Minutes of
The Lehman College Senate Meeting
Wednesday, March 4, 2026
Senate Meeting

Senators Present: Abi-Hanna, R.; Agyemang, C.; Aisemberg, G.; Al Q. S.; Ali, T.; Barry, A.; Barry, M.; Buenrostro Domínguez, L. A.; Burton-Pye, B.; Campeanu, S.; Castellano, S.; Delgado, F.; Drame, S.; Dyantyi-Achi, N.; Fajardo, J.; Fera, J.; Finger, R.; García, M.; González, R.; González, T.; Grant, B.; Harrison, E.; Henríquez-Castillo, M.; Hurley, D.; Irvin, A.; Jiménez, M.; Kane, F.; Kim, N.; Locke, A.; López, K. D.; López, N.; Lora, E. E.; Loscocco, P.; Mahon, J.; Manier, D.; Marianetti, M.; Markens, S.; McGovern, J.; McKenna, C.; Mohorcich, J.; Murphy, B.; O'Neil, C.; Oberlin, D.; Ohmer, S.; Ortega, B.; Owoaje, O. S.; Pantalone, D.; Pitts, W.; Prince, P.; Qafleshi, D.; Rosario, Y.; Ruiz, E.; Sanford, V.; Schlesinger, K.; Shikder, S. U.; Silva-Puras, J.; Soto II, R. T.; Stopler, M.; Wang, E.; Waring, E.; Zhong, M.

Senators Absent: Adams, M.; Ayalew, M.; Ayalew, S. I.; Banks, R.; Bell, R.; Brown, T.; Cheng, S.; Coller, A.; Cotton, T. M.; Di R. S.; Gerry, C.; Hassan, M.; Hemphill, N.; Hsu, C.; Hyman, D.; Jackson, G. S.; Kendall, K.; Lancaster, G.; Lee, H.; Machado, E.; MacKenzie, J.; Marte, G. J.; Nisa, Z.; O'Boy, D.; Palmer, C.; Quiñones, J.; Rice, A.; Salami, F.; Shahzadi, M.; Sofianos, E.; Stein S. S.; Sualah, R.; Toro, C.; Valentine, R.; White, A.; Williams, H.; Wright, J.

The meeting was called to order at 3:52 PM by President Fernando Delgado.

1. **<u>Action Items</u>**

a. Approval of the Minutes

There was a motion to approve the minutes, which was seconded. The minutes of the February 4, 2026, College Senate was approved by unanimous vote.

See Attachment I

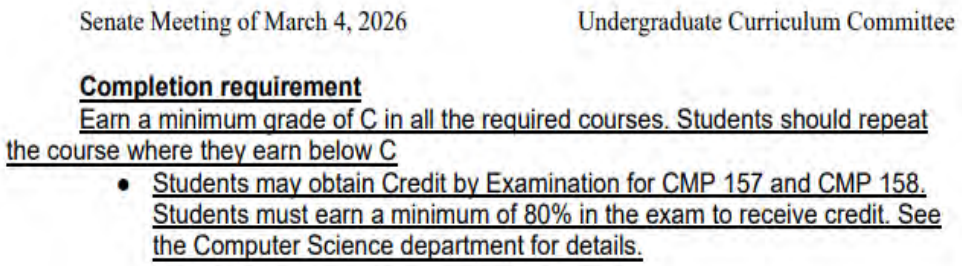
b. Undergraduate Curriculum Committee

Professor Douglas Oberlin presented a proposal for curriculum changes in the following departments: Accounting; Chemistry; English; Exercise Sciences and Recreation; Finance, Information Systems, and Economics; Languages and Literatures; Management and Business Innovation; and Music, Multimedia, Theatre, and Dance. The floor was opened for questions and comments. There was one—a motion to amend the rationale for the Languages and Literatures

proposal, specifically, to change “Comparative Literature” to “Comparative Literature Teacher,” as the latter was the degree that would be discontinued. The motion was seconded and Professor Fera moved to a vote. The motion was approved by unanimous voice vote. Professor Fera then moved to vote on all of the presented proposals, including the Languages and Literatures proposal as amended. All of the proposals were approved by unanimous voice vote.

Professor Oberlin presented a proposal for curriculum changes in the Department of Computer Science. He informed that although approved by the Undergraduate Curriculum Committee, there were some clarification concerns that were raised that the committee would like to correct and ensure are amenable to the Computer Science Department. The suggested changes are as follows:

Amendment 1: change “should” to “must.”


Senate Meeting of March 4, 2026 Undergraduate Curriculum Committee

Completion requirement

Earn a minimum grade of C in all the required courses. Students should repeat the course where they earn below C

- Students may obtain Credit by Examination for CMP 157 and CMP 158. Students must earn a minimum of 80% in the exam to receive credit. See the Computer Science department for details.

The amendment was seconded. There were no questions or comments. Professor Fera moved to vote on the amendment. The amendment was approved by unanimous voice vote.

Amendment 2: include the hidden pre-requisite course, Math 171 *and* Math 108 *or* Math 172, as a footnote to the list of courses that appear below.

3. **To:** Underline the changes

Computer Science, B.A. (58-62 Credit Major)

Complete ALL of the following Courses:

• MAT 175 - Calculus I	4
• MAT 176 - Calculus II	4
• MAT 313 - Elements of Linear Algebra	4
• CMP 157 - Programming Methods I Lab 1	1
• CMP 158 - Programming Methods II Lab 1	1
• CMP 167 - Programming Methods I	4
• CMP 168 - Programming Methods II	4
• CMP 232 - Discrete Mathematics	4
• CMP 269 - Programming Methods III	4
• CMP 334 - Computer Organization	4
• CMP 338 - Data Structures and Algorithms	4
• CMP 426 - Operating Systems	4
• CMP 405 - Introduction to Networks	4
• CMP 420 - Database Systems	4

The amendment was seconded. There were several questions for clarification, which were addressed accordingly. Professor Fera moved to vote on the amendment. The amendment was approved by unanimous voice vote.

There was considerable discussion regarding the Computer Science proposal, in particular, the section attached below. Professor Fera made a motion to return the proposal to the UCC for further review and edits. It was seconded. There were no questions or comments. Professor Fera moved to vote on the motion. The motion was approved by unanimous voice vote.

Major Admission Requirements -

The B.A. in Computer Science is reserved for students who are completing a double major or a second degree in disciplines deemed complementary by the Department of Computer Science.

Type: Prerequisite

Applicants must have completed all requirements for their other major in order to declare the CS B.A. Students may initially declare their 2nd major as a CS B.S. (Bachelor of Science) since many of the requirements for the CS B.S. and CS B.A. degrees overlap. Upon completing the 1st major, students may change their declaration of 2nd major from CS B.S. to CS B.A.

Notes:

1. All students, particularly those considering graduate work, are advised to take more upper-level Computer Science courses. (The list above is only the minimum required for graduation.)
2. For Departmental honors, see one of the advisers in the Department of Computer Science.
3. Students who do not meet the admission requirements are encouraged to major in Bachelor of Science in Computer Science.

Professor Rosenberg presented the following informational items: Pathways courses ARH 139, CMP 168, MAT 123, MAT 124, and MAT 125, and one experimental course, PSY 351.

See Attachment II

The next meeting was scheduled for Wednesday, April 15, 2026, at 1:00 PM via Zoom. Proceeding this date, Undergraduate Curriculum Committee meetings are scheduled to occur on Wednesdays at 1:00 PM via Zoom on the following date(s): May 6, 2026.

a. Graduate Curriculum Committee

Ms. Takiyah Ali presented proposals for curriculum changes in the Department of Computer Science and the Department of Health, Promotion, and Nutrition Sciences. The floor was opened for questions and comments. There were none. Professor Fera moved to vote on the presented proposals. It was seconded. The proposals were approved by unanimous voice vote.

Ms. Ali also presented one informational item from the Department of Middle and High School Education: an experimental course, ESC 510.

See Attachment III

The next meeting was scheduled for Wednesday, March 25, 2026, at 11:00 AM via Zoom. Proceeding this date, Graduate Curriculum Committee meetings are scheduled to occur on Wednesdays at 11:00 AM via Zoom on the following date(s): May 6, 2026.

2. **<u>Announcements and Communications</u>**

a. Report of the President—

President Fernando Delgado discussed institutional funding priorities and his advocacy, in recent months, for institutional funding at the State and Federal levels.

He also shared that there would be additional opportunities to secure funding from the City next month.

President Delgado made the following announcements: (1) a gubernatorial allocation of $1.5 million from Governor Kathy Hochul to the Mexican Studies Institute; (2) a federal appropriation of $820,000 from Congressman Adriano Espaillat to enhance the College's South Field with new bleachers and to expand seating in support of the College's athletic programs; and (3) $15 million in funding that has been greenlit for the College and will be used in a capital project to support the spacing needs of the School of Business and the School of Natural and Social Sciences.

President Delgado congratulated the Lehman College Lightning Men's Basketball Team for their win at the March 2, 2026, CUNY Athletic Conference—a first since the College's last victory in 2004.

There were several questions regarding body-worn cameras and concerns about their use on campus. The VP of Administration and Finance, Bethania Ortega, informed that there would be a demonstration and a Q&A on Wednesday, March 11, 2026, at a meeting hosted by SGA leadership, to address the body-worn cameras. She urged all students to attend.

b. Student Legislative Assembly—

Ms. Mariama Barry, Chair of the Student Legislative Assembly (SLA), presented highlights from past and upcoming events from the Student Government Association (SGA): (1) a club fair took place on February 18, 2026, which gave students a chance to make new connections and get involved on campus; (2) a breakfast social was scheduled for March 10, 2026, at 10:30 a.m., for students to connect and enjoy their first meal of the day; and (3) a job and internship fair, hosted by the Career Exploration and Development Center, was also scheduled for March 10, 2026, and the event is scheduled to occur at 11:00 a.m.

Ms. Barry urged faculty and staff to encourage students to visit the Lehman Lightning Connections website for access to activities and student organizations on campus. She expressed that access to the events and resources provided are vital for fostering community and for helping students find their place at Lehman. President Delgado added that faculty and staff should spread the word about CUNY Cares, which connects CUNY students to health care, mental health, food, housing, and other essential services needed to improve their academic success and overall wellbeing.

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

a. Academic Freedom

Professor David Manier reported on the February 20, 2026, Academic Freedom Committee meeting and highlighted several concerns to academic freedom, which are, as follows: (1) the U.S. Department of Justice's demand for demographic data on students who receive scholarships at CUNY and potential use of this data to shape institutional and academic decisions; (2) potential chilling effect at the presence of class recordings used for accommodation purposes in compliance with the Americans with Disability Act (ADA); and (3) potential misuse of the CUNY portal, if reports are used to violate academic freedom if complaints are filed against protected academic expression.

See Attachment IV

Future meetings of the Academic Freedom Committee are TBD.

b. University Faculty Senate Report

Professor David Manier presented on the February 24, 2026, Plenary Session of the University Faculty Senate.

See Attached V

The next meeting was scheduled for Tuesday, March 31, 2026, at 6:30 PM. Proceeding this date, the meeting(s) of the University Faculty Senate was scheduled for Tuesdays at 6:30 PM as follows: May 5, 2026.

c. Governance Committee

Professor Joseph Fera presented the following:

1) **Governance Documents Review:** Professor Fera informed that there would be a review of the College Senate governance documents due to changes in the College's governance structure. He noted that as the number of departments have grown, the number of Faculty-at-Large seats have decreased, and that the College Senate governance documents may not accurately reflect the number of seats needed. He communicated that the review is important as the current composition may affect the balance of representation and College-wide interests.

2) Brightspace Letter Grade Column Default: Professor Fera informed that the Governance Committee charged the Library, Technology, and Telecommunications Committee with addressing several questions regarding the default letter-grade column in Brightspace. The questions are as follows:

1. Brightspace uses a default letter-grade column in the grade book. Is there any way that this default can be turned off? Instructors can then "choose" to make it visible.
2. If the default cannot be turned off, is there another option to select as a default in lieu of the letter grades? Raw score or percentages, perhaps?
3. If the default can be changed, could the faculty be surveyed on what the default should be?
4. Can we educate faculty on how to change or disable the default?

3) Professor Fera reminded that March 9, 2026, would mark the start of the solicitation process for nominations to fill faculty vacancies on College Senate Standing Committees. He briefly recapped the process and asked faculty and staff to keep an eye out for related email communications.

See Attachment VI

The next meeting of the Governance Committee was scheduled for Monday, March 16, 2026, via Zoom. Proceeding this date, future meetings of the Governance Committee are TBD.

d. Assessment

There was no report.

The next meeting was scheduled for Friday, March 6, 2026, at 10:00 AM via Zoom. Proceeding this date, future meetings of the Assessment Committee are TBD.

e. Equity, Inclusion, Accessibility, and Anti-Racism

There was no report.

The next meeting of the Equity, Inclusion, Accessibility, and Anti-Racism Committee was scheduled for Wednesday, March 18, 2026, at 2:00 PM via Zoom. Proceeding this date, the meeting(s) of the Equity, Inclusion, Accessibility, and Anti-Racism Committee was scheduled to occur on Wednesdays at 2:00 PM via Zoom as follows: April 15, 2026.

f. Library, Technology, and Telecommunications

Mr. Steven Castellano reported on the following informational items: (1) the Brightspace Gradebook Training, (2) Blackboard Ally, and (3) webinars offered by CUNY CIS.

See Attachment VII

President Fernando Delgado added another information item: he invited all to attend the 55th annual Lehman Lecture with guest speaker The Kid Mero, which was scheduled for March 31, 2026, at 12:00 p.m. in the Lovinger Theatre.

The next meeting of the Library, Technology, and Telecommunications Committee was scheduled for Tuesday, March 31, 2026, via Zoom. Future meetings of the Library, Technology, and Telecommunications Committee are TBD.

g. Campus Life and Facilities

There was no report.

Professor Penny Prince reminded all that there was a ribbon-cutting ceremony on Wednesday, March 11, 2026, at 2:00 p.m., to celebrate the grand opening of the Reentry Committee's new office.

The next meeting was scheduled for Wednesday, April 15, 2026, at 2:00 PM via Zoom. Proceeding this date, the meeting(s) of the Campus Life and Facilities Committee are scheduled to occur on Wednesdays at 2:00 PM via Zoom as follows: May 6, 2026.

h. Admissions, Evaluation, and Academic Standards

There was no report.

The next meeting of the Admissions, Evaluation, and Academic Standards Committee was scheduled for Monday, March 16, 2026, at 2:30 PM via Zoom. Proceeding this date, future meetings of the Admissions, Evaluation, and Academic Standards Committee are TBD.

i. **Budget and Long-Range Planning**

There was no report.

The next meeting of the Budget and Long-Range Planning Committee was scheduled for Thursday, May 7, 2026, at 3:00 PM in APEX 251. Proceeding this date, future meetings of Budget and Long-Range Planning Committee are TBD.

Unfinished Business

There was no unfinished business to report.

New Business:

- **Student Evaluation of Teaching and Learning (SETL)**
  - Mr. Donald Sutherland, the Director of Strategic Planning, Institutional Research, and Assessment, reported on the SETL survey—a survey used to improve teaching and learning. He informed that the Faculty, Personnel, and Budget Committee approved the new SETL questions and also shared some of the changes made to the new survey.

    See Attachment VIII

ADJOURNMENT

There was a motion to adjourn the meeting; it was seconded. The meeting was adjourned at 5:39 PM

Respectfully submitted:

Cynthia Cessant

LEHMAN COLLEGE

The City University of New York

Lehman College Senate Meeting

Wednesday, March 4th at 3:45 P.M.

Carman, B04

1. Action Items
    a. Approval of the minutes for the Senate Meeting of February 4, 2026.
    b. Undergraduate Curriculum: Prof. Lynn Rosenberg
    c. Graduate Studies: Ms. Takiyah Ali

2. Announcements and Communications:
    a. President's Report: President Fernando Delgado
    b. Student Legislative Assembly: Ms. Mariama Barry
    c. Academic Freedom: Prof. David Manier
    d. University Faculty Senate: Prof. David Manier
    e. Governance Committee: Prof. Joseph Fera
    f. Assessment: Prof. Devrim Yavuz
    g. Equity, Inclusion, Accessibility, and Anti-Racism: Ms. Takiyah Ali
    h. Library, Technology, and Telecommunications: Mr. Stephen Castellano
    i. Campus Life and Facilities: Prof. Penny Prince
    j. Admissions, Evaluations, and Academic Standards: Prof. Sandra Campeanu
    k. Budget and Long-Range Planning: Prof. Alexander Nunez-Torres

3. Unfinished Business
    a. None

4. New Business
    a. SETL – Mr. Donald Sutherland

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Senators Present: Abi-Hanna, R.; Adams, M.; Aisemberg, G.; Ali, T.; Ayalew, M.; Barry, A.; Barry, M.; Bell, R.; Buenrostro Domínguez, L. A.; Burton-Pye, B.; Campeanu, S.; Castellano, S.; Cheng, S.; Coller, A.; Drame, S.; Fajardo, J.; Fera, J.; Finger, R.; González, R.; González, T.; Grant, B.; Harrison, E.; Hyman, D.; Kendall, K.; Kim, N.; López, K. D.; López, N.; Loscocco, P.; Machado, E.; Mahon, J.; Manier, D.; Marianetti, M.; Markens, S.; Marte, G. J.; McKenna, C.; Mohorcich, J.; Murphy, B.; O'Boy, D.; O'Neil, C.; Oberlin, D.; Ohmer, S.; Ortega, B.; Owoaje, O. S.; Pantalone, D.; Pitts, W.; Prince, P.; Quiñones, J.; Rice, A.; Rosario, Y.; Ruiz, E.; Salami, F.; Schlesinger, K.; Silva-Puras, J.; Soto II, R. T.; Stopler, M.; Valentine, R.; Wang, H.-T.; Waring, E.; Wright, J.; Zhong, M.

Senators Absent: Agyemang, C.; Ali, A. Y.; Ayalew, S. I.; Ba, K.; Banks, R.; Brown, T.; Cotton, T. M.; Delgado, F.; Di Raimo, S.; Dickson De La Rosa, W.; Dyantyi-Achi, G. N.; García, M.; Gerry, C.; Hassan, M.; Henríquez-Castillo, M.; Hsu, S.-C.; Hurley, D.; Irvin, A.; Jackson, G. S.; Jiménez, M.; Kane, F.; Keita, Y.; Lancaster, G.; Lee, H.; Locke, A.; Lora, E. E.; MacKenzie, J.; Matthews, E.; McGovern, J.; Nisa, Z.; Palmer, C.; Peña, S.; Qafleshi, D.; Sanford, V.; Schwartz, D. O.; Shahzadi, M.; Sofianos, E.; Stein Smith, S.; Sualah, R.; Toro, C.; White, A.; Williams, H.

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

1. **Action Items**

a. Approval of the Minutes

There was a motion to approve the minutes, which was seconded. The minutes of the December 4, 2025, College Senate was approved by unanimous voice vote.

See Attachment I

b. Undergraduate Curriculum Committee

Professor Lynn Rosenberg presented a proposal for curriculum changes in the following departments: Biology, History, and Languages and Literatures. The floor was opened to questions and comments. There were none. Professor Fera moved to vote on the presented proposals. All of the proposals were approved by unanimous voice vote.

See Attachment II

The next meeting was scheduled for Wednesday, March 4, 2026, at 1:00 PM via Zoom. Proceeding this date, Undergraduate Curriculum Committee meetings are scheduled to occur on Wednesdays at 1:00 PM on the following dates: April 15, 2026; May 6, 2026.

c. Graduate Studies Committee

Ms. Takiyah Ali presented proposals for curriculum changes in the Department of Counseling, Leadership, Literacy, and Special Education and the Department of Middle and High School Education. The floor was opened to questions and comments. There were none. Professor Fera moved to vote on the presented proposal. It was seconded. The proposal was approved by unanimous voice vote.

See Attachment III

The next meeting was scheduled for Wednesday, March 4, 2026, at 11:00 AM via Zoom. Proceeding this date, Graduate Studies Committee meetings are scheduled to occur on Wednesdays at 11:00 AM on the following dates: March 25, 2026; May 6, 2026.

d. Governance Committee

Professor Joseph Fera presented the following:

1) **Student Committee Nominations:** Professor Fera presented the slate of students nominated by their peers to serve on the College Senate Standing Committees, and informed that there was a new nominee, Ms. Natalie Lopez, for the Committee on Equity, Inclusion, Accessibility, and Anti-Racism. The floor was opened to additional nominations. There were none. Professor Fera moved to a vote. The slate was approved by unanimous voice vote.

2) **Faculty Vacancy on Undergraduate Curriculum Committee:** Professor Fera announced that there was a vacancy on the Undergraduate Curriculum Committee and informed of the Governance Committee's nominee, Professor Julie Maybee. The floor was opened to additional nominations. There were none. Professor Fera moved to a vote. Professor Julie Maybee was elected to serve on the Undergraduate Curriculum Committee by unanimous voice vote.

3) **Committee Nomination, Solicitation, and Election:** Professor Fera provided a comprehensive overview of the nominations, solicitations, and elections process. He highlighted that there would be upcoming elections to address the expiring terms of faculty members currently serving on the College Senate Standing Committees. He also communicated that as the terms were set to expire on June of 2026, the nominations, solicitations, and elections process would take place before the end of the school year, ensuring that there are no vacant faculty seats once the College Senate returns next fall. He noted that nominations would take place in March, followed by a slate of nominees in April, and conclude with elections on May 6, 2026—the final meeting of the College Senate.

See Attachment IV

The next meeting was scheduled for February 12, 2026, at 1:00 PM via Zoom. Proceeding this date, the meetings of the Governance Committee are TBD.

2. **<u>Announcements and Communications</u>**

a. Report of the President—

There was no report.

b. Student Legislative Assembly—

Ms. Mariama Barry, Chair of the Student Legislative Assembly (SLA), presented the following highlights from the Student Government Association (SGA): (1) in collaboration with the Office of Campus Life, SGA hosted events such as the

Welcome Back Breakfast and New Student Orientation to help welcome returning and new students as they begin the semester; (2) an update on the status of the laundromat proposal—the project is still ongoing and updates will be shared with the College Senate as things progress; and (3) a Valentine's Day Bears and Bouquet event was scheduled for Wednesday, February 11, 2026, to spread appreciation, connection, and joy across campus.

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

a. Budget and Long-Range Planning

Professor Alexander Núñez-Torres reported on the November 13, 2025, meeting of the Budget and Long-Range Planning Committee, providing updates on the Lehman College Foundation, the budget for the first fiscal quarter, and tuition and revenue. There was considerable conversation regarding the budget and there were many questions as well, which were addressed accordingly. Professor Núñez-Torres encouraged all with additional questions to send him an email or to attend the committee meetings to discuss further.

See Attachment V

The next meeting of the Budget and Long-Range Planning Committee is scheduled for Thursday, February 5, 2026, at 3:00 PM in APEX 251. Proceeding this date, the meeting(s) of the Budget and Long-Range Planning Committee are scheduled to occur on Thursdays at 3:00 PM in SH-336 as follows: May 7, 2026.

b. Admissions, Evaluation, and Academic Standards

Professor Sandra Campeanu presented one informational item—the latest revisions to the Writing-Intensive guidelines, dated January 26, 2026. She invited Professor Sarah Ohmer to the floor to facilitate a discussion on the matter and to answer questions. There was considerable discussion regarding the Writing-Intensive guidelines, and many questions as well, which were all addressed accordingly.

Professor Omer thanked all for their feedback and encouraged those interested to continue to email her with further input. She informed that the guidelines would be presented to the College Senate once again, in March, for a vote.

See Attachment VI

Future meetings of the Admissions, Evaluation, and Academic Standards Committee are TBD.

c. Library, Technology, and Telecommunications

Mr. Steven Castellano brought announcements from the Library, the Division of Information Technology, Brightspace, and the Center for Teaching and Learning.

There was considerable discussion regarding an issue concerning alumni emails, as alumni are unable to retain their email accounts due to College policy. Professor Fera encouraged faculty interested in the matter to attend the February 12, 2026, meeting of the Governance Committee, where they can make a formal request to address the issue.

See Attachment VII

The next meeting was scheduled for February 25, 2026, via Zoom. Future meetings of the Library, Technology, and Telecommunications Committee are TBD.

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

Ms. Takiyah Ali reported on the January 7, 2026, and January 14, 2026, meetings of the Equity, Inclusion, Accessibility, and Anti-Racism committee, in which the following were highlighted: (1) a guest speaker from the Office of the President, Ms. Rachel Burkett, who presented on professional development workshops on campus, including data sources of note; (2) there was a subcommittee review of campus data and a discussion to explore reporting tools to visualize and identify

trends within the data to support informed decision-making; and (3) the subcommittee's next steps are to invite President Fernando Delgado for a continued discussion on the ways in which to improve equity, inclusion, accessibility, and anti-racism initiatives across campus.

See Attachment VIII

The next meeting of the Equity, Inclusion, Accessibility, and Anti-Racism Committee was scheduled for Wednesday, February 11, 2026, at 2:00 PM. Proceeding this date, the meeting(s) of the Equity, Inclusion, Accessibility, and Anti-Racism Committee are scheduled to occur on Wednesdays at 2:00 PM via Zoom as follows: March 18, 2026 and April 15, 2026.

e. Campus Life and Facilities

Professor Penny Prince informed that the Cafeteria Committee met to discuss a range of issues concerning the cafeteria, including prices and food variety, among other topics that the committee has been working to address. She also informed that there was a sock drive where four hundred pairs of socks were successfully donated.

Professor Prince highlighted that there would be a ribbon-cutting ceremony on Wednesday, March 11, 2026, at 2:00 PM, to celebrate the opening of the Reentry Committee's new office. She encouraged all to attend.

The next meeting was scheduled for Wednesday, March 4, 2026, at 2:00 PM via Zoom. Proceeding this date, the meeting(s) of the Campus Life and Facilities Committee are scheduled to occur on Wednesdays at 2:00 PM via Zoom as follows: April 15, 2026 and May 6, 2026.

f. Assessment

Professor Devrim Yavuz made the following announcements: (1) an email was sent to chairs and assessment coordinators, announcing a Zoom session, where

he would be modeling behavior; (2) there would be an upcoming general assessment survey, in the next two weeks, on skillsets that would be sent to chairs and assessment coordinators as well. He urged chairs and assessment coordinators to keep a look out for his email communications.

Future meetings of the Assessment Committee are TBD.

g. Academic Freedom

There was no report.

Future meetings of the Academic Freedom Committee are TBD.

h. University Faculty Senate Report

There was no report.

The next meeting was scheduled for Tuesday, February 24, 2026, at 6:30 PM. Proceeding this date, the meetings of the University Faculty Senate are scheduled for Tuesdays at 6:30 PM as follows: March 31, 2026 and May 5, 2026.

Unfinished Business

There was no unfinished business to report.

New Business:

- **CUNY Beyond**
  - The Associate Provost for Experiential Learning, Teresita Levy, reported on a new initiative from CUNY Central: CUNY Beyond, which she explained would enable students to launch fulfilling careers through five priorities—career exposure and exploration, integrated academic and career advising, career-connected learning, paid work-based learning, and employer engagement.

    See Attachment IX

ADJOURNMENT

There was a motion to adjourn the meeting; it was seconded. The meeting was adjourned at 5:39 PM

Respectfully submitted:

Cynthia Cessant

Senate Meeting –3/04/26

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on (6/6 members in attendance): Lynn Rosenberg (chair), Daniel Stuckart, Douglas Oberlin, Andrew Gold, Yuri Gorokhovich, Ronald Banks. Guest- Sophia Diamantis-Fry, Julie Maybee, Yvette Rosario

1. Music, Multimedia, Theatre & Dance Department
    - Dance B.A.-Degree Requirements
    - Multimedia Performing Arts, BFA-Degree Requirements, Additon of Concentration
    - Theatre BA-Degree Requirements, Additon of Concentration
    - THE 319-New Course
    - DNC (THE) 334-Crosslisting
    - DNC/THE 270-Liberal Arts Designation
    - DNC/THE 314-Prerequisite, Credits
    - DNC/THE 323-Prerequisite
    - DNC 345-Title
    - DNC/THE 425-Prerequisites
    - DNC 445-Credits, Description, prerequisite, title
    - DNC 451-Prerequisites, Description
    - THE 204-Credits
    - THE 205-Liberal Arts Designation, Credits
    - THE 305-Liberal Arts Designation, Credits
    - THE 306-Credits
    - THE 331-Liberal Arts Designation
    - THE 335-Liberal Arts Designation, Description
    - THE 344-Liberal Arts Designation, Description
    - THE 433-Liberal Arts Designation, Description
    - THE 435-Liberal Arts Designation, Description, Prerequisites
2. Languages and Literatures Department
    - Comparative Literature BA-Withdrawal of Program
    - Italian Teacher BA-Program Withdrawal of Program

3. Computer Science Department
    - Computer Science BA-Degree Requirements
    - Computer Applications Minor-Degree Requirements
    - CIS 247-Title, Description
    - CMP 409- Title, Description
    - CIS 333- Title, Description, Prerequisite
4. Exercise Sciences and Recreation Department
    - EXS 260-Liberal Arts Designation
    - EXS 240- Liberal Arts Designation
5. Accounting Department
    - Accounting BA-Degree Requirements
    - Accounting BS- Degree Requirements
6. Finance, Information Systems and Economics Department
    - ECOMATH BA-Degree Requirements
    - ECO BA-Degree Requirements
    - ECO 302-Title, Prerequisite
    - ECO 307-New Course
7. Management and Business Innovation Department
    - Business Administration BA-Degree Requirements
    - BBA 208-New Course
    - BBA 309-Experimental Course
    - BBA 311-Experimental Course
    - BBA 400-New Course
    - BBA 467-Prerequsiites
8. English Department
    - ENW 481-Credits, Prerequisites
9. Chemistry Department
    - CHE 344-Prerequisites
    - Chemistry BA-Degree Requirements
    - CHE 362-New Course

Informational items

CMP 168-Pathways (STEM Variant Course-Scientific World and Required Course-Life and Physical Sciences)

ARH 139-Pathways

MAT 123-Pathways

MAT 124-Pathways

MAT 125-Pathways

PSY 351 Experimental Course

Next meeting: April 15th, 2026 1:00 P.M. via Zoom

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ACCOUNTING

CURRICULUM CHANGE

Name of Program and Degree Award: Accounting, B.A.
Hegis Number: 0502.00
Program Code: 02568
Effective Term: Fall 2026

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

2. **FROM:**
Accounting, B.A.

Completion of this major qualifies students for positions in private and public accounting.

