III - Using a Nursing Science Framework | 6       |

### **3. To:**

#### **Curriculum for M.S. in Family Nurse Practitioner Program (45 credits)**

Basic Core Courses in Graduate Nursing Programs (15)

Required for all the master's degree programs in nursing.

|  | Credits |
|--|---------|
| NUR 720 Concepts and Theories for Advanced Nursing Practice  | 3       |
| NUR 721 Essentials of Clinical Research                      | 3       |
| NUR 723 Strategies for Advanced Nursing Practice             | 3       |
| NUR 726 Health Planning and Policy Making: Leadership Issues | 3       |
| NUR 787 Advanced Professional Seminar                        | 3       |

#### **Graduate courses required for the M.S. in FNP (30)**

(In addition to the 15 credits of core courses).

|            |  | Credits |
|------------|--|---------|
| NUR<br>767 | Advanced Pharmacology  | 3       |
| NUR<br>766 | Advanced Pathophysiology   | 3       |
| NUR<br>769 | Family Developmental Theory  | 3       |
| NUR<br>773 | Advanced Health Assessment   | 3       |
| NUR<br>774 | Advanced Family Nursing Practice I - Using a Nursing Science Framework   | 6       |
| NUR<br>775 | Advanced Family Nursing Practice II - Using a Nursing Science Framework  | 6       |
| NUR<br>776 | Advanced Family Nursing Practice III - Using a Nursing Science Framework | 6       |

### **Curriculum Plan for Post Masters Certificate in Family Nurse Practitioner**

**(30 credits)**

|            |  | Credits |
|------------|--|---------|
| NUR<br>767 | Advanced Pharmacology  | 3       |
| NUR<br>769 | Family Developmental Theory  | 3       |
| NUR<br>766 | Advanced Pathophysiology   | 3       |
| NUR<br>773 | Advanced Health Assessment   | 3       |
| NUR<br>774 | Advanced Family Nursing Practice I - Using a Nursing Science Framework   | 6       |
| NUR<br>775 | Advanced Family Nursing Practice II - Using a Nursing Science Framework  | 6       |
| NUR<br>776 | Advanced Family Nursing Practice III - Using a Nursing Science Framework | 6       |

Students must achieve a 3.0 GPA and submit proof of completing the American Nurses Credentialing Center (ANCC) certification examination in Family Nurse Practitioner to graduate with a master of science degree or post-masters certificate in Family Nurse Practitioner.

#### **4. Rationale:**

The requirement for professional certification is a mark of knowledge and skill competency for the advanced practice registered nurse. Currently the majority of students in our practitioner programs do not take the certification exams within six

months of program completion. Research and personal data indicates that a delay in taking the exam after six months of program completion negatively impacts the pass rate of graduates. While it is not mandated by NYS for license as an advanced practice nurse, 48 states in the US do require certification (NY and CA are the exceptions). Employers are requesting that ANPS become certified for hire, and this is true in NYS. Certification benefits for students is selection for hire over the competition for jobs.

Although NYS does not require certification for the advanced nursing practice license, the accrediting organization for our nursing programs Commission on Collegiate Nursing Education (CCNE), looks at certification pass scores as a measure of program outcome effectiveness. Our current certification scores have been below the national average for the past several years. This is a major concern for our students, faculty and future of our Master's Degree and Advanced Certificate practitioner programs.

Finally, the nursing department will monitor the process of students taking the certification exam by requesting documentation from students. Official notification from ANCC would be emailed to the nursing department chair of program director.

5. **Date of departmental approval:** March 6, 2018



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

**DEPARTMENT OF NURSING**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Pediatric Nurse Practitioner, M.S.

Hegis Number: 1203.10

Program Code: 19752

Effective Term: Fall 2018

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

2. **From:**

**Master Science in Pediatric Nurse Practitioner Curriculum**

|  | Credits |
|--|---------|
| NUR 720 Concepts and Theories for Advanced Nursing Practice  | 3       |
| NUR 721 Essentials of Clinical Research                      | 3       |
| NUR 723 Strategies for Advanced Nursing Practice             | 3       |
| NUR 726 Health Planning and Policy Making: Leadership Issues | 3       |
| NUR 766 Advanced Pathophysiology                             | 3       |
| NUR 767 Advanced Pharmacology                                | 3       |
| NUR 769 Family Developmental Theory                          | 3       |
| NUR 770 Advanced Practice I                                  | 6       |
| NUR 771 Advanced Nursing Practice II                         | 6       |
| NUR 772 Advanced Nursing Practice III                        | 6       |
| NUR 773 Advanced Health Assessment                           | 3       |
| NUR 787 Advanced Professional Seminar                        | 3       |

3. **TO:**

**Master Science in Pediatric Nurse Practitioner Curriculum**

|  | Credits |
|--|---------|
| NUR 720 Concepts and Theories for Advanced Nursing Practice  | 3       |
| NUR 721 Essentials of Clinical Research                      | 3       |
| NUR 723 Strategies for Advanced Nursing Practice             | 3       |
| NUR 726 Health Planning and Policy Making: Leadership Issues | 3       |
| NUR 766 Advanced Pathophysiology                             | 3       |
| NUR 767 Advanced Pharmacology                                | 3       |
| NUR 769 Family Developmental Theory                          | 3       |
| NUR 773 Advanced Health Assessment                           | 3       |

|                                       |   |
|---------------------------------------|---|
| NUR 770 Advanced Practice I           | 6 |
| NUR 771 Advanced Nursing Practice II  | 6 |
| NUR 772 Advanced Nursing Practice III | 6 |
| NUR 787 Advanced Professional Seminar | 3 |

Rationale on Bulletin edits: The course number sequencing for NUR 773 Advanced Health Assessment is placed before NUR 770 for the PNP and Post-master's certificate because it is a pre-requisite course for NUR 770, Advance Nursing Practice I. The NUR 773 course was added to the PNP and Post-master's certificate programs in 200? as required by our accrediting agency Commission on Collegiate Nursing Education (CCNE) and the American Nursing Credentialing Center (ANCC).

Students must achieve a 3.0 GPA and submit proof of completing the American Nurses Credentialing Center (ANCC) certification examination in Pediatric Nurse Practitioner to graduate with a Master of Science degree or post-masters certificate in Pediatric Nurse Practitioner.

#### 4. **Rationale:**

The requirement for professional certification is a mark of knowledge and skill competency for the advanced practice registered nurse. Currently the majority of students in our practitioner programs do not take the certification exams within six months of program completion. Research and personal data indicates that a delay in taking the exam after six months of program completion negatively impacts the pass rate of graduates. While it is not mandated by NYS for license as an advanced practice nurse, 48 states in the US do require certification (NY and CA are the exceptions). Employers are requesting that ANPS become certified for hire, and this is true in NYS. Certification benefits for students is selection for hire over the competition for jobs.

Although NYS does not require certification for the advanced nursing practice license, the accrediting organization for our nursing programs Commission on Collegiate Nursing Education (CCNE), looks at certification pass scores as a measure of program outcome effectiveness. Our current certification scores have been below the national average for the past several years. This is a major concern for our students, faculty and future of our Master's Degree and Advanced Certificate practitioner programs.

Finally, the nursing department will monitor the process of students taking the certification exam by requesting documentation from students. Official notification from ANCC would be emailed to the nursing department chair of program director.

#### 5. **Date of departmental approval:** March 6, 2018

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

**DEPARTMENT OF NURSING**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Pediatric Nurse Practitioner, Advanced Certificate

Hegis Number: 1203.10

Program Code: 20582

Effective Term: Fall 2018

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

2. **From:**

**The Certificate in Pediatrics Nurse Practitioner program consists of a sequence of seven courses for a total of 30 credits as listed below:**

|            |                               |   |
|------------|-------------------------------|---|
| NUR<br>766 | Advanced Pathophysiology      | 3 |
| NUR<br>767 | Advanced Pharmacology         | 3 |
| NUR<br>769 | Family Developmental Theory   | 3 |
| NUR<br>770 | Advanced Practice I           | 6 |
| NUR<br>771 | Advanced Nursing Practice II  | 6 |
| NUR<br>772 | Advanced Nursing Practice III | 6 |
| NUR<br>773 | Advanced Health Assessment    | 3 |

3. **To:**

**The Certificate in Pediatrics Nurse Practitioner program consists of a sequence of seven courses for a total of 30 credits as listed below:**

|            |                             |   |
|------------|-----------------------------|---|
| NUR<br>766 | Advanced Pathophysiology    | 3 |
| NUR<br>767 | Advanced Pharmacology       | 3 |
| NUR        | Family Developmental Theory | 3 |

|            |                               |   |
|------------|-------------------------------|---|
| 769        |                               |   |
| NUR<br>773 | Advanced Health Assessment    | 3 |
| NUR<br>770 | Advanced Practice I           | 6 |
| NUR<br>771 | Advanced Nursing Practice II  | 6 |
| NUR<br>772 | Advanced Nursing Practice III | 6 |

Students must achieve a 3.0 GPA and submit proof of completing the American Nurses Credentialing Center (ANCC) certification examination in Pediatric Nurse Practitioner to graduate with a Master of Science degree or post-masters certificate in Pediatric Nurse Practitioner.