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

Major Requirements - Overall
Earn at least ~~43-44~~ credits

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

Major Requirements - Core Courses

Business Economics
Earn at least 6 credits from the following:
ECO 166 - Introduction ~~of~~ Macroeconomics
ECO 167 - Introduction to Microeconomics

Accounting
Earn at least 30 credits from the following:
ACC 171 - Principles of Accounting I
ACC 272 - Principles of Accounting II
ACC 334 - Intermediate Accounting I
ACC 335 - Intermediate Accounting II
ACC 342 - Advanced Accounting

ACC 348 - Computer-Based Accounting
ACC 439 - Cost Accounting I
ACC 440 - Cost Accounting II
ACC 441 - Auditing
ACC 442 - Introduction to Federal Taxation

Law
Earn at least 6 credits from the following:
BBA 336 - Business Law I
BBA 337 - Business Law II
OR BBA 339 - Commercial Transactions
BBA 340 - Internet Law

Finance
Earn at least 6 credits from the following:
BBA 207 – Principles of Finance
BBA 308 – Corporation Finance
OR BBA 310- Security and Investment Analysis

Quantitative Methods for Business
Earn at least 6 credits from the following:
~~BBA 303 – Business Statistics I~~
~~BBA 403 – Intermediate Business Statistics II~~

Business Writing
Earn at least 3 credits from the following:
ENW 300 – Business Writing

~~Career Readiness~~
Earn at least ~~1-2~~ credits from the following:

~~Complete all of the following courses~~:
CED 201 - Business Career Exploration: Self-Assessment, Discovery and Preparation
CED 301 - Business Career Goals, Networking and Strategies

3. **TO:**
Accounting, B.A.

Completion of this major qualifies students for positions in private and public accounting.

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

Major Requirements - Overall

Earn at least 44 credits

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

Major Requirements - Core Courses

Business Economics
Earn at least 6 credits from the following:
ECO 166 - Introduction to Macroeconomics
ECO 167 - Introduction to Microeconomics

Accounting
Earn at least 30 credits from the following:
ACC 171 - Principles of Accounting I
ACC 272 - Principles of Accounting II
ACC 334 - Intermediate Accounting I
ACC 335 - Intermediate Accounting II
ACC 342 - Advanced Accounting
ACC 348 - Computer-Based Accounting
ACC 439 - Cost Accounting I
ACC 440 - Cost Accounting II
ACC 441 - Auditing
ACC 442 - Introduction to Federal Taxation

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Earn at least 6 credits from the following:
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BBA 337 - Business Law II
OR BBA 339 - Commercial Transactions
BBA 340 - Internet Law

Finance
Earn at least 6 credits from the following:
BBA 207 – Principles of Finance
BBA 308 – Corporation Finance
OR BBA 310- Security and Investment Analysis

Quantitative Methods for Business
Earn at least 6 credits from the following:
ECO 302 – Economic and Business Statistics
BBA 400 – Business Analytics

Business Writing
Earn at least 3 credits from the following:

ENW 300 – Business Writing

Cooperative Education
Earn at least 2 credits from the following:
CED 201 - Business Career Exploration: Self-Assessment, Discovery and Preparation
CED 301 - Business Career Goals, Networking and Strategies

4. **Rationale:**
In today's increasingly competitive job market—especially in regions like New York and its surrounding areas—business graduates must demonstrate strong career readiness skills upon graduation. This need is particularly critical for Lehman students, many of whom are first-generation and immigrant students balancing demanding coursework, employment, and family responsibilities, often with limited opportunities for professional development. Recognizing these challenges, the School of Business now requires all majors to complete two sequential career-preparedness courses. The first course introduces the fundamentals of career readiness, guiding students in making informed decisions about their academic majors and career paths, and then develops essential skills—such as communication, professionalism, career planning, and networking—that prepare them to enter the workforce with confidence. Because both career readiness courses carry the CED (Cooperative Education) prefix, which designates experiential learning courses at Lehman College, the category title is updated from "Career Readiness" to "Cooperative Education." This change aligns the curriculum with Lehman's broader cooperative education framework.

In a data-driven work environment, accounting students need to understand not only statistical concepts but also how data is applied through analytics and the use of technology. Modern organizations generate and depend on vast amounts of data to guide decisions and improve operations, making data literacy a fundamental skill for accounting graduates. To better prepare students for this reality, the curriculum replaces the two traditional statistics courses (BBA 303 and BBA 403) with ECO 302 and BBA 402. ECO 302 offers a solid foundation in statistical theory and methods relevant to economics, business, and accounting, while BBA 402 focuses on business analytics—the practical use of quantitative tools to interpret data and support informed decision-making. Together, these courses strengthen students' analytical and technological capabilities, enabling them to turn raw data into meaningful business and accounting insights.

4. **Date of departmental approval:** 11/14/2025

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Name of Program and Degree Award: Accounting, B.S.
Hegis Number: 0502.00
Program Code: 02567
Effective Term: Fall 2026

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

2. From:
Accounting, B.S.

To earn the B.S. in Accounting, a student must complete a total of 120 credits, 60 of which must be in liberal arts.

Effective Fall 2009, college CPA programs registered with the New York State Education Department must offer a curriculum consisting of a minimum of 150 credit hours. In line with this change, as of Fall 2009, the Department of Economics and Business offers, in addition to the B.S. in Accounting, an M.S. in Accounting program for those students who choose to take the additional 30 credits toward this graduate degree. However, specific admission requirements are in place to gain admittance to the M.S. in Accounting program. Contact the Department for details.

Major Requirements - Overall
Earn at least ~~64~~ 65 credits

Additional Comments:
All students are admitted to this major on a provisional basis. The B.S. in Accounting major is designed to help students prepare for professional certification in Accounting. To enroll and/or maintain matriculation in the B.S. in Accounting major, students must attain a minimum cumulative index of 2.7 (B-) in the first four required Department courses completed at Lehman College that count toward the major. Only the first grades earned in each course are counted in computing the index. Students who fail to attain and maintain this minimum index will not be allowed to enter or continue in the B.S. in Accounting major but can enroll in, or change to, the B.A. in Accounting major or a minor in Accounting.

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

Major Requirements - Professional Credits

Economics
Earn at least 6 credits from the following:
ECO 166 - Introduction ~~of~~ Macroeconomics
ECO 167 - Introduction to of Microeconomics

Accounting
Earn at least 36 credits from the following:
ACC 171 - Principles of Accounting I
ACC 272 - Principles of Accounting II
ACC 334 - Intermediate Accounting I
ACC 335 - Intermediate Accounting II
ACC 342 - Advanced Accounting
ACC 348 - Computer-Based Accounting
ACC 439 - Cost Accounting I
ACC 440 - Cost Accounting II
ACC 441 - Auditing
ACC 442 - Introduction to Federal Taxation
ACC 444 - Advanced Accounting Problems
ACC 445 - Forensic Accounting
OR ACC 446 - Nonprofit and International Accounting
OR ACC 449 - Taxation of Business Entities

Law
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Business Writing
Earn at least 3 credits from the following:
ENW 300 - Business Writing

~~Career Readiness~~

Earn at least ~~1~~ 2 credits from the following:
CED 201 - Business Career Exploration: Self-Assessment, Discovery and Preparation
CED 301 - Business Career Goals, Networking and Strategies

3. **To:** Underline the changes

Accounting, B.S.

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Earn at least 6 credits from the following:
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BBA 402 – Business Analytics

Business Writing
Earn at least 3 credits from the following:
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5. **Date of departmental approval:** 11/14/2025

CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core and must be 3 credits. STEM waiver courses do not need to be approved by the Common Core Course Review Committee. The form should not be used for STEM waiver courses.

College	Lehman College, CUNY
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	ARH 139
Course Title	Introduction to Topics in Global Art
Department(s)	Art Dept
Discipline	Art History
Credits	3 credits
Contact Hours	3 lecture hours
Pre-requisites (if none, enter N/A)	N/A
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	Principles of art applied to visual forms from a global perspective. Material covered will span select regions and time periods to study the development of different global art centers from antiquity to the present.
Special Features (e.g., linked courses)	OER Open Educational Resources / No-Textbook Cost Course
Sample Syllabus	Syllabus must be included with submission - see separate PDF document

Indicate the status of this course being nominated:

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

CUNY COMMON CORE Location

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

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

Learning Outcomes In the left column explain the course assignments and activities that will address the learning outcomes in the right column.	
I. Required Core (12 credits)	
A. English Composition: Six credits A course in this area must meet all the learning outcomes in the right column. A student will:	
	• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
	• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.
B. Mathematical and Quantitative Reasoning: Three credits A course in this area must meet all the learning outcomes in the right column. A student will:	
	• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	• Represent quantitative problems expressed in natural language in a suitable mathematical format.
	• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	• Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits A course in this area must meet all the learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a life or physical science.
	• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
II. Flexible Core (18 credits) Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
A. World Cultures and Global Issues	
A Flexible Core course must meet the three learning outcomes in the right column.	
ARH 139 is being prepared specifically to teach as a no-textbook cost course in a 4-week online asynchronous summer session. In the course, there will be two case studies on the issue of repatriation of objects of cultural significance from one country back to another: 1) the Elgin Marbles at the British Museum are currently the subject of debate about their return to Greece. They have been in British possession since their removal by sale to Lord Elgin with permission during the Ottoman occupation of Greece in the beginning of the 19th Century; and 2) the collection of Benin Bronzes from the Kingdom of Benin (present-day Nigeria) that were dispersed to major European museums after looting during colonialization by British forces at the end of the 19th Century and the contemporary movement to have them returned to Nigeria. In week 1 of 4, for the introduction to the importance of the Elgin Marbles as the foremost example of Classical Greek art, considered a high point of Western culture, students will gather information from Khan Academy, the Metropolitan Museum of Art and the British Museum's websites to create an art historical timeline about Classical Greek art and its far-reaching influence to assess and	• Gather, interpret, and assess information from a variety of sources and points of view.

contextualize the importance of the Marbles (see assignment 1 rubric at end of syllabus document). In weeks 1 and 2 of 4, students will read a series of governmental, scholarly, art historical and journalistic articles about the issue of the repatriation of the Elgin Marbles to interpret and assess the claims on each side about keeping them (British) or returning them (Greek). In week 3 of 4, for the introduction to the Benin Bronzes, students will find and gather examples of the bronzes from the websites of major European museums including in Germany, the Netherlands and Britain to create a visual record or compendium of their current locations to assess and understand how the bronzes were dispersed throughout Europe during African colonization (see assignment 3 rubric at end of syllabus document). In weeks 3 and 4 of 4, students will read a series of governmental, scholarly, art historical and journalistic articles about the Benin Bronzes to interpret and assess the claims made by Nigeria for returning them and by various European museums for keeping them in their collections.	
In weeks 1 and 2 of 4, students will read a series of governmental, scholarly, art historical and journalistic articles about the issue of the repatriation of the Elgin Marbles from the British Museum back to Greece to critically analyze and evaluate the evidence on each side about keeping them (British) or returning them (Greece). In weeks 3 and 4 of 4, students will read a series of governmental, scholarly, art historical and journalistic articles about the Benin Bronzes to critically analyze the claims made by Nigeria for returning them and evaluate the evidence from European museums for keeping them. The recent construction of Berlin's Humboldt Forum as a means of addressing the legacy of African colonialization through the display, education about, and contextualization of colonized artworks will be critically analyzed and evaluated for its successes and shortcomings. See grading criteria for assigned readings in rubrics area at end of syllabus document.	• Evaluate evidence and arguments critically or analytically.
In week 2 of 4 and 4 of 4, students will produce a written argument in the Brightspace discussion board area to argue an assigned point of view about each repatriation case study drawing from the class readings to support their arguments. Students will	• Produce well-reasoned written or oral arguments using evidence to support conclusions.

also produce a written rebuttal in the form of a reply thread in the discussion board area to a post by someone arguing the other point of view using the class readings as evidence to support their argument. In this way, students will be able to critically examine and analyze both sides of the issue and engage in the critical evaluation of written arguments by their classmates while using evidence to support conclusions (see assignment 2 and 4 rubrics at end of syllabus document). In the final discussion board post of the 4-week course, students will have the opportunity to express their personal point of view about each repatriation case using the class readings as evidence to support their opinions.	
A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:	
Students will learn about and apply fundamental methodologies of art historical analysis in relation to the Elgin Marbles and the Benin Bronzes, while studying the broader issue of repatriation in a post-colonial, global society s(ee assignment 1 and 3 rubrics at end of syllabus document).	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
In week 1 of 4, for the introduction to the importance of the Elgin Marbles as the foremost example of Classical Greek art, considered a high point of Western culture, students will gather information from Khan Academy, the Metropolitan Museum of Art and the British Museum's websites to create an art historical timeline about Classical Greek art and its far-reaching influence to assess and contextualize the importance of the Marbles. In weeks 1 and 2 of 4, students will read a series of governmental, scholarly, art historical and journalistic articles about the issue of the repatriation of the Elgin Marbles to interpret and assess the claims on each side about keeping them (British) or returning them (Greek). In week 3 of 4, for the introduction to the Benin Bronzes, students will find and gather examples of the bronzes from the websites of major European museums including in Germany, the Netherlands and Britain to create a visual record of their current locations to assess and understand how the bronzes were dispersed throughout Europe during African colonization. In weeks 3 and 4 of 4, students will read a series of governmental, scholarly, art	• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.

historical and journalistic articles about the Benin Bronzes to interpret and assess the claims made by Nigeria for returning them and by various European museums for keeping them in their collections. In week 2 of 4 and 4 of 4, students will produce a written argument in the Brightspace discussion board area to argue an assigned point of view about each repatriation case study drawing from the class readings to support their arguments. Students will also produce a written rebuttal in the form of a reply thread in the discussion board area to a post by someone arguing the other point of view using the class readings as evidence to support their argument. In this way, students will be able to critically examine and analyze both sides of the issue and engage in the critical evaluation of written arguments by their classmates while using evidence to support conclusions (see assignment 2 and 4 rubrics at end of syllabus document).	
In the first half of this course, with the Elgin Marbles case study, students will learn about and analyze the cross-cultural development of Greece and the broader Mediterranean region including Egypt,, Mesopotamia and Etruscan culture during the ancient BCE period and the historical and cultural development of Byzantine culture that followed relying on a merging of Islamic, Egyptian, and Greek and Roman artistic characteristics, among other culture influences. The Greeks and the Ottomans had a long and complicated history of conflict with the Ottoman occupation of Greece resulting in the transfer of the Elgin Marbles. This historical record of conflict will be studied and analyzed through readings, historical artifacts, and artworks to understand claims by the British for the legitimacy of the sale of the Elgin Marbles versus the illegality of this sale occurring during Ottoman occupation as argued by contemporary Greek advocates for the return of the marbles. In the second half of the course with the Benin Bronzes case study, students will learn about the history of cultural and political developments in Africa with the Kingdom of Benin as a focus. The colonization of Africa by European powers resulting in the British occupation of Benin and the subsequent looting of the bronzes will be studied and analyzed as part of the legacy of African colonization.	• Analyze the historical development of one or more non-U.S. societies.

The Elgin Marbles are a series of Classical Greek sculptural friezes that were part of the architectural façade of the Parthenon, the centerpiece of the Athenian Acropolis, dedicated to Athena, the patron goddess of Athens. They are considered among the most significant examples of Classical Greek art of the Fifth Century BCE. Classical Greek art is a foundation of Western art and culture profoundly influencing the forthcoming trajectory of Western history and culture through its reliance on humanism, influencing the development of Enlightenment values and the development of the Renaissance and Neoclassicism in the ensuing centuries throughout Europe. By learning about the Elgin Marbles at the center of Classical Greek art and the preference for idealized Classicism in Western culture, students will learn about humanism, the Enlightenment, the Renaissance and Neoclassicism during the American and French Revolutions to understand the relevance and continuing importance of Classicism and its related values for nation building and national identity in the first half of this 4-week course.	• Analyze the significance of one or more major movements that have shaped the world's societies.
The collection of Benin Bronzes from the Kingdom of Benin (modern-day Nigeria) that were dispersed to major European museums after looting during colonialization by British forces at the end of the 19th Century are among the most significant artworks created in Africa and important to study within the context of the Western colonialization of Africa.	• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	• Explain and evaluate the role of the United States in international relations.
	• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	
A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	• Demonstrate knowledge of the skills involved in the creative process.
	• Use appropriate technologies to conduct research and to communicate.

D. Individual and Society A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	• Examine how an individual's place in society affects experiences, values, or choices.
	• Articulate and assess ethical views and their underlying premises.
	• Articulate ethical uses of data and other information resources to respond to problems and questions.
	• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

COURSE SYLLABUS

***ARH 139*: *Introduction to Topics in Global Art* -** online asynchronous; 4-week summer session class; 3 credits

Instructor Information: Sharon Jordan, Associate Professor, Art History Program, Art Dept.
Email: Sharon.jordan@lehman.cuny.edu; Navigate (Zoom) Office Hours: Wed, 11-12pm

Course Description: In this online asynchronous course, *Introduction to Topics in Global Art***,** students will study the complicated issue of repatriation or the return of purchased, stolen or looted artworks and objects from one country to another. We will examine and analyze two prominent case studies: In week's 1 and 2, we will examine Greece's claims for the return of the Elgin Marbles from England's British Museum. At the beginning of the 19th Century, Britain's Lord Elgin purchased the sculptures from the Ottoman occupiers of Greece. The sculptures making up the Elgin Marbles originally adorned the building, the Parthenon, the center of Athen's Acropolis. They are considered among the most important examples of Classical Greek art and have been influential on the development of Western culture. In week's 3 and 4, we will examine the case of the return to Nigeria of the Benin Bronzes that were looted and dispersed to various world museum's resulting from the colonialization of Africa at the end of the 19th Century. Readings and essays will analyze each side of the repatriation issues surrounding these objects. The importance of these two country's cultural outputs will be contextualized through art historical and historical materials and assignments to understand the complexity of the current calls for repatriation.

Learning Objectives: In ARH 139**,** students will:

- Develop visual literacy skills by analyzing and examining works of art within their cultural contexts
- Interpret and assess information from a variety of journalistic, governmental and cultural and museum sources
- Evaluate evidence and arguments critically from different national and cultural points of view
- Produce well-reasoned written arguments and counter-arguments using evidence and source materials to support conclusions
- Identify and apply the fundamental concepts and methods of art history and cultural studies, including formal analysis and contextual analysis, for various world regions and cultures
- Analyze and evaluate the legacy and effects of colonialism and the effects of globalization and global tourism through a study of the issue of repatriation of artworks and cultural objects from differing points of view
- Analyze the historical developments of Classical European, Byzantine and African culture as individually impacted by war, religious developments including the spread of Christianity and Islam, colonialism, and global trade
- Analyze how the issue of repatriation of cultural objects has impacted geopolitics and global culture in our contemporary world

Course Structure:

This is a no-textbook cost (OER) course. Students will access all course materials in the content tab on the class Brightspace page that corresponds to the calendar in the syllabus breakdown below. ARH 139 fulfills the Gen Ed 'World Cultures and Global Issues' category requirement. It also satisfies a 100-level art history requirement for all B.A. & B.F.A. majors in studio art in the Art Dept.

This is an active, online 3-credit course that will require the same level of engagement and time commitment as attending an in-person course during a 15-week semester. In the asynchronous format. you will not be online with your classmates or the instructor at the same time. The asynchronous format means that each unit offers you flexibility during the week to complete the weekly course readings and assignments by their deadlines. It is imperative that students stay up-to-date with the course materials and meet every assignment deadline in this condensed 4-week course.

SUMMER 2026 ARH 139 SCHEDULE:

Week 1A: Course Introduction (discussion board post 5 points)

Week 1B: Classical Greek Art Historical Overview (timeline assignment 15 points)

Week 2A: Assigned Readings for and against the return of the Elgin Marbles from Britain back to Greece (online quiz 15 points)

Week 2B: Discussion Board Written Arguments for or against the return of the Elgin Marbles from Britain back to Greece and Rebuttal or Counter-Arguments – each student receives assigned position to argue (discussion board post 15 points)

Week 3A: Overview of African Colonialization and the Dispersal of the Art from Benin (compendium assignment 15 points)

Week 3B: Assigned Readings arguing for and against the return of the Benin Bronzes to Nigeria from European museums and an examination of Berlin's Humboldt Forum as a successful compromise (online quiz 15 points)

Week 4A: Discussion Board Arguments for or against the return of the Benin Bronzes to Nigeria from European museums and Rebuttal or Counter-Arguments – each student receives assigned position to argue (discussion board post 15 points)

Week 4B: Discussion Board Posts Explaining Personal Opinions in the case of the Elgin Marbles and/or the Benin Bronzes (discussion board post 10 points)

Student Assessment:

There will be 2 assignments due during each week of the 4-week course for a total of 8 assignments (Week 1A (5 points); 1B, 2A, 2B, 3A, 3B, 4A (each 15 points); and 4B (10 points) that will make up your overall course grade. These will either be in a discussion board post assignment or through an online quiz based on the assigned readings. Your entire course grade is based on these 8 assignments. No late assignments will be accepted. If you miss an assignment, that roughly means losing 15 points from 100 of your overall course grade. Missing multiple assignments will likely result in a failing course grade. Each assignment counts! No grade of incomplete (INC) will be given in this course.

Because we are only communicating through written discussion board posts, not only what you write, but also how you write, is vital to receive the highest possible score on your assignments. It is thus crucial that you use a word processor with a spelling and grammar-check feature, such as Microsoft Word to prepare, edit and review your work before submitting it on Brightspace. It is highly advised that you write out drafts of your posts outside Brightspace to revise, edit and review before submitting them to the discussion board forums. Spelling and grammar should be carefully reviewed by proof-reading before submissions.

As a student in an online course, you are expected to have reliable internet access every day. If you have computer problems, it is your responsibility to address these or to use campus computing labs. Problems with your computer or other technology issues are not an excuse for delays in meeting deadlines for the course. The professor cannot help with technological issues or problems.

Netiquette - When posting in an online course forum, it is important to remember to express your thoughts, opinions and experiences in a professional and respectful manner as to not offend others. Slang, abbreviations or texting-style grammar is not acceptable.

Continued enrollment in this class signifies that you have read, understood, and will abide by the terms set forth in this syllabus. To successfully complete this online course, you must:

- Complete all of the class assignments on time and receive a passing grade of 60 or above on these assignments (Grade Breakdown: 90 or above = grade of A; 80 – 89 = B; 70 – 79 = C; 60 – 69 = D; 59 or less points = failing course grade).
- Prepare all written assignments in your own words without the use of AI to generate written text
- Be able to regularly access a computer and use the internet to complete the readings and assignments that will be posted on Brightspace each week.
- Use and maintain regular access to your Lehman College email address and the course's Brightspace site. All of the course communications will occur on these two platforms.
- Microsoft Word is the recommended word processing program for preparation of any written assignments
- Recommended web browsers include Firefox, Chrome and Safari

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include the unauthorized use of an electronic device during a quiz.

Plagiarism is the act of presenting another person's ideas, research or writings as your own. Examples of plagiarism include copying another person's words or presenting another person's ideas or theories in your own words without acknowledging the source; and internet plagiarism such as copying and pasting information from the internet without citing the source or without proper attribution; or using generative AI to do your written assignments.

College is the time for you to develop written and verbal communication skills. Writing is a process that takes time and requires effort. Using generative AI to produce your written work is a wasted opportunity and a denial of your responsibilities to learn and develop your writing skills as a student. Use of AI on assignments for this class is prohibited and may result in a grade of 0. If you are unsure about what constitutes academic integrity or plagiarism, ask about it.

The summer session moves extremely quickly. **Be proactive for yourself during the course and throughout your time at Lehman College.** If you are struggling with a personal or academic issue, seek out the campus resources available for help, including:

1. Familiarize yourself with the Lehman College website: https://www.lehman.edu/.
2. Information Technology - If you have any questions about your Lehman email address, your password, CUNYFirst, Brightspace or any IT issues, contact the campus computer help desk: 718-960-1111.
3. There are many resources available to students including those listed in the 'Student Life' drop-down menu on the college's homepage. These include health and wellness services, counseling, basic needs, disabilities services and tutoring and academic assistance.
4. Anything related to enrollment and registration, consult the Office of the Registrar webpage: https://www.lehman.edu/registrar/
5. The Counseling Center is in the Old Gym Building, Room 114. It is encouraged to visit the counseling center in-person as soon as you feel the need to talk with a counselor. Walk in and make an appointment in-person or ask me to walk you over. Their webpage is: https://www.lehman.edu/student-affairs/counseling-center/
6. The Lehman Tutoring Center (For Writing, Humanities, and Social Sciences Tutoring) is in the Old Gym Building, Room 205. Go in-person for further information or consult their webpage; https://www.lehman.edu/academics/issp/ telephone: (718) 960-8175; or email: **issp.program@lehman.cuny.edu**
7. Accommodating Disabilities**:** Lehman College is committed to providing access to all programs and curricula to all students. In order to receive disability-related academic accommodations, students must first be registered with the Office for Student Disability Services in Shuster Hall, Room 238; telephone 718-960-8441.
8. Maintain Academic Integrity in this course and at Lehman College: Academic integrity is a serious part of this course and in the policies of Lehman College. Penalties for

academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. The following definitions are adapted from CUNY policy on academic integrity:

ASSIGNMENTS AND RUBRICS - ARH 139: Introduction to Topics in Global Art

WEEK 1 Timeline of Classical Greek Art (Elgin Marbles contextualization) Assignment

The Elgin Marbles at the British Museum are among the foremost examples of Classical Greek art in the world and considered a high point of Western culture. In order to fully understand the importance of these artworks originally located on the Parthenon, the main building on the Acropolis of Athens, students will gather and read information from various online sites and the Assignment 1 class folder in Brightspace to make a visual and annotated timeline that identifies and evaluates examples of Classical Greek art within the context of the development of ancient art and the later historical importance of Classicism in the 17th/18th/and 19th Centuries in Europe and the US.

This assignment incorporates course learning objectives:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Identify and apply the fundamental concepts and methods of art historical analysis
- Analyze the significance of Classicism in shaping Western culture.

Assignment worth 15 points (out of 100 points in overall course grade)

Visual and Annotated Timeline of Classical Greek Art Assignment #1 Grading Rubric

	Grade of A (13.5 - 15 points out of 15)	Grade of B (12 – 13.35 points out of 15)	Grade of C (10.5 – 11.85 points out of 15)	Grade of D (9 - 10.35 points out of 15)	Grade of F (< 8.85 points out of 15)
1-5 points of 15 for assignment	Timeline included all assigned sources and student located sources	Timeline included most assigned sources and student located sources	Timeline included some (approx. ½ - 2/3) of the assigned sources and student located sources	Timeline did not include ½ or more of the assigned sources and student located sources	Timeline did not include ½ or more of the assigned sources and student located sources
1-5 points of 15 for assignment	All artworks in timeline were identified and evaluated (annotated) correctly and thoroughly by style and characteristics	Most artworks in timeline were identified and evaluated (annotated) correctly with minor information about the style and	Some artworks in timeline were identified and evaluated (annotated) incorrectly with some major information about the style and	Many artworks in timeline were identified and evaluated (annotated) incorrectly with major information about the style and characteristics missing or	Majority artworks in timeline were identified and evaluated (annotated) incorrectly with major information about the style and characteristics missing or

		characteristics missing	characteristics missing	incorrect demonstrating inconsistent reading of and understanding of sources	incorrect demonstrating lack of reading of sources
1-5 points of 15 for assignment	Correct and thorough use of key art historical terminology in annotations in well-written text	Mostly correct and thorough use of key art historical terminology in annotations in well-written text requiring minor editing or proof-reading	Some correct use of key art historical terminology with some key information missing in annotations in text requiring further editing or proof-reading	Incorrect or missing use of key art historical terminology throughout with annotations in text requiring major editing or proof-reading	Incorrect or missing use of key art historical terminology throughout with annotations in text requiring major editing or proof-reading
	Complete Assignment submitted on time	Complete Assignment submitted on time	Complete assignment submitted late (-2 points)	Incomplete assignment	Incomplete assignment or assignment not submitted (0)

WEEK 2 Repatriation of the Elgin Marbles Assignment

Students will read a series of governmental, scholarly, art historical and journalistic articles about the issue of the repatriation of the Elgin Marbles to interpret and assess the claims on each side about keeping them (British) or returning them (Greek). In a multi-paragraph written essay in the debate forum on Brightspace, each student will argue an assigned position on this issue. Within each written essay, a minimum of 3 of the assigned class readings should be cited as supporting evidence in the argument.

This assignment incorporates course learning objectives:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Apply fundamental methodologies of art historical analysis in relation to the Elgin Marbles, while studying the broader issue of repatriation

Assignment worth 15 points (out of 100 points in overall course grade)

Written Assignment on Repatriation of the Elgin Marbles Grading Rubric

	Grade of A (13.5 - 15 points out of 15)	Grade of B (12 – 13.35 points out of 15)	Grade of C (10.5 – 11.85 points out of 15)	Grade of D (9 - 10.35 points out of 15)	Grade of F (< 8.85 points out of 15)
1-6 points of 15 for assignment	Essay identified and evaluated major aspects of this issue from the assigned position or point of view thoroughly and used key art historical terminology throughout.	Essay identified and evaluated major aspects of this issue from the assigned position or point of view correctly with minor information or use of key terms missing	Essay identified and evaluated some aspects of this issue with minimal use of key information or terms throughout or assigned point of view was not evident.	Essay did not clearly or thoroughly identify or evaluate key aspects of this issue; argue assigned point of view; or use art historical terms correctly.	Essay did not adequately identify or evaluate key aspects of this issue or use art historical terms correctly.
1-5 points of 15 for assignment	Essay included well-integrated use of assigned sources and citations in the text that demonstrated	Essay included well-integrated use of assigned sources and citations in the text that demonstrated	Essay included some use of assigned sources and citations in the text requiring either improvements in the written integration or	Essay demonstrates inconsistent reading of and understanding of sources throughout and/or a text that requires better	Essay demonstrates inconsistent or lack of reading of and understanding of sources throughout.

	understanding of key issues.	understanding of key issues.	more analysis given to individual sources for balance.	integration and citation use throughout.	
1-4 points of 15 for assignment	Written essay was well organized and text was well-written / free of errors.	Written essay was mainly well organized and text was well-written / free of errors.	Written essay had room for improvement in organization or text requiring proof-reading, spell check or editing, but contents were thorough.	Written essay had major room for improvements in contents of text and/or text requires major attention to proof-reading, spell check or editing.	Text does not demonstrate care in its preparation; major proof-reading, spell check or editing required.
	Complete Assignment submitted on time	Complete Assignment submitted on time	Complete assignment submitted late (-2 points)	Incomplete assignment	Incomplete assignment or assignment not submitted (0)

WEEK 3 Compendium of Benin Bronzes Assignment

The collection of artworks known as the Benin Bronzes from the Kingdom of Benin (present-day Nigeria) were looted and dispersed to major European museums during colonialization by British forces at the end of the 19th Century. There is a contemporary movement to have them returned to Nigeria. Students will gather and read information from various online sites including the websites of major European museums in Germany, the Netherlands and Britain and the week 3 class folder in Brightspace to make a visual and annotated compendium identifying and evaluating examples of the Benin Bronzes within the context of global history and art.