#### **4. Rationale:**

The requirement for professional certification is a mark of knowledge and skill competency for the advanced practice registered nurse. Currently the majority of students in our practitioner programs do not take the certification exams within six months of program completion. Research and personal data indicates that a delay in taking the exam after six months of program completion negatively impacts the pass rate of graduates. While it is not mandated by NYS for license as an advanced practice nurse, 48 states in the US do require certification (NY and CA are the exceptions). Employers are requesting that ANPS become certified for hire, and this is true in NYS. Certification benefits for students is selection for hire over the competition for jobs.

Although NYS does not require certification for the advanced nursing practice license, the accrediting organization for our nursing programs Commission on Collegiate Nursing Education (CCNE), looks at certification pass scores as a measure of program outcome effectiveness. Our current certification scores have been below the national average for the past several years. This is a major concern for our students, faculty and future of our Master's Degree and Advanced Certificate practitioner programs.

Finally, the nursing department will monitor the process of students taking the certification exam by requesting documentation from students. Official notification from ANCC would be emailed to the nursing department chair of program director.

#### **5. Date of departmental approval: March 6, 2018**

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

**DEPARTMENT OF PHILOSOPHY**

**CURRICULUM CHANGE**

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

2.

|   |  |
|---|--|
| Department(s)                                       | Philosophy   |
| Career  | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate  |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial   |
| Subject Area  | Philosophy   |
| Course Prefix & Number                              | PHI 755  |
| Course Title  | Topics in Philosophy   |
| Description   | Study of various topics in Philosophy. (For specific topics and sections each semester, consult the Department.) (May be repeated for a maximum of six credits.)   |
| Pre/ Co Requisites                                  | Departmental Approval  |
| Credits   | 3 (maximum 6 credits)  |
| Hours   | 3  |
| Liberal Arts  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

3. **Rationale:**

This course can be used by Lehman College students in the MA program in Liberal Studies (MALS) as an equivalent to graduate-level courses in Philosophy. It can also be taken by epermit at other CUNY campuses. The Philosophy Department anticipates opening small sections of this course to meet with some 300-level or 400-level courses, which will enable MALS students to learn from the Lehman instructor in the course and perform additional work in order to meet the standards of a 700-level course.

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

- Demonstrate knowledge of major developments in either Western or Non-Western Philosophy
- Identify and explain certain important philosophical concepts
- Evaluate the strength or weakness of arguments for certain philosophical positions
- Demonstrate ability to write clearly and precisely, to present arguments, and to support arguments with relevant textual support
- Demonstrate ability to engage in rigorous but respectful debate

**5. Date of Departmental Approval: March 29, 2018**

## Senate Meeting – September 5, 2018

### Undergraduate Curriculum Committee (UCC) Report

**The following proposals were approved unanimously by the UCC, with a quorum present on May 9, 2018 (8 of 10 members in attendance):**

1. Africana Studies
  - Change title, desc AAS 228
2. Economics & Business
  - Change minor bus admin
  - Change minor econ
  - Change minor management
  - New course BBA 466 was approved
3. Health Sciences
  - Change pre-req HEA 400
  - Change pre-req HEA 437
  - Change pre-req HEA 267
  - Change pre-req HEA 440
  - Change desc, pre-req HEA 470
  - Change grade policy
  - Change desc HEA 303
  - Change title, desc HEA 304
  - Change honors
4. Philosophy
  - Change number, pre-req DST 220 → 331
5. Physics and Astronomy
  - Change pre-req PHY 166
  - Change pre-req PHY 168
  - Change pre-req PHY 169
6. Adult Degree Program
  - Change number IBA 150
  - Change number IBA 151
  - Change number IBA 152
  - Change number IBA 153
  - Change number IBA 154
  - Change number IBA 160
  - Change title, desc, credits, hours, LA status IBA 135

Next meeting: September 26, 2018, 1 pm, Science 1405A

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

**ADULT DEGREE PROGRAM**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in course number

2. **From:**

|   |  |
|---|--|
| Department(s)                                       | Adult Degree Program   |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Individualized Study   |
| Course Prefix & Number                              | IBA 450  |
| Course Title  | Interdisciplinary Studies of People and Culture  |
| Description   | Introduction to peoples and cultures and factors that influence them across a broad range of domains. <del>Note: IBA courses are designed to introduce Adult Degree students to a liberal arts education and support their transition into advanced disciplinary studies.</del>  |
| Pre/ Co Requisites                                  | NA   |
| Credits   | 3 (may be repeated for credit with a different topic)  |
| Hours   | 3  |
| Liberal Arts  | <input checked="" type="checkbox"/> Yes [ ] No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |



|  |  |
|--|--|
|  |  |
|--|--|

3. **To:** Underline the changes

|   |  |
|---|--|
| Department(s)                                       | Adult Degree Program   |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Individualized Study   |
| Course Prefix & Number                              | IBA <u>250</u>   |
| Course Title  | Interdisciplinary Studies of People and Culture  |
| Description   | Introduction to peoples and cultures and factors that influence them across a broad range of domains.  |
| Pre/ Co Requisites                                  | NA   |
| Credits   | 3 (may be repeated for credit with a different topic)  |
| Hours   | 3  |
| Liberal Arts  | <input checked="" type="checkbox"/> Yes [ ] No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

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

As part of a more general assessment of the Adult Degree Program, the teaching of this course has been observed and syllabi from recent sections of this course have been examined. In the judgment of the Adult Degree Program Advisory Board, this course is presently taught at a level that is comparable to other 200-level courses at Lehman. When this course was first introduced, most Adult Degree students were beginning the program with few if any prior college credits, for which reason it was necessary to teach

the course at a 100-level in order to account for gaps in students' knowledge and skills. Today, the large majority of ADP students enter Lehman as transfer students with 30 or more credits, and as a result it makes sense to offer this course at a higher level. At the same time, the course provides important supplemental support that is appropriate for students who have been out of college for several years, as well as providing a cohort experience for entering students. The interdisciplinary nature of the course provides students with multiple perspectives that will better enable them to select a major that will best fit their interests, and also enables students to contribute their previous learning in a variety of disciplines. Students who enter the Adult Degree Program with fewer than 30 credits will be encouraged to take IBA 135, Returning Adult Student Seminar, prior to taking IBA 250.

The learning outcomes will remain the same, with the expectation that these correspond to a knowledge and skill level appropriate to a 200-level course:

By the end of the course students will be expected to

- Demonstrate knowledge of theories and behaviors of individuals, groups, and/or communities through an interdisciplinary study of people and culture
- Demonstrate the ability to formulate their own ideas about the world they live in
- Express themselves verbally and in writing, clearly and coherently
- Develop critical thinking, analytical and research skills

IBA courses both introduce Adult Degree Program students to a liberal arts education and prepare them to be successful in disciplinary study. Examples of current and past IBA courses in this area include: Psychosocial Development of Youth; Is Good Parenting Enough; Bullying, the Toxicity of Our Culture; Psychological and Social Effects of Coming Home; The Evolution of Disbelief; Death and Dying through Film and Literature; Food for Thought - Eating and Drinking Across Cultures; Bridging the Gap Across Gender, Generation and Culture; Multi-Cultural Perspectives on Illness.

The requirements in the "from" section are listed twice, because its requirements are included twice in the Undergraduate Bulletin, as part of a general description of the "major" for students in the Adult Degree Program and (in language that is not identical) under the heading for the "Individualized Baccalaureate Program." The Self-Determined Studies major is not listed anywhere in the Undergraduate Bulletin by that name

5. **Date of departmental approval:** 4/1/18

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

**ADULT DEGREE PROGRAM**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in course number

2. **From:**

|   |  |
|---|--|
| Department(s)                                       | Adult Degree Program   |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Individualized Study   |
| Course Prefix & Number                              | IBA 454  |
| Course Title  | Interdisciplinary Studies of Global and Local Issues   |
| Description   | Introduction to diverse issues that shape people's lives on both global and local levels. <del>Note: IBA courses are designed to introduce Adult Degree students to a liberal arts education and support their transition into advanced disciplinary studies.</del>  |
| Pre/ Co Requisites                                  | NA   |
| Credits   | 3 (may be repeated for credit with a different topic)  |
| Hours   | 3  |
| Liberal Arts  | <input checked="" type="checkbox"/> Yes [ ] No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

|  |  |
|--|--|
|  |  |
|--|--|

3. **To:** Underline the changes

|   |  |
|---|--|
| Department(s)                                       | Adult Degree Program   |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Individualized Study   |
| Course Prefix & Number                              | IBA <u>251</u>   |
| Course Title  | Interdisciplinary Studies of Global and Local Issues   |
| Description   | Introduction to diverse issues that shape people's lives on both global and local levels.  |
| Pre/ Co Requisites                                  | NA   |
| Credits   | 3 (may be repeated for credit with a different topic)  |
| Hours   | 3  |
| Liberal Arts  | <input checked="" type="checkbox"/> Yes [ ] No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

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

As part of a more general assessment of the Adult Degree Program, the teaching of this course has been observed and syllabi from recent sections of this course have been examined. In the judgment of the Adult Degree Program Advisory Board, this course is presently taught at a level that is comparable to other 200-level courses at Lehman. When this course was first introduced, most Adult Degree students were beginning the program with few if any prior college credits, for which reason it was necessary to teach

the course at a 100-level in order to account for gaps in students' knowledge and skills. Today, the large majority of ADP students enter Lehman as transfer students with 30 or more credits, and as a result it makes sense to offer this course at a higher level. At the same time, the course provides important supplemental support that is appropriate for students who have been out of college for several years, as well as providing a cohort experience for entering students. The interdisciplinary nature of the course provides students with multiple perspectives that will better enable them to select a major that will best fit their interests, and also enables students to contribute their previous learning in a variety of disciplines. Students who enter the Adult Degree Program with fewer than 30 credits will be encouraged to take IBA 135, Returning Adult Student Seminar, prior to taking IBA 251.

The learning outcomes will remain the same, with the expectation that these correspond to a knowledge and skill level appropriate to a 200-level course:

By the end of the course students will be expected to

- ° Demonstrate understanding of global and/or local issues and the impact these have on the lives of individuals, groups and communities.
- ° Demonstrate the ability to formulate their own ideas
- ° Express themselves verbally and in writing, clearly and coherently
- ° Develop critical thinking, analytical and research skills

IBA courses both introduce Adult Degree Program students to a liberal arts education and prepare them to be successful in disciplinary study. Examples of current and past IBA courses in this area include: Global Perspectives on Happiness; Immigration and the Media; An Exploration of the NYC Criminal Justice System; Health, Wealth and Happiness - The Importance of Greening

5. **Date of departmental approval:** 4/1/18

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

**ADULT DEGREE PROGRAM**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in course number

2. **From:**

|   |  |
|---|--|
| Department(s)                                       | Adult Degree Program   |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Individualized Study   |
| Course Prefix & Number                              | IBA 452  |
| Course Title  | Interdisciplinary Studies in Power, Politics and Change  |
| Description   | Introduction to theories and dynamics relating to power structures, political movements and change processes. <del>Note: IBA courses are designed to introduce Adult Degree students to a liberal arts education and support their transition into advanced disciplinary studies.</del>  |
| Pre/ Co Requisites                                  | NA   |
| Credits   | 3 (may be repeated for credit with a different topic)  |
| Hours   | 3  |
| Liberal Arts  | <input checked="" type="checkbox"/> Yes [ ] No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

**3. To:**

|   |  |
|---|--|
| Department(s)                                       | Adult Degree Program   |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Individualized Study   |
| Course Prefix & Number                              | IBA <u>252</u>   |
| Course Title  | Interdisciplinary Studies in Power, Politics and Change  |
| Description   | Introduction to theories and dynamics relating to power structures, political movements and change processes.  |
| Pre/ Co Requisites                                  | NA   |
| Credits   | 3 (may be repeated for credit with a different topic)  |
| Hours   | 3  |
| Liberal Arts  | <input checked="" type="checkbox"/> Yes [ ] No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

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

As part of a more general assessment of the Adult Degree Program, the teaching of this course has been observed and syllabi from recent sections of this course have been examined. In the judgment of the Adult Degree Program Advisory Board, this course is presently taught at a level that is comparable to other 200-level courses at Lehman. When this course was first introduced, most Adult Degree students were beginning the program with few if any prior college credits, for which reason it was necessary to teach

the course at a 100-level in order to account for gaps in students' knowledge and skills. Today, the large majority of ADP students enter Lehman as transfer students with 30 or more credits, and as a result it makes sense to offer this course at a higher level. At the same time, the course provides important supplemental support that is appropriate for students who have been out of college for several years, as well as providing a cohort experience for entering students. The interdisciplinary nature of the course provides students with multiple perspectives that will better enable them to select a major that will best fit their interests, and also enables students to contribute their previous learning in a variety of disciplines. Students who enter the Adult Degree Program with fewer than 30 credits will be encouraged to take IBA 135, Returning Adult Student Seminar, prior to taking IBA 252.

The learning outcomes will remain the same, with the expectation that these correspond to a knowledge and skill level appropriate to a 200-level course:

By the end of the course students will be expected to

- ° Demonstrate an understanding of theories and dynamics related to power structures, political movements, and change processes
- ° Demonstrate the ability to formulate their own ideas
- ° Express themselves verbally and in writing, clearly and coherently
- ° Develop critical thinking, analytical and research skills

IBA courses both introduce Adult Degree Program students to a liberal arts education and prepare them to be successful in disciplinary study. Examples of current and past IBA courses in this area include: Media, Politics and Propaganda; Unchained Cinema - the Struggle for Human Rights in Film; The Art of Persuasion - The Craft of Political Action; Capital and Consequence - Business and Its Effect on Race, Gender and Family

5. **Date of departmental approval:** 4/1/18



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

**ADULT DEGREE PROGRAM**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in course number

2. **From:**

|   |  |
|---|--|
| Department(s)                                       | Adult Degree Program   |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Individualized Study   |
| Course Prefix & Number                              | IBA 453  |
| Course Title  | Interdisciplinary Studies in Artistic and Literary Expression  |
| Description   | Introduction to various forms of artistic and literary expression. <del>Note: IBA courses are designed to introduce Adult Degree students to a liberal arts education and support their transition into advanced disciplinary studies.</del>   |
| Pre/ Co Requisites                                  | NA   |
| Credits   | 3 (may be repeated for credit with a different topic)  |
| Hours   | 3  |
| Liberal Arts  | <input checked="" type="checkbox"/> Yes [ ] No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

3. **To:** Underline the changes

|   |  |
|---|--|
| Department(s)                                       | Adult Degree Program   |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Individualized Study   |
| Course Prefix & Number                              | IBA <u>253</u>   |
| Course Title  | Interdisciplinary Studies in Artistic and Literary Expression  |
| Description   | Introduction to various forms of artistic and literary expression.   |
| Pre/ Co Requisites                                  | NA   |
| Credits   | 3 (may be repeated for credit with a different topic)  |
| Hours   | 3  |
| Liberal Arts  | <input checked="" type="checkbox"/> Yes [ ] No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

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

As part of a more general assessment of the Adult Degree Program, the teaching of this course has been observed and syllabi from recent sections of this course have been examined. In the judgment of the Adult Degree Program Advisory Board, this course is presently taught at a level that is comparable to other 200-level courses at Lehman. When this course was first introduced, most Adult Degree students were beginning the program with few if any prior college credits, for which reason it was necessary to teach the course at a 100-level in order to account for gaps in students' knowledge and skills.

Today, the large majority of ADP students enter Lehman as transfer students with 30 or more credits, and as a result it makes sense to offer this course at a higher level. At the same time, the course provides important supplemental support that is appropriate for students who have been out of college for several years, as well as providing a cohort experience for entering students. The interdisciplinary nature of the course provides students with multiple perspectives that will better enable them to select a major that will best fit their interests, and also enables students to contribute their previous learning in a variety of disciplines. Students who enter the Adult Degree Program with fewer than 30 credits will be encouraged to take IBA 135, Returning Adult Student Seminar, prior to taking IBA 253.