This assignment incorporates course learning objectives:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Identify and apply the fundamental concepts and methods of art history and cultural studies exploring the global issue of repatriation of looted artworks as part of colonialization

Assignment worth 15 points (out of 100 points in overall course grade)

Compendium of Benin Bronzes Assignment Week 3 Grading Rubric

	Grade of A (13.5 - 15 points out of 15)	Grade of B (12 – 13.35 points out of 15)	Grade of C (10.5 – 11.85 points out of 15)	Grade of D (9 - 10.35 points out of 15)	Grade of F (< 8.85 points out of 15)
1-5 points of 15 for assignment	Compendium included all assigned sources and student located sources	Compendium included most assigned sources and student located sources	Compendium included some (approx. ½ - 2/3) of the assigned sources and student located sources	Compendium did not include ½ or more of the assigned sources and student located sources	Compendium did not include ½ or more of the assigned sources and student located sources
1-5 points of 15 for assignment	All artworks in compendium were identified and evaluated (annotated) correctly and thoroughly by style and characteristics	Most artworks in compendium were identified and evaluated (annotated) correctly with minor information about the style and	Some artworks in compendium were identified and evaluated (annotated) incorrectly with some major information about the style and	Many artworks in compendium were identified and evaluated (annotated) incorrectly with major information about the style and characteristics missing or	Majority artworks in compendium were identified and evaluated (annotated) incorrectly with major information about the style and characteristics missing or

		characteristics missing	characteristics missing	incorrect demonstrating inconsistent reading of and understanding of sources	incorrect demonstrating lack of reading of sources
1-5 points of 15 for assignment	Correct and thorough use of key art historical terminology in annotations in well-written text	Mostly correct and thorough use of key art historical terminology in annotations in well-written text requiring minor editing or proof-reading	Some correct use of key art historical terminology with some key information missing in annotations in text requiring further editing or proof-reading	Incorrect or missing use of key art historical terminology throughout with annotations in text requiring major editing or proof-reading	Incorrect or missing use of key art historical terminology throughout with annotations in text requiring major editing or proof-reading
	Complete Assignment submitted on time	Complete Assignment submitted on time	Complete assignment submitted late (-2 points)	Incomplete assignment	Incomplete assignment or assignment not submitted (0)

WEEK 4 Repatriation of Benin Bronzes Assignment

Students will read a series of governmental, scholarly, art historical and journalistic articles about the Benin Bronzes to interpret and assess the claims made by Nigeria for returning them and by various European museums for keeping them in their collections. In a multi-paragraph written essay in the debate forum on Brightspace, each student will argue an assigned position on this issue. Within each written essay, a minimum of 3 of the assigned class readings should be cited as supporting evidence in the argument.

This assignment incorporates course learning objectives:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Apply fundamental methodologies of art historical analysis in relation to the Benin Bronzes, while studying the broader issue of repatriation in a post-colonial, global society.

Assignment worth 15 points (out of 100 points in overall course grade)

Written Assignment on Repatriation of the Benin Bronzes Grading Rubric

	Grade of A (13.5 - 15 points out of 15)	Grade of B (12 – 13.35 points out of 15)	Grade of C (10.5 – 11.85 points out of 15)	Grade of D (9 - 10.35 points out of 15)	Grade of F (< 8.85 points out of 15)
1-6 points of 15 for assignment	Essay identified and evaluated major aspects of this issue from the assigned position or point of view thoroughly and used key art historical terminology throughout.	Essay identified and evaluated major aspects of this issue from the assigned position or point of view correctly with minor information or use of key terms missing	Essay identified and evaluated some aspects of this issue with minimal use of key information or terms throughout.	Essay did not clearly or thoroughly identify or evaluate key aspects of this issue; argue assigned point of view; or use art historical terms correctly.	Essay did not adequately identify or evaluate key aspects of this issue or use art historical terms correctly.
1-5 points of 15 for assignment	Essay included well-integrated use of assigned sources and citations in the text that demonstrated	Essay included well-integrated use of assigned sources and citations in the text that demonstrated	Essay included some use of assigned sources and citations in the text requiring either improvements in the written integration or	Essay demonstrates inconsistent reading of and understanding of sources throughout and/or a text that requires better	Essay demonstrates inconsistent or lack of reading of and understanding of sources throughout.

	understanding of key issues.	understanding of key issues.	more analysis given to individual sources for balance.	integration and citation use throughout.	
1-4 points of 15 for assignment	Written essay was well organized and text was well-written / free of errors.	Written essay was mainly well organized and text was well-written / free of errors.	Written essay had room for improvement in organization or text requiring proof-reading, spell check or editing, but contents were thorough.	Written essay had major room for improvements in contents of text and/or text requires major attention to proof-reading, spell check or editing.	Text does not demonstrate care in its preparation; major proof-reading, spell check or editing required.
	Complete Assignment submitted on time	Complete Assignment submitted on time	Complete assignment submitted late (-2 points)	Incomplete assignment	Incomplete assignment or assignment not submitted (0)

Readings Assignments (2) GRADING METHOD

In weeks 1 and 2, students will read a series of governmental, scholarly, art historical and journalistic articles about the issue of the repatriation of the Elgin Marbles to interpret and assess the claims on each side about keeping them (British) or returning them (Greek).

In weeks 3 and 4, students will read a series of governmental, scholarly, art historical and journalistic articles about the Benin Bronzes to interpret and assess the claims made by Nigeria for returning them and by various European museums for keeping them in their collections.

At the end of weeks 2 and 4, students will take an online quiz in the Brightspace area about these assigned readings. Once the student has read the assigned readings, there is an online quiz with between 5-15 questions based on the assigned readings. Students will receive points for each correctly answered question on the quizzes about the individual readings including multiple choice or short essay questions. The quiz is set for 10 minutes only to ensure no googling or AI usage in the creation of answers.

This assignment incorporates course learning objectives:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Analyze Western culture and/or African culture including within the context of globalization and colonialization and art history
- Identify and apply the fundamental concepts and methods of art history and cultural studies exploring the global issue of repatriation of looted artworks as part of colonialization and world history

Each assignment is worth 15 points (out of 100 points in overall course grade)

LEHMAN COLLEGE
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DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

1. **Type of Change:** *Pre/Co Requisites*

2. **From:**

Department(s)	Chemistry
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 344
Course Title	Physical Chemistry Course in Kinetics and Thermodynamics
Description	Selected topics drawn from thermodynamics, states of matter, statistical thermodynamics and kinetics with an emphasis on the relation between experiment and theory.
Pre/ Co Requisites	PREREQ: CHE 168, PHY 169, and MAT 176
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World ____

3. **To:**

Department(s)	Chemistry
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 344
Course Title	Physical Chemistry Course in Kinetics and Thermodynamics
Description	Selected topics drawn from thermodynamics, states of matter, statistical thermodynamics and kinetics with an emphasis on the relation between experiment and theory.
Pre/ Co Requisites	PREREQ: CHE 168, PHY 167 or PHY 169, and MAT 176
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

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

Based on a department assessment of the success of students in CHE344 over the last 3 years we have come to recognize that Physics II for Scientists and Engineers (PHY169) is not necessary for success in this course. While students do need a basic understand of physics concepts, they do not need the calculus that is presented as part of this course. The required

pre-requisite knowledge can be attained from General Physics II (PHY167). As a result, we are including PHY 167 as an acceptable physics prerequisite for this course.

5. **Date of departmental approval:** March 14, 2025

LEHMAN COLLEGE
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DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

Name of Program: Chemistry, BA
Hegis Code: 1905.00
Program Code: 34241 – CHEM-BA

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

2. From:

Chemistry, B.A. (54-~~67~~ Credit Major)

The Chemistry BA is comprised of a core of 32-42 credits and an area of concentration in chemistry or biochemistry. This major is recommended for those students in chemistry who are preparing for (1) admission to medical, veterinary, or dental school; (2) certification as secondary school teachers of chemistry; or (3) positions in the chemical industry.

Major Requirements – Core Courses

Chemistry (32-42 credits)

Chemistry (18-24 credits).

Complete at least one of the following courses:
CHE 166
and CHE 167
Or
CHE 114
and CHE 115
CHE 114, CHE 115 only with departmental permission.

Complete all of the following courses:
CHE 168
CHE 169
CHE 232
CHE 233
CHE 234
CHE 235
CHE 450
CHE 450 may be repeated for a total of 4 credits

Mathematics and Physics (14-18 credits).

Complete all of the following courses:
MAT 175
MAT 176

Complete at least one of the following courses:
PHY 166
and PHY 167
Or
PHY 168
and PHY 169

Chemistry Concentration

Chemistry: Fulfill ALL of the following requirements: *(18-20 credits)*

Earn at least 15 credits from the following:
CHE 249
CHE 342
CHE 344
CHE 345
CHE 347

Earn at least 3 credits:
One 3-5 credit elective CHE course at the 200 level or above, excluding CHE 391 and CHE 491.

Mathematics (4 credits).

Earn at least 4 credits from the following:
MAT 226

Biochemistry Concentration

Chemistry: Fulfill ALL of the following requirements: *(16-18 credits)*

Earn at least 13 credits from the following:
CHE 342
Or CHE 344
CHE 444
CHE 446
CHE 447

Earn at least 3 credits:

One Chemistry course at the 200 level or above excluding CHE 391 and CHE 491.

Biology (8 credits).

Earn at least 8 credits from the following:
BIO 166
BIO 167

3. To:

Chemistry, B.A. (54-70 Credit Major)

The Chemistry BA is comprised of a core of 32-42 credits and an area of concentration in Chemistry, ~~or~~ Biochemistry, Data Science or Environmental Chemistry. This major is recommended for those students in chemistry who are preparing for (1) admission to medical, veterinary, or dental school; (2) certification as secondary school teachers of chemistry; or (3) positions in the chemical industry and related fields.

Chemistry Core (required) (32-42 credits)

Chemistry (18-24 credits).

Complete at least one of the following courses:
CHE 166
and CHE 167
Or
CHE 114
and CHE 115
CHE 114, CHE 115 only with departmental permission.

Complete all of the following courses:
CHE 168
CHE 169
CHE 232
CHE 233
CHE 234
CHE 235
CHE 450
CHE 450 may be repeated for a total of 4 credits

Mathematics and Physics (14-18 credits).

Complete all of the following courses:
MAT 175
MAT 176

Complete at least one of the following courses:
PHY 166
and PHY 167
Or
PHY 168
and PHY 169

Chemistry Concentration (22-24 credits)

Chemistry: Fulfill ALL of the following requirements: *(18-20 credits)*

Earn at least 15 credits from the following:
CHE 249
CHE 342
CHE 344
CHE 345
CHE 347

Earn at least 3 credits:
One 3-5 credit elective CHE course at the 200 level or above, excluding CHE 391 and CHE 491.

Mathematics (4 credits).

Earn at least 4 credits from the following:
MAT 226

Biochemistry Concentration (24-26 credits)
Chemistry: Fulfill ALL of the following requirements: *(16-18 credits)*

Earn at least 13 credits from the following:
CHE 342
Or CHE 344
CHE 444
CHE 446
CHE 447

Earn at least 3 credits:
One Chemistry course at the 200 level or above excluding CHE 391 and CHE 491.

Biology (8 credits).

Earn at least 8 credits from the following:
BIO 166
BIO 167

Data Science Concentration (28 credits)

Chemistry: Fulfill ALL of the following requirements: *(15 credits)*

Earn 15 credits from the following:
CHE 249
CHE 342
CHE 344
CHE 362

Mathematics (8 credits)
Earn at least 8 credits from the following:
MAT 128 Or MAT 301 and MAT 313

Computer Science (4 credits)
CMP 157
CMP 167

Environmental Chemistry Concentration (26-28 credits)

Chemistry: Fulfill ALL of the following requirements: *(16-18 credits)*

Earn at least 13 credits from the following:
CHE 249
CHE 449 and CHE 362
Or CHE 464

Earn at least 3 credits:
One 3-5 credit elective CHE course at the 200 level or above excluding CHE 391 and CHE 491.

Mathematics (4 credits).

Earn at least 4 credits from the following:
MAT 128 or MAT 301

Environmental Science (6 credits).

Earn at least 6 credits from the following:
ENV 210
ENV 270
ENV 235 or ENV 326

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

Chemistry is adding two new chemistry tracks to the BA degree, Data Science and Environmental Chemistry. This change comes in response to the need for a more diversified workforce in Chemistry. The current job market includes more positions for students trained in programming and data science as well as those trained in connecting chemistry to the environment. We are responding to this expansion to ensure our graduates are trained to go either into graduate school or directly into the workforce.

5. **Date of departmental approval:** October 29, 2025

LEHMAN COLLEGE
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SCHOOL OF NATURAL AND SOCIAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	School of Natural and Social Sciences (NSS)
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Data Science in Chemistry
Course Prefix & Number	CHE 362
Course Title	Data Science in Chemistry
Description	Fundamentals of machine learning and its applications in chemistry, biochemistry, and materials science. Combined lectures and hands-on exercises that introduce real-world datasets and practical coding in python and will also incorporate AI tools to support learning and scientific problem-solving.
Pre/ Co Requisites	Departmental Permission
Credits	4
Hours	5
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **Rationale:**
The current job market includes more positions for students trained in programming and data science. We are responding to this expansion to ensure that our undergraduate students are trained to go wither into graduate school or directly into the workforce.

Chemical research and industry jobs in the 21st century are now more than ever requiring data-driven decision making. The advent of AI and increased use of computational modeling, coupled with the availability of high-throughput experimental methods, has led to the generation of massive, complex datasets that now need to be analyzed. Chemistry students need both to understand how these data sets were generated and how to effectively interpret them to extract meaningful insights. In response to this need, Chemistry is creating a new course in Data Science that will be the foundation of a new Data Science track within the major. We have determined that chemistry graduates who want to succeed in this new data-driven and technologically advanced age must possess a strong foundation in data science principles.

A dedicated Data Science course will modernize the chemistry curriculum, ensuring that students are equipped not only with experimental expertise but also with the analytical and computational skills necessary for 21st-century scientific practice.

The broader goals of the course will be to expose undergraduate students to complex data sets that they learn to analyze using statistical and computational tools (such as Python, R, and relevant chemistry-focused software) and to enhance their quantitative and computational literacy. Students will be introduced to data science techniques, including machine learning, pattern recognition, and multivariate analysis, and learn how these methods can be applied to address real-world problems in chemistry, biochemistry, and materials science.

It is our hope that this course and the new Data Science concentration will help prepare our Chemistry graduates for the new and merging careers.

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

- Process and analyze chemical and biological datasets
- Build supervised and unsupervised ML models
- Evaluate model performance and avoid overfitting
- Apply neural networks to scientific problems
- Use AI tools to enhance coding skills and learning performance
- Data visualization for effective scientific communication

5. **Date of Approval by Chemistry Department:** October 29, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

Name of Program and Degree Award: Computer Science, BA
Hegis Number: 0701.00
Program Code: 80345
Effective Term: Fall 2026

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

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

~~Computer Science, B.A. (43-46 Credit Major)~~

Complete ALL of the following Courses:

MAT 175 - Calculus I	4
MAT 176 - Calculus II	4
MAT 313 - Elements of Linear Algebra	4
CMP 167 - Programming Methods I	4
CMP 168 - Programming Methods II	4
CMP 232 - Discrete Mathematics	4
CMP 334 - Computer Organization	4
CMP 338 - Data Structures and Algorithms	4
~~CMP 339 - Programming Languages~~	~~4~~
~~OR CMP 426 - Operating Systems~~	~~4~~
~~CMP 405 - Introduction to Networks~~	~~4~~
~~OR CMP 420 - Database Systems~~	~~4~~

Notes:

All students, particularly those considering graduate work, are advised to take more upper-level Computer Science courses. (The list above is only the minimum required for graduation.)

For Departmental honors, see one of the advisers in the Department of Mathematics and Computer Science.

Major Requirements – Electives
Complete at least ~~2~~ of the following:
~~Two~~ advanced CMP electives: At 300- or 400-level. ~~MAT 226 can be used as one of these electives.~~

3. **To:** Underline the changes

Computer Science, B.A. (58-62 Credit Major)

Complete ALL of the following Courses:

- MAT 175 - Calculus I 4
- MAT 176 - Calculus II 4
- MAT 313 - Elements of Linear Algebra 4
- CMP 157 - Programming Methods I Lab 1 1
- CMP 158 - Programming Methods II Lab 1 1
- CMP 167 - Programming Methods I 4
- CMP 168 - Programming Methods II 4
- CMP 232 - Discrete Mathematics 4
- CMP 269 - Programming Methods III 4
- CMP 334 - Computer Organization 4
- CMP 338 - Data Structures and Algorithms 4
- CMP 426 - Operating Systems 4
- CMP 405 - Introduction to Networks 4
- CMP 420 - Database Systems 4

Major Requirements – Electives
Complete at least 3 of the following:
Three advanced CMP electives: At 300- or 400-level.

Major Admission Requirements -

The B.A. in Computer Science is reserved for students who are completing a double major or a second degree in disciplines deemed complementary by the Department of Computer Science.

Type: Prerequisite

Applicants must have completed all requirements for their other major in order to declare the CS B.A. Students may initially declare their 2nd major as a CS B.S. (Bachelor of Science) since many of the requirements for the CS B.S. and CS B.A. degrees overlap. Upon completing the 1st major, students may change their declaration of 2nd major from CS B.S. to CS B.A.

Notes:

1. All students, particularly those considering graduate work, are advised to take more upper-level Computer Science courses. (The list above is only the minimum required for graduation.)
2. For Departmental honors, see one of the advisers in the Department of Computer Science.
3. Students who do not meet the admission requirements are encouraged to major in Bachelor of Science in Computer Science.

Completion requirement

Earn a minimum grade of C in all the required courses. Students should repeat the course where they earn below C

- Students may obtain Credit by Examination for CMP 157 and CMP 158. Students must earn a minimum of 80% in the exam to receive credit. See the Computer Science department for details.

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**
In the rapidly changing field of Computer Science, the current major is no longer serving our students' needs. The new major now increases the foundation courses they will need to complete their undergraduate studies and will prepare them for possible graduate studies going forward. In addition, students may choose to add additional courses if they wish.

5. **Date of departmental approval:** 12/15/2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

Name of Program and Degree Award: Computer Applications, Minor
Effective Term: Fall 2026

1. **Type of Change:** (Change in Minor Requirements)

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

Minor Requirements – Overall
~~Computer Applications Minor (16 credit minor)~~
~~Earn a minimum grade of C-~~

Minor Requirements - Required Course

Complete ALL of the following Courses:
~~CIS 211 - Computer Information Systems 4~~
~~CIS Course~~
Two courses at the 200-level
~~CIS Course~~
One CIS course at the 300 level

3. **To:** Underline the changes
Minor Requirements – Overall
Computer Applications Minor (Earn at least 19 credits)

Minor Requirements - Required Course
Complete ALL of the following Courses:
- CMP 157 - Programming Methods I Lab 1
- CMP 167 - Programming Methods I 4
- CIS 212 - Microcomputer Architecture 4
- CIS 213 - Microcomputer Architecture Lab 1
  - *MAT 104-College Algebra or higher as a prerequisite for CIS 212 3

  And

Two courses at the 200-level or above

And
One CIS course at the 300 level or above

Note:

CMP courses of equal level can be substituted for CIS courses at the department's discretion.

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

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**
The Department of Computer Science is revising the Minor in Computer Applications by replacing CIS 211 with CIS 212 - Microcomputer Architecture and CIS 213 - Microcomputer Architecture Lab and introducing CMP 167 – Programming Methods I and CMP 157 – Programming Methods I Lab. This change is necessary due to the formal withdrawal of CIS 211 from the course catalog, as it no longer reflects the technical depth or relevance required in the evolving field of Computer Information Systems.

CIS 211 was a broad, survey-style course focused on business information systems. While once useful for general exposure, it lacks the technical rigor now expected of students entering advanced coursework or the workforce. In contrast, CIS 212 and CIS 213 introduce foundational knowledge in computer architecture, including CPU design, memory systems, and input/output mechanisms, along with a hands-on lab component that reinforces theoretical concepts through applied learning.

This update enhances the minor's alignment with the core Computer Science and CIS majors, supports improved course planning and advising, and better prepares students who may choose to transition into the major. It also reflects the department's commitment to offering a curriculum that is current, rigorous, and relevant to the tech industry.

This revision strengthens learning outcomes at both the program and departmental levels. For example, this helps to build a deeper technical understanding through focused instruction on computer systems.

For the Department, this change promotes curricular consistency across minors and majors and improves student readiness for both professional roles.

5. **Date of departmental approval:** 12/15/2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

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

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

Department(s)	Computer Science
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Computer Information Systems
Course Prefix & Number	CIS 247
Course Title	~~Practical Unix: Programming and System Administration~~
Description	Topics chosen from the following: text editors, file system, utility programs, pipe and filter paradigms, shell language programming; tools for maintenance of normal system operation, security, hardware and software configuration management and network connections
Pre/ Co Requisites	CMP 157, CMP 167
Credits	4
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **To:** Underline the changes

Department(s)	Computer Science
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Computer Information Systems
Course Prefix & Number	CIS 247
Course Title	Practical Operating System Programming and Administration
Description	Topics chosen from the following: text editors, file system, utility programs, pipe and filter paradigms, shell language programming; tools for maintenance of normal system operation, security, hardware and software configuration management and network connections. For an operating system and tools such as Linux and PowerShell.
Pre/ Co Requisites	Prerequisites: CMP 157, CMP 167
Credits	4
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

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

The proposed change reflects the current industry standard and aligns more closely with the tools, environments, and systems used in today's IT infrastructure. While UNIX laid the foundation for many operating system concepts, Linux has become the

dominant platform in enterprise servers, cloud computing, DevOps, cybersecurity, and open-source development.

Most modern system administration, scripting, and system programming tasks, especially in the context of CIS careers, are performed on Linux distributions such as Ubuntu, CentOS, Debian, and Red Hat. This renaming better communicates course relevance to students and employers, and ensures alignment with contemporary technologies, and supports program goals in preparing students for real-world, in-demand IT roles.

The proposed renaming of the course does not change the content of the course.

5. **Date of departmental approval:** 12/15/2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** change in course title and description

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

Department(s)	Computer Science
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 409
Course Title	~~Security of Networks~~
Description	Introduction to attack and defense in network security. Basic tools for both attacking and defending networks and their use. NOTE: Students will be required to work with a variety of network attack and defense tools in a sandbox or ~~vitural~~ network.
Pre/ Co Requisites	Pre-requisite: CMP 405
Credits	4
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **To:** Underline the changes

Department(s)	Computer Science
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 409
Course Title	Cybersecurity for Networked Systems
Description	Introduction to attack and defense in network security. Basic tools for both attacking and defending networks and their use. NOTE: Students will be required to work with a variety of network attack and defense tools in a sandbox or virtual network.
Pre/ Co Requisites	Pre-requisite: CMP 405
Credits	4
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

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

The proposed new title, Cybersecurity for Networked Systems, more accurately reflects the evolving scope and depth of the course content while aligning with current terminology in academia, industry, and research. The original title, Security of Networks, suggests a narrow focus on just traditional computer networks. However, modern networked systems encompass a much broader range of technologies, including

distributed systems and cloud architecture, Internet of Things (IoT) devices, wireless and mobile networks, and industrial control systems and infrastructure. The new title better encompasses the full range of these networked environments that are addressed in the curriculum.

Also, cybersecurity has become the standard term in both professional and academic circles to describe the protection of systems, networks, and data from digital threats. Using this term ensures the course is immediately recognizable and relevant to students, employers, and other academic institutions. So, the new title is clearer and more engaging.

The other change corrects a typo in the description.

Renaming of the course maintains the learning outcomes of the course. However, the change broadens the scope of the course and modernizes it: As a result,

- Students will learn to secure diverse and interconnected systems beyond the traditional networks.
- Learners will develop system-level thinking for identifying and mitigating complex risks in networked systems.

5. **Date of departmental approval:** 12/15/2025

LEHMAN COLLEGE

OF THE

CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

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

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

Department(s)	Computer Science
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Computer Information System
Course Prefix & Number	CIS 333
Course Title	~~Network Security~~
Description	Introduction to securing networks, with emphasis on firewalls, intrusion detection, and monitoring tools. Monitoring and improving the security of an ~~organizations~~ network. Building firewalls and configuring intrusion detection systems. Detecting some well-known attacks.
Pre/ Co Requisites	
Credits	3
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

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

3. **To:** Underline the changes

Department(s)	Computer Science
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Computer Information Systems
Course Prefix & Number	CIS 333
Course Title	Cybersecurity for Networked Systems CIS
Description	Introduction to securing networks, with emphasis on firewalls, intrusion detection, and monitoring tools. Monitoring and improving the security of an organization's network. Building firewalls and configuring intrusion detection systems. Detecting some well-known attacks.
Pre/ Co Requisites	Prerequisite: CIS 331 or CMP 405
Credits	3
Hours	4
Liberal Arts	[ ] Yes [X] No

Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

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

The proposed new title, Cybersecurity for Networked Systems, more accurately reflects the evolving scope and depth of the course content while aligning with current terminology in academia, industry, and research. The original title, Security of Networks, suggests a narrow focus on just traditional computer networks. However, modern networked systems encompass a much broader range of technologies, including distributed systems and cloud architecture, Internet of Things (IoT) devices, wireless and mobile networks, and industrial control systems and infrastructure. The new title better encompasses the full range of these networked environments that are addressed in the curriculum.

Also, cybersecurity has become the standard term in both professional and academic circles to describe the protection of systems, networks, and data from digital threats. Using this term ensures the course is immediately recognizable and relevant to students, employers, and other academic institutions. So, the new title is clearer and more engaging.

Renaming of the course maintains the learning outcomes of the course. However, the change broadens the scope of the course and modernizes it.

5. **Date of departmental approval:** 12/15/2025

Sophia Diamantis-fry

From: CUNY Pathways
Sent: Tuesday, February 3, 2026 9:04 AM
To: Sophia Diamantis-fry
Subject: RE: Submission for STEM Variant Courses - Lehman College, Department of Computer Science

Good morning,

Lehman's CMP 168 has been approved for Flexible Core - Scientific World and Required Core - Life and Physical Sciences. Please take next steps in Coursedog.

Thank you,
Karen

Karen Kapp
University Director of Academic Planning and Administration
Office of Academic Affairs
The City University of New York
205 E. 42nd Street
New York, NY 10017

From: Sophia Diamantis-fry <SOPHIA.DIAMANTISFRY@lehman.cuny.edu>
Sent: Monday, February 2, 2026 10:07 AM
To: CUNY Pathways <Pathways@cuny.edu>
Subject: Submission for STEM Variant Courses - Lehman College, Department of Computer Science

Good morning,

I enclose below a submission for STEM Variant Courses from Lehman College for CMP 168, Department of Computer Science for your review and consideration. Please advise if you require additional information. Thank you and have a great day.

Course: CMP 168 – Programming Methods II
Major(s) this course is required for: Computer Science and Computer Information Systems
Desired Common Core area(s): Flexible Core - Scientific World and Required Core - Life and Physical Sciences

Thanks.
Sophia

Sophia Diamantis-Fry, MA-Biological Anthropology
Academic Affairs Manager| Academic Programs and Educational Effectiveness
Lehman College
Shuster, Room 382
250 Bedford Park Boulevard West
Bronx, NY 10468

Phone: 718-960-7724

www.lehman.edu

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

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

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

Department(s)	English
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	English
Course Prefix & Number	ENW 481
Course Title	Honors Tutorial in Writing
Description	Exclusively for English honors majors working on their senior Honors Project in the fall term prior to graduation. Tutorial involves developing an individual project in creative or professional writing, working one-on-one with a faculty mentor. ~~PREREQ: 90 college credits; Departmental permission. COREQ: ENG / ENW 482.~~ NOTE: During spring registration, each student must work with his or her faculty mentor to obtain written permission for fall tutorial work and to develop a summer reading-list.
Pre/ Co Requisites	COREQ: ENG / ENW 482
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity

	____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:** Underline the changes

Department(s)	English
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	English
Course Prefix & Number	ENW 481
Course Title	Honors Tutorial in Writing
Description	Exclusively for English honors majors working on their senior Honors Project in the fall term prior to graduation. Tutorial involves developing an individual project in creative or professional writing, working one-on-one with a faculty mentor. NOTE: During spring registration, each student must work with his or her faculty mentor to obtain written permission for fall tutorial work and to develop a summer reading-list.
Pre/ Co Requisites	COREQ: ENG / ENW 482, Departmental Permission
Credits	3 May be repeated for an additional 3 credits.
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
This course should match its ENG 481 counterpart which is repeatable for credit. Students often continue their honors tutorials for a second semester. Here is the catalog listing for ENG 481: https://lehman-undergraduate.catalog.cuny.edu/courses/1006771.

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

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

1. **Type of Change:** Liberal Arts Designation

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

Department(s)	Exercise Sciences and Recreation
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Exercise Science
Course Prefix & Number	EXS 260
Course Title	Fitness and Exercise for Life
Description	Study of health and skill related fitness; role of exercise and fitness as an integral component of a healthy lifestyle.
Pre/ Co Requisites	
Credits	2
Hours	2
Liberal Arts	[ ] Yes [~~X~~] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **To:** Underline the changes

Department(s)	Exercise Sciences and Recreation
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Exercise Science
Course Prefix & Number	EXS 260
Course Title	Fitness and Exercise for Life
Description	Study of health and skill related fitness; role of exercise and fitness as an integral component of a healthy lifestyle.
Pre/ Co Requisites	
Credits	2
Hours	2
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
After reviewing NYSED'S Definition of liberal arts and sciences courses, it was decided that this course would fall within the categories of natural and social sciences. It was determined to change this course to a liberal arts credit to ensure our students are able to obtain sufficient liberal arts credits within their degree. In addition, making this class a liberal arts credit may draw students from outside of the department of exercise sciences and recreation. The content of the Fitness and Exercise for Life course is essential for all college students, and it can be highly beneficial for their overall well-being and academic development.

5. **Date of departmental approval:** 12/02/2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

1. **Type of Change:** Liberal Arts Designation

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

Department(s)	Exercise Sciences and Recreation
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Exercise Science
Course Prefix & Number	EXS 240
Course Title	Nutrition and Health
Description	Nutrition as it relates to health and disease. Includes functions of nutrients; factors affecting nutrient intake, absorption, and utilization; and nutrient needs during the life cycle and illness. Basic knowledge in making personal dietary decisions, food safety and reasons for hunger at home and abroad.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes [~~X~~] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:** Underline the changes

Department(s)	Exercise Sciences and Recreation
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Exercise Science
Course Prefix & Number	EXS 240
Course Title	Nutrition and Health
Description	Nutrition as it relates to health and disease. Includes functions of nutrients; factors affecting nutrient intake, absorption, and utilization; and nutrient needs during the life cycle and illness. Basic knowledge in making personal dietary decisions, food safety and reasons for hunger at home and abroad.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
After reviewing NYSED'S Definition of liberal arts and sciences courses, it was decided that this course would fall within the categories of natural and social sciences. It was determined to change this course to a liberal arts credit to ensure our students are able to obtain sufficient liberal arts credits within their degree. In addition, making this class

a liberal arts credit may draw students from outside of the department of exercise sciences and recreation. The content of the Nutrition and Health course is essential for all college students, and it can be highly beneficial for their overall well-being and academic development.