The learning outcomes will remain the same, with the expectation that these correspond to a knowledge and skill level appropriate to a 200-level course:

By the end of the course students will be expected to):

- ° Demonstrate familiarity with a variety of forms of artistic and literary expression
- ° Demonstrate the ability to formulate their own ideas
- ° Express themselves verbally and in writing, clearly and coherently
- ° Develop critical thinking, analytical and research skills

IBA courses both introduce Adult Degree Program students to a liberal arts education and prepare them to be successful in disciplinary study. Examples of current and past IBA courses in this area include: Science Fiction, Fantasy and Video; The Poetry of the American Song Lyric; Cultural Values and Mores Depicted through Dance and Music; Images of Self - Memoir and Autobiography; The Language of Love - the Poetry of Longing and Desire; Cultural Identities Reflected in the Performing Arts; The Historical Fascination with Fear; Concrete Sin - The Power and Sexuality in Urban Cinema

5. **Date of departmental approval:** 4/1/18

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

**ADULT DEGREE PROGRAM**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in course number

2. **From:**

|   |  |
|---|--|
| Department(s)                                       | Adult Degree Program   |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Individualized Study   |
| Course Prefix & Number                              | IBA 454  |
| Course Title  | Interdisciplinary Studies in Science Literacy  |
| Description   | Introduction to issues related to science literacy. <del>Note: IBA courses are designed to introduce Adult Degree students to a liberal arts education and support their transition into advanced disciplinary studies.</del>  |
| Pre/ Co Requisites                                  | NA   |
| Credits   | 3 (may be repeated for credit with a different topic)  |
| Hours   | 3  |
| Liberal Arts  | <input checked="" type="checkbox"/> Yes [ ] No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

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3. **To:** Underline the changes

|   |  |
|---|--|
| Department(s)                                       | Adult Degree Program   |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Individualized Study   |
| Course Prefix & Number                              | IBA <u>254</u>   |
| Course Title  | Interdisciplinary Studies in Science Literacy  |
| Description   | Introduction to issues related to science literacy.  |
| Pre/ Co Requisites                                  | NA   |
| Credits   | 3 (may be repeated for credit with a different topic)  |
| Hours   | 3  |
| Liberal Arts  | <input checked="" type="checkbox"/> Yes [ ] No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

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

As part of a more general assessment of the Adult Degree Program, the teaching of this course has been observed and syllabi from recent sections of this course have been examined. In the judgment of the Adult Degree Program Advisory Board, this course is presently taught at a level that is comparable to other 200-level courses at Lehman. When this course was first introduced, most Adult Degree students were beginning the program with few if any prior college credits, for which reason it was necessary to teach the course at a 100-level in order to account for gaps in students' knowledge and skills.

Today, the large majority of ADP students enter Lehman as transfer students with 30 or more credits, and as a result it makes sense to offer this course at a higher level. At the same time, the course provides important supplemental support that is appropriate for students who have been out of college for several years, as well as providing a cohort experience for entering students. The interdisciplinary nature of the course provides students with multiple perspectives that will better enable them to select a major that will best fit their interests, and also enables students to contribute their previous learning in a variety of disciplines. Students who enter the Adult Degree Program with fewer than 30 credits will be encouraged to take IBA 135, Returning Adult Student Seminar, prior to taking IBA 254.

The learning outcomes will remain the same, with the expectation that these correspond to a knowledge and skill level appropriate to a 200-level course:

By the end of the course students will be expected to):

- ° Demonstrate an understanding of scientific concepts, theories and issues and the role of science in society and personal life
- ° Demonstrate the ability to formulate their own ideas
- ° Express themselves verbally and in writing, clearly and coherently
- ° Develop critical thinking, analytical and research skills

IBA courses both introduce Adult Degree Program students to a liberal arts education and prepare them to be successful in disciplinary study. Examples of current and past IBA courses in this area include: Principles of Biomedical Ethics; Food, Health and the Environment - What's the Connection; The Right Medicine - Dilemmas in the World of Medicine.

5. **Date of departmental approval:** 4/1/18

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

**ADULT DEGREE PROGRAM**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in course number

2. **From:**

|   |  |
|---|--|
| Department(s)                                       | Adult Degree Program   |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Individualized Study   |
| Course Prefix & Number                              | IBA 460  |
| Course Title  | Prior Learning Assessment: Portfolio Development   |
| Description   | An exploration of how to create a detailed autobiography that documents the knowledge, skills, and abilities gained outside the classroom which may be eligible for academic credit.   |
| Pre/ Co Requisites                                  | NA   |
| Credits   | 3 <del>(may be repeated for credit with a different topic)</del>   |
| Hours   | 3  |
| Liberal Arts  | <input checked="" type="checkbox"/> Yes [ ] No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

3. **To:** Underline the changes

|   |  |
|---|--|
| Department(s)                                       | Adult Degree Program   |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Individualized Study   |
| Course Prefix & Number                              | IBA <u>360</u>   |
| Course Title  | Prior Learning Assessment: Portfolio Development   |
| Description   | An exploration of how to create a detailed autobiography that documents the knowledge, skills, and abilities gained outside the classroom which may be eligible for academic credit.   |
| Pre/ Co Requisites                                  | NA   |
| Credits   | 3  |
| Hours   | 3  |
| Liberal Arts  | <input checked="" type="checkbox"/> Yes [ ] No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

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

As part of a more general assessment of the Adult Degree Program, the teaching of this course has been observed and syllabi from recent sections of this course have been examined. In the judgment of the Adult Degree Program Advisory Board, this course is presently taught at a level that is comparable to other 300-level courses at Lehman. The course is limited to students who have a minimum of 70 credits (of which 12 need to be at Lehman).



The learning outcomes will remain the same, with the expectation that these correspond to a knowledge and skill level appropriate to a 300-level course:

By the end of the course students will be expected to:

- Demonstrate an understanding of the Prior Learning Assessment Portfolio Process
- Identify the knowledge, skills and abilities gained outside of a traditional classroom and correlate these to appropriate academic subjects
- Understand and apply learning theories
- Demonstrate the ability to formulate their own ideas
- Express themselves verbally and in writing, clearly and coherently
- Develop critical thinking, analytical and research skills

5. **Date of departmental approval:** 4/1/18

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

**DEPARTMENT OF IBAP**

**CURRICULUM CHANGE**

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

2. **From:**

|   |  |
|---|--|
| Department(s)                                       | Adult Degree Program   |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Individualized Study   |
| Course Prefix & Number                              | IBA 135  |
| Course Title  | <del>Orientation</del>   |
| Description   | None   |
| Pre/ Co Requisites                                  | NA   |
| Credits   | 2  |
| Hours   | 2  |
| Liberal Arts  | [ ] Yes [ <del>X</del> ] No  |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

3. **To:** Underline the changes

|   |  |
|---|--|
| Department(s)                                       | Adult Degree Program   |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Individualized Study   |
| Course Prefix & Number                              | IBA 135  |
| Course Title  | <u>Learning About Learning: Returning Adult Student Seminar</u>  |
| Description   | <u>The nature of a liberal arts education, information literacy, critical thinking, and other skills needed for success at Lehman College.</u>   |
| Pre/ Co Requisites                                  | NA   |
| Credits   | <u>3</u>   |
| Hours   | <u>3</u>   |
| Liberal Arts  | <input checked="" type="checkbox"/> Yes [ ] No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

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

Much like freshman, returning adult students need assistance in understanding the nature of a liberal arts education and how to succeed in a liberal arts college. While the freshman have LEH-100, students in the Adult Degree Program have no such course. IBA 135: Orientation has not been offered for some time. IBA 135: Learning About Learning: Returning Adult Student Seminar updates the content of "Orientation" in order to serve a similar purpose to LEH-100. The course, which will be limited to ADP students only, will teach students to understand the nature of a liberal arts education, become familiar their own learning process, and develop critical thinking, information

literacy, and other skills needed for success at Lehman College and in their careers. This will be a writing intensive course to enable a focus on improving academic writing.

By the end of the course students will be expected to:

- Develop an understanding of the nature of a liberal arts education and be able to apply that to academic plans and career goals
- Develop an ability to access and use productively online pedagogical resources
- Continue to develop critical thinking skills, evident in written and oral assignments
- Develop skills in information literacy, including familiarity with library resources and competency in citation of sources
- Continue to develop oral communication skills
- Continue to develop sound academic writing skills

5. **Date of departmental approval:** 4/1/18

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

**DEPARTMENTS OF AFRICANA STUDIES AND WOMEN'S STUDIES**

**CURRICULUM CHANGE**

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

2. **From:**

|   |   |
|---|---|
| Department(s)                                       | Africana Studies and Women's Studies  |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate  |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial   |
| Subject Area  | Africana Studies and Women's Studies  |
| Course Prefix & Number                              | AAS (WST) 228   |
| Course Title  | <del>The African American Family</del>  |
| Description   | <del>A course examining the African-American family from slavery to the present. The family organization arising from the social structure of slavery. Current characteristics of the African-American family and possible suggestions for the improvement of the social structure of African-American families.</del>  |
| Pre/ Co Requisites                                  | NA  |
| Credits   | 3   |
| Hours   | 3   |
| Liberal Arts  | <input checked="" type="checkbox"/> Yes [ ] No  |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA  |
| General Education Component                         | <input type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input checked="" type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input checked="" type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

|  |  |
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**3. To:**

|   |   |
|---|---|
| Department(s)                                       | Africana Studies and Women's Studies  |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate  |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial   |
| Subject Area  | Africana Studies and Women's Studies  |
| Course Prefix & Number                              | AAS (WST) 228   |
| Course Title  | African American <u>Families</u>  |
| Description   | <u>Diversity of African American families from enslavement to the present through the lens of race, class, gender and the impact on social structures and institutions.</u>   |
| Pre/ Co Requisites                                  | NA  |
| Credits   | 3   |
| Hours   | 3   |
| Liberal Arts  | <input checked="" type="checkbox"/> Yes [ ] No  |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA  |
| General Education Component                         | <input type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><input checked="" type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input checked="" type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

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

The original course title, The African American Family is dated and implies that the black family is a monolith institution. It does not take into account the multiplicity of structures within black families. The proposed course title, African American Families considers the plurality of this institution. The course description has been revised to better represent the course themes and content. Pathways learning objectives are not affected by these changes.