5. **Date of departmental approval:** 12/02/2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF FINANCE, INFORMATION SYSTEMS, AND ECONOMICS

CURRICULUM CHANGE

Name of Program and Degree Award: BA
Hegis Number: 2204.00
Program Code: 36853 - ECOMATH-BA

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

2. **From:**

Major Requirements – Overall
Earn at least ~~58~~ credits
Complete ~~58~~ 59

Major Requirements - Core Courses

Foundation Courses
Earn at least ~~28~~ credits from the following:
ECO 166 - Introduction to Macroeconomics
ECO 167 - Introduction to Microeconomics
ECO 302 - ~~Economic Statistics~~
ECO 402 - Econometrics
MAT 175 - Calculus I
MAT 176 - Calculus II
MAT 155 (1 credit) is a co-requisite of MAT 175 and MAT 156 (1 credit) is a co-requisite of MAT 176.

Earn at least ~~25~~ credits from the following:
ECO 300 - Intermediate Macroeconomics
ECO 301 - Intermediate Microeconomics
ECO 401 - Introduction to Mathematical Economics
MAT 226 - Vector Calculus
MAT 301 - Applied Statistics and Data Analysis
MAT 313 - Elements of Linear Algebra
MAT 330 - Probability and Statistics

Major Requirements - Elective Courses

Complete at least 1 of the following courses:
MAT 323 - Ordinary Differential Equations

MAT 327 - Statistical Inference
MAT 347 - Linear Programming and Convex Algebraic Geometry
MAT 349 - Operations Research
MAT 364 - Financial Mathematics
MAT 424 - Partial Differential Equations and Applications
MAT 430 - Advanced Probability and Applications
MAT 464 - Advanced Financial Mathematics and Applications

Complete at least 2 of the following courses:
ECO 305 - Consumer Economics
ECO 306 - Money and Banking
ECO 311 - Public Economics
ECO 322 - Economic History of Developing Countries
ECO 324 - International Economics
ECO 326 - Labor Economics
ECO 331 - Industrial Organization and Regulation
ECO 338 - Law and Economics
ECO 344 - Economic Evaluation of Health Programs
ECO 345 - Health Economics
ECO 431 - Managerial Economics

~~Career Readiness~~
Earn at least ~~1~~ 2 credits from the following:
CED 201 - Business Career Exploration: Self-Assessment, Discovery and Preparation
CED 301 - Business Career Goals, Networking and Strategies

3. **To:** Underline the changes

Major Requirements – Overall
Earn at least 59 credits
Complete 59 credits

Major Requirements - Core Courses

Foundation Courses
Earn at least 23 credits from the following:
ECO 166 - Introduction to Macroeconomics
ECO 167 - Introduction to Microeconomics
ECO 302 - Economic and Business Statistics
ECO 402 - Econometrics
MAT 175 - Calculus I
MAT 176 - Calculus II
MAT 155 (1 credit) is a co-requisite of MAT 175 and MAT 156 (1 credit) is a co-requisite of MAT 176.

Requirements
Earn at least 24 credits from the following:

ECO 300 - Intermediate Macroeconomics
ECO 301 - Intermediate Microeconomics
ECO 401 - Introduction to Mathematical Economics
MAT 226 - Vector Calculus
MAT 301 - Applied Statistics and Data Analysis
MAT 313 - Elements of Linear Algebra
MAT 330 - Probability and Statistics

Major Requirements - Elective Courses
Complete at least 1 of the following courses:
MAT 323 - Ordinary Differential Equations
MAT 327 - Statistical Inference
MAT 347 - Linear Programming and Convex Algebraic Geometry
MAT 349 - Operations Research
MAT 364 - Financial Mathematics
MAT 424 - Partial Differential Equations and Applications
MAT 430 - Advanced Probability and Applications
MAT 464 - Advanced Financial Mathematics and Applications

Complete at least 2 of the following courses:
ECO 305 - Consumer Economics
ECO 306 - Money and Banking
ECO 307 - International Macroeconomics and Financial Markets
ECO 311 - Public Economics
ECO 320 – History of Economic Thought
ECO 322 - Economic History of Developing Countries
ECO 324 - International Economics
ECO 326 - Labor Economics
ECO 331 - Industrial Organization and Regulation
ECO 338 - Law and Economics
ECO 344 - Economic Evaluation of Health Programs
ECO 345 - Health Economics
ECO 431 - Managerial Economics

Cooperative Education
Earn at least 2 credits from the following:
CED 201 - Business Career Exploration: Self-Assessment, Discovery and Preparation
CED 301 - Business Career Goals, Networking and Strategies

4. **Rationale:**
In today's increasingly competitive job market—especially in regions like New York and its surrounding areas—business graduates must demonstrate strong career readiness skills upon graduation. This need is particularly critical for Lehman students, many of whom are first-generation and immigrant students balancing demanding coursework, employment, and family responsibilities, often with limited opportunities for professional development. Recognizing these challenges, the School of Business now requires all

majors to complete two sequential career-preparedness courses. The first course introduces the fundamentals of career readiness, guiding students in making informed decisions about their academic majors and career paths followed by developing essential skills—such as communication, professionalism, career planning, and networking—that prepare them to enter the workforce with confidence. Because both career readiness courses carry the CED (Cooperative Education) prefix, which designates experiential learning courses at Lehman College, the category title is updated from “Career Readiness” to “Cooperative Education.” This change aligns the curriculum with Lehman’s broader cooperative education framework.

ECO 302 is now a required statistics course for students majoring in Economics, Business, and Accounting. The course title has been revised to include the term *“Business”* to highlight its expanded focus on business-oriented examples and applications. This change ensures that the course content is more relevant and practical for business students, strengthening their ability to apply statistical concepts to real-world business decisions and analysis.

History of Economic Thought (ECO 320) has been added as an elective course for economics majors. Studying the History of Economic Thought is essential in helping students understand how economic ideas have evolved in response to changing social, political, and technological contexts. By examining the contributions of key economists and schools of thought—from classical and Keynesian to behavioral and modern approaches—students gain insight into the foundations of contemporary economic theory and policy.

ECO 307 (International Macroeconomics and Financial Markets) is a new elective course added to allow economics and finance majors to see the link between economics and finance, particularly in relation to the financial tools available to macroeconomists for hedging risks in the international fiannce area.

5. **Date of departmental approval:** November 21, 2025
   Date of Mathematics departmental approval: December 17, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF FINANCE, INFORMATION SYSTEMS, AND ECONOMICS

CURRICULUM CHANGE

Name of Program and Degree Award: Economics, BA
Hegis Number: 2204.00
Program Code: 34023 - ECO-BA

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

2. **From:**

This major provides an understanding of the structures, processes, and trends in the private and public economy and offers academic and technical training in the analysis and handling of economic issues and problems.

Major Requirements - Overall
Earn at least ~~36-37~~ credits

Major Requirements - Core Courses

Economic Analysis
Earn at least 12 credits from the following:
ECO 166 - Introduction of Macroeconomics
ECO 167 - Introduction to Microeconomics
ECO 300 - Intermediate Macroeconomics
ECO 301 - Intermediate Microeconomics

Quantitative Methods
Earn at least 11 credits from the following:
ECO 302 - ~~Economic Statistics~~
ECO 402 - Econometrics
MAT 174 - Elements of Calculus
OR MAT 175 - Calculus I
MAT 155 (1 credit) is a co-requisite of MAT 175.

Major Requirements - Elective Courses

Earn at least 12 credits from the following:
ECO 305 - Consumer Economics
ECO 306 - Money and Banking
ECO 311 - Public Economics

ECO 322 - Economic History of Developing Countries
ECO 323 - Economic Development in Latin America
ECO 324 - International Economics
ECO 326 - Labor Economics
ECO 331 - Industrial Organization and Regulation
ECO 338 - Law and Economics
ECO 344 - Economic Evaluation of Health Programs
ECO 345 - Health Economics
ECO 401 - Introduction to Mathematical Economics
ECO 431 - Managerial Economics
BBA 310 - Security and Investment Analysis

~~Career Readiness~~
Earn at least ~~1~~ 2 credits from the following:
CED 201 - Business Career Exploration: Self-Assessment, Discovery and Preparation
CED 301 - Business Career Goals, Networking and Strategies

3. **To:** Underline the changes

This major provides an understanding of the structures, processes, and trends in the private and public economy and offers academic and technical training in the analysis and handling of economic issues and problems.

Major Requirements - Overall
Earn at least 37 credits

Major Requirements - Core Courses

Economic Analysis
Earn at least 12 credits from the following:
ECO 166 - Introduction to Macroeconomics
ECO 167 - Introduction to Microeconomics
ECO 300 - Intermediate Macroeconomics
ECO 301 - Intermediate Microeconomics

Quantitative Methods
Earn at least 11 credits from the following:
ECO 302 – Economic and Business Statistics
ECO 402 - Econometrics
MAT 174 - Elements of Calculus
OR MAT 175 - Calculus I
MAT 155 (1 credit) is a co-requisite of MAT 175.

Major Requirements - Elective Courses

Earn at least 12 credits from the following:

ECO 305 - Consumer Economics
ECO 306 - Money and Banking
ECO 307 - International Macroeconomics and Financial Markets
ECO 311 - Public Economics
ECO 320 – History of Economic Thought
ECO 322 - Economic History of Developing Countries
ECO 323 - Economic Development in Latin America
ECO 324 - International Economics
ECO 326 - Labor Economics
ECO 331 - Industrial Organization and Regulation
ECO 338 - Law and Economics
ECO 344 - Economic Evaluation of Health Programs
ECO 345 - Health Economics
ECO 401 - Introduction to Mathematical Economics
ECO 431 - Managerial Economics
BBA 310 - Security and Investment Analysis

Cooperative Education
Earn at least 2 credits from the following:
CED 201 - Business Career Exploration: Self-Assessment, Discovery and Preparation
CED 301 - Business Career Goals, Networking and Strategies

4. **Rationale:**
In today's increasingly competitive job market—especially in regions like New York and its surrounding areas—business graduates must demonstrate strong career readiness skills upon graduation. This need is particularly critical for Lehman students, many of whom are first-generation and immigrant students balancing demanding coursework, employment, and family responsibilities, often with limited opportunities for professional development. Recognizing these challenges, the School of Business now requires all majors to complete two sequential career-preparedness courses. The first course introduces the fundamentals of career readiness, guiding students in making informed decisions about their academic majors and career paths followed by developing essential skills—such as communication, professionalism, career planning, and networking—that prepare them to enter the workforce with confidence. Because both career readiness courses carry the CED (Cooperative Education) prefix, which designates experiential learning courses at Lehman College, the category title is updated from "Career Readiness" to "Cooperative Education." This change aligns the curriculum with Lehman's broader cooperative education framework.

ECO 302 is now a required statistics course for students majoring in Economics, Business, and Accounting. The course title has been revised to include the term *"Business"* to highlight its expanded focus on business-oriented examples and applications. This change ensures that the course content is more relevant and practical for business students, strengthening their ability to apply statistical concepts to real-world business decisions and analysis.

History of Economic Thought (ECO 320) has been added as an elective course for economics majors. Studying the History of Economic Thought is essential in helping students understand how economic ideas have evolved in response to changing social, political, and technological contexts. By examining the contributions of key economists and schools of thought—from classical and Keynesian to behavioral and modern approaches—students gain insight into the foundations of contemporary economic theory and policy.

Additionally, ECO 307 (International Macroeconomics and Financial Markets) is a new elective course added to allow economics and finance majors to see the link between economics and finance, particularly in relation to the financial tools available to macroeconomists for hedging risks in the international fiannce area.

5. **Date of departmental approval:** November 21, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF FINANCE, INFORMATION SYSTEMS, AND ECONOMICS

CURRICULUM CHANGE

1. **Type of Change:** Change in course title and pre-req

2. **From:**

Department(s)	Finance, Information Systems, and Economics
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Economics
Course Prefix & Number	ECO 302
Course Title	Economics Statistics
Description	Descriptive statistical methods used in economic analysis: probability distributions; sampling and estimation; confidence intervals; hypothesis testing; correlation and linear regression.
Pre/ Co Requisites	PREREQ: ~~ECO 166 and~~ MAT 132 or 171 or 172 or 174 or 175.
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing	

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

3. **To:** Underline the changes

Department(s)	Finance, Information Systems, and Economics
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Economics
Course Prefix & Number	ECO 302
Course Title	Economics and Business Statistics.
Description	Covers descriptive statistical methods; probability distributions; sampling and estimation; confidence intervals; hypothesis testing; correlation and linear regression.

Pre/ Co Requisites	PREREQ: MAT 132 or 171 or 172 or 174 or 175.
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

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

The course title change reflects that this revised course will replace two existing courses—BBA 303 (Introductory Business Statistics) and BBA 403 (Intermediate Business Statistics)—which are currently required for all business and accounting

majors. The new course title emphasizes its broader scope: it will incorporate data, examples, and case studies from both business and economics, while continuing to teach statistical tools and methods that are widely applied in economics, business, and accounting.

Additionally, ECO 166 (Introduction to Macroeconomics) will no longer be a prerequisite. Since an understanding of macroeconomics is not essential for learning statistical concepts, removing this requirement will allow students to progress more efficiently in the course.

5. **Date of departmental approval:** November 7, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF FINANCE, INFORMATION SYSTEMS, AND ECONOMICS

CURRICULUM CHANGE

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

2.

Department(s)	Finance, Information Systems, and Economics
Career	[X] Undergraduate [] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Economics
Course Prefix & Number	ECO 307
Course Title	International Macroeconomics and Financial Markets
Description	Analysis of international monetary theory and the financial instruments used in foreign exchange markets
Pre/ Co Requisites	ECO 166
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

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

3. **Rationale:**
The course focuses on the different methods of how central banks intervene in an open economy to manage monetary policy. The course offers particular focus to the balance of payments and the determinants of exchange rates. The course then introduces the financial instruments available to central banks, institutions and individuals to hedge exchange rate risk.

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

- Understand the components and the implications of transactions in a country's balance of payments
- Understand the different exchange rate regimes.
- Understand the causes of international financial crises.
- Recognize the instruments and transactions that operate in the foreign exchange market.

5. **Date of Departmental Approval:** November 7, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

Name of Program and Degree Award: Comparative Literature
Hegis Number: 1503.00
Program Code: 33951 - COMNT-BA
Effective Term: Fall 2026

1. **Type of Change:** Program Withdrawal

2. **Description:**

Major Requirements – Overall
Earn at least 30 credits

Major Requirements – Core Courses
Foundation
Complete at least 1 of the following Courses:
IDW 211 - Classics of the Western World: Ancient and Medieval
AND IDW 212 - Classics of the Western World II: Renaissance and Modern
ENG 347 - Western Traditions--Narrative
AND ENG 348 - Western Traditions--Drama

Complete ALL of the following Courses:
IDW 213 - Classics of the Asian World

Introduction to Literary Studies
Complete at least 1 of the following Courses:
ENG 300 - Unsettling English Studies: Introduction to the Major
FRE 300 - Introduction to French Literature and Literary Criticism
IRI 300 - Introduction to Literary Studies
ITA 300 - Introduction to Literary Studies
SPA 300 - Introduction to Literary Studies

Students should select a course directly relevant to the advanced literature courses chosen in the 9-credit section below. For example, students planning to take 300- or 400-level courses in English Literature and Spanish Literature should take either ENG 300 or SPA 300 to satisfy this requirement.

Language
Complete at least 2 of the following Courses:
ENG 304 - The Structure of Modern English
FRE 310 - Comparative Grammar
GER 310 - Comparative Grammar
IRI 3100 - Comparative Grammar
ITA 310 - Comparative Grammar
JAL 310 - Comparative Grammar
POR 310 - Comparative Grammar
RUS 310 - Comparative Grammar
SPA 310 - Comparative Grammar
SPV 246 - Introduction to Linguistics

Major Requirements – Electives
Earn at least 9 credits
The three courses must be chosen from advanced 300-400-level literature courses read in the original language. These courses must be in no more than two languages. Students should select courses that enable them to concentrate on a particular historical period (e.g., the nineteenth century), a literary genre (e.g., the novel), or a geographical area (the Caribbean, Latin America, etc.). Honors students must take CLT 481 as one of their three elective courses. For students minoring in Early Childhood and Childhood Education, one of these elective courses must deal with children's literature.

3. **Rationale:**

There have not been enrollments in the Comparative Literature, BA for several years. We are requesting NYSED discontinue the program.

4. **Date of departmental approval:** December 3, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

Name of Program and Degree Award: Italian Teacher, BA
Hegis Number: 1104.00
Program Code: 25937
Effective Term: Fall 2026

1. Type of Change: Program Withdrawal

2. Description:

Major Requirements – Overall
Earn at least 30 credits

Major Requirements – Core Courses
Earn at least 12 credits from the following:
ITA 303 - Advanced Grammar and Composition
ITA 447 - Dante's Divina Commedia: Inferno
OR ITA 448 - Dante's Divina Commedia: Purgatorio and Paradiso
ITA 3180 - Italian Dialectology and Sociolinguistics
ITA 3190 - Italian Culture

Earn at least 18 credits
Selected from 300- or 400-level ITA courses.

Additional Comments:
Declare a minor in the Department of Middle and High School Education in Foreign Language Education after completing 50% of your required courses in the major.

Students should seek advisement each semester from both the Chair of the Department of Languages and Literatures and the Undergraduate Coordinator of the Department of Middle and High School Education.

3. Rationale:

There have not been enrollments in the Italian Teacher, BA for several years. We are requesting NYSED discontinue the program.

4. Date of departmental approval: 12/03/2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

Name of Program and Degree Award: Business Administration, BBA
Hegis Number: 0506.00
Program Code: 27660 - BUS-BBA
Effective Term: Fall 2026

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

2. **From:**

The B.B.A. program equips students with the necessary managerial skills to function in today's rapidly changing business environment. The program, stressing the place of business organizations in the larger community, prepares its enrollees to meet this challenge by helping them develop appropriate technical, conceptual, and interpersonal competencies. The curriculum also emphasizes the role of non-profit and governmental organizations in societal life. As such, students majoring in this program are introduced to the art and science of planning, organizing, controlling, and leading the physical, financial, human, and informational resources of any and all organizations —private or public, for-profit or not-for-profit, corporate or entrepreneurial.

Major Requirements - Overall
Earn at least 47-~~48~~ credits

Additional Comments:
All students are admitted to this major on a provisional basis. The BBA major is designed to help students prepare for professional business careers, including professional certification in various aspects of business. To enroll in/or maintain matriculation in the Bachelor of Business Administration major, students must attain a minimum cumulative index of 2.7 (B-) in the first four required Department courses completed at Lehman College that count toward the major. Only the first grades earned in each course are counted in computing the index. Students who fail to attain and maintain this minimum index will not be allowed to enter or continue in the B.B.A. major, but can enroll in the B.A. in Accounting major and minors in Management or Business Practice. Students will be advised on majors that will allow them to accomplish their career goals.

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

Major Requirements—Departmental Credits

Economics
Earn at least 6 credits from the following:
ECO 166 - Introduction of Macroeconomics
ECO 167 - Introduction to Microeconomics

Accounting
Earn at least 6 credits from the following:
ACC 171 - Principles of Accounting I
ACC 272 - Principles of Accounting II

Quantitative Methods for Business
Earn at least 6 credits from the following:
~~BBA 303 - Business Statistics I~~
~~BBA 403 - Intermediate Business Statistics II~~

Management
Earn at least 9 credits from the following:
BBA 204 - Principles of Management
~~BBA 405 - Management Decision Making~~
BBA 407 - Strategic Management
OR BBA 408 – Entrepreneurship in Practice

Major Requirements – Finance Concentration
Complete ALL of the following Courses:
BBA 207 - Principles of Finance
BBA 308 - Corporation Finance
BBA 310 - Security and Investment Analysis

Major Requirements – Marketing Concentration
Complete ALL of the following Courses:
BBA 332 - Marketing Management
BBA 367 - Consumer Behavior
BBA 467 - Marketing Research

Major Requirements – Accounting Concentration
Complete ALL of the following Courses:
ACC 334 - Intermediate Accounting I
ACC 335 - Intermediate Accounting II
ACC 348 - Computer-Based Accounting

Major Requirements – Human Resource Management Concentration
Complete ALL of the following Courses:
BBA 327 - Organizational Behavior and Development
BBA 328 - Human Resource Management

BBA 329 - Labor Relations

Major Requirements – Business Law Concentration
Complete ALL of the following Courses:
BBA 336 - Business Law I
BBA 337 - Business Law II
BBA 339 - Commercial Transactions

Major Requirements – International Business Concentration
Complete ALL of the following Courses:
BBA 432 - International Business Management
BBA 433 - Global Marketing
ECO 324 - International Economics

Major Requirements – Business Economics Concentration
Complete ALL of the following Courses:
ECO 305 - Consumer Economics
ECO 326 - Labor Economics
ECO 431 - Managerial Economics

Major Requirements – E-Business Concentration
Complete ALL of the following Courses:
BBA 333 - E-Business
BBA 340 - Internet Law
BBA 433 - Global Marketing

Major Requirements – Hospitality Management Concentration
Complete ALL of the following Courses:
BBA 345 - Introduction to Hospitality Management
BBA 346 - Strategic Hospitality Management
BBA 347 - Hospitality Management Fieldwork

Major Requirements – Entrepreneurship Concentration
Complete ALL of the following Courses:
BBA 313: Foundations of Entrepreneurship
BBA 315: New Venture Finance and Accounting
BBA 314: Small Business Management
OR BBA 316: Entrepreneurial Marketing and Sales
OR BBA 317: Creativity, Innovation, and Human Centered Design

Major Requirements –Other Departmental Credits
Earn at least 11-~~12~~ credits
Fulfill ALL of the following requirements:

Ethical and Legal Responsibilities
Earn at least 3 credits from the following:

PHI 330 - Business Ethics

Business Writing
Earn at least 3 credits from the following:
ENW 300 - Business Writing

~~Career Readiness~~
Complete ~~1~~ 2 credits
Earn at least ~~1~~ credit from the following:
CED 201 - Business Career Exploration: Self-Assessment, Discovery and Preparation
CED 301 - Business Career Goals, Networking and Strategies

Mathematics
Earn at least 4 credits from the following:
MAT 132 - Introduction to Statistics
MAT 171 - Elements of Precalculus
MAT 172 - Precalculus
MAT 174 - Elements of Calculus
MAT 175 - Calculus I

Major Requirements –Entrepreneurship Concentration
Type: Completion requirement
Complete ALL of the following Courses:
BBA 313 – Foundations of Entrepreneurship
BBA 314 – Small Business Management
BBA 207 - Principles of Finance
or
BBA 332 - Marketing Management
or
BBA 336 - Business Law I

3. **To:** Underline the changes

The B.B.A. program equips students with the necessary managerial skills to function in today's rapidly changing business environment. The program, stressing the place of business organizations in the larger community, prepares its enrollees to meet this challenge by helping them develop appropriate technical, conceptual, and interpersonal competencies. The curriculum also emphasizes the role of non-profit and governmental organizations in societal life. As such, students majoring in this program are introduced to the art and science of planning, organizing, controlling, and leading the physical, financial, human, and informational resources of any and all organizations —private or public, for-profit or not-for-profit, corporate or entrepreneurial.

Major Requirements - Overall
Earn at least 48 credits

Additional Comments:
All students are admitted to this major on a provisional basis. The BBA major is designed to help students prepare for professional business careers, including professional certification in various aspects of business. To enroll in/or maintain matriculation in the Bachelor of Business Administration major, students must attain a minimum cumulative index of 2.7 (B-) in the first four required Department courses completed at Lehman College that count toward the major. Only the first grades earned in each course are counted in computing the index. Students who fail to attain and maintain this minimum index will not be allowed to enter or continue in the B.B.A. major, but can enroll in the B.A. in Accounting major and minors in Management or Business Practice. Students will be advised on majors that will allow them to accomplish their career goals.

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

Major Requirements—Departmental Credits
Economics
Earn at least 6 credits from the following:
ECO 166 - Introduction of Macroeconomics
ECO 167 - Introduction to Microeconomics

Accounting
Earn at least 6 credits from the following:
ACC 171 - Principles of Accounting I
ACC 272 - Principles of Accounting II

Quantitative Methods for Business
Earn at least 6 credits from the following:
ECO 302- Economic and Business Statistics
BBA 400: Business Analytics

Management
Earn at least 9 credits from the following:
BBA 204 - Principles of Management
BBA 208: Introduction to Information Systems and Technologies
BBA 407 - Strategic Management
OR BBA 408 – Entrepreneurship in Practice

Major Requirements – Finance Concentration
Complete ALL of the following Courses:
BBA 207 - Principles of Finance
BBA 308 - Corporation Finance
BBA 310 - Security and Investment Analysis

Major Requirements – Marketing Concentration

Complete ALL of the following Courses:
BBA 332 - Marketing Management
BBA 367 - Consumer Behavior
BBA 467 - Marketing Research

Major Requirements – Accounting Concentration
Complete ALL of the following Courses:
ACC 334 - Intermediate Accounting I
ACC 335 - Intermediate Accounting II
ACC 348 - Computer-Based Accounting

Major Requirements – Human Resource Management Concentration
Complete ALL of the following Courses:
BBA 327 - Organizational Behavior and Development
BBA 328 - Human Resource Management
BBA 329 - Labor Relations

Major Requirements – Business Law Concentration
Complete ALL of the following Courses:
BBA 336 - Business Law I
BBA 337 - Business Law II
BBA 339 - Commercial Transactions

Major Requirements – International Business Concentration
Complete ALL of the following Courses:
BBA 432 - International Business Management
BBA 433 - Global Marketing
ECO 324 - International Economics

Major Requirements – Business Economics Concentration
Complete ALL of the following Courses:
ECO 305 - Consumer Economics
ECO 326 - Labor Economics
ECO 431 - Managerial Economics

Major Requirements – E-Business Concentration
Complete ALL of the following Courses:
BBA 333 - E-Business
BBA 340 - Internet Law
BBA 433 - Global Marketing

Major Requirements – Hospitality Management Concentration
Complete ALL of the following Courses:
BBA 345 - Introduction to Hospitality Management
BBA 346 - Strategic Hospitality Management
BBA 347 - Hospitality Management Fieldwork

Major Requirements – Entrepreneurship Concentration
Complete ALL of the following Courses:
BBA 313: Foundations of Entrepreneurship
BBA 315: New Venture Finance and Accounting
BBA 314: Small Business Management
OR BBA 316: Entrepreneurial Marketing and Sales
OR BBA 317: Creativity, Innovation, and Human Centered Design

Major Requirements –Other Departmental Credits
Earn at least 12 credits
Fulfill ALL of the following requirements:

Ethical and Legal Responsibilities
Earn at least 3 credits from the following:
PHI 330 - Business Ethics

Business Writing
Earn at least 3 credits from the following:
ENW 300 - Business Writing

Cooperative Education
Complete 2 credits
Earn at least 2 credits from the following:
CED 201 - Business Career Exploration: Self-Assessment, Discovery and Preparation
CED 301 - Business Career Goals, Networking and Strategies

Mathematics
Earn at least 4 credits from the following:
MAT 132 - Introduction to Statistics
MAT 171 - Elements of Precalculus
MAT 172 - Precalculus
MAT 174 - Elements of Calculus
MAT 175 - Calculus I

4. **Rationale:**
In today's data-driven business environment, it is essential for students to understand not only statistical concepts but also how data is applied through business analytics, information systems, and technology. Modern organizations generate and depend on vast amounts of data to guide decisions and improve operations, making data literacy a fundamental skill for business graduates.

To better prepare students for this reality, the curriculum replaces the two traditional statistics courses (BBA 303 and BBA 403) with ECO 302 and BBA 402. ECO 302 offers a solid foundation in statistical theory and methods relevant to economics, business, and accounting, while BBA 402 focuses on business analytics—the practical use of

quantitative tools to interpret data and support informed decision-making. Together, these courses strengthen students' analytical and technological capabilities, enabling them to turn raw data into meaningful business insights.

The revised title of ECO 302, which now includes the term "Business", reflects its integration of business-focused examples and applications. Furthermore, the inclusion of courses like BBA 208 (Information Systems and Technology)—which introduces students to emerging technologies and artificial intelligence—ensures that graduates can effectively leverage technology to transform data into actionable knowledge. Collectively, these curricular updates equip students with the skills to lead, innovate, and thrive in a technology-driven business landscape.

In today's highly competitive job market—particularly in regions like New York and its surrounding areas—business graduates must demonstrate strong career readiness skills upon graduation. This need is especially important for Lehman students, many of whom are first-generation and immigrant students balancing rigorous coursework with employment and family responsibilities, often with limited access to professional development opportunities. To address these challenges and better prepare students for career success, the School of Business now requires all majors to complete **two** sequential career-preparedness courses. The first course introduces the fundamentals of career readiness, helping students make informed choices about their academic majors and career paths. The second course builds on this foundation by developing essential skills in communication, professionalism, career planning, and networking—preparing students to enter the workforce with confidence. Because both courses carry the CED (Cooperative Education) prefix, which designates experiential learning courses at Lehman College, the category title has been updated from **"**Career Readiness" to "Cooperative Education.**"** This change aligns the curriculum with Lehman's broader cooperative education framework and emphasizes the School's commitment to integrating academic learning with practical career development.

5. **Date of departmental approval:** 11/10/2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

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

2.

Department(s)	Management and Business innovation
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 208
Course Title	Introduction to Information Systems and Technologies
Description	Examines how information systems and technologies drive modern decision-making and automate operations, including an analysis of how tools like ERP (Enterprise Resource Planning) and CRM (Customer Relationship Management) systems turn data into a strategic asset through hands-on projects that include collection and analysis of data, creation of compelling visualizations, and application of tolls, including AI to enhance productivity and solve real-world problems.
Pre/ Co Requisites	
Credits	3
Hours	3

Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**

In today's economy, digital literacy, the ability to effectively and ethically leverage technology, is as fundamental as traditional business acumen. This course is designed to provide this critical competency, equipping students with the essential tools to excel in their immediate academic studies and to launch a competitive career. It addresses a pronounced skills gap by moving beyond abstract theory to deliver hands-on fluency in the technologies that define the modern workplace: data analytics, intelligent business systems, and generative AI. Students will learn to harness these tools to complete advanced course projects and solve real-world business problems, ensuring they graduate not as passive users of technology, but as strategic, confident, and employable professionals prepared to drive decision-making and operational efficiency.

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

- Define the strategic role of information systems, data, and AI in achieving business goals.
- Analyze how AI-enhanced business systems (ERP, CRM, SCM) create efficiency and competitive advantages.
- Apply spreadsheet and database skills to analyze data and evaluate AI-powered tools for insights.
- Utilize generative AI as an assistant for tasks like brainstorming and debugging, while critically assessing its outputs.
- Articulate the ethical, privacy, and security implications of AI and information systems on business and society.
- Collaborate effectively using digital tools to manage team projects and achieve a common goal.

5. **Date of Departmental Approval:** 11/10/2025

LEHMAN COLLEGE
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DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

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

2.

Department(s)	Management and Business Innovation
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 309
Course Title	Applied Equity Research and Valuation
Description	Application of financial theories to evaluate equity market performance. Data driven analysis and emerging artificial intelligence tools in the context of the market. NOTE: Requires the use of terminals in the Bloomberg Lab
Pre/ Co Requisites	PREREQ: BBA 207 or departmental permission
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing	

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

3. **Rationale:**

The ability to conduct financial market research using reliable news and data sources is a critical competency for finance majors, both for evaluating the financial health of organizations and for making informed personal investment decisions. This course advances students' financial information literacy by emphasizing the identification and collection of information from credible sources, while also providing hands-on training with Bloomberg Terminals—an essential tool and skillset for securing employment in the finance sector.

The course culminates in the production of a comprehensive stock report featuring a buy/hold/sell recommendation supported by data-driven analysis and contextualized within relevant market conditions. In addition, students are introduced to artificial intelligence tools to synthesize, summarize, and visualize financial data, while critically assessing the reliability and accuracy of AI-generated insights.

These enhancements expand the course from a primarily experiential learning exercise to a rigorous and comprehensive study of financial market research, investment decision-making, and modern analytical methods. The broadened scope, elevated academic rigor, and additional assessments justify the increase from two to three credit hours.

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

1. Research and identify key financial information across equity, bond, currency, and commodity markets using reliable news and data sources.
2. Collect, organize, and analyze financial data using Bloomberg Terminals, online databases, and spreadsheet tools to build robust financial datasets.
3. Calculate, interpret, and present trends in financial and business indicators to assess the financial health and performance of organizations.
4. Apply financial theory and market indicators to evaluate the performance of financial markets.
5. Produce a comprehensive stock report on a public company, including a buy/hold/sell recommendation supported by data-driven analysis and market context.
6. Leverage artificial intelligence tools to synthesize, summarize, and visualize financial data, while critically evaluating AI-generated insights for accuracy and relevance.

5. **Date of Departmental Approval:** 11/10/2025

LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

EXPERIMENTAL COURSE

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

2.

Department(s)	Management and Business Innovation
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 311
Course Title	Applied Stock Market Analysis and Trading Simulation
Description	This course emphasizes a hands-on approach to understanding equity markets, fostering both analytical thinking and practical trading experience. NOTE: Requires the use of terminals in the Bloomberg Lab
Pre/ Co Requisites	PREREQ: BBA 207
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing	

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

3. **Rationale:**
The ability to analyze and trade stocks is a vital skill for finance majors, equipping them to make informed investment decisions and understand market dynamics. This course aims to enhance students' financial literacy by teaching them to identify promising stocks, assess market trends, and manage risk. Through hands-on simulations and real-time trading challenges, students will develop practical experience in stock selection and trading strategies. Additionally, the course fosters critical thinking and analytical skills, preparing students for successful careers in the finance sector, where these competencies are highly valued.

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

(1) Analyze the fundamentals of trading, distinguishing between fundamental and technical analysis to assess market trends effectively.
(2) Develop proficiency in conducting market analysis and research using reliable data sources.
(3) Gain hands-on experience with the Bloomberg Trading Platform, mastering tools for portfolio management and trade analysis.
(4) Formulate and implement a portfolio strategy, applying knowledge of macroeconomic factors and technical sentiment to make informed investment choices.

(5) Evaluate portfolio performance, utilizing analytical skills to assess trades and refine investment strategies.
(6) Engage in a trading challenge that fosters teamwork, critical thinking, and real-time decision-making under competitive conditions.

5. **Date of Departmental Approval:** 11/10/2025

LEHMAN COLLEGE
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DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

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

2.

Department(s)	Management and Business Innovation
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 400
Course Title	Business Analytics
Description	Application and interpretation of descriptive, diagnostic, and predictive techniques, including dashboards, regression analysis, forecasting, and scenario analysis, through hands-on exercises using real-world data and spreadsheets.
Pre/ Co Requisites	ECO 302
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing	

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

3. **Rationale:**

The use of quantitative methods is key in building the student's analytical toolkit. After completing an introductory business statistics course, students often understand the concepts but lack opportunities to apply them in realistic business contexts. This course bridges that gap by emphasizing hands-on learning with technology, one of the most widely used tools in business. Students will practice applying descriptive, diagnostic, and predictive analytics to real-world datasets, developing both technical skills and problem-solving abilities. The goal is to prepare students to not only interpret data but also to communicate insights and support data-driven decision-making in their future careers.

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

- Apply software functions and tools to clean, organize, and analyze business datasets.
- Create PivotTables and charts to summarize and visualize business performance.
- Interpret descriptive analytics to identify patterns, relationships, and trends.
- Develop predictive models to support business decision-making.
- Communicate findings and recommendations through reports and presentations.

5. **Date of Departmental Approval:** 11/10/2025

LEHMAN COLLEGE
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DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

1. **Type of Change:** Change in pre-req

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

Department(s)	Management and Business Innovation
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 467
Course Title	Marketing Research
Description	A practical approach to the study of research principles and procedures as an important tool of consumer and industrial marketing decisions. Qualitative as well as quantitative techniques are stressed, and these methods are aligned with planning, operation, and controlling aspects of marketing management. PREREQ: ~~BBA 303~~ and BBA 332.
Pre/ Co Requisites	~~BBA 303~~ and BBA 332
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No

Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

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

Department(s)	Management and Business Innovation
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 467
Course Title	Marketing Research

Description	A practical approach to the study of research principles and procedures as an important tool of consumer and industrial marketing decisions. Qualitative as well as quantitative techniques are stressed, and these methods are aligned with planning, operation, and controlling aspects of marketing management. PREREQ: ECO 302 and BBA 332.
Pre/ Co Requisites	ECO 302 and BBA 332
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

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

Since BBA 303 is replaced by ECO 302 which covers statistics for all business majors, the pre-req is changed to reflect it.

5. **Date of departmental approval:** 12/8/2025

CUNY Common Core
Course Submission Form

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

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	MAT 123
Course Title	Number Systems and Number Theory For Educators
Department(s)	Mathematics
Discipline	Mathematics
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	Departmental permission
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Properties of counting numbers, integers, rationals and reals; elementary number theory. Operations, computations, and historical developments of these ideas also included. Note. Intended for pre-service elementary and middle school teachers.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

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

CUNY COMMON CORE Location

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

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

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

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

If you would like to request a waiver please check here:	☐ Waiver requested
If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.	

If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

Learning Outcomes

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

B. Mathematical and Quantitative Reasoning: Three credits

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

SLO 1 is assessed through a combination of in-class activities, written assignments, quizzes, and exams throughout the semester. Across these assessments, students are required to demonstrate that they know, can describe, and can interpret various number systems and types of real numbers—including whole numbers, integers, rational numbers, irrational numbers, and decimals—using multiple quantitative representations such as symbols, diagrams, graphs, and tables. Throughout the course, students are expected not only to interpret these representations, but also to draw appropriate inferences about the meaning of quantities, including how specific symbols, diagrams, and structures (e.g., place value, base-ten structure, area models) represent numerical relationships. Examples of Assessment Tasks: **a)** In class discussions and written assignments Students respond to targeted tasks such as: ● Interpret the digits of 1.234 and represent them as a length; then using the base-ten structure represent this decimal as with bundled objects. (*Topic 1- Numeration Systems-Number base and place value*) ● Use the decimal representation of 1.777… to show that the square root of this number is rational. Then, sketch a picture showing the original number and its square root. (*Topic 6: Decimals, Percents, and Real Numbers- Terminating and repeating decimals*) ● Interpret an area model for a multiplication problem and explain how it illustrates the distributive property. (*Topic 2: Whole Number Operations-Properties of Whole Number Operations*) ● Interpret a graph representing a proportional relationship. (*Topic 5: Rational Numbers & Proportional Reasoning-Quantitative and Proportional Reasoning*)	SLO 1: Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.

b) Sample final exam alignment In the attached sample final exam, ● Question (1a) requires students to correctly interpret each digit in the base 10 numbers 0.0035 and 1.0405 and to explain how those digits relate to 0.0001 (one ten-thousandth). Students must accurately convert each number into an equivalent quantity measured in ten-thousandths and justify their reasoning using place value concepts. (*Topic 1- Numeration Systems- Number Base & Place Values*) ● Question 1b requires students to correctly interpret each symbol in the Roman numeral MCMXXII and determine the corresponding year in base-ten notation. Students must then describe and compare how quantity is represented in a non–place-value numeration system (Roman numerals) versus a place-value system (base 10). (*Topic 1- Numeration Systems – Ancient Numeration Systems*) Through these tasks, students demonstrate their ability to interpret symbolic quantitative representations, draw appropriate inferences about the structure and limitations of different number systems, and communicate mathematical reasoning using appropriate terminology related to numeration systems and place value.	
SLO 2 is assessed through in-class activities, homework assignments, quizzes, and exams. Throughout the course, students are required to select and use appropriate mathematical representations—including diagrams, drawings, graphs, equations, tables, and conceptual models—to translate, represent, and solve quantitative problems expressed in natural language, particularly those situated in real-world contexts. Students are expected to demonstrate flexibility in moving among representations and to justify why a chosen representation is appropriate for the problem being solved. Examples of Assessment Tasks a) In-class activities, homework, and assignments Students respond to prompts such as: ● A restaurant server received a $7.00 tip on a meal he served. If this tip represents 20% of the cost of the meal, then how much did the meal cost? Solve this problem with the aid of a drawing, and using a percent table, then represent this using an algebraic equation or proportion. (*Topic 6: Decimals, Percents, and Real Numbers – Operations on Decimals; Percents*) ● Which of the following mixtures will be saltier: 3 tablespoons of salt mixed in 4 cups of water or 4 tablespoons of salt mixed in 5 cups of water? Represent and solve the problem in at least 2 different ways. (*Topic 5: Rational Numbers & Proportional*	SLO 2. Represent quantitative problems expressed in natural language in a suitable mathematical format.

*Reasoning- Multiplication & Division of Rational Numbers; Quantitative & Proportional Reasonin*g) b) Sample final exam Alignment ● In the attached sample final exam, this Student Learning Outcome is primarily assessed in Question 5a, where students must generate a correct numerical sequence, write an explicit algebraic rule relating the term number $n$to the term b_n, and clearly explain the underlying pattern. (*Topic 4: Operations with Integers- Addition & Subtraction of Integers; Multiplication & Division of Integers*) ● This SLO is also assessed in Questions 4a and 4b, where students translate a real-world paint-mixture scenario into appropriate mathematical forms, such as a ratio table, fraction equation, or proportional relationship, and use these representations to determine unknown quantities. (Topic 5: Rational Numbers & Proportional Reasoning- Multiplication & Division of Rational Numbers; Quantitative & Proportional Reasoning) .	
SLO 3 is assessed through written assignments, quizzes, exams, and in-class group work. Throughout the course, students are expected to develop and apply algebraic thinking using variables, formulas, and relationships, while also working within different number system constraints. Students must demonstrate understanding of the algebraic operations of addition, subtraction, multiplication, and division, and use these operations to solve problems, model quantitative situations, and justify solution strategies using appropriate representations and reasoning. Examples of Assessment Tasks a) In-class discussions, group work, and written assignments Students respond to prompts such as: ● A large number of gumballs are contained in a glass container shaped like a box with a square base. From the top view, approximately 50 gumballs are visible; from a side view, approximately 60 gumballs are visible; and there are about 9 gumballs along each vertical edge. Estimate the total number of gumballs in the container. Clearly state the assumptions you make, explain how those assumptions affect your estimate, and discuss how your approach would change if some gumballs were broken into pieces. (*Topic 2: Whole Number Operations- Mental Computations and Estimations*) ● Suppose that 4 painters take 20 hours to paint a house, assuming all painters work at a constant rate. Construct a table showing the relationship between the number of painters and the time required to complete the job, including	SLO 3. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.

the case of 3 painters. Describe the algebraic relationship represented in the table. (*Topic 5: Rational Numbers & Proportional Reasoning- Multiplication & Division of Rational Numbers; Quantitative & Proportional Reasoning*) ▪ Show and explain how to write the fraction $\frac{5}{8}$ as a decimal. Then rewrite the fraction as a sum of fractions whose denominators are powers of 10, and explain how this representation reflects base-ten structure. (*Topic 6: Decimals, Percents, and Real Numbers – Terminating & Repeating Decimals ; Topic 1: Numeration Systems- Number-base systems and Place Values*) b) Sample final exam alignment ● In the attached sample final exam, this Student Learning Outcome is primarily assessed in Questions 2a–2d, where students are required to perform addition, multiplication, and percent calculations without relying on standard memorized algorithms. Instead, students must demonstrate understanding by using alternative solution pathways, such as partial sums, expanded notation, base-ten representations, and area models or the distributive property for multiplication, and by clearly explaining their reasoning. (*Topic 2: Whole Number Operations- Multiplication and Division of Whole Numbers; Properties of Whole Number Operations)* ● This SLO is also assessed in Question 5b, where students evaluate a specific term of an arithmetic sequence by substituting a given input value into an explicitly defined algebraic rule. (*Topic 4: Operations with Integers- Addition, Subtraction, Multiplication & Division of Integers)* ● Additionally, this SLO is addressed in part in Question 5a, where students are required to write and solve an algebraic equation to represent and analyze the given quantitative situation. (Topic 4: Operations with Integers- Addition, Subtraction, Multiplication & Division of Integers)	

Examples of Assessment Tasks a) In-class, group, and written exercises Students respond to problems such as: ● Use the scaffold method to calculate 72,125 ÷ 31. Explain how other operations, including addition, subtraction, and multiplication, are used in combination to solve this problem using this method. (*Topic 2: Whole Number Operations- Multiplication & Division of Integers*) ● Write equations using numbers in expanded form to regroup 104 so that 69 can be subtracted. Explain each step and the reasoning behind it. (*Topic 2: Whole Number Operations- Addition & Subtraction*) ● Sam compares fractions by only looking at the denominator. He claims the fraction with the larger denominator is smaller because each piece is smaller. Do you agree or disagree with Sam? Explain your reasoning, referencing fraction concepts. (*Topic 5: Rational Numbers & Proportional Reasoning- The Set of Rational Numbers; Quantitative & Proportional Reasoning*) In these exercises, students are expected to justify their solution strategies, explain underlying concepts, and clearly communicate reasoning, either orally or in writing. b) Sample final exam alignment ● In the attached sample final exam, this Student Learning Outcome is primarily assessed in Question 1c, where students explain how ancient or historical numeration systems influenced the development of modern symbolic notations, such as the base-ten system. (*Topic 1- Numeration Systems*) ● This SLO is also addressed in part across all other exam questions, as students are required to explain their reasoning and justify their solutions to receive full credit.(*Topics 1 through 6*)	SLO 4. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
SLO 5 is assessed through in-class and take-home assignments, including homework, quizzes, and exams. Throughout the course, students are expected to explain why standard numerical algorithms for arithmetic work, recognize situations where these algorithms may not apply, and determine an appropriate alternative solution pathway when necessary. Students are also expected to use estimation techniques to evaluate the reasonableness of results and to justify their solution strategies conceptually. Examples of Assessment Tasks a) In-class, homework, and quiz exercises Students respond to prompts such as: ● Explain in your own words why determining which of two fractions is greater can be done by giving both fractions a	SLO 5. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.

common denominator. What is the conceptual rationale behind this method? What does it mean mathematically to give fractions the same denominator? (*Topic 5: Rational Numbers & Proportional Reasoning - The Set of Rational Numbers)* ● Leah is working on the multiplication problem 2.43 × 0.148. Ignoring the decimals, she calculates 243 × 148 = 35,964. Explain how Leah can reason about the sizes of the numbers to determine the correct placement of the decimal point in her final answer. (*Topic 6: Decimals, Percents, and Real Number-Operations on Decimals*) ● Estimate the product of 498 × 62 before calculating the exact answer. Explain how your estimation strategy helps you determine whether your calculated result is reasonable or unreasonable. (*Topic 2: Whole Number Operations-Multiplication & Division)* In all tasks, students are expected to conceptually explain the mathematical process, demonstrate estimation strategies, and justify their reasoning. b) Sample final exam alignment ● In the attached sample final exam, this Student Learning Outcome is primarily assessed in Question 2d, where students are asked to describe how estimation is used to evaluate the reasonableness of their results. (*Topic 2: Whole Number Operations-Multiplication & Division*) ● It is also assessed in Question 8a, where students apply estimation techniques to solve a percent problem, rounding either the price or percent, and justify why their solution is reasonable. (*Topic 5: Rational Numbers & Proportional Reasoning- Properties of, Estimations and Error Patterns with Rational Numbers*) ● Additionally, Question 1a addresses this SLO in part, as students must justify their reasoning using estimation when interpreting place value and quantitative relationships. (*Topic 1: Numeration System- Number-base systems and Place Values*)	
This Student Learning Outcome is assessed through homework assignments, quizzes, and exams. Throughout the course, students are expected to apply properties of various number systems and arithmetic operations to solve problems in a wide range of real-world contexts, including basic number theory, history and archaeology, biology, finance, manufacturing, construction and architecture, visual arts and design, computer science, and everyday life. Students are required to select and justify appropriate mathematical approaches, translate contextual problems into mathematical representations, and solve them using logical reasoning and proportional reasoning where applicable. Examples of Assessment Tasks a) Real-world applications by context 1) Architecture and Construction	SLO 6: Apply mathematical methods to problems in other fields of study.

● Keiko has a rectangular piece of fabric that is 48 inches wide and 72 inches long. She wants to cut her fabric into identical square pieces, leaving no fabric remaining, with all side lengths as whole numbers. What are her options? (*Topic 2: Whole Number Operations- Multiplication & Division*) ● If 10 workers take 8 hours to sew a store's order of pants, how long would it take 15 workers to complete the same order? Use proportional reasoning to solve. (*Topic 5: Rational Numbers & Proportional Reasoning- Proportional Reasoning)* 2) Finance ● Last year's profits were $16 million, and this year's profits are $6 million. By what percent did profits decrease from last year to this year? Represent your solution using both a percent table and a proportional equation. (*Topic 6: Decimals, Percents, and Real Number – Operations on Decimals; Percents)* 3) Computer Science and Measurement ● Explain how the binary numeration system supports data representation and computation in modern computer systems. Why is base-2 more efficient for electronic hardware than base-10? (*Topic 1: Numeration System-Number base Systems & Place Values*) ● Write a word problem in Finance, Construction, Science, or Measurement that represents 8.3 × 4.15, and solve it using at least two different representations (e.g., diagrams, equations, or tables). (*Topic 6: Decimals, Percents, and Real Numbers- Operations on Decimals*) b) Sample final exam alignment ● In the attached sample final exam, this Student Learning Outcome is fully addressed in Questions 4a and 4b, which involve real-life applications in Construction & Architecture and Visual Arts & Design. Students apply proportional reasoning to determine how much of each type of paint must be mixed with another color to produce a desired shade. (*Topic 5: Rational Numbers & Proportional Reasoning*) ● This SLO is also fully addressed in Questions 8b and 8c, which focus on Financial Math applications. Students are required to represent and solve percent problems using the percent table method and then represent the same problem as a proportion or algebraic equation, justifying their reasoning. (*Topic 6: Decimals, Percents, and Real Numbers -Quantitative & Proportional Reasoning)*	

MAT 123 Syllabus

General Information

MAT 123: Number Systems and Number Theory for Educators *(3hr, 3cr)*

Course Description: This course studies number systems, their representations, their development, their properties, and their relationship to one another. An in-depth development of number system operations, computations within these systems as a foundation for algebra, and the historical development of these ideas is included.

Prerequisites: Departmental Permission

Note: Material covered in this class will help teachers/teacher candidates prepare for a leadership position as elementary mathematics specialist.

Instructor: Your instructor will provide contact information, office hours and meeting times for your section.

Course Format and Grading

Expectations: This course studies number systems, their representations, their historical development, their properties, and their relationship to one another. This course uses the problem-solving approach to teaching and learning mathematics concepts. Students are encouraged to ask questions. Class participation is essential. You are strongly encouraged to take good notes and do not miss class. Bring your concerns and challenges to the instructor's attention early on in the course so that they can address them effectively.

Homework: Homework will be assigned in class. Solutions to most problems from the previous session will be reviewed and discussed in class. In order to be successful in this course it is essential that you devote a lot of time to your homework.

Grades: Your grade will be made up of 70% exams and 30% assignments that include homework.

Text, Materials, and Accommodating Disabilities

References:

- Beckmann, S. (2018). Mathematics for elementary teachers (5th ed). Pearson.
- Billstein, R., Libeskind, S., & Lott, J. W. (2016). A problem-solving approach to Mathematics for elementary school teachers (12th ed). Pearson.
- Sonnabend, T. (2010). Mathematics for teachers: an interactive approach for grades k-8 (4th ed). Brooks/Cole Cengage Learning.

Materials: Physical and Virtual Manipulatives; Learning Tools

Calculator: Texas Instruments and Scientific Calculators

Accommodating Disabilities: Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more info, contact the Office of Student Disability Services, Shuster Hall, Room 238, 718-960- 8441.

Course Objectives and Content

Course Objectives: This course meets the overall objectives for a CUNY common core Quantitative Reasoning course; these objectives and how they are met in this course are detailed in the sample final exam with scoring rubric attached to this document.

*At the end of this course, students will be able to:

SLO 1. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
SLO 2. Represent quantitative problems expressed in natural language in a suitable mathematical format.
SLO 3. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
SLO 4. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
SLO 5. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
SLO 6. Apply mathematical methods to problems in other fields of study.

***Course Topics**
There is flexibility in the order and time allotted to each of the topics below, but all topics must be covered by the instructor and understood by the student. Historical development and perspective will be embedded within the topics where appropriate.

1. Numeration Systems
   - Ancient numeration systems
   - Number-base systems and Place Values

2. Whole Number Operations
   - Addition and Subtraction of Whole Numbers
   - Multiplication and Division of Whole Numbers
   - Properties of Whole Number Operations
   - Algorithms for Whole Number Operations
   - Mental Computations and Estimations

3. Number Theory
   - Factors and Divisibility
   - Prime and Composite Numbers
   - Common Factors and Common Multiples
   - Division and Euclidean Algorithm

4. Operations with Integers
   - Addition and Subtraction of Integers
   - Multiplication and Division of Integers

5. Rational Numbers and Proportional Reasoning
   - The Set of Rational Numbers
   - Addition and Subtraction of Rational Numbers
   - Multiplication and Division of Rational Numbers
   - Properties of, Estimations and Error Patterns with Rational Numbers
   - Quantitative and Proportional Reasoning

6. Decimals, Percents, and Real Numbers
   - Terminating and Repeating Decimals (Rationals)

- Non-terminating and Non-Repeating Decimals (Irrationals)
- Operations on Decimals
- Percents
- Real Numbers

See Sample Final Exam and Scoring Rubric with SLOs and Topics alignment

Professional Standards

(Specific content and objectives will include the following standards from **NCTM CAEP Mathematics Content for Elementary Mathematics Specialist (Addendum to the NCTM CAEP Standards 2012)**

Upon completion of this course, students will have met the following professional standards:

C.1. Number and Operations -To be prepared to support the development of student mathematical proficiency, all elementary mathematics specialists should know the following topics related to number and operations with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:
C.1.1 Counting and cardinality, comparing and ordering, understanding the structure of the base ten number system with particular attention to place value, order of magnitude, one-to-one correspondence, properties, and relationships in numbers and number systems – whole numbers, integers, rationals, irrationals, and reals
C.1.2 Arithmetic operations (addition, subtraction, multiplication, and division) including mental mathematics and standard and non-standard algorithms, interpretations, and representations of numbers – whole numbers, fractions, decimals, integers, rationals, irrationals, and reals
C.1.3 Fundamental ideas of number theory – divisors, factors and factorization, multiples, primes, composite numbers, greatest common factor, and least common multiple
C.1.4 Quantitative reasoning and relationships that include ratio, rate, proportion, and the use of units in problem situations
C.1.5 Historical development and perspectives of number, operations, number systems, and quantity including contributions of significant figures and diverse cultures

CUNY Common Core
Course Submission Form

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

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	MAT 124
Course Title	Algebraic Thinking and Functions for Educators
Department(s)	Mathematics
Discipline	Mathematics
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	Departmental permission
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Using generalization, algebraic structures, and reasoning to represent and analyze mathematical situations. In-depth attention given to functions, modeling, and the transition from arithmetic to algebra. Note. Intended for pre-service elementary and middle school teachers.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

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

CUNY COMMON CORE Location

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

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

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

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

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

Learning Outcomes In the left column explain the course assignments and activities that will address the learning outcomes in the right column.	
B. Mathematical and Quantitative Reasoning: Three credits A course in this area must meet all the learning outcomes in the right column. A student will:	
SLO 5 is assessed through a combination of assignments, quizzes, and examinations. Students are expected to read, interpret, understand, and appropriately utilize multiple mathematical representations—including algebraic expressions, equations, graphs, diagrams, tables, and formulas—to solve quantitative problems. Students are also expected to use correct function notation as part of their problem-solving approach. Examples of Assessment Tasks: a) In class discussions and written assignments The following representative tasks require students to engage with and make connections among multiple representations. • Functions (Topic 4: Constant & Linear Functions): Fill in the missing coordinates so that the points lie on the graph of the function $y = -2x + 1$, and explain your reasoning: $(3, \_), (\_, -13), (a, \_), (\_, b)$. • Variables and Expressions (Topic 2: Structure of Expressions): Draw, label, and shade a rectangle that represents the equivalent expressions $(x + 3)(y + 4)$and $xy + 4x + 3y + 12$. Explain how the visual model supports the algebraic equivalence. • Real Number System (Topic 1: Properties of Real Numbers): Examine the decimal representations of the fractions $\frac{1}{4}, \frac{1}{3}, \frac{5}{8}$,and $\frac{2}{7}$. Identify which decimals terminate and which repeat and infer the relationship between a fraction's denominator and the type of decimal representation. b) Sample final exam alignment In the attached sample final examination, SLO 1 is assessed through the following items: • Question 1 (Topic 1: Real Number Systems & Properties): Students differentiate between rational and irrational numbers and make inferences about irrationality. Specifically, students infer that if a number Psatisfies $\left(\frac{1}{3}\right)^2 < P < \left(\frac{1}{2}\right)^2$(equivalently, $\frac{1}{9} < P < \frac{1}{4}$), and Pis not a perfect square, then $\sqrt{P}$is irrational. Students may also infer that the average of two rational numbers is always a rational number. • Question 2 (Topic 1: Real Number Systems & Properties): Students correctly order a set of rational numbers and justify their reasoning using decimal representations, equivalent forms, or radicals, drawing clear and valid inferences from these representations.	SLO 1: Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.

• Question 8 (Topic 4: Functions – Domain and Range): Students interpret a graph to correctly identify the domain and range of a function. • Question 10a (Topic 4: Functions – Linear, Quadratic, and Polynomial Functions): Students read, examine, and interpret a graph in order to identify key features and perform a function transformation using appropriate algebraic notation. SLO 1 is also partially assessed through Question 7 (Topic 5: Modeling with Functions – Real World Applications) which requires students to interpret and make connections among quantitative information presented in multiple representations, including: • A table of paired data (e.g., temperature and coffee sales), • A linear regression equation generated by the student, • A numerical correlation coefficient.	
SLO 2 is assessed through small group projects, in class discussions, and on written assignments. Students will be expected to create algebraic/function models to express written and/or verbal problems in an appropriate mathematical format Examples of Assessment Tasks: a) In class discussions and written assignment Several examples of problems covering this objective are included below. • At a yogurt shop, frozen yogurt is 45 cents for each ounce; a waffle cone to hold the yogurt is $1. Create a table to describe the cost of buying a frozen yogurt cone for different ounces. Then, create an equation for the situation and graph it. Be sure to clearly define any and all variables you use. (Topic 3: Equality Relations & Equations – Solving Equations & Inequalities) • Consider the sequence given by 1, 4, 7, 10, 13, 16, … Find an expression for the Nth entry in this sequence and explain why your expression is valid. (Topic 4: Functions, Their Representations and Features – Sequences & Series) • A company collects data on advertising spending (x) and sales revenue (y). Represent the relationship with a linear regression equation. (Topic 5: Modeling Functions & Predicting Change- Regression Equations) b) Sample final exam alignment • Question 4a (Topic 2: Variables & Expressions- Algebraic Notations, Symbols, Variables & order of Operations) requires students to examine a pattern represented visually by a set of tiles and algebraically represent how many tiles there are for the nth tile	SLO 2: Represent quantitative problems expressed in natural language in a suitable mathematical format.

to be able to solve for the number of tiles needed for any given diagram number. • Question 6c (Topic 3: Equality Relation and Equations – Solving Equations and Inequalities) prompts students to solve an absolute value inequality algebraically and represent the solution set using an appropriate set notation. • Question 7 (Topic 4: Functions – Transformations of Functions; Topic 2: Variables – Algebraic Notations and Symbols) requires students to represent quantitative information symbolically and numerically by constructing and using a linear regression model derived from a real-world data table. Question 10b requires students to represent horizontal translation symbolically using appropriate function notations and explain reasoning.	
SLO 4 is assessed through in-class discussions and presentations, as well as written assignments, quizzes, and examinations. Students are expected to explain, describe, and clearly communicate either orally or in writing, fundamental concepts of algebra and functions to audiences of varied mathematical maturity, including K–8 learners, Grades 9–12 students, and college-level peers. In addition, students are expected to identify, interpret, and explain common mathematical errors made by elementary and middle school students when working with algebraic and functional concepts. Examples of Assessment Tasks a) In class discussions and written assignment The representative tasks below are designed to elicit clear mathematical explanations, multiple representations, and pedagogically sound reasoning. • Mathematical Properties (Topic 1: Real Number Systems & Properties) State the commutative property of addition. Explain what it means for two expressions to be equal, and provide at least two different ways to justify why the expressions are equal. • Equation Solving (Multiple Representations) – (Topic 3: Equality Relation and Equations) Solve the equation $3x + 2 = x + 8.$ in two ways: (1) using properties of equality, and (2) using a visual model such as a pan-balance representation. • Error Analysis (Topic 3: Equality Relations and Equations) Analyze the following chain of reasoning and explain the mathematical error(s) that lead to the incorrect conclusion that the equation $x - 1 = 0$has no solutions: $$x - 1 = 0 \rightarrow \quad \frac{x-1}{x-1} = 0 \quad \rightarrow \quad 1 = 0$$ • Function Behavior (Topic 4: Functions, Their Representations and Features-Exponential Function) Explain how doubling time affects the graph of an exponential	SLO 4. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.

function, using appropriate mathematical language and representations. b) Sample Final Exam Alignment In the attached sample final examination, SLO 4 is assessed through the following items: • Question 7 (Topic 5: Modeling with Functions – Real-World Applications): Students translate a computed statistic into a verbal conclusion using appropriate mathematical vocabulary (e.g., "strong negative linear relationship") and justify their claim using evidence from the calculation. In Question 7, students must clearly communicate the meaning of a statistical measure (the correlation coefficient) by explaining whether it indicates a strong linear relationship, using appropriate quantitative language and justification. • Questions 1a and 1b (Topic 1: Real Number Systems & Properties): Students explain how they determine two rational numbers and two irrational numbers between two given rational numbers, articulating their reasoning clearly and precisely. • Additional Written Justifications (Questions 2 and 4b; Topic 4: Functions – Sequences and Series; ; Topic 2: Variables & Expressions- Algebraic Notations, Symbols, Variables & order of Operations): Students are required to justify their solutions in writing, demonstrating clear mathematical communication and logical reasoning.	
SLO 3 is assessed through whole-class and small-group discussions, as well as written assignments, quizzes, and examinations. Students are expected to understand and utilize the relationship between algebraic representations and function graphs to solve problems both symbolically and geometrically. Examples of Assessment Tasks a) In-class discussions and written assignments Representative tasks require students to move fluently between algebraic expressions, equations, and graphical representations. • Linear Functions (Topic 4: Functions – Constant & Linear): A student earns \$5 per hour babysitting. Write an algebraic expression that represents the student's total earnings after h hours, and explain how the expression relates to the graph of the function. • Quadratic Functions (Topic 4: Functions – Quadratic): An object is dropped from the top of a building. After tseconds, the height hof the object (in feet) is given by $$h = 16(13 + t)(13 - t).$$ Sketch the graph of the function, reason about the structure of the graph in relation to the physical context, and determine when the object hits the ground.	SLO 3: Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.