5. **Date of departmental approval:** 5-4-18

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

**DEPARTMENT OF ECONOMICS AND BUSINESS**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Business Administration Minor  
Effective Term: Spring 2019

1. **Type of Change:** Change in Minor requirement

2. **From:**  
Business Administration minor

This minor consists of any four courses with a BBA prefix at the 200 level or higher. ~~Not open to students majoring in Accounting.~~ Students majoring in Economics cannot elect BBA 303 under this minor.

3. **To:**  
Business Administration minor

This minor consists of any four courses with a BBA prefix at the 200 level or higher. Students majoring in Economics cannot elect BBA 303 under this minor.

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

This change doesn't affect learning outcomes. There is no overlapping of courses required for this minor for students who are majoring in Business Administration and Accounting with the exception of BBA 303. This minor is relevant for students who wish to have a broader understanding of the economy beyond their specific discipline area studies.

5. **Date of departmental approval:** April 17, 2018



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

**DEPARTMENT OF ECONOMICS AND BUSINESS**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Economics Minor  
Effective Term: Spring 2019

1. **Type of Change:** Change in Minor requirement

2. **From:**

|         |                             |   |
|---------|-----------------------------|---|
| ECO 300 | Intermediate Macroeconomics | 3 |
| ECO 301 | Intermediate Microeconomics | 3 |
| ECO 302 | Economic Statistics         | 3 |

And

One elective course

One elective course: 300-and 400-level with ECO prefix.

~~Not open to students majoring in Business Administration or Accounting.~~

3. **To:**

|         |                             |   |
|---------|-----------------------------|---|
| ECO 300 | Intermediate Macroeconomics | 3 |
| ECO 301 | Intermediate Microeconomics | 3 |
| ECO 302 | Economic Statistics         | 3 |

And

One elective course

One elective course: 300-and 400-level with ECO prefix

ECO 302: Students majoring in Accounting and Business Administration must substitute BBA 403 for ECO 302.

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

This change doesn't affect learning outcomes. Economics minor covers more advance level macro-and micro-economic courses than those required for accounting and business courses, thus, accounting and business majors may be permitted to take the program. Given that ECO 302 covers topics up to those covered in BBA 403, the latter course is an appropriate substitute course.

5. **Date of departmental approval:** April 17, 2018

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

**DEPARTMENT OF ECONOMICS AND BUSINESS**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Management Minor  
Effective Term: Spring 2019

1. **Type of Change:** Change in Minor requirement

2. **From:**

|                                    |   |
|------------------------------------|---|
| BBA 204 Principles of Management   | 3 |
| BBA 303 Business Statistics I      | 3 |
| BBA 405 Management Decision Making | 3 |
| BBA 407 Strategic Management       | 3 |

~~Not open to students majoring in Business Administration.~~

~~BBA 303: Economics majors who wish to take this minor must substitute another 300- or 400-level BBA course for BBA 303.~~

3. **To:**

|                                    |   |
|------------------------------------|---|
| BBA 204 Principles of Management   | 3 |
| BBA 303 Business Statistics I      | 3 |
| BBA 405 Management Decision Making | 3 |
| BBA 407 Strategic Management       | 3 |

BBA 303: Economics majors who wish to take this minor must substitute ECO 302 for BBA 303.

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

This change doesn't affect learning outcomes. Since ECO 302 also cover topics taught in BA 303, it is an appropriate substitute for BBA 303.

5. **Date of departmental approval:** April 17, 2018

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

**DEPARTMENT OF ECONOMICS AND BUSINESS**

**CURRICULUM CHANGE**

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

2.

|   |  |
|---|--|
| Department(s)                                       | Economics and Business   |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Business   |
| Course Prefix & Number                              | BBA 466  |
| Course Title  | Business Consulting  |
| Description   | Theory and practice of providing management consulting to businesses. Incorporates use of technology to support and enable business functions.   |
| Pre/ Co Requisites                                  | ACC 171, ACC 272, ECO 166, ECO 167 and Departmental permission   |
| Credits   | 4  |
| Hours   | 4  |
| Liberal Arts  | [ ] Yes [X] No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

**3. Rationale:**

The course promotes an understanding of business consulting and its various aspects while allowing students to acquire necessary skills in strategic planning, marketing and social media, technology, and financing and financial analysis, needed to assist, develop, and grow businesses. Unlike other business courses that concentrate narrowly on a particular function of the business, this course encompasses a spectrum of business and management. Additionally, it provides the opportunity for students to gain hands-on experience and application of various tools used in areas of marketing, sales and web development with the goal of providing a valuable service to businesses in both private and public sectors.

This course is designed specifically for students who upon of the course will work with Bronx-based businesses, as part of the Small Business Consulting Practice program, a collaboration between Department of Economics & Business and School of Continuing and Professional Studies.

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

- Demonstrate understanding of the business consulting process including the ability to explain what business consultants do, who they work for and how they create value.
- Develop techniques and utilize skills for effective consulting, including in strategic planning, marketing and social media, technology and financing, and creating, presenting, and implementing recommendations.
- Conduct a field consulting project.
- Prepare and deliver written and oral presentations.
- Work collaboratively and effectively in teams.

**5. Date of Departmental Approval: April 17, 2018**

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in Departmental Grading Policy

2. **From:**  
**Departmental Grading Policy**

In each of the Department's major programs, the following policies apply:

Dietetics, Foods, and Nutrition: Students must earn a C- or above in all courses required for the DFN Option I major, whether taken at Lehman or another institution. All D or F grades must be repeated within one semester or the student risks being dropped from the accredited DPD program. D grades in Option II or in the minor are acceptable.

Health Education and Promotion: Students must earn a C- or above in all HEA courses required for the major and the minor. If a grade is lower, the student must repeat the course. D grades in HEA courses transferred in from another institution as part of a completed degree program are acceptable.

Exercise Science: Students must earn a C- or above in all courses for the major and the minor. If the grade is lower, the student must repeat the course.

Health Services Administration: Students must earn a C- or above in all courses for the major and the minor. If the grade is lower, the student must repeat the course.

Public Health: Students must earn a C- or above in all courses for the major and the minor. If the grade is lower, the student must repeat the course.

Recreation Education and Therapeutic Recreation: Students must earn a C- or above in all Departmental courses required for the major and the minor. A D grade is acceptable in only one of the following: BIO 181, PSY 166, PSY 234 and HIN 268 for therapeutic recreation majors. If a student earned a D in more than one of those courses, the student may choose which course to repeat. D grades in those courses transferred in from another institution as part of a completed degree program are acceptable.

3. **To:**  
**Departmental Grading Policy**

In each of the Department's major programs, the following policies apply:

Dietetics, Foods, and Nutrition: Students must earn a C- or above in all courses required for the DFN Option I major, whether taken at Lehman or another institution. All D or F grades must be repeated within one semester or the student risks being dropped from the accredited DPD program. D grades in Option II or in the minor are acceptable.

Health Education and Promotion: Students must earn a C- or above in all courses required for the major and the minor. If a grade is lower, the student must repeat the course. D grades in courses for the major that are transferred in from another institution are acceptable.

Exercise Science: Students must earn a C- or above in all courses for the major and the minor. If the grade is lower, the student must repeat the course.

Health Services Administration: Students must earn a C- or above in all courses for the major and the minor. If the grade is lower, the student must repeat the course.

Public Health: Students must earn a C- or above in all courses for the major and the minor. If the grade is lower, the student must repeat the course.

Recreation Education and Therapeutic Recreation: Students must earn a C- or above in all Departmental courses required for the major and the minor. A D grade is acceptable in only one of the following: BIO 181, PSY 166, PSY 234 and HIN 268 for therapeutic recreation majors. If a student earned a D in more than one of those courses, the student may choose which course to repeat. D grades in those courses transferred in from another institution as part of a completed degree program are acceptable.

#### **4. Rationale:**

This change clarifies text that was found to be confusing to the Registrar's Office. The initial intent of the D grade policy referring to all courses for the major (versus solely HEA courses within the major) is now evident through the revised wording.

#### **5. Date of departmental approval:** April 25, 2018

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in Honors Eligibility Requirements

2. **From:**

**Honors in Health Education and Promotion**

Departmental honors in Health Education and Promotion may be awarded to a student who has ~~met the general requirements for Departmental honors, including maintaining a 3.5 index in a minimum of 24 HEA credits, which must include HEA 485.~~

3. **To:**

**Honors in Health Education and Promotion**

Departmental honors in Health Education and Promotion may be awarded to a student who has a cumulative GPA of 3.2 or higher and a Major GPA of 3.5 or higher.