• Solving Equations (Topic 3: Equality Relations & Equations – Solving Equations and Inequalities): Represent and solve the following problem algebraically, clearly defining the variable used: At a frog exhibit, $\frac{3}{5}$ of the frogs are bullfrogs. Of the remaining frogs, $\frac{2}{3}$ are tree frogs, and the rest are river frogs. There are 36 bullfrogs in the exhibit. How many river frogs are there? b) Sample Final Exam Alignment In the attached sample final examination, SLO 3 is assessed through the following items: • Questions 6a and 6b (Topic 4: Functions – Quadratic and Polynomial Functions): Students algebraically solve a quadratic equation and a polynomial equation for all real values of x. This requires students to factor polynomials completely and to recognize appropriate solution strategies, including square-rooting, factoring, and use of the quadratic formula. • Question 9b (Topic 4: Functions – Exponential Functions): Students use an exponential function to determine an output value for a given input. Students must understand the structure of the exponential function and correctly identify and interpret the dependent and independent variables within the function rule.	
SLO 5 is assessed through in-class discussions and graded written work. Students are expected to explain and justify why and how function models appropriately represent a given situation, recognize when a proposed model is not appropriate, and determine or propose a more suitable alternative model when feasible. Examples of Assessment Tasks: a) In class discussions and written assignment Representative tasks are intentionally designed to require students to evaluate the appropriateness of function models, articulate limitations of proposed models, and justify alternative modeling choices based on contextual constraints. • Modeling with Functions (Topic 4: Functions – Other Types): Problem: The level of a certain toxin in a lake is observed to increase and decrease over time. Biologists are interested in studying the relationship among the toxin level in the lake, the number of freshwater mussels present, and any relationship between these variables. i) Explain why the proposed rule below may not define a function: *Assign to each amount of toxin in the lake the number of mussels present when there is that amount of toxin.*	SLO 5. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.

ii) Describe how the situation could be revised to develop a valid and meaningful function model. • Features of a Quadratic Function (Topic 4: Functions, Their Representations and Features) A student claims $f(x) = (x – 2)^2 + 3$ that the highest value of f(x) is 3. Do you agree or disagree? Justify. b) Sample final exam alignment SLO 5 is also primarily addressed by: • Question 10(c) (Topic 4: Functions – Transformations of Functions) because students analyze a claim about h(x) which requires them to evaluate a proposed functional model (the transformed function), identify inaccuracies in the claim (misinterpreted reflection and translation) and correctly justify an appropriate alternative understanding of the function's behavior. SLO 5 is addressed in part by the following questions: • Question 7 (Topic 5: Modeling with Functions – Real World Applications- Regression Equation) requires students to draw conclusions and make data-driven predictions using a quantitative model derived from real-world information. By calculating the correlation coefficient $r$and interpreting its value, students must assess the strength of the linear relationship and determine whether the model is appropriate for making predictions. • Question 9b (Topic 4: Functions – Exponential Functions) Students explain how the exponential function models bacterial growth by recognizing the assumptions and structure of the model (doubling time, initial value) and apply the model to make predictions and justify their conclusions. Thus the question engages students in the evaluation, justification, and application of a function model in a real-world context.	
SLO 6 is assessed through in-class discussions and graded written assignments. Students are expected to apply algebraic representations and function models to solve real-world problems, including problems that involve linear, piecewise, and exponential relationships, as well as various regression models. Examples of Assessment Tasks: a) In-class discussions and written assignments Representative tasks are designed to connect algebraic and functional reasoning to authentic, contextual situations across disciplines. • Piecewise/Linear Cost Modeling (Business Context) At a store that sells fences, if you buy 15 feet of fencing or less, the total cost, including delivery is $200. Each additional foot of fencing costs an additional $10. Let F be the number of feet of fencing in an order and let C be the cost (in dollars) of the order.	SLO 6. Apply mathematical methods to problems in other fields of study.

- What restriction should be made on F so that the relationship between C and F is linear? Explain.
- Without writing an equivalent equation, explain how to interpret each side of the equation below and explain why the equation describes the relationship between F and C:
- C-200=10(F-15)

- Real-Life Application: Give an example of two variables that have a positive linear relationship. Give an example of two variables that have a negative linear relationship. Explain your reasoning.

b) Sample final exam alignment

The questions below require students to construct, interpret, and apply algebraic and functional models in multiple real-world contexts. By translating contextual information into equations or functions, analyzing relationships, and making predictions or interpretations, students demonstrate mastery of SLO 6's focus on applied function modeling.

- Question 5 (Manufacturing / Business Mathematics- Topic 3: Equality Relation and Equations – Solving Equations; Topic 4: Functions- Polynomial; Other Functions) Students model a real-world scenario with algebra, interpret dimensions, and solve a practical problem.

- Question 7 (Coffee Sales / Financial Mathematics- Topic 5: Modeling with Functions – Real World Applications) Students analyze data, build a regression model, interpret the correlation coefficient, and make predictions based on the model.
- Question 9 (Biology - Topic 4: Functions –Exponential Growth): Students construct and apply an exponential function to model bacterial population growth and predict future values, which are questions frequently discussed in Biology courses.
- Question 4b (Visual Pattern / Arts- Topic 4: 4. Functions – Sequences and Series): Students apply algebraic representation to a visual pattern (shaded vs. white tiles), connecting numeric models to a concrete context.

MAT 124 Syllabus

General Information
MAT 124: Algebraic Thinking and Functions for Educators *(3hr, 3cr)*

Course Description: This course will examine representing and analyzing mathematical situations and structures using generalization and algebraic symbols and reasoning. Special attention will be given to the transition from arithmetic to algebra, working with functions, and how to use algebra to model, analyze, and predict change.

Prerequisites: Departmental Permission

Note: Material covered in this class will help teachers/teacher candidates prepare for a leadership position as elementary mathematics specialist.

Instructor: Your instructor will provide contact information, office hours and meeting times for your section.

Course Format and Grading

Expectations: This course covers algebraic representations and structures to analyze, model and predict mathematical situations. This course uses the problem-solving approach to teaching and learning mathematics concepts. Students are encouraged to ask questions. Class participation is essential. You are strongly encouraged to take good notes and do not miss class. Bring your concerns and challenges to the instructor's attention early on in the course so that they can address them effectively.

Homework: Homework will be assigned in class. Solutions to most problems from the previous session will be reviewed and discussed in class. In order to be successful in this course it is essential that you devote a lot of time to your homework.

Grades: Your grade will be made up of 70% exams and 30% assignments that include homework.

Text, Materials, and Accommodating Disabilities
References:

- Beckmann, S. (2018). Mathematics for elementary teachers (5th ed). Pearson.
- Billstein, R., Libeskind, S., & Lott, J. W. (2016). A problem-solving approach to Mathematics for elementary school teachers (12th ed). Pearson.
- Randall, C., & Thompson, A. (1996). Secondary math an integrated approach: Focus on algebra. Addison-Wesley
- Sonnabend, T. (2010). Mathematics for teachers: an interactive approach for grades k-8 (4th ed). Brooks/Cole Cengage Learning.

Materials: Physical and Virtual Manipulatives; Learning Tools

Calculator: Texas Instruments and Scientific Calculators

Accommodating Disabilities: Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more info, contact the Office of Student Disability Services, Shuster Hall, Room 238, 718-960-8441.

Course Objectives and Content

Course Objectives: This course meets the overall objectives for a CUNY common core Quantitative Reasoning course; these objectives and how they are met in this course are detailed in the sample final exam with scoring rubric attached to this document.

*At the end of this course, students will be able to:

SLO 1. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.

SLO 2. Represent quantitative problems expressed in natural language in a suitable mathematical format.

SLO 3. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.

SLO 4. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.

SLO 5. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.

SLO 6. Apply mathematical methods to problems in other fields of study.

*Course Topics

There is flexibility in the order and time allotted to each of the topics below, but all topics must be covered by the instructor and understood by the student. Historical development and perspective will be embedded within the topics where appropriate.

1. Real Number System and Properties
2. Variables and Expressions
    - Algebraic Notations, Symbols
    - Variables
    - Order of Operations
    - Structure of Expressions
3. Equality Relation and Equations

- ▫ Meaning of Equal Sign
- ▫ Solving Equations and Inequalities
- ▫ Proportional Relationships

4. Functions, Their Representations and Features
   - ▫ Domain and Range
   - ▫ Constant and Linear
   - ▫ Quadratic
   - ▫ Polynomial
   - ▫ Exponential
   - ▫ Other Functions
   - ▫ Sequences and Series
   - ▫ Transformations of Functions

5. Modeling with Functions and Predicting Change (Regression Equations)
   - ▫ Real World Applications

See Sample Final Exam and Scoring Rubric with SLOs and Topics alignment

Professional Standards

(Specific content and objectives will include the following standards from **NCTM CAEP Mathematics Content for Elementary Mathematics Specialist (Addendum to the NCTM CAEP Standards 2012).**

To be prepared to support the development of student mathematical proficiency, all elementary mathematics specialists should know the following topics related to algebra with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:

C.2.1Algebraic notation, symbols, expressions, equations, inequalities, and proportional relationships, and their use in describing, interpreting, and modeling relationships and operations
C.2.2 Function classes including constant, linear, quadratic, polynomial, exponential, and absolute value, and how choices of parameters determine particular cases and model real- world situations
C.2.3 Functional representations (tables, graphs, equations, descriptions, and recursive definitions), characteristics (e.g., zeros, average rates of change, domain and range), and notations as a means to describe, interpret, and analyze relationships and to build new functions
C.2.4 Patterns of change in linear, quadratic, polynomial, and exponential functions and in proportional and inversely proportional relationships and types of real-world relationships these functions can model
C.2.5 Historical development and perspectives of algebra including contributions of significant figures and diverse cultures

CUNY Common Core
Course Submission Form

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College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	MAT 125
Course Title	Explorations in Geometry, Probability, and Statistics for Educators
Department(s)	Mathematics
Discipline	Mathematics
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	Departmental permission
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Foundational content in geometry, probability, and statistics using accessible and relevant technology. Measurement, length, area, volume, transformations, experimental design, descriptive measures, sample space, and success. Note. Intended for pre-service elementary and middle school teachers.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

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

CUNY COMMON CORE Location

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

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

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

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

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

Learning Outcomes

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

B. Mathematical and Quantitative Reasoning: Three credits

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

SLO 1 will be assessed in multiple ways: in-class discussions, assignments, quizzes, and exams. Students will demonstrate competency in this SLO by interpreting quantitative representations—including formulas, diagrams, tables, and graphs—and draw appropriate inferences in contexts involving geometry, probability, and data analysis. Examples of Assessment Tasks a) In class discussions and written assignments: The following representative tasks require students to examine, engage with and interpret multiple representations, and make connections among them. • Examine the diagram showing points A, B, C, and D on a plane. Identify which lines are parallel, which are perpendicular, and justify your reasoning. (*Topic 1: Core Concepts- Points, Lines, Parallel, perpendicular*) • Examine a circle diagram with radius r and central angle θ. Identify circumference, area, and arc length relationships. (*Topic 2: Basic Geometric figures and Measurement*) • Given a diagram showing a series of transformation of a shape, describe the transformations that map the pre-image to the final image. (*Topic 3: Transformations – rigid-translation, reflection, rotation*) b) Sample final exam SLO 1 will be primarily assessed in the final exam through the following topics and questions: Primary • Question 1 (*Topic 1: Core Concepts (Points, Lines, Planes*) Students interpret a geometric diagram of intersecting lines and angles and determine which statement must be true. The task requires inferring geometric relationships from a visual representation followed by performing computation. • Question 2 (*Topic 1: Core Concepts: Parallel & Perpendicular Lines; Angles formed by Transversals*) Students analyze a diagram involving transversals intersecting multiple lines and infer angle relationships. Success depends on interpreting geometric structure and relationships shown in the diagram. • Question 8a (*Topic 6: Measures of Center*) Students interpret frequency table data to identify the mean of the date. This requires understanding how numerical summaries emerge from a data representation and what frequency meant with respect to the raw data.	SLO 1: Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.

Secondary SLO 1 will be assessed in part by the following sample final exam questions: • Question 6 (*Topic 3 & Topic 5: Transformations – Rigid Motions & Coordinate Geometry*) Students examine the graphs of two triangles, interpret how one graph transformed to become the second graph and draw out the type of transformation that maps the first image to the second image. • Questions 9a and 9b (*Topic 9: Conditional Probability; Independence of Event*s) Students interpret a two-way table to identify the correct sample space and determine a probability, requiring inference from tabular data. Also, they interpret a restricted sample space ("given that the person is allergic to nuts") using the two-way table, drawing inferences from a conditional representation.	
SLO 2 will be assessed on written assignments, quizzes, and exams. The following objectives, each aligned with this SLO, will be used to assess student's ability to meet this SLO: Translate geometric statements expressed in natural language into appropriate conditional and biconditional mathematical statements; Represent natural language geometric statements using the symbols, definitions, and logical structure of a formal axiomatic system; Represent probability and statistical word problems expressed in natural language using appropriate formulas, tables, or symbolic models. Examples of Assessment Tasks **a)** In-class discussion and written assignments The following examples give concrete questions students will be asked to solve related to this SLO: • Translate the following geometric statement into an appropriate conditional or biconditional logical statement using mathematical language and symbols: "Each angle of an equilateral triangle measures 60 degrees." (*Topic 2: Basic Geometric figures and Measurement – sum of angles of a triangle)* • Prove the following statement using only the axioms of incidence geometry: if l is any point, then there exists a point P such that P does not lie on l. (*Topic 2: Basic Geometric figures and Measurement – Euclidean Geometry)* • An amazon driver has 15 stops to make for the day. How many different routes can he choose from? If he can only make 7 of these 15 stops, then how many different routes does he have to choose from? *Topic 9: Probability- Multiplication Principle of Counting)* b) Sample final Exam: Primary In the sample final exam, SLO 2 will be assessed primarily by: • Question 3(*Topic 2 & Topic 5: Basic Geometric Figures & Measurement & Coordinate Geometry*) Students translate a verbal description of a circle's diameter into a coordinate-geometry representation using midpoint reasoning. • Question 5a (*Topic 2: Basic Geometric Figures & Measurement -Surface Area & Volume*) Translate the real-world description of into a mathematical model such as	SLO 2: Represent quantitative problems expressed in natural language in a suitable mathematical format.

"the minimum number of bags of concrete mix needed to make all 10 footings" into a volume formula plugging the given dimensions, and "how many gallons of paint needs to be purchased to paint all 10 footings" as a surface area formula, plugging the given conditions. • Question 8a. *Topic 6: Measures of Center (Mean, Median, Mode) & Variation (Standard Deviation)* Students translate a contextual description of student scores into numerical computations using frequency data. Secondary SLO 2 will also be addressed in part by the following sample final exam questions: • Question 2(*Topic 1: Core Concepts: Parallel & Perpendicular Lines; Angles formed by Transversals*) Students write an algebraic representation of angle relationship from a geometric representation based on a diagram.	
SLO 3 will be assessed on graded take-home assignments and on in-class graded quizzes and exams. Students will demonstrate mastery in this SLO by sing algebraic methods, including equation-solving techniques, to analyze and solve geometric problems and draw accurate conclusions; using appropriate descriptive statistical methods to analyze data sets and draw accurate conclusions about their characteristics; and using probability formulas to draw conclusions about the likelihood of success. Examples of Assessment Tasks a) In-class discussion and written assignments Below is a collection of example problems that students will be expected to solve aligned with the above objectives: • Your students have an open-top box that has a 2-in.-by-2-in. rectangular base and is 3 in. high. They also have a bunch of cubic inch boxes and some rulers. i) What is the most intuitive way for your students to determine the volume of the box? ii) What is a more advanced way for your students to determine the volume of the box? Why do these methods work? (*Topic 2: Basic Geometric Figures & Measurement - Surface Area & Volume*) • Julia's average on her first 3 math tests was 80. Her average on the next 2 math tests was 95. What is Julia's average on all 5 math tests? (*Topic 7: Measures of Center- Mean)* • A family math night at school features the following game. There are two opaque bags, each containing red blocks and yellow blocks. Bag 1 contains 2 red blocks and 5 yellow blocks. Bag 2 contains 4 red blocks and 9 yellow blocks. To play the game, you pick a bag and then you pick a block out of the bag without looking. You win a prize if you pick a red block. Tom says that he is more likely to pick a red block out of Bag 2 than out of Bag 1 because Bag 2 contains more red blocks than Bag 1. Is this correct? Explain your reasoning. (*Topic 9: Probability- Theoretical and Empirical Probability)*	SLO 3: Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.

b) Sample final exam Primary The following sample final exam questions will primarily assess SLO 3: • Question 4: *Topic 2: Basic Geometric Figures & Measurement -Circles (Tangent–Secant*) Students apply a geometric theorem and numerical computation to determine a segment length, given the segment's endpoints or an endpoint and a midpoint. • Question 7: (*Topic 4: Congruence & Similarity*) Students use proportional reasoning and similarity relationships to compute a missing length or segment of a triangle. Secondary The following sample exam questions will also assess SLO 3 in part as follows: • Question 3: (*Topic 2 & Topic 5: Basic Geometric Figures & Measurement & Coordinate Geometry*) Students apply algebraic and numerical methods to find missing coordinates using midpoint formulas. • Questions 8a & 8b. (*Topic 7: Measures of Center & Variations - Mean, Median, Mode & Standard Deviation; Distribution)* Students compute the mean, median, mode and standard deviation using numerical and statistical methods. • Question 9a & 9b (*Topic 9: Probability (Two-Way Tables; Conditional Probability*) Students compute basic probability and conditional probability using ratios derived from the table.	
SLO 4 will be assessed using in-class presentations and discussions. Questions targeting this SLO will also be included on assignments, quizzes, and exams. Students will demonstrate competency in this SLO by explaining, describing, and effectively communicating the fundamentals of geometry, probability, and statistics to audiences of varied mathematical maturity: K-8 learners, 9-12 students, and college-level peers; and, familiarizing themselves with, interpreting, and explaining common mathematics errors made by elementary and middle school students with geometry, probability, and statistics. Examples of Assessment Tasks a) In-class discussion and written assignments • Write a clear explanation of how the triangle midsegment theorem works and why the midsegment is parallel to the base.(*Topic 1: Core Concepts- midsegment theorem; Topic 2: Basic Geometric Figures & Measurement – Midsegment of a triangle*) • Given a set of data, explain when it is most appropriate to use each measure of center. (*Topic 6- Measures of Center*-Mean, Median, Mode) b) Sample final exam Primary The following sample final exam questions will primarily assess SLO 4 as follows:	SLO 4: Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.

• Question 10(*Topic 7: Measures of Variation – Normal Distribution / Normal Approximation to the Binomial*) Students must clearly communicate and justify quantitative reasoning by comparing an exact binomial probability with a normal approximation, explaining assumptions, limitations, and the appropriateness of each method using precise mathematical language. Secondary The following sample final exam questions will also assess SLO 4 in part as follows: • Question 7 (*Topic 4: Congruence & Similarity*) Students justify proportional reasoning using appropriate mathematical language. • Question 4 (*Topic 2: Basic Geometric Figures & Measurement -Circles (Tangent–Secant*)) Students must explain in writing how the tangent–secant theorem applies and justify their computations. • *Question 5a & 5b (Topic 2: Basic Geometric Figures & Measurement -Surface Area & Volume*) Students explain modeling decisions, unit conversions, and final results in the given real-world context. Note: Since the main direction of the sample final exam requires students to show all their work and explain their reasoning to earn partial credits, then all the sample exam questions address SLO 4 in part.	
SLO 5 will be addressed during in-class discussions and written assignments and exams by explaining and describing why/how probability/statistical models describe a given situation, recognizing when they do not, and determining an appropriate alternative when feasible; determining if various geometric models/constructions are feasible given a set of constraints; and using estimation, bounds, assumptions, or limiting cases to evaluate results Examples of Assessment Tasks a) In-class discussion and written assignments The following sample questions illustrate what types of problems students will address in relation to these objectives: • Informally, describe what a circle is and what a sphere is giving real-world examples of both and noting the important similarities and differences between the two. Then, provide formal definitions of a circle and a sphere. (*Topic 2: Basic Geometric Figures & Measurement -Circles & Spheres*) • George and Thomas are flipping a penny. Thomas tells George that flipping three heads is way harder than flipping heads, followed by tails, followed by heads. Is Thomas right? Explain your reasoning. (*Topic 9: Probability - Multiplication Principle*) • It's time for Penny Wars at Raritan Valley School. Grades 1-4 compete to see which grade can raise the most money by collecting and submitting pennies. The fundraiser	SLO 5: Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.

lasts the full week, Monday through Friday, and each day the pennies received are counted. The grades want to create a display to be posted online that will show the daily progress. What do you recommend? Be specific, make sure your recommendations can be carried out realistically, and explain what you think the display should look like. (*Topic 8: Representing and Categorizing Data*) b) Sample final exam Primary The following sample final exam questions will predominantly address SLO 5 as follows: • Question 8b (*Topic 7: Statistics- Variability & Distribution*) Students evaluate the spread of data by determining which values fall within one standard deviation. Secondary • Question 9c (*Topic 9: Probability - Independence of Events*) Students assess whether two events are independent by comparing probabilities and judging consistency using their knowledge of conditional probability.	
SLO 6: will be assessed using groupwork sessions, assignments, quizzes, and exams. In these tasks, students will be expected to apply techniques in geometry, probability, and statistics to solve real-world problems including ones involving spatial reasoning, counting, and drawing conclusions from data. Examples of Assessment Tasks a) In-class discussion and written assignments An example of a problem that students would be asked to solve working together in a small group is as follows: • Who has longer last names Major League Baseball Players or National Football League Players? Design a plan using online resources and tools we have learned in statistics to address this question. Then, put this plan into action as best you can to come up with a preliminary hypothesis for this question. *Topic 7: Statistics- Measures of Center & Variability; Distribution)* b) Sample final exam Engineering / Construction Technology/ Architecture / Building Trades • Question 5 (*Topic 2: Basic Geometric Figures & Measurement -Surface Area & Volume*) situates mathematical reasoning within a construction and engineering context, requiring students to: o Model physical structures using geometric solids (cylinders) o Apply volume and surface area formulas to determine material requirements o Interpret units and scaling across multiple objects o Make practical decisions (minimum number of concrete bags, gallons of paint). Education/ Psychometrics / Educational Measurement/ Social Sciences	SLO 6: Apply mathematical methods to problems in other fields of study.

• Question 8 (*Topic 6: Measures of Center – mean; Topic 7: Measures of Variation- standard deviation and normal distribution*) This task uses authentic standardized testing data, requiring students to: o Analyze real-world educational data using statistical measures, o Interpret variability and distribution of student performance, o Draw conclusions about typical performance and spread. Public Health/ Epidemiology/ Biostatistics • Question 9 (*Topic 6: Measures of Center, Variability & Distribution*) places probability and conditional reasoning within a health research context, requiring students to: o Interpret contingency tables derived from survey data, o Compute marginal and conditional probabilities, o Evaluate statistical independence to determine relationships between variables.	

MAT 125 Syllabus

MAT 125: Explorations in Geometry, Probability, and Statistics for Educators (*3hr, 3cr*)

Course Description: This course covers topics in geometry, probability, and statistics using relevant and appropriate technology. Geometry in one, two, and three dimensions is discussed. Topics include: measurement, length, areas, volume, angles, transformation, congruence, and constructions. Introductory topics from probability and statistics include notions of sample space, success, descriptive data measures, and elements of experimental design.

Prerequisites: Departmental Permission

Note: Material covered in this class will help teachers/teacher candidates prepare for a leadership position as elementary mathematics specialist.

Instructor: Your instructor will provide contact information, office hours and meeting times for your section.

Course Format and Grading

Expectations: This course covers topics in geometry, probability, and statistics using relevant and appropriate technology. Geometry in one, two, and three dimensions is discussed. Topics include measurement, length, areas, volume, angles, transformation, congruence, and constructions. Introductory topics from probability and statistics include notions of sample space, success, descriptive data measures, and elements of experimental design.
This course uses the problem-solving approach to teaching and learning mathematics concepts. Students are encouraged to ask questions. Class participation is essential. You are strongly encouraged to take good notes and do not miss class. Bring your concerns and challenges to the instructor's attention early on in the course so that they can address them effectively.

Homework: Homework will be assigned in class. Solutions to most problems from the previous session will be reviewed and discussed in class. To be successful in this course, it is essential that you devote a lot of time to your homework.

Grades: Your grade will be made up of 70% exams and 30% assignments that include homework.

Text, Materials, and Accommodating Disabilities

References:

• Beckmann, S. (2018). Mathematics for elementary teachers (5th ed). Pearson.
• Billstein, R., Libeskind, S., & Lott, J. W. (2016). A problem-solving approach to Mathematics for elementary school teachers (12th ed). Pearson.

• Sonnabend, T. (2010). Mathematics for teachers: an interactive approach for grades k-8 (4th ed). Brooks/Cole Cengage Learning.

Materials: Physical and Virtual Manipulatives; Learning Tools
Calculator: Texas Instruments

Accommodating Disabilities: Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more info, contact the Office of Student Disability Services, Shuster Hall, Room 238, 718-960-8441.

Course Objectives and Content:
***Course Objectives:** This course meets all of the overall objectives for a CUNY common core Quantitative Reasoning course; these objectives and how they are met in this course are detailed below.

At the end of this course, students will be able to:

SLO 1. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.

SLO 2. Represent quantitative problems expressed in natural language in a suitable mathematical format.

SLO 3. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.

SLO 4. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.

SLO 5. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.

SLO 6. Apply mathematical methods to problems in other fields of study.

***Course Topics**

There is flexibility in the order and time allotted to each of the topics below, but all topics must be covered by the instructor and understood by the student. Historical development and perspective will be embedded within the topics where appropriate.

1. Core Concepts
    - Points, lines, planes, parallel, perpendicular
    - Principles of Euclidean Geometry

2. Basic Geometric figures and Measurement

- 1-Dimension
  - Lines, line segments, rays
  - Distance
- 2-Dimensions
  - Angles
  - Polygons, circles, arcs
  - Area and Surface area
- 3-Dimensions
  - Polyhedral solids, cylinders, cones, spheres
  - Volume
- Classification, Identification
- Construction

3. Transformations

- Rigid: Translations, reflections, rotations, glide reflections
- Non-rigid: Dilation

4. Congruence, Symmetry and Similarity

5. Coordinate Geometry

6. Measures of Center : Mean, Median, Mode, Interquartile range

7. Measures of Variation and Relative Standing: Standard deviation, Variance, Range, Percentile, Quartile

8. Representing and Categorizing Data

9. Basic Concepts of Probability
- Empirical and theoretical probability
- Conditional probability
- Probability distribution
- Normal distribution

10. Elements of Experimental Design

See Sample Final Exam and Scoring Rubric with SLOs and Topics alignment

Professional Standards

(Specific content and objectives will include the following standards from **NCTM CAEP Mathematics Content for Elementary Mathematics Specialist (Addendum to the NCTM CAEP Standards 2012)**

C.3. Geometry and Measurement

To be prepared to support the development of student mathematical proficiency, all elementary mathematics specialists should know the following topics related to geometry and measurement with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:

Professional Standards
(Specific content and objectives will include the following standards from **NCTM CAEP Mathematics Content for Elementary Mathematics Specialist (Addendum to the NCTM CAEP Standards 2012)**

C.3. Geometry and Measurement
To be prepared to support the development of student mathematical proficiency, all elementary mathematics specialists should know the following topics related to geometry and measurement with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:

C.3.1 Core concepts including angle, parallel, and perpendicular, and principles of Euclidean geometry in two and three dimensions
C.3.2 Transformations including dilations, translations, rotations, reflections, glide reflections; compositions of transformations; and the expression of symmetry and regularity in terms of transformations.
C.3.3 Congruence, similarity and scaling, and their development and expression in terms of transformations
C.3.4 Basic geometric figures in one, two, and three dimensions (line segments, lines, rays, circles, arcs, polygons, polyhedral solids, cylinders, cones, and spheres) and their elements (vertices, edges, and faces)
C.3.5 Identification, classification into categories, visualization, two- and three-dimensional representations, and formula rationale and derivation (perimeter, area, and volume) of two- and three-dimensional objects (triangles; classes of quadrilaterals such as rectangles, parallelograms, and trapezoids; regular polygons; rectangular prisms; pyramids; cones; cylinders; and spheres)
C.3.6 Geometric measurement and units (linear, area, surface area, volume, and angle), unit comparison, and the iteration, additivity, and invariance related to measurements 3 NCTM CAEP Mathematics Content for Elementary Mathematics Specialist (2012)
C.3.7 Geometric constructions, axiomatic reasoning, and making and proving conjectures about geometric shapes and relations
C.3.8 Coordinate geometry including the equations of lines and algebraic proofs (e.g., Pythagorean Theorem and its converse)

C.3.9 Historical development and perspectives of geometry and measurement including contributions of significant figures and diverse cultures

C.4. Statistics and Probability

To be prepared to support the development of student mathematical proficiency, all elementary mathematics specialists should know the following topics related to statistics and probability with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:
C.4.1 Statistical variability and its sources and the role of randomness in statistical inference
C.4.2 Construction and interpretation of graphical displays of univariate and bivariate data distributions (e.g., box plots and histograms), summary measures (mean, median, mode, interquartile range, and mean absolute deviation) and comparison of distributions of univariate data, and exploration of categorical (discrete) and measurement (continuous) data
C.4.3 Empirical and theoretical probability for both simple and compound events
C.4.4 Random (chance) phenomena and simulations
C.4.5 Historical development and perspectives of statistics and probability including contributions of significant figures and diverse cultures

LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE & DANCE

CURRICULUM CHANGE

Name of Program and Degree Award: Dance, B.A.
Hegis Number: 1008.00
Program Code: 02586
Effective Term: Fall 2026

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

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

43-Credit Major in Dance, B.A.