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

The current standards are stringent enough where very few students receive an Honors designation in Health Education and Promotion (HEA) at the time of graduation. This is because, over the last several years, only a small number of students have taken the HEA 485 Honors course which is a required criterion for receiving HEA Honors. The new text allows more high-achieving HEA majors to receive Departmental Honors status.

5. **Date of departmental approval:** April 25, 2018

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in Pre-Requisites

2. **From:**

|   |  |
|---|--|
| Department(s)                                       | Health Sciences  |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Health Education and Promotion   |
| Course Prefix & Number                              | HEA 267  |
| Course Title  | Human Behavior and Health  |
| Description   | Psychological, social, and cultural determinants of health behavior, implications for educators in school and community settings, and conditions and phenomena that affect acceptance of health information.   |
| Pre/ Co Requisites                                  | <del>PSY 166, SOC 166, or Departmental permission.</del>   |
| Credits   | 3  |
| Hours   | 3  |
| Liberal Arts  | [ ] Yes [X] No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |



**3. To:**

|   |  |
|---|--|
| Department(s)                                       | Health Sciences  |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Health Education and Promotion   |
| Course Prefix & Number                              | HEA 267  |
| Course Title  | Human Behavior and Health  |
| Description   | Psychological, social, and cultural determinants of health behavior, implications for educators in school and community settings, and conditions and phenomena that affect acceptance of health information.   |
| Pre/ Co Requisites                                  | NA   |
| Credits   | 3  |
| Hours   | 3  |
| Liberal Arts  | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

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

- No prerequisites are necessary to prepare students to take this 200-level course.

**5. Date of departmental approval: April 25, 2018**

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

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

2. **From:**

|   |  |
|---|--|
| Department(s)                                       | Health Sciences  |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Health Education and Promotion   |
| Course Prefix & Number                              | HEA 303  |
| Course Title  | Safety Education, Accident Prevention, and First Aid   |
| Description   | Principles of safe living; theory and practice of first-aid procedures. Satisfactory completion of this course will result in the awarding of the American Red Cross First Aid Certificate-  |
| Pre/ Co Requisites                                  | NA   |
| Credits   | 2  |
| Hours   | 2  |
| Liberal Arts  | [ ] Yes <input checked="" type="checkbox"/> No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

**3. To:**

|   |  |
|---|--|
| Department(s)                                       | Health Sciences  |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Health Education and Promotion   |
| Course Prefix & Number                              | HEA 303  |
| Course Title  | Safety Education, Accident Prevention, and First Aid   |
| Description   | Principles of safe living; theory and practice of first aid procedures. Satisfactory completion of this course will result in the awarding of the American Red Cross First Aid Certificate <u>or the American Heart Association Heartsaver Certificate.</u>  |
| Pre/ Co Requisites                                  | NA   |
| Credits   | 2  |
| Hours   | 2  |
| Liberal Arts  | [ ] Yes <input checked="" type="checkbox"/> No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

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

The American Heart Association and the American Red Cross have partnered to develop guidelines for first aid since 2005. The two agencies jointly co-authored and released the 2015 Guidelines Update for First Aid. The course description should reflect the American Heart Association's leading role in guideline development. Examination and Heartsaver certification by the American Heart Association should be accepted as appropriate completion of the HEA 303 course.

**5. Date of departmental approval: April 25, 2018**

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

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

2. **From:**

|   |   |
|---|---|
| Department(s)                                       | Health Sciences   |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate  |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial   |
| Subject Area  | Health Education and Promotion  |
| Course Prefix & Number                              | HEA 304   |
| Course Title  | <del>Cardiopulmonary Resuscitation (CPR) Basic Life Support</del>   |
| Description   | <del>Instruction in the principles and skills of emergency first aid for respiratory failure and cardiac arrest in victims of all ages. Mouth-to-mouth breathing, CPR, and care for an obstructed airway. Upon satisfactory completion of this course, students will receive American Red Cross certification in basic life support.</del>  |
| Pre/ Co Requisites                                  | NA  |
| Credits   | 1   |
| Hours   | 1   |
| Liberal Arts  | [ ] Yes <input checked="" type="checkbox"/> No  |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA  |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society |

|  |                       |
|--|-----------------------|
|  | ____ Scientific World |
|--|-----------------------|

**3. To:**

|   |  |
|---|--|
| Department(s)                                       | Health Sciences  |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Health Education and Promotion   |
| Course Prefix & Number                              | HEA 304  |
| Course Title  | <u>CPR/AED Basic Life Support</u>  |
| Description   | <u>Instruction in the principles and skills of recognizing cardiac arrest and administering emergency care through CPR/AED. Satisfactory completion of this course will result in the awarding of the American Red Cross Adult and Pediatric CPR/AED Certificate or the American Heart Association Heartsaver Certificate.</u>   |
| Pre/ Co Requisites                                  | NA   |
| Credits   | 1  |
| Hours   | 1  |
| Liberal Arts  | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

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

Every 5 years, international organizations and experts in first aid CPR and Emergency Cardiac Care (ECC) evaluate the latest evidence to determine treatment recommendations that will lead to better outcomes. The process is led by the International Liaison Committee on Resuscitation (ILCOR). AHA is the ILCOR member organization in the US. AHA develops the CPR and ECC Guidelines. Examination and

Heartsaver certification by the American Heart Association should be accepted as appropriate completion of the HEA 304 course.

5. **Date of departmental approval:** April 25, 2018

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in Pre-Requisites

2. **From:**

|   |  |
|---|--|
| Department(s)                                       | Health Sciences  |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Health Education and Promotion   |
| Course Prefix & Number                              | HEA 400  |
| Course Title  | Program Planning and Evaluation  |
| Description   | Identification and analysis of the processes of planning and evaluating health education and promotion programs. Examination of programs in schools, community health agencies, clinical facilities, and worksite/industrial settings.   |
| Pre/ Co Requisites                                  | <del>HEA 267, plus 2 HEA courses at 300 level.</del>   |
| Credits   | 3  |
| Hours   | 3  |
| Liberal Arts  | [ ] Yes [X] No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

**3. To:**

|   |  |
|---|--|
| Department(s)                                       | Health Sciences  |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Health Education and Promotion   |
| Course Prefix & Number                              | HEA 400  |
| Course Title  | Program Planning and Evaluation  |
| Description   | Identification and analysis of the processes of planning and evaluating health education and promotion programs. Examination of programs in schools, community health agencies, clinical facilities, and worksite/industrial settings.   |
| Pre/ Co Requisites                                  | HEA 267; HEA 249; HEA 300 or HEA 320; one additional 300-level HEA course; <u>departmental permission</u><br><br>For students majoring in Public Health: HEA 267; HSD 306; PHE 304 or HEA 300; <u>departmental permission</u>  |
| Credits   | 3  |
| Hours   | 3  |
| Liberal Arts  | [ ] Yes [X] No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

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

- The new pre-requisites, including departmental permission, will ensure that HEA and PHE student majors are adequately prepared (and are far enough along in their individual curricular programs) to take HEA 400 which is a senior-level program planning course.



5. **Date of departmental approval:** April 25, 2018

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in Pre-Requisites and Course Equivalence Notation

2. **From:**

|   |  |
|---|--|
| Department(s)                                       | Health Sciences  |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Health Education and Promotion   |
| Course Prefix & Number                              | HEA 437  |
| Course Title  | Strategies in Community Health and Nutrition Education   |
| Description   | Assessment of health and nutritional needs within a multicultural context. Identification, selection, and implementation of strategies for dissemination of health and nutrition information into the community, focusing on individuals with special needs.   |
| Pre/ Co Requisites                                  | <del>HEA 400 or satisfactory completion of 18 credits in Health Education and Promotion or Dietetics, Foods, and Nutrition, or permission of the instructor.</del>   |
| Credits   | 3  |
| Hours   | 3  |
| Liberal Arts  | [ ] Yes <input checked="" type="checkbox"/> No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

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**3. To:**

|   |  |
|---|--|
| Department(s)                                       | Health Sciences  |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Health Education and Promotion   |
| Course Prefix & Number                              | HEA 437  |
| Course Title  | Strategies in Community Health and Nutrition Education   |
| Description   | Assessment of health and nutritional needs within a multicultural context. Identification, selection, and implementation of strategies for dissemination of health and nutrition information into the community, focusing on individuals with special needs.   |
| Pre/ Co Requisites                                  | <u>HEA 267; HEA 249; two 300-level HEA courses. HEA Option II majors may take DFN 437 instead of HEA 437.</u>  |
| Credits   | 3  |
| Hours   | 3  |
| Liberal Arts  | [ ] Yes <input checked="" type="checkbox"/> No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

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

- The current pre-requisites were based on curriculum that is now outdated. HEA 400 does not need to be taken before HEA 437 to ensure that learning objectives are met in HEA 437. The new prerequisites ensure that students are adequately prepared (and are far enough along in their individual curricular programs) to take HEA 437, a senior-level course for the HEA major.