Earn at least 20 credits from the following:
THE 204 - Production Workshop
DNC 220 - Movement for Actors and Dancers
OR THE 220 - Movement for Actors and Dancers
THE 235 - Stagecraft
DNC 230 - Body and Wellness I
OR THE 230 - Body and Wellness I
~~DNC 306 - Production Workshop II~~
~~**OR** THE 306 - Production Workshop II~~
DNC 345 ~~- Choreography and Improvisation~~
DNC 420 - Dance History
DNC 445 - ~~Advanced Student Performance Workshop~~
DNC 451 - Choreographic Workshop II
~~DNC 445 may be repeated for up to 3 credits~~

~~**Earn at least 2 credits from the following:**~~
~~DNC 270 - Creative Process Lab: Ensemble Collaboration~~
~~**OR** THE 270 - Creative Process Lab: Ensemble Collaboration~~
~~**OR** DNC 280 - Creative Process Lab: Solo and Small Group Work~~
~~**OR** THE 280 - Creative Process Lab: Solo and Small Group Work~~

Earn at least 3 credits from the following:
DNC 251 - West African and Diasporic Dance I
DNC 356 - West African and Diasporic Dance II

Earn at least 3 credits from the following:
DNC 210 – Street Styles I
DNC 322 – Street Styles II

Earn at least 3 credits from the following:
DNC 211 - Modern Dance/Ballet I
DNC 311 - Modern Dance/Ballet II

Earn at least 3 credits from the following:
DNC 207 - Special Topics in Latin Dance I
DNC 317 - Special Topics in Latin Dance

Earn at least 2 credits from the following:
DNC 208 - Technique Workshop Latin Dance I
DNC 213 - Technique Workshop: Modern Dance/Ballet I
DNC 240 - Technique Workshop: Street Styles I
DNC 261 - Technique Workshop: West African and Diasporic Dance I
DNC 313 - Technique Workshop: Modern Dance/Ballet II
DNC 318 - Technique Workshop: Latin Dance II
DNC 332 - Technique Workshop: Street Styles II
DNC 366 - Technique Workshop: West African and Diasporic Dance II

Earn at least 3 credits from the following ~~Production~~ Practices classes:
DNC 314 - Advanced Production and Design Workshop
DNC 324 - Social Media for the Creative Arts Professional
THE 348 - Performing Arts Management
DNC 371 - Dance Internship
DNC 449 - Working in the Performing Arts
DNC 460 - Advanced Technique Practicum

Electives
Earn at least 3 credits from the following:
Dance Electives 200 to 400 Level (except DNC 235 and 222)

Additional Comments:
DNC 235 Dance Perspectives and DNC 222 Body and Society cannot be used to fulfill the Dance Elective but it is recommended that students take DNC 235 Dance Perspectives and DNC 222 Body and Society to fulfill general education requirements.

3. **To:** Underline the changes
43-Credit Major in Dance, B.A.

Earn at least 20 credits from the following:
THE 204 - Production Workshop
DNC 220 - Movement for Actors and Dancers
OR THE 220 - Movement for Actors and Dancers
THE 235 - Stagecraft
DNC 230 - Body and Wellness I
OR THE 230 - Body and Wellness I

DNC 270 - Creative Process Lab: Ensemble Collaboration
OR THE 270 - Creative Process Lab: Ensemble Collaboration
DNC 345 - Dance Composition
DNC 420 - Dance History
DNC 445 – Choreographic Workshop I
DNC 451 - Choreographic Workshop II

Earn at least 3 credits from the following:
DNC 251 - West African and Diasporic Dance I
DNC 356 - West African and Diasporic Dance II

Earn at least 3 credits from the following:
DNC 210 – Street Styles I
DNC 322 – Street Styles II

Earn at least 3 credits from the following:
DNC 211 - Modern Dance/Ballet I
DNC 311 - Modern Dance/Ballet II

Earn at least 3 credits from the following:
DNC 207 - Special Topics in Latin Dance I
DNC 317 - Special Topics in Latin Dance

Earn at least 2 credits from the following:
DNC 208 - Technique Workshop Latin Dance I
DNC 213 - Technique Workshop: Modern Dance/Ballet I
DNC 240 - Technique Workshop: Street Styles I
DNC 261 - Technique Workshop: West African and Diasporic Dance I
DNC 313 - Technique Workshop: Modern Dance/Ballet II
DNC 318 - Technique Workshop: Latin Dance II
DNC 332 - Technique Workshop: Street Styles II
DNC 366 - Technique Workshop: West African and Diasporic Dance II

Earn at least 3 credits from the following Professional Practices classes:
DNC 314 - Advanced Production and Design Workshop
DNC 324 - Social Media for the Creative Arts Professional
THE 348 - Performing Arts Management
THE 319 Presentation Skills and Effective Communication
DNC 371 - Dance Internship
DNC 449 - Working in the Performing Arts
DNC 460 - Advanced Technique Practicum

Electives
Earn at least 3 credits from the following:
Dance Electives 200 to 400 Level (except DNC 235 and 222)

Additional Comments:

DNC 235 Dance Perspectives and DNC 222 Body and Society cannot be used to fulfill the Dance Elective, but it is recommended that students take DNC 235 Dance Perspectives and DNC 222 Body and Society to fulfill general education requirements.

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**
We have included 3 course title changes to clarify the intention of each class and make the progression clearer. DNC 345 Choreography and Improvisation has been changed to Dance Composition to prevent confusion with DNC/THE 323 Improvisation. DNC 445 has been changed from Advanced Performance Workshop to Choreographic Workshop I to make it more clear that it is a prerequisite for DNC 451 Choreographic Workshop II. We have added DNC THE Presentation Skills and Creative Communication to the Professional Practices bucket and changed the name of that section for consistency across our majors. We removed the ability to repeat 445 in order to allow the course to be open to more students. We removed DNC THE 306 to make room for a 2-credit THE 204. Previously, students took both THE 204 Production Workshop I for 1 credit and DNC/THE 306 Production Workshop II for 1 credit. 2-credits more accurately reflects the amount of work in the class. We are moving DNC/THE 306 to the Technical Theatre Track of the Theatre degree for students who are pursuing the production side of the performing arts.

5. **Date of departmental approval:** November 21, 2025

LEHMAN COLLEGE
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DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE & DANCE

CURRICULUM CHANGE

Name of Program and Degree Award: Multimedia Performing Arts, BFA
Hegis Number: 1008.00
Program Code: 02599
Effective Term: Fall 2026

1. **Type of Change:** *Change in Degree Requirements, Addition of Concentration Requirements*

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

~~60~~ Credit Major in Multimedia Performing Arts, B.F.A.

The interdisciplinary Major in Multimedia Performing Arts leads to the Bachelor of Fine Arts degree (B.F.A.). The major provides training in multimedia performing arts including dance, theatre and film. The required courses and credits are distributed as follows:

Complete ALL of the following Courses:
THE 204 - Production Workshop
THE 205 - Voice for the Stage
THE 208 - Acting I
THE 235 - Stagecraft
DNC 225 - Tools for Digital Storytelling
OR THE 225 - Tools for Digital Storytelling
DNC 220 - Movement for Actors and Dancers
OR THE 220 - Movement for Actors and Dancer
~~DNC 306 - Production Workshop II~~
~~**OR** THE 306 - Production Workshop II~~
DNC 323 - Improvisation
OR THE 323 - Improvisation
DNC 425 - Devised Multimedia Performance
OR THE 425 - Devised Multimedia Performance
~~DNC 495 - Multimedia Performing Arts Project~~
~~**OR** THE 495 - Multimedia Performing Arts Project~~

~~Earn at least 2 credits from the following:~~
~~DNC 270 - Creative Process Lab: Ensemble Collaboration~~
~~**OR** DNC 280 - Creative Process Lab: Solo and Small Group Work~~
~~**OR** THE 280 - Creative Process Lab: Solo and Small Group Work~~

~~Dance Track~~

~~Complete ALL of the following Courses:~~

~~DNC 230 - Body and Wellness I~~
~~OR~~ ~~THE 230 - Body and Wellness I~~
~~DNC 345 - Choreography and Improvisation~~
~~DNC 420 - Dance History~~
~~DNC 445 - Advanced Student Performance Workshop~~

Earn at least 3 credits from the following:
DNC 251 - West African and Diasporic Dance I
~~DNC 356 - West African and Diasporic Dance II~~

~~Earn at least 3 credits from the following:~~
DNC 210 – Street Styles I
~~DNC 322 - Street Styles II~~

~~Earn at least 3 credits from the following:~~
DNC 211 - Modern Dance/Ballet I
~~DNC 311 - Modern Dance/Ballet II~~

~~Earn at least 3 credits from the following:~~
DNC 207 - Special Topics in Latin Dance I
~~DNC 317 - Special Topics in Latin Dance~~

~~Earn at least 1 credit from the following:~~
~~DNC 261 - Technique Workshop: West African and Diasporic Dance I~~
~~DNC 366 - Technique Workshop: West African and Diasporic Dance II~~

~~Earn at least 1 credit from the following:~~
~~DNC 213 - Technique Workshop: Modern Dance/Ballet I~~
~~DNC 313 - Technique Workshop: Modern Dance/Ballet II~~

~~Earn at least 1 credit from the following:~~
~~DNC 240 - Technique Workshop: Street Styles I~~
~~DNC 332 - Technique Workshop: Street Styes II~~

~~Earn at least 1 credit from the following:~~
~~DNC 208 - Technique Workshop Latin Dance I~~
~~DNC 318 - Technique Workshop: Latin Dance II~~

Earn at least 3 credits from the following Professional Practices classes:
DNC 314 - Advanced Production and Design Workshop
DNC 324 - Social Media for the Creative Arts Professional
THE 348 - Performing Arts Management
DNC 371 - Dance Internship
DNC 449 - Working in the Performing Arts

~~DNC 460 - Advanced Technique Practicum~~

~~**Earn at least 4 credits from the following:**~~
~~Dance Electives 200 to 400 Level (except DNC 235 and 222)~~
~~Theatre Electives 200 to 400 Level (except THE 241)~~

~~**Selected in Consultation with an Advisor**~~
~~**Additional Comments:**~~

~~It is recommended that students take DNC 235, DNC 222 or THE 241 to fulfill a General Education Requirement. DNC 235, DNC 222 and THE 241 may not count as electives within the Multimedia Performing Arts BFA.~~

~~**Theatre Track**~~

~~**Complete ALL of the following Courses:**~~
~~THE 211 - Play Analysis~~
~~THE 305 - Advanced Voice for the Stage~~
~~THE 309 - Digital Storytelling~~
~~THE 326 - History of the Theatre I~~
~~THE 331 - Acting I~~
~~THE 335 - Directing I~~
~~THE 344 - Acting for the Camera~~

Earn at least 3 credits from the following ~~History~~ classes:
THE 238 – Africana Theatre
THE 243 - Queer Performance
THE 312 - Latin~~x~~ Theatre
THE 327 - History of The Theatre I
THE 328 - History of Musical Theatre
THE 443 - Studies in Contemporary Theatre
DNC 420 - Dance History
THE 328 - History of Musical Theatre

~~**Earn at least 3 credits from the following Professional Practices classes:**~~
~~THE 370 - Theatre Internship~~
~~THE 314 - Advanced Production and Design Workshop~~
~~THE 324 - Social Media for the Creative Arts Professional~~
~~THE 348 - Performing Arts Management~~
~~THE 449 - Working in the Performing Arts~~
~~THE 492 - Research Project in Theatre~~

Electives
Earn at least ~~5~~ credits from the following:
Dance Electives 200 to 400 Level (except DNC 235)
Theatre Electives 200 to 400 Level (except THE 241)
Selected in Consultation with an Advisor

Additional Comments:

It is recommended that students take DNC 235, DNC 222 or THE 241 to fulfill a General Education Requirement. DNC 235, DNC 222 and THE 241 may not count as electives within the Multimedia Performing Arts BFA.

3. **To:** Underline the changes

58 Credit Major in Multimedia Performing Arts, B.F.A.

The interdisciplinary Major in Multimedia Performing Arts leads to the Bachelor of Fine Arts degree (B.F.A.). The major provides training in multimedia performing arts including dance, theatre and film. The required courses and credits are distributed as follows:

Complete ALL of the following Courses: 34 credits
THE 204 - Production Workshop
THE 205 - Voice for the Stage
THE 208 - Acting I
THE 235 - Stagecraft
DNC 225 - Tools for Digital Storytelling
OR THE 225 - Tools for Digital Storytelling
DNC 220 - Movement for Actors and Dancers
OR THE 220 - Movement for Actors and Dancers
DNC 270 - Creative Process Lab: Ensemble Collaboration
OR THE 270 - Creative Process Lab: Ensemble Collaboration
THE 309 Digital Storytelling
DNC 323 - Improvisation
OR THE 323 - Improvisation
THE 335 Directing
DNC 345 Dance Composition
DNC 425 - Devised Multimedia Performance
OR THE 425 - Devised Multimedia Performance

Earn at least 3 credits from the following:
DNC 251 - West African and Diasporic Dance I
DNC 210 – Street Styles I
DNC 211 - Modern Dance/Ballet I
DNC 207 - Special Topics in Latin Dance I

Earn at least 3 credits from the following Professional Practices classes:
DNC 314 - Advanced Production and Design Workshop
OR THE 314 - Advanced Production and Design Workshop
THE 319- Presentation Skills and Effective Communication
DNC 324 - Social Media for the Creative Arts Professional
OR THE 324 - Social Media for the Creative Arts Professional
THE 348 - Performing Arts Management
THE 370 – Theatre Internship
OR DNC 371 - Dance Internship
DNC 449 - Working in the Performing Arts
OR THE 449 – Working in the Performing Arts

Earn at least 3 credits from the following Dramatic Literature, Theatre History and Theory Classes:
THE 238 – Africana Theatre
THE 243 - Queer Performance
THE 308 Playwriting
THE 312 - Latino Theatre
THE 326 History of Theatre I
THE 327 - History of The Theatre II
THE 328 - History of Musical Theatre
THE 332 Theatre Theory
THE 440 Shakespeare on Stage
THE 443 - Studies in Contemporary Theatre
DNC 420 - Dance History

Electives
Earn at least 15 credits from the following:
Dance Electives 200 to 400 Level (except DNC 235 and DNC 222)
Theatre Electives 200 to 400 Level (except THE 241)
Selected in Consultation with an Advisor

Additional Comments:

It is recommended that students take DNC 235, DNC 222 or THE 241 to fulfill a General Education Requirement. DNC 235, DNC 222 and THE 241 may not count as electives within the Multimedia Performing Arts BFA.

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**
The theatre and dance programs have decided to restructure the two distinct tracks in theatre and dance for the BFA in Multimedia Performing Arts into one focus that integrates the two disciplines.

We are restructuring the Multimedia Performing Arts, BFA, eliminating the dance and theatre tracks to offer an even more interdisciplinary major connecting the disciplines of dance, theatre, and digital media.

By offering an integrated course of study for the BFA, we are offering students an opportunity to create an interdisciplinary focus that truly reflects the nature of the ever-evolving integration of digital technology and live performance. To that end, we have integrated the core courses from theatre and dance into a 43 credit core of theatre and dance course offerings, with the remaining 15 credits to be determined by the student who can now choose from course offerings in the areas of performance techniques, professional practices, and liberal arts offerings in dramatic literature, history, and theory. This would allow the student to pursue a more flexible approach to professional and/or teaching careers in the areas of theatre and dance.

Several courses have been redesignated as liberal arts offerings as it was determined that the pedogeological practice of the BFA has always focused on technique and requires the written and dramaturgical evaluation of performance-related materials and dramatic structures. The written and dramaturgical evaluation of performance texts requires historical, theoretical, and psychological analysis of the performer in relationship to historical contexts, and design elements in written and oral presentation formats. Performance training is evaluated and interpreted through somatic presentation based on research, theory, and analytical perspectives, allowing students to develop strong communication skills, analytical reasoning, and creative problem-solving skills. These redesignated courses provide the training for students to develop a strong perspective of their own social responsibility as artists and members of society through performance practice history and theory that reflect political, social, environmental, and historical issues from the past to the present from a diversity of cultures and societies.

5. **Date of departmental approval:** November 21, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE & DANCE

CURRICULUM CHANGE

Name of Program and Degree Award: Theatre, BA
Hegis Number: 1007.00
Program Code: 02646
Effective Term: Fall 2026

1. **Type of Change:** *Change in Degree Requirements, Addition of Concentration Requirements*

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

Complete ALL of the following courses:

THE 204 - Production Workshop
~~THE 205 - Voice for the Stage~~
THE 208 - Acting I
THE 211 - Play Analysis
THE 235 - Stagecraft
~~THE 306 - Production Workshop II~~
~~THE 308 - Playwriting~~
~~THE 326 - History of the Theatre I~~
~~THE 327 - History of The Theatre II~~
~~THE 344 - Acting for the Camera~~

Earn at least 3 credits from the following:

THE 314 - Advanced Production and Design Workshop
THE 324 - Social Media for the Creative Arts Professional
DNC 324 - Social Media for the Creative Arts Professional
THE 348 - Performing Arts Management
THE 370 - Theatre Internship
THE 449 - Working in the Performing Arts

~~Earn at least 2 credits from the following:~~

~~DNC 270 - Creative Process Lab: Ensemble Collaboration~~
~~OR THE 280 - Creative Process Lab: Solo and Small Group Work~~
~~OR DNC 280 - Creative Process Lab: Solo and Small Group Work~~

~~Complete at least 1 of the following:~~

~~Flexible Electives Option~~
~~Earn at least 12 credits from the following:~~
~~Theatre Flexible Electives~~

~~Students can substitute up to 3 credits of DNC courses for 3 credits of THE.~~
~~At least 6 flexible THE elective credits must be at the 300-400 level.~~
~~THE 241 may not count as an elective for the Theatre BA but it is recommended that students take THE 241 to fulfill a General Education Requirement.~~
~~12 elective credits selected in consultation with a Theatre faculty advisor.~~

~~OR~~

~~Liberal Arts Electives Option~~
~~Earn at least 12 credits from the following:~~

~~THE 238 - Africana Theatre~~
~~THE 243 - Queer Performance~~
~~THE 312 - Latinx Theatre~~
~~THE 328 - History of Musical Theatre~~
~~THE 332 - Theatre Theory~~
~~THE 408 - Advanced Playwriting Workshop~~
~~THE 440 - Shakespeare on Stage~~
~~THE 442 - Studies in Modern Theatre~~
~~THE 443 - Studies in Contemporary Theatre~~
~~THE 454 - Special Studies in Theatre~~
~~THE 485 - Theatre Honors~~
~~THE 492 - Research Project in Theatre~~
~~ENG 226 - Shakespeare Now~~
~~ENG 312 - Shakespeare in Context~~
~~ENG 334 - Drama~~
~~ENG 348 - Western Traditions--Drama~~
~~DNC 420 - Dance History~~
~~FRE 346 - Modern French and Francophone Theater~~

~~**Additional Comments:**~~
~~Theatre BA students who are pursuing the Minor-to-Masters program in Early Childhood and Childhood Education must select the Liberal Arts Electives Option.~~

3. **To:** Underline the changes

Complete ALL of the following courses:

THE 204 - Production Workshop
THE 208 - Acting I
THE 211 - Play Analysis
THE 220 - Movement for Actors and Dancers
OR DNC 220 - Movement for Actors and Dancers

THE 235 - Stagecraft
THE 270 - Creative Process Lab: Ensemble Collaboration
OR DNC 270 - Creative Process Lab: Ensemble Collaboration
THE 319 Presentation Skills and Effective Communication

Earn at least 3 credits from the following:

THE 238 - Africana Theatre
THE 243 - Queer Performance
THE 308 - Playwriting
THE 312 - Latino Theatre
THE 326 - History of Theatre I
THE 327 - History of Theatre II
THE 328 - History of Musical Theatre
THE 332 - Theatre Theory
DNC 420 - Dance History
THE 440 - Shakespeare Onstage
THE 442 - Studies in Modern Theatre
THE 443 - Studies in Contemporary Theatre
THE 454 - Special Studies in Theatre

Earn at least 3 credits from the following Professional Practices:

THE 314 - Advanced Production and Design Workshop
OR DNC 314 - Advanced Production and Design Workshop
THE 324 - Social Media for the Creative Arts Professional
OR DNC 324 - Social Media for the Creative Arts Professional
THE 348 - Performing Arts Management
THE 370 - Theatre Internship
THE 449 - Working in the Performing Arts

Complete one of the following tracks:

Performance Track:

Complete ALL of the following courses:

THE 205 - Voice for the Stage
THE 344 - Acting for the Camera

Earn at least 3 credits from:

THE 305 - Advanced Voice for the Stage
THE 323 - Improvisation
OR DNC 323 - Improvisation
THE 331 - Acting II

THE 335 - Directing I
THE 433 - Advanced Acting for the Camera
THE 435 - Advanced Acting

Earn at least 3 THE or DNC elective credits.
THE 241, DNC 222, and DNC 235 may not count as electives within the Theatre BA.

Note: It is recommended that students take THE 241 to fulfill a General Education Requirement.

OR

Technical Theatre, Production, and Design Track:

Complete ALL of the following courses:

THE 225 - Tools for Digital Storytelling
OR DNC - 225 Tools for Digital Storytelling
THE 306 - Production Workshop II
OR DNC - 306 Production Workshop II
THE 314 - Advanced Production and Design Workshop
OR DNC 314 - Advanced Production and Design Workshop

Earn at least 3 credits from:

THE 348 - Performing Arts Management
THE 370 - Theatre Internship
OR DNC 371 - Dance Internship

Earn at least 6 credits from:

THE 309 - Digital Storytelling
THE 336 - Scenic Design
THE 337 - Costume Design
THE 338 - Lighting Design
THE 334 - Stage Management

OR

Dramatic Literature, Theatre History and Theory Track:

Earn at least 6 credits from:

THE 326 - History of Theatre I
THE 327 - History of Theatre II
THE 328 - History of Musical Theatre

DNC 420 - Dance History

Earn at least 6 credits from:

THE 238 - Africana Theatre
THE 243 - Queer Performance
THE 308 - Playwriting
FTS 309 - Screenwriting
OR ENW 309 - Screenwriting Workshop
THE 312 - Latino Theatre
THE 332 - Theatre Theory
THE 408 - Advanced Playwriting Workshop
THE 440 - Shakespeare Onstage
THE 442 - Studies in Modern Theatre
THE 443 - Studies in Contemporary Theatre
THE 454 - Special Studies in Theatre
THE 485 - Theatre Honors
THE 492 - Research Project in Theatre

Earn at least 3 THE or DNC elective credits.
THE 241, DNC 222, and DNC 235 may not count as electives within the Theatre BA.

Note: It is recommended that students take THE 241 to fulfill a General Education Requirement.

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):Performance came to 37 credits**
We are restructuring the Theatre BA into a core set of major requirements and three distinct tracks to choose from: 1. Performance (37 credits); 2. Technical Theatre, Production, and Design (42 credits); 3. Dramatic Literature, Theatre History and Theory (40 credits). These changes are being made to offer students clearer pathways to different careers in the performing arts. There has been an increased interest in careers in performing arts administration, production and management, therefore adding this specific track allows for a more streamlined path for our majors. Additionally, instead of offering students the “Liberal Arts Electives” option as a conduit to the Lehman College Minor-to-Masters Program in Early Childhood/Childhood Education, our goal is for the restructured Theatre BA to able to be combined with a double major in Adolescent Education at the undergraduate level.

5. **Date of departmental approval:** November 21, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

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

2.

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	THE
Course Prefix & Number	THE 319
Course Title	Presentation Skills and Effective Communication
Description	Tools and techniques for powerful communication in a professional setting. Focus on verbal and non-verbal presentation skills, as well as written communication.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**

In the past, Lehman College offered a public speaking class. Over the past few years, the department of Music, Multimedia, Theatre and Dance has noticed a real need for their majors to have more training in public speaking and in presenting themselves professionally. Ideally, this course would be required for all Lehman College students, so they stand out as powerful communicators in their place of work and to ensure they are competitive in the workforce. Students will learn to participate in active and empathic listening, to decipher and engage in different communication styles, presentation skills like public speaking, one-on-one conversation, and Question and Answer sessions. There will be multiple writing sessions, research, a mid-term presentation, and a final presentation.

4. **Learning Outcomes (By the end of the course students will be expected to):**
    - Present a 5-minute presentation in a public setting (in front of the class and instructor)
    - Demonstrate a clear use of eyes and embodiment of physical self while engaging in a public communication and/or conversation.
    - Provide constructive feedback to classmates based on specific criteria put forth in the syllabus (verbal and non-verbal communication).
    - Produce written material to be used in pitches and presentations.

5. **Date of departmental approval:** November 21, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

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

2.

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre and Dance
Course Prefix & Number	DNC (THE) 334
Course Title	Stage Management
Description	Essential role of the Stage Manager (SM) in theatrical production. environment. Leadership, technical proficiency, and interpersonal skills required to maintain a collaborative and efficient working environment.
Pre/ Co Requisites	THE 235 and THE 204
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **Rationale:**
Stage management is the backbone of any successful theatrical production, requiring a unique blend of organizational, technical, and interpersonal skills. DNC 334: Stage Production provides students with practical training in these essential competencies, preparing them to serve as the central communication hub and logistical leader for live performances. By engaging in real-world tasks such as scheduling, rehearsal coordination, cue calling, and maintaining artistic integrity during performances, students gain hands-on experience that mirrors professional industry standards. This course equips aspiring theater practitioners with the knowledge and confidence to manage complex productions, fostering collaboration and ensuring the seamless execution of artistic vision from pre-production through final performance.

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

- Perform essential tasks in technical theatre in the areas of scenery and properties, costumes and wardrobe, lighting and sound, and/or stage management.
- Demonstrate an understanding of the difference between a PSM and an ASM
- Write daily call, rehearsal reports, character/scene breakdowns and run sheets
- Create a calling script
- Demonstrate an understanding of the production and technical staff and crew hierarchy

5. **Date of departmental approval:** November 21, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** Liberal Arts designation

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

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	DNC/THE 270
Course Title	Creative Process Lab: Ensemble Collaboration
Description	Introduction to the creative process for ensemble work for live performance. Students will be guided through the process of creating their own live theatre and dance performance pieces, with the focus on ensemble building through group collaborative storytelling. Works will be performed at informal showings throughout the semester.
Pre/ Co Requisites	
Credits	2
Hours	4
Liberal Arts	[ ] Yes ~~[X]~~ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre and Dance
Course Prefix & Number	DNC/THE 270
Course Title	Creative Process Lab: Ensemble Collaboration
Description	Introduction to the creative process for ensemble work for live performance. Students will be guided through the process of creating their own live theatre and dance performance pieces, with the focus on ensemble building through group collaborative storytelling. Works will be performed at informal showings throughout the semester.
Pre/ Co Requisites	
Credits	2
Hours	4
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

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

Moving to the liberal arts designation for this course was recommended by MMTD faculty in theatre and dance for THE DNC 270 as it requires the written and dramaturgical evaluation of performance-related materials including dramaturgical and dramatic structures. Theatrical texts/scores are created and then interpreted through

somatic presentation based on research, theory, and analytical evaluation, allowing students to develop strong communication skills, analytical reasoning, and creative problem-solving. This course provides training for students to develop a strong perspective of their own social responsibility as artists and members of society by using theatrical plays that reflect political, social, environmental, and historical issues from past to present and from differing cultures and societies.

5. **Date of departmental approval:** November 21, 2025

LEHMAN COLLEGE
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DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

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

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

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Dance/Theatre
Course Prefix & Number	DNC/THE 314
Course Title	Advanced Production and Design Workshop
Description	Students will assist or participate in a Department multimedia project/production during the semester in an area of their choosing; scenery, lighting, costumes, sound, or stage management. This course is meant for advanced students in production and design.
Pre/ Co Requisites	PREREQ: THE 204 ~~and THE 306 or departmental permission.~~
Credits	3
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Dance/Theatre
Course Prefix & Number	DNC/THE 314
Course Title	Advanced Production and Design Workshop
Description	Students will assist or participate in a Department multimedia project/production during the semester in an area of their choosing; scenery, lighting, costumes, sound, or stage management. This course is meant for advanced students in production and design.
Pre/ Co Requisites	
Credits	3 (can be repeated for up to 6 credits)
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

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

DNC/THE 314: Advanced Production and Design Workshop may be repeated for credit because each offering provides students with unique, hands-on experience in different production environments and design challenges. Theater and dance productions vary significantly in scope, style, and technical requirements, allowing students to deepen their expertise and apply advanced skills to new contexts. Repeating the course

ensures continued professional growth, mastery of complex production processes, and preparation for diverse careers in stage management, technical theater, and design.

5. **Date of departmental approval:** November 21, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

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

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

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Dance, Theatre
Course Prefix & Number	DNC (THE) 323
Course Title	Improvisation
Description	Methods of improvisation drawn from both dance and theatre.
Pre/ Co Requisites	PREREQ: DNC (THE) 220 ~~or Departmental Permission.~~
Credits	3
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Dance, Theatre
Course Prefix & Number	DNC (THE) 323
Course Title	Improvisation
Description	Methods of improvisation drawn from both dance and theatre.
Pre/ Co Requisites	PREREQ: DNC (THE) 220 or THE 208
Credits	3
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
We're adding the option of THE 208 as a prerequisite to make it easier for students to complete their progression within the major.

5. **Date of departmental approval:** November 21, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

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

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

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	DNC
Course Prefix & Number	DNC 345
Course Title	~~Choreography and Improvisation~~
Description	The development of the creative process by means of improvisation and a variety of choreographic projects from the traditional to the experimental.
Pre/ Co Requisites	3 credits in DNC at the 200- or 300- level or Departmental permission.
Credits	3
Hours	4
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	DNC
Course Prefix & Number	DNC345
Course Title	Dance Composition
Description	The development of the creative process by means of improvisation and a variety of choreographic projects from the traditional to the experimental.
Pre/ Co Requisites	3 credits in DNC at the 200- or 300- level or Departmental permission.
Credits	3
Hours	4
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
The change in title from Choreography and Improvisation, which focuses solely on improvisational and choreographic methods in dance, to Dance Composition is to prevent confusion with DNC 323 Improvisation which includes both dance and theatrical improvisation.

5. **Date of departmental approval:** November 21, 2025

LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

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

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

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Dance, Theatre
Course Prefix & Number	DNC (THE) 425
Course Title	Devised Multimedia Performance
Description	Students will study and practice different methods of devised multimedia performance drawn from both theatre and dance.
Pre/ Co Requisites	Pre- or Co-requisites: DNC (THE) 323 and ~~DNC (THE) 225~~
Credits	3
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Dance, Theatre
Course Prefix & Number	DNC (THE) 425
Course Title	Devised Multimedia Performance
Description	Students will study and practice different methods of devised multimedia performance drawn from both theatre and dance.
Pre/ Co Requisites	Pre- or Co-requisites: DNC (THE) 323, THE 309, DNC 345 and THE 335
Credits	3
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

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

We are restructuring the Multimedia Performing Arts, BFA, eliminating the dance and theatre tracks to offer an even more interdisciplinary major connecting the disciplines of dance, theatre, and digital media. DNC (THE) 425 will be the final course in the core where students create collaborative projects that combine theater, dance, and multimedia. In our previous major, which had tracks, we found that students in the theatre track wanted to create choreography and students in the dance track wanted to work with theatre methods. With the addition of pre- and co-requisites (DNC (THE) 323,

THE 309, DNC 345 and THE 335) BFA students will now take THE 309, which makes it so that all students will arrive with the same set of choreography, directing and digital media training to support their final devised multimedia performance projects.