- DFN 437 (Nutrition Education and Counseling) is similar enough in content to HEA 437 whereby students majoring in HEA Option II (Community Health and Nutrition) can have the option of either course to satisfy the major requirement for disseminating health and nutrition education.

5. **Date of departmental approval:** April 25, 2018

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in Pre-Requisites

2. **From:**

|   |  |
|---|--|
| Department(s)                                       | Health Sciences  |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Health Education and Promotion   |
| Course Prefix & Number                              | HEA 440  |
| Course Title  | Seminar in Community Health  |
| Description   | A study of the factors involved in the development, organization, administration, and supervision of health education programs within the various types of community health agencies.  |
| Pre/ Co Requisites                                  | Prerequisite: HEA 400<br>Co-Requisite: HEA 470   |
| Credits   | 2  |
| Hours   | 2  |
| Liberal Arts  | [ ] Yes [X] No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

3. **To:**

|   |  |
|---|--|
| Department(s)                                       | Health Sciences  |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Health Education and Promotion   |
| Course Prefix & Number                              | HEA 440  |
| Course Title  | Seminar in Community Health  |
| Description   | A study of the factors involved in the development, organization, administration, and supervision of health education programs within the various types of community health agencies.  |
| Pre/ Co Requisites                                  | Prerequisite: HEA 400 <u>and HEA 437</u><br>Co-Requisite: HEA 470  |
| Credits   | 2  |
| Hours   | 2  |
| Liberal Arts  | [ ] Yes <input checked="" type="checkbox"/> No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

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

- It is important for students to be equipped with community health and nutrition teaching and learning strategies taught in this 400-level course before entering their seminar (HEA 440) and fieldwork (HEA 470).

**5. Date of departmental approval: April 25, 2018**

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in Course Description and Pre-Requisites

2. **From:**

|   |  |
|---|--|
| Department(s)                                       | Health Sciences  |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Health Education and Promotion   |
| Course Prefix & Number                              | HEA 470  |
| Course Title  | Internship in Community Health I   |
| Description   | <del>Two-day-per-week field placement. Supervised placement and conferences in community health agencies. On-the-job training in a public, private, voluntary, or professional health agency.</del>  |
| Pre/ Co Requisites                                  | HEA 400 and Departmental permission. With Program Director's approval, students currently employed or with related experience in the field of health education may take HEA 493 as a replacement for HEA 470.<br><br>Co-Requisite: HEA 440   |
| Credits   | 4  |
| Hours   | 4  |
| Liberal Arts  | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression |

|  |  |
|--|--|
|  | <input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |
|--|--|

**3. To:**

|   |  |
|---|--|
| Department(s)                                       | Health Sciences  |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Health Education and Promotion   |
| Course Prefix & Number                              | HEA 470  |
| Course Title  | Internship in Community Health I   |
| Description   | Supervised placement and on-the-job community health training in public, private, or voluntary agency setting.   |
| Pre/ Co Requisites                                  | Prerequisite: HEA 400; <u>HEA 437</u> ; Departmental permission.<br>Co-Requisite: HEA 440  |
| Credits   | 4  |
| Hours   | 4  |
| Liberal Arts  | [ ] Yes <input checked="" type="checkbox"/> No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

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

- The course description has been updated to reflect 1) that students' completion of the internship does not necessarily reflect two days per week, and 2) more succinct wording that is preferred for College Bulletin course descriptions.
- It is important for students to be equipped with community health and nutrition teaching and learning strategies taught in HEA 437 as well as HEA 400 before entering their fieldwork experience (HEA 470).



5. **Date of departmental approval:** April 25, 2018

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

**DISABILITY STUDIES STEERING COMMITTEE  
DEPARTMENT OF PHILOSOPHY**

**CURRICULUM CHANGE**

1. **Type of Change:** Course number and prerequisite

2. **From:**

|   |  |
|---|--|
| Department(s)                                       | Philosophy   |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Disability Studies   |
| Course Prefix & Number                              | <del>DST220</del>  |
| Course Title  | Social Scientific Perspectives on Health and Disability  |
| Description   | Use of quantitative social science methods to understand health and disability. Topics include definitions of health and disability, demographic information on health and disability, library research, development of hypotheses, primary data analysis, and interpretations of research findings on health and disability. Extensive use of computers.  |
| Pre/ Co Requisites                                  | NA   |
| Credits   | 4  |
| Hours   | 4  |
| Liberal Arts  | <input checked="" type="checkbox"/> Yes [ ] No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression |

|  |  |
|--|--|
|  | <input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |
|--|--|

**3. To:**

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

4. **Rationale:** Disability Studies 220 is being changed from a 200-level course to a 300-level course to mirror the change made to the “sister” course in Sociology, which was recently changed from 220 to 331. The course has evolved over the years with the introduction of new material and new activities, which now make the course’s workload requirements and the level of critical thinking like that of an upper-level course. As such, students will also derive the most benefit from this course by having taken a previous sociology or disability studies course.

5. **Date of Steering Committee approval:** March 7, 2018  
**Date of departmental approval:** March 30, 2018

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

**DEPARTMENT OF PHYSICS AND ASTRONOMY**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in prerequisites

2. **From:**

|   |  |
|---|--|
| Department(s)                                       | Physics and Astronomy  |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Physics  |
| Course Prefix & Number                              | PHY 166  |
| Course Title  | General Physics I  |
| Description   | (Algebra-based Physics: Customarily taken by premedical, preveterinary, and pre dental students.) Mechanics, heat, and sound.  |
| Pre/ Co Requisites                                  | PREREQ: MAT 172 or satisfaction of requirements for placement into calculus I (MAT 175).   |
| Credits   | 5  |
| Hours   | 6 (4 lecture, 2 lab)   |
| Liberal Arts  | <input checked="" type="checkbox"/> Yes [ ] No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <p> <input type="checkbox"/> Not Applicable<br/> <input type="checkbox"/> Required<br/> <input type="checkbox"/> English Composition<br/> <input type="checkbox"/> Mathematics<br/> <input checked="" type="checkbox"/> Science<br/> <br/> <input type="checkbox"/> Flexible<br/> <input type="checkbox"/> World Cultures<br/> <input type="checkbox"/> US Experience in its Diversity<br/> <input type="checkbox"/> Creative Expression<br/> <input type="checkbox"/> Individual and Society<br/> <input checked="" type="checkbox"/> Scientific World </p> |

**3. To:**

|   |   |
|---|---|
| Department(s)                                       | Physics and Astronomy   |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate  |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial   |
| Subject Area  | Physics   |
| Course Prefix & Number                              | PHY 166   |
| Course Title  | General Physics I   |
| Description   | (Algebra-based Physics: Customarily taken by premedical, preveterinary, and pre dental students.) Mechanics, heat, and sound.   |
| Pre/ Co Requisites                                  | PREREQ: MAT 172, <u>or</u> MAT 171 and MAT 103, or satisfaction of requirements for placement into calculus I (MAT 175).  |
| Credits   | 5   |
| Hours   | 6 (4 lecture, 2 lab)  |
| Liberal Arts  | <input checked="" type="checkbox"/> Yes [ ] No  |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA  |
| General Education Component                         | <input type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input checked="" type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input checked="" type="checkbox"/> Scientific World |

**4. Rationale:**

Last fall the department made precalculus a prerequisite for PHY 166. Since then the math department has developed a new pre-calculus track which allows students to take either MAT 172, or the combination MAT 171 plus MAT 103, before starting calculus. This proposal updates the prerequisites for PHY 166 to accommodate students on the new precalculus track.

**5. Date of departmental approval: April 25, 2018**

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

**DEPARTMENT OF PHYSICS AND ASTRONOMY**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in prerequisites

2. **From:**

|   |  |
|---|--|
| Department(s)                                       | Physics and Astronomy  |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Physics  |
| Course Prefix & Number                              | PHY 168  |
| Course Title  | Physics I for Scientists and Engineers   |
| Description   | (Calculus-based Physics: Designed for those preparing for careers in the physical sciences and engineering.) Motion, Newton's laws, work and energy, mechanics of rigid bodies, elasticity, mechanics of fluids, temperature, heat, kinetic theory of matter, wave motion, and sound.  |
| Pre/ Co Requisites                                  | <del>MAT 175 or departmental permission.</del>   |
| Credits   | 5  |
| Hours   | 6 (4 lecture, 2 lab)   |
| Liberal Arts  | <input checked="" type="checkbox"/> Yes [ ] No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <p> <input type="checkbox"/> Not Applicable<br/> <input type="checkbox"/> Required<br/> <input type="checkbox"/> English Composition<br/> <input type="checkbox"/> Mathematics<br/> <input checked="" type="checkbox"/> Science </p> <p> <input type="checkbox"/> Flexible<br/> <input type="checkbox"/> World Cultures<br/> <input type="checkbox"/> US Experience in its Diversity<br/> <input type="checkbox"/> Creative Expression<br/> <input type="checkbox"/> Individual and Society<br/> <input checked="" type="checkbox"/> Scientific World </p> |

**3. To:**

|   |  |
|---|--|
| Department(s)                                       | Physics and Astronomy  |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate   |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial  |
| Subject Area  | Physics  |
| Course Prefix & Number                              | PHY 168  |
| Course Title  | Physics I for Scientists and Engineers   |
| Description   | (Calculus-based Physics: Designed for those preparing for careers in the physical sciences and engineering.) Motion, Newton's laws, work and energy, mechanics of rigid bodies, elasticity, mechanics of fluids, temperature, heat, kinetic theory of matter, wave motion, and sound.  |
| Pre/ Co Requisites                                  | <u>PREREQ or COREQ: MAT 176.</u>   |
| Credits   | 5  |
| Hours   | 6 (4 lecture, 2 lab)   |
| Liberal Arts  | <input checked="" type="checkbox"/> Yes [ ] No   |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA   |
| General Education Component                         | <p> <input type="checkbox"/> Not Applicable<br/> <input type="checkbox"/> Required<br/> <input type="checkbox"/> English Composition<br/> <input type="checkbox"/> Mathematics<br/> <input checked="" type="checkbox"/> Science </p> <p> <input type="checkbox"/> Flexible<br/> <input type="checkbox"/> World Cultures<br/> <input type="checkbox"/> US Experience in its Diversity<br/> <input type="checkbox"/> Creative Expression<br/> <input type="checkbox"/> Individual and Society<br/> <input checked="" type="checkbox"/> Scientific World </p> |

**4. Rationale:**

The prerequisites are being changed to require better math preparation. The current prereq is MAT 175 - Calculus I. However PHY 168 makes use of integration which is generally not covered until MAT 176 - Calculus II. This proposal makes MAT 176 a pre- or co-req for PHY 168 so that students encounter integration in a math course before they need it in physics.

**5. Date of departmental approval: April 25, 2018**



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

**DEPARTMENT OF PHYSICS AND ASTRONOMY**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in prerequisites

2. **From:**

|   |   |
|---|---|
| Department(s)                                       | Physics and Astronomy   |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate  |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial   |
| Subject Area  | Physics   |
| Course Prefix & Number                              | PHY 169   |
| Course Title  | Physics II for Scientists and Engineers   |
| Description   | (Calculus-based Physics: Designed for those preparing for careers in the physical sciences and engineering.) Electrostatics, electrodynamics, geometrical and physical optics.  |
| Pre/ Co Requisites                                  | <del>MAT 176, PHY 168 or departmental permission.</del>   |
| Credits   | 5   |
| Hours   | 6 (4 lecture, 2 lab)  |
| Liberal Arts  | <input checked="" type="checkbox"/> Yes [ ] No  |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA  |
| General Education Component                         | <input type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input checked="" type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input checked="" type="checkbox"/> Scientific World |

**3. To:**

|   |   |
|---|---|
| Department(s)                                       | Physics and Astronomy   |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate  |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial   |
| Subject Area  | Physics   |
| Course Prefix & Number                              | PHY 169   |
| Course Title  | Physics II for Scientists and Engineers   |
| Description   | (Calculus-based Physics: Designed for those preparing for careers in the physical sciences and engineering.) Electrostatics, electrodynamics, geometrical and physical optics.  |
| Pre/ Co Requisites                                  | PREREQ: PHY 168. <u>PREREQ or COREQ: MAT 226.</u>   |
| Credits   | 5   |
| Hours   | 6 (4 lecture, 2 lab)  |
| Liberal Arts  | <input checked="" type="checkbox"/> Yes [ ] No  |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA  |
| General Education Component                         | <input type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input checked="" type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input checked="" type="checkbox"/> Scientific World |

**4. Rationale:**

The prerequisites are being changed to require better math preparation. The current math prereq is MAT 176 - Calculus II. However PHY 169 makes use of vector calculus which is not covered until MAT 226 - Vector Calculus. This proposal makes MAT 226 a pre- or co-req for PHY 169 so that students encounter vector calculus in a math course before they need it in physics.

**5. Date of departmental approval: April 25, 2018**



## **Library Technology and Telecommunications Senate Committee Meeting**

Meeting Date: August 29, 2018

Meeting Location: Carman Hall Room 162

Next Meeting: October 3<sup>rd</sup> @ 11:00 AM (Location: TBA)

Attendance: Stephen Castellano, Sherry Deckman, Michelle Ehrenpreis, John DeLooper, Susan Ko, Edi Ruiz, Naliza Sadik, Kenneth Schlesinger

Student Senator Representatives: No Student Senators Present at Meeting of 08/29/2018

Excused: Ron Bergmann, Raymond Diaz and Vincent Sandella

### **Library Report:**

- Library recently installed the BLOOMBERG TERMINAL on the third floor. The Terminal provides users with real-time stock market data. Students and Faculty may participate in a 90-minute certification course. Students may also upload their resume for perspective employers to view. The Business and Economics Department and The Library will be hosting a Ribbon Cutting Ceremony for the Terminal on October 2<sup>nd</sup> @ 5pm
- Library announces 24-hour Study Hall for midterm-exams. The study hall will run from October 12<sup>th</sup> -25<sup>th</sup>
- Beginning Fall 2018, Library Reserve will no longer accept faculty person copies of books.

### **Division of Information Technology:**

- Lehman College has received a Reso A grant from the Bronx Borough President's Office for classroom technology upgrades that will support teaching and learning.
- New features will be coming to the Lehman 360 platform this semester. They include a new digital ID card for students and an early alert system for faculty teaching in the Freshman College. Please download the Lehman app at the App Store or Play Store, and use your Lehman username and password to access L360.
- The Student Affairs and IT Divisions are pleased to announce a new mobile scheduling system for students, called LehmanQ. Students can now use their phone to get "in line" at the Financial Aid office and at the IT Help Desk in Carman Hall. They receive text reminders as to where

they are in the queue and report a very positive experience thus far. Look for this system to expand to other offices in future semesters.

**Blackboard Report:**

- There will be an upgrade performed to Blackboard at the end of the fall semester. The upgrade is scheduled for December 27<sup>th</sup>-28<sup>th</sup>. Blackboard will not be available during this time period.
- When Blackboard returns, it will have a new look and some new features. Among the new features are an Attendance Tool. Instructors will now be able to take classroom attendance with Blackboard
- The new McGraw-Hill Building Block has been installed on Blackboard and is available to use.

**Online Education:**

- Online Education invites faculty to participate in an online webinar: ONLINE VIRTUAL OFFICE HOURS. The program is co-hosted by Natasha Nurse. The webinar is scheduled for September 20<sup>th</sup>. An email invitation will follow shortly.

Respectfully submitted,

Stephen Castellano  
Chair, Library Technology and Telecommunications Committee

# Pre-view: Lehman Budget Committee Report

Based on budget report on Sept. 5, 2018

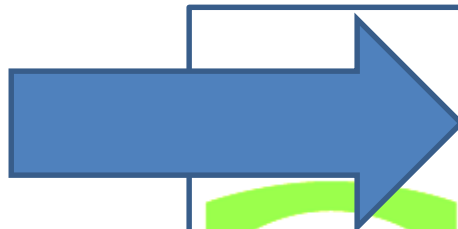
## FY2019 projection

Total resource managed by Lehman \$ **112.3 M**

↓ NY reduction (\$**0.5M**)

↑ \$**3.2M** increase due to exceeding enrollment target

**Saving/Year 2018 \$7.1 M**



### Major Spending

|               | 2019  | (%total) |
|---------------|-------|----------|
| PS regular    | 79.4M | 73.8%    |
| OTPS          | 7.4M  | 6.9%     |
| Adjuncts      | 14.6M | 13.6%    |
| Temp service  | 4.1M  | 3.8%     |
| Labor reserve | 2.1M  | 2.0%     |
| Unallocated   | 7.4M  | 6.9%     |

### Lehman Foundation Philanthropy

| Budget Highlights    | 2015   | 2016   | 2017   | 2018   | 2019   | 2020   |
|----------------------|--------|--------|--------|--------|--------|--------|
| Strategic Investment |        |        |        | \$1.3M | \$1.6M | \$1.9M |
| New faculty          | 11     | 0      | 0      | 2      | 5      | 5      |
| Year end saving      | \$5.1M | \$6.9M | \$6.0M | \$7.1M | \$4.8M | ?      |

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