5. **Date of departmental approval:** November 21, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** *Credits, Description, Pre or corequisite, Tiitle*

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

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	DNC
Course Prefix & Number	DNC 445
Course Title	~~Advanced Student Performance~~
Description	Practical application of principles and theories of dance through ~~participation in~~ a Department-sponsored dance concert. Dance faculty will supervise students on the creation of new work. ~~Writing, communication, and technical skills necessary to dance artists will be stressed.~~
Pre/ Co Requisites	Pre-requisite DNC 345 ~~or~~ Departmental Consent
Credits	2 ~~(can be repeated for up to 6 credits)~~
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	DNC
Course Prefix & Number	DNC 445
Course Title	Choreographic Workshop I
Description	Practical application of principles and theories of dance through choregraphing for a Department-sponsored dance concert or informal showing as determined by dance faculty.
Pre/ Co Requisites	Pre-requisite DNC 345 and DNC or THE 270 and Departmental Consent
Credits	2
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
DNC 445 is a prerequisite for DNC 451 Choreographic Workshop II. The change in name to Choreographic Workshop I is to make the progression clearer. We added the prerequisite of DNC THE 270 because we found that some students were unprepared to participate in a full departmental production and needed additional guided time in class before starting on their own independent projects. We added the requirement of Departmental Permission to be sure that the students who need the course are able to

get it. We removed the ability to repeat the course for the same reason. Many people want to choreograph for our departmental productions but only some are required to. We welcome non-majors but need to give priority to those who need the credit. The removal of the phrase “Writing, communication, and technical skills necessary to dance artists will be stressed” is because the class is more focused on choreographic skills.

5. **Date of departmental approval:** November 21, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** P*rerequisites, Description*

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

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	DNC
Course Prefix & Number	DNC 451
Course Title	Choreographic Workshop II
Description	(Specifically designed for graduating dance majors.) ~~Special choreographic assignments, designed to lead to a senior thesis project.~~
Pre/ Co Requisites	PREREQ: DNC ~~3~~45 and Departmental permission.
Credits	2
Hours	4
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	DNC
Course Prefix & Number	DNC 451
Course Title	Choreographic Workshop II
Description	(Specifically designed for graduating dance majors.) Advanced application of principles and theories of dance through choregraphing for a Department-sponsored dance concert or informal showing as determined by dance faculty.
Pre/ Co Requisites	PREREQ: DNC ~~4~~445 and Departmental permission.
Credits	2
Hours	4
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

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

The change in the prerequisite is to clarify the progression for the classes that lead towards choreographing for the Spring Dance Concert. DNC 445 should be the prerequisite for DNC 451 not DNC 345. The progression should be DNC 345 Dance Composition, DNC 445 Choreographic Workshop I, DNC 451 Choreographic Workshop II. These prerequisite changes make the progression clear and will help prepare our students for successful performances in the Spring Dance Concert. The change in description is to create consistency between 445 and 451.

5. **Date of departmental approval:** November 21, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

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

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

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 204
Course Title	Production Workshop I
Description	Practical application of principles and theories of performance arts production for live performance including scenery, lighting, costumes, sound, multimedia, and stage management, all students are expected to be on a run crew for the duration of a production. (Can be repeated for up to 2 credits.) Co-Requisite with THE 235
Pre/ Co Requisites	THE 235
Credits	~~1~~
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 204
Course Title	Production Workshop I
Description	Practical application of principles and theories of performance arts production for live performance including scenery, lighting, costumes, sound, multimedia, and stage management, all students are expected to be on a run crew for the duration of a production.
Pre/ Co Requisites	Pre or Corequisite with THE 235
Credits	2 can be repeated up to 4 credits
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
We are changing THE 204 to 2 credits to reflect the overall hours students need to work on a departmental production and learn technical and production skills in this course.

5. **Date of departmental approval:** November 21, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** *Liberal Arts designation, Credits, Description*

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

Department(s	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 205
Course Title	Voice for the Stage
Description	Voice techniques specific to the stage actor.
Pre/ Co Requisites	
Credits	~~2~~
Hours	3
Liberal Arts	[ ] Yes [~~X~~] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre, and Dance

Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 205
Course Title	Voice for the Stage
Description	Voice techniques specific to the stage actor as explored through the written dramaturgical evaluation of theatrical texts for oral communication.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

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

The rationale for changing the number of credits for THE 205 Voice for the Stage was decided by the MMTD faculty in theatre and dance as the course meets for 3 contact hours per week as other theatre courses and the number of credits for students should be reflected in this change from 2 to 3 credit hours.

Moving to the liberal arts designation for this course was recommended by MMTD faculty in theatre and dance for THE 205 as it requires the written dramaturgical evaluation of theatrical texts for oral communication. Theatrical texts are then interpreted through somatic presentation based on research, theory, and analytical

evaluation, allowing students to develop strong communication skills, analytical reasoning, and creative problem-solving.

5. **Date of departmental approval:** November 21, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** *Liberal Arts designation, Credits, Description*

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

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 305
Course Title	Advanced Voice for the Stage
Description	Advanced vocal principles and techniques
Pre/ Co Requisites	PREREQ: THE 205 or Departmental Permission.
Credits	~~2~~
Hours	3
Liberal Arts	[ ] Yes [~~X~~] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 305
Course Title	Advanced Voice for the Stage
Description	Advanced vocal principles and techniques as explored through the written dramaturgical evaluation of theatrical texts for oral communication
Pre/ Co Requisites	PREREQ: THE 205 or Departmental Permission.
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

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

The rationale for changing the number of credits for THE 305 Advanced Voice for the Stage was decided by the MMTD faculty in theatre and dance as the course meets for 3 contact hours per week as other theatre courses and the number of credits for students should be reflected in this change from 2 to 3 credit hours.

Moving to the liberal arts designation for this course was recommended by MMTD faculty in theatre and dance for THE 305 as it requires the written dramaturgical evaluation of theatrical texts for oral communication. Theatrical texts are then interpreted through somatic presentation based on research, theory, and analytical

evaluation, allowing students to develop strong communication skills, analytical reasoning, and creative problem-solving.

5. **Date of departmental approval:** November 21, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

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

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

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 306
Course Title	Production Workshop II
Description	Students will work on a departmental production in the areas of lighting, sound, costume, stage management, scenery and multimedia.
Pre/ Co Requisites	THE 204
Credits	~~1~~
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 306
Course Title	Production Workshop II
Description	Students will work on a departmental production in the areas of lighting, sound, costume, stage management, scenery and multimedia.
Pre/ Co Requisites	THE 204
Credits	2
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
We are changing THE 306 to 2 credits to reflect the overall hours students need to work on a departmental production and learn technical and production skills in this course.

5. **Date of departmental approval:** November 21, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** Liberal Arts designation, Description

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

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 331
Course Title	Acting II
Description	Continued study and practice of the principles of acting, with emphasis on characterization and scene work.
Pre/ Co Requisites	THE 208 or Department Permission
Credits	3
Hours	4
Liberal Arts	[ ] Yes [~~X~~] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 331
Course Title	Acting II
Description	Continued study and practice of the principles of acting, with emphasis on characterization and scene work as explored through the written dramaturgical evaluation of theatrical texts for oral communication.
Pre/ Co Requisites	THE 208 or Department Permission
Credits	3
Hours	4
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

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

Moving to the liberal arts designation for this course was recommended by MMTD faculty in theatre and dance for THE 331 Acting II as it requires the reading of three full-length plays, two research papers and 2 script analysis papers. There are 2 written exams. The plays span 1920s-contemporary. This course provides the training for students to develop a strong perspective of their own social responsibility as artists and members of society by using theatrical plays that reflect political, social, environmental, and historical issues from past to present and from differing cultures and societies.

Students engage thoughtfully with diverse people and cultures through the art of plays and performance across generations and societies. Through the exercises, tools and techniques taught, the student develops strong communication skills, analytical reasoning, and creative problem-solving.

5. **Date of departmental approval:** November 21, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** *Liberal Arts designation, Description*

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

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 335
Course Title	Directing I
Description	Study and practice of the fundamentals of directing for stage, film, and multimedia platforms.
Pre/ Co Requisites	THE 208 or Department Permission
Credits	3
Hours	4
Liberal Arts	[ ] Yes [~~X~~] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 335
Course Title	Directing I
Description	Study and practice of the fundamentals of directing for stage, film, and multimedia platforms as explored through the written dramaturgical evaluation of theatrical texts for oral communication.
Pre/ Co Requisites	THE 208 or Department Permission
Credits	3
Hours	4
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
Moving to the liberal arts designation for this course was recommended by MMTD faculty in theatre and dance for THE 335 Directing I as it requires the written and dramaturgical evaluation of performance-related materials including dramaturgical and dramatic structures. The written and dramaturgical evaluation of performance texts requires historical, theoretical, and psychological analysis of character, historical contexts, and design elements in written and oral presentation formats. Theatrical texts/scores are evaluated and then interpreted through somatic presentation based on

this research, theory, and analytical evaluation allowing students to develop strong communication skills, analytical reasoning, and creative problem-solving. This course provides the training for students to develop a strong perspective of their own social responsibility as artists and members of society by using theatrical plays that reflect political, social, environmental, and historical issues from past to present and from differing cultures and societies. We added a corequisite option for THE 208 so the student could take both classes at the same time, if needed.

5. **Date of departmental approval:** November 21, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** *Liberal Arts designation, Description*

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

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 344
Course Title	Acting for the Camera
Description	Study of fundamental acting techniques specific to performance in film, television, and new media.
Pre/ Co Requisites	THE 208 or Department Permission
Credits	3
Hours	4
Liberal Arts	[ ] Yes [~~X~~] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 344
Course Title	Acting for the Camera
Description	Study of fundamental acting techniques specific to performance in film, television, and new media as examined through the written dramaturgical evaluation of media-related texts.
Pre/ Co Requisites	THE 208 or Department Permission
Credits	3
Hours	4
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
Moving to the liberal arts designation for this course was recommended by MMTD faculty in theatre and dance for THE 344 as it requires the reading of multiple screenplays and teleplays. The students are expected to complete multiple script analysis assignments for each on-screen performance. This course provides the training for students to develop a strong perspective of their own social responsibility as artists and members of society by using screenplays and teleplays that reflect political, social, environmental, and historical issues from past to present and from differing

cultures and societies. Students engage thoughtfully with diverse people and cultures through the art of screenplays and teleplays and screen performance across generations and societies. Through the exercises, tools and techniques taught, the student develops strong communication skills, analytical reasoning, and creative problem-solving.

5. **Date of departmental approval:** November 21, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** Liberal Arts designation, Description

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

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 433
Course Title	Advanced Acting for the Camera
Description	Advanced study of principles and techniques of acting in film/television/new media introduced in THE 344.
Pre/ Co Requisites	~~Prereq:~~ THE 344
Credits	3
Hours	4
Liberal Arts	[ ] Yes [~~X~~] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 433
Course Title	Advanced Acting for the Camera
Description	Advanced study of principles and techniques of acting in film/television/new media introduced in THE 344 as examined through the written dramaturgical evaluation of media-related texts
Pre/ Co Requisites	THE 344
Credits	3
Hours	4
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
Moving to the liberal arts designation for this course was recommended by MMTD faculty in theatre and dance for THE 433 Advanced Acting for the Camera as it requires the reading of multiple screenplays and teleplays. The students are expected to complete multiple script analysis assignments for each on-screen performance. This course provides the training for students to develop a strong perspective of their own social responsibility as artists and members of society by using screenplays and teleplays that reflect political, social, environmental, and historical issues from past to present and from differing cultures and societies. Students engage thoughtfully with

diverse people and cultures through the art of screenplays and teleplays and screen performance across generations and societies. Through the exercises, tools and techniques taught, the student develops strong communication skills, analytical reasoning, and creative problem-solving.

5. **Date of departmental approval:** November 21, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** *Description, Liberal Arts designation, Prerequisites*

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

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 435
Course Title	Advanced Acting
Description	~~Explores Shakespeare and contemporaries like Marlowe, Jonson, Webster in juxtaposition with contemporary work from Afro-Caribbean theatre artists such as Derek Walcott, August Wilson, Suzan-Lori Parks, Nilo Cruz, Maria Irene Fornes, and Luis Alfaro. Focusing on performance of non-realistic and poetic texts both classical and contemporary in the rehearsing and presenting of monologues and duologues.~~
Pre/ Co Requisites	~~PREREQ: THE 331~~ or (departmental permission)
Credits	3
Hours	3
Liberal Arts	[ ] Yes [~~X~~] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society

	____ Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre, and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 435
Course Title	Advanced Acting
Description	Explores Shakespeare in juxtaposition with contemporary work from Afro-Caribbean theatre artists. Focusing on performance of non-realistic and poetic texts both classical and contemporary in the rehearsing and presenting of monologues and duologues.
Pre/ Co Requisites	THE 208 or departmental permission
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
Moving to the liberal arts designation for this course was recommended by MMTD faculty in theatre and dance for THE 435 Advanced Acting as it requires the written dramaturgical evaluation of non-realistic texts including, but not exclusive to, Classical

and Contemporary European, US, and Afro-Caribbean Drama in addition to Renaissance Drama in relationship to contemporary non-realistic texts. Theatrical texts are then interpreted through somatic presentation based on research, theory, and analytical evaluation, allowing students to develop strong communication skills, analytical reasoning, and creative problem-solving. This course provides the training for students to develop a strong perspective of their own social responsibility as artists and members of society by using theatrical plays that reflect political, social, environmental, and historical issues from past to present and from differing cultures and societies.

The course description was changed to be inclusive of a multiplicity of playwrights from the Afro-Caribbean diaspora and Renaissance drama and not limited to the authors listed in the previous course description.

The prerequisite for THE 435 Advanced Acting was changed to Acting I (from THE 331 Acting II) as it was decided to make this course open to more majors who are transfers or had the equivalent of Acting I which was more common as a transfer course from previous institutions due to student demand within and beyond the theatre program.

5. **Date of departmental approval:** November 21, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF PSYCHOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	Psychology
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Psychology
Course Prefix & Number	PSY 351
Course Title	Preparation for Graduate Programs in the Field of Psychology
Description	Skills and knowledge that is required to apply to graduate programs in psychology and related fields (e.g., social work, and education). It will consist of a series of modules, including topics such as the application process, identifying appropriate programs, financial aid, personal statement writing, and interviewing.
Pre/ Co Requisites	PSY 166, an overall 3.0 GPA, and 18 credits in Psychology
Credits	1
Hours	2
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__x_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**
A review of Psychology majors who do not apply to graduate school indicates that a significant number have the same basic credentials as their peers who successfully matriculated into graduate and professional programs. Many of these same students indicated in a recent survey that they are interested in graduate study. Currently, students learn about graduate study and the application process by speaking with faculty and attending pre-graduate workshops. The goal of this course is to provide a more structured review of graduate study and the application process for Psychology students who are interested in applying to graduate school. It is designed so that students will develop materials such as a personal statement that are required for applying to graduate school.

4. **Learning Outcomes (By the end of the course students will be expected to):**
- Learn the appropriate form of graduate study for a particular career and identify potential programs that offer this training.
- Learn about typical licensing requirements for professional programs.
- Learn about potential sources of financial aid and the costs of graduate study.
- Develop a personal statement.
- Learn the interviewing skills required for an interview.
- Know how to solicit letters of recommendation from individuals who are well positioned to provide a recommendation.

5. **Date of Departmental Approval:** November 11, 2025

Senate Meeting – March

Proposed Graduate Studies Report

Presenting proposals from the following departments for approval:

Department of Computer Sciences

- Change in degree requirements: Computer Science, MS
- New course: CMP 766

Department of Health Promotion and Nutrition Sciences

- New course: HEA 536 (converting from experimental)

Informational Item

There is one experimental course from the following department, which was submitted and approved:

Department of Middle and High School Education

- Experimental course: ESC 510

Next meeting: **March 25, 2026, at 11 a.m.**

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

Name of Program and Degree Award: Computer Science, MS
Hegis Number: 0701.00
Program Code: 83247
Effective Term: Fall 2026

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

2. **From:**

The Computer Science program is offered for (a) recent graduates who wish to continue their studies while beginning their professional careers; (b) individuals presently employed in computer-related fields who wish to qualify for advanced career opportunities or training; and (c) individuals who seek a career change.

Master's Requirements – Admission Requirements (Prerequisite)

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study by having attained a minimum undergraduate grade average of B in the field selected for the graduate major and a minimum grade average of B- in the undergraduate record as a whole.
- Have taken the following courses: two semesters of calculus, one semester of linear algebra, two semesters of programming in high-level languages, one semester of programming in assembly language, and one semester in data structures. Admission may be granted with the provision that undergraduate courses will be taken to satisfy these course requirements.
- Two letters of recommendation.
- A 500-word essay outlining intellectual and academic interests, accomplishments, and career objectives.
- If conditionally admitted, satisfy the conditions within one year.

Master's Requirements
Earn at least 36 credits

Complete ~~ALL of~~ the following ~~Courses~~:

- ~~CMP 692 - Programming Languages~~
- ~~CMP 697 - Operating Systems~~
- CMP 761 - Analysis of Algorithms

Earn at least 24 credits

- The remaining six courses must be chosen from among all CMP courses numbered 683 and above.
- Chosen with permission of the Graduate Adviser
- A master's thesis or a written comprehensive examination. The thesis option is subject to approval of the Graduate Adviser.

3. **To:**

The Computer Science program is offered for (a) recent graduates who wish to continue their studies while beginning their professional careers; (b) individuals presently employed in computer-related fields who wish to qualify for advanced career opportunities or training; and (c) individuals who seek a career change.

Master's Requirements – Admission Requirements (Prerequisite)

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study by having attained a minimum undergraduate grade average of B in the field selected for the graduate major and a minimum grade average of B- in the undergraduate record as a whole.
- Have taken the following courses: two semesters of calculus, one semester of linear algebra, two semesters of programming in high-level languages, one semester of programming in assembly language, and one semester in data structures. Admission may be granted with the provision that undergraduate courses will be taken to satisfy these course requirements.
- Two letters of recommendation.
- A 500-word essay outlining intellectual and academic interests, accomplishments, and career objectives.
- If conditionally admitted, satisfy the conditions within one year.

Master's Requirements

Completion requirement

- Earn a minimum GPA of 3.0. Students are required to maintain a cumulative B average to stay in good standing, and must have an overall B average to graduate. Two consecutive semesters in attendance out of good standing is cause for dismissal.

Earn at least 36 credits

Complete the following Course:

- CMP 761 - Analysis of Algorithms

Complete at least 2 of the following Courses:

- CMP 697 - Operating Systems
- CMP 743 - Principles of Communications Networks
- CMP 758 - Database Systems

- CMP 765 - Artificial Intelligence
- CMP 776 - Parallel Algorithms and Architecture

Earn at least 24 credits

- The remaining six courses must be chosen from among all CMP courses numbered 683 and above.
- Chosen with permission of the Graduate Adviser
- A master's thesis or a written comprehensive examination. The thesis option is subject to approval of the Graduate Adviser

4. **Rationale:**

The Department of Computer Science is revising the degree requirements for the MS program to better reflect the contemporary expectations for graduate students and to align more closely with courses currently available to students.

First, maintaining a 3.0 GPA is a requirement specified in Lehman College's graduate bulletin, which the program has consistently followed. We restate this requirement in our curriculum to ensure clarity and transparency for the students.

Secondly, we propose removing CMP 692 - Programming Languages from the requirements: this is a course that is currently not consistently offered.

Thirdly, we propose establishing a core set that requires students to choose at least two of the following:

- CMP 697 - Operating Systems: This course studies the functions and implementation of operating systems for various sizes and types of computers. It provides a foundation for understanding how computers execute programs and manage resources, and is essential for many areas of computer science, such as systems and networks. We move this course from the fixed core to the flexible core set because we believe this is no longer a necessity for all areas.
- CMP 743 - Principles of Communications Networks: Networking is fundamental for communication and exchanging data between computer systems. This course studies the most important network protocols at each layer and introduces basic network algorithms. Mastery of these topics is essential for students to build and evaluate networked applications and for advanced work such as cloud computing and network security.
- CMP 758 - Database Systems: Database systems are the backbone of almost every modern software and data-driven research. It is crucial to understand how to store, organize and retrieve data efficiently, and this course teaches students how to use and design database systems.
- CMP 765 - Artificial Intelligence: AI is the fastest-growing area in computer science. Countries around the world are competing in this area, creating numerous job opportunities. This course introduces students to this discipline and covers contemporary topics such as pattern recognition, speech recognition, and natural language processing.
- CMP 776 - Parallel Algorithms and Architecture: With modern computing platforms increasingly relying on multiple processing elements and cloud

clusters, understanding parallel algorithms and architectures has become essential for achieving high performance in real-world applications.

This proposed flexible core requirement ensures that all MS students gain exposure to at least two of the five fundamental areas of computer science—systems, data management, networking, artificial intelligence, and high-performance computation — while also allowing students to tailor their studies to their career goals or research interests. We expect this revised curriculum to strengthen learning outcomes of the major and the department, provide clearer guidance to our students, and better prepare graduates for contemporary research and professional opportunities.

5. **Date of departmental approval: 12/15/2025**

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

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

2.

Department(s)	Computer Science
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 766
Course Title	Machine Learning
Description	This course provides a broad introduction to applied machine learning models and algorithms. Topics include machine learning concepts; handling, cleaning, and preparing data; main categories of machine learning models; theory of optimizing a machine learning model; selecting and engineering features; selecting a model and tuning hyper-parameter using cross-validation; main challenges of machine learning.
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

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

3. **Rationale:**

Machine learning is a method of data analysis that automates analytical model building. Such systems can learn from data, identify patterns, and make decisions with minimal human intervention. With the growing volumes and varieties of datasets in recent decades, there is a large job market for experts who can analyze the massive datasets and make data-driven decisions by utilizing machine learning models.

This course would prepare Computer Science students with the essential programming tools and machine learning techniques that can be applied to various data analysis tasks. Moreover, it will help students practice the application of quantitative analysis and interpretation skills to draw conclusions based on real-world information. Both skills are crucial for students who want to succeed in a data science career.

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

- Handle large volumes of data using python scientific libraries.
- Understand the concepts and procedures for popular machine learning algorithms.
- Given a particular learning task, build a machine learning model and train the model on the training dataset.
- Tuning a machine learning model to improve its performance.
- Evaluate the performance of the machine learning model by using the test dataset properly.

5. **Date of Departmental Approval: 12/15/2025**

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

1. **Type of change:** Converting an experimental course to a new course

2.

Department(s)	Health Promotion and Nutrition Sciences
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Education
Course Prefix & Number	HEA 536
Course Title	Family and Community Health Education
Description	Understanding the role that families and communities play in the health education classroom experience for adolescents.
Pre/ Co Requisites	
Credits	2
Hours	2
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Remove Experimental Course Attribute
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science

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

3. **Rationale:**

HEA 536 was approved as an experimental course in fall 2025 and is now being submitted for conversion to a new course. This course is necessary to meet health content requirements for NYSED certification.

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

1. Define the concept of comprehensive health education.
2. Distinguish what roles families play in the health education classroom.
3. Identify physical, social, emotional, and intellectual health factors adolescents experience.
5. Identify the components of a school health program.
6. Identify local community-based organizations that benefit the families of students.
7. Explain health promotion; and the role it plays within families and communities.
8. Communicate the need for combining community and school health for the benefit of families.
9. Distinguish the need for community health and school health.
10. Identify ways for integrating community health education into classrooms.

4. **Date of Departmental Approval:** July 18, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 510
Course Title	Supervised Classroom Teaching for Sponsored and Provisional Certification Programs
Description	Supervised teaching of adolescent education and TESOL P-12 candidates in sponsored alternative and provisional certification programs. Assigned in-school activities are required. (May be repeated up to five times.)
Pre/ Co Requisites	Departmental permission
Credits	0
Hours	1
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Clinical Preparation Practicum Internship
General Education Component	_X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society

	____ Scientific World

3. **Rationale:**
We are proposing a new, zero-credit course designed specifically for candidates in sponsored programs who contractually require supervision and to complement the current course, ESC 500, for 3 hours. When students are in their second year of sponsored programs like the New York City Teaching Fellows, they only require one supervised visit, and therefore, less instructor work hours. We discovered that ESC 500 cannot be offered for variable hours.

This class should be programmed to include the following attributes:

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

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

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

5. **Date of Departmental Approval:** September 11, 2025

LEHMAN COLLEGE
ACADEMIC FREEDOM COMMITTEE REPORT
Minutes of the committee meeting
20 Feb 2026

Present: Diane Auslander, Brianna Grant, Kevin Johnson, David Manier (chair), Richard Relkin, and Robin Soto.

1. A quorum having been established, and minutes of the preceding meeting having been previously approved via email, the (online) meeting was called to order by Prof. Manier at 2:30 p.m.

2. We discussed a demand from US Dept of Justice for CUNY to provide demographic data about students receiving scholarships and Prof. Manier stated that faculty should make the decisions about merit-based scholarships without government interference.

3. We discussed CUNY's compliance with ADA, which allows some students to record classes, at least whenever other students are permitted to take notes, and discussed whether such recordings might be used to violate the academic freedom of professors. Prof. Manier stated that such recordings must ONLY be used for educational purposes by the one doing the recording and should not be shared with others.

4. We discussed CUNY's Title VI training, which continues to concern professors because it permits anonymous reporting through the CUNY portal and this may be used to violate academic freedom. Prof. Manier stated that reports about Title VI concerns can be made directly to professors and department chairs, in the first instance, rather than to the CUNY portal.

5. There being no further business, the meeting was adjourned at 4:00 pm.

Respectfully submitted,
David Manier, Assoc. Professor
Chair and Secretary Pro Tempore

Cc: Sophia Diamantis-Fry

Governance Committee Report
March 4, 2025

1. Governance Documents Review
    a. Review of Lehman Governance Documents.
    b. Discussion of Senate Composition
        i. Faculty At Large Seats Decreasing as Department Reps Have Increased
        ii. Should More Seats Be Added?

2. Brightspace Letter Grade Column Default

    Governance Committee Asked Library, Technology, and Telecommunications To Address The Following:

    a. Brightspace uses a default letter-grade column in the grade book. Is there any way that this default can be turned off? Instructors can then "choose" to make it visible.
    b. If the default cannot be turned off, is there another option to select as a default in lieu of the letter grades? Raw score or percentages, perhaps?
    c. If the default can be changed, could the faculty be surveyed on what the default should be?
    d. Can we educate faculty on how to change or disable the default?

3. Solicitation for Nominations To Fill Faculty Vacancies On Standing Senate Committees begins March 9th.
4. Next Governance Committee Meeting, Monday March 16th on Zoom.

March 2026 Library Technology Report

- Brightspace Gradebook Training will be offered in the coming weeks. Please keep an eye on your email for workshop dates and times. If academic departments are interested in training for their faculty, please send your request to faculty.help@lehman.cuny.edu. For more immediate support, please feel free to book an office hour with a Brightspace Transition Team member for one-on-one training and consultation.
- Bb ALLY is an integrated LMS tool that scans course content for accessibility issues. The platform will also offer feedback to instructors on how to improve course content. The tool also offers students alternative formats such as audio, HTML and ePub to improve usability and accessibility for diverse learners. Bb Ally now has a new feature called QUICK FIX. The Quick Fix Feature will fix the major accessibility issues and will prompt the instructor on methods of fixing the outstanding issues. The tool is easy to use and works well with Brightspace
- CUNY CIS is also offering several webinar workshops on making courses more accessible. The Spring 2026 schedule is available at: https://cuny907.sharepoint.com/sites/CISTrainingSchedule. Webinars are recorded and available on the CIS Training SharePoint site. If you are interested in working with them to create customized training, please email: CISTraining@CUNY.edu

Report for Lehman Senate of USF on UFS Plenaries. Submitted by Lehman USF reps: Naomi Zack, David Manier, and Stephen Castellano.

To the Lehman College Senate: Below is a report for the March 4, 2026 Lehman Senate meeting consisting of the annotated agenda for the February 24 UFS meeting, with minutes of that meeting forthcoming. Minutes for the December Plenary follow. Please see the CUNY UFS website for further news and updates in the 'archive.' https://www1.cuny.edu/sites/cunyufs/

PROPOSED AGENDA
The 452nd Plenary Session
of The University Faculty Senate
of The City University of New York
Rooms 0818/0819
Tuesday, February 24, 2026
6:30 – 8:00 p.m.

Comments on this Agenda added by Lehman reps in bold, after items.

1. Approval of the Agenda

2. Approval of the Minutes of December 2, 2025

3. Remarks by Vice Chancellor for Career Engagement & Industry Partnerships Lauren Anderson – 6:35 – 7:05 p.m.

4. Reports from UFS Standing Committee Chairs – 7:05 – 7:30 p.m.

5. Chair's Report – John Verzani – 7:30 – 7:40 p.m.

6. New Business – 7:40 – 8:00 p.m.

Social starts at 6:00 p.m. in Rooms 0818/0819

Committee meetings:

Academic Affairs – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 1179
Academic Freedom – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 0963
Community Colleges – 4:00 - 5:00 p.m., 42nd Street, Room 1179
Inclusion, Diversity, Equity, and Access – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 1072
Library and Information Technology – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 1002
Status of the Faculty – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 1102
Student Affairs – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 0962

PROPOSED MINUTES
The 451st Plenary Session
of The University Faculty Senate
of The City University of New York
Rooms 0818/0819
Tuesday, December 2, 2025
6:30 – 8:00 p.m.

UFS Chair Verzani called the meeting to order at 6:30 p.m. The Plenary was held in Room 818/819 at the Central Office, 205 East 42nd Street. 76 of the 137 voting members were present.

Baruch: Present – Harel, Karama, Martell and Wine. Absent – Ellis, Grein and Lee. Vacancies – 3. **BMCC:** Present – Belknap, Glaser, Keane, Meltzer and Oram. Absent – Comeau-Kirschner, Kelley and Wiseman. Vacancies – 2. **Bronx CC:** Present – Culkin, David and Fisher. Absent – Rothenberg. Vacancies – 1. **Brooklyn:** Present – Cohen, Evans, Kingan, Levy and Okome. Absent – Arnow, Bassell and Belyayeva. **CCNY:** Present – Davis, Kornhauser, Li and Stemberg. Absent – Binz-Scharf, Jeruzalmi and Mano. Vacancies – 1. **CSI:** Present – Gold and Verzani. Absent – Gruber, LaMassa, Vachadze and Yuan. Vacancies – 1. **CUNY Law School:** Present – Sokkar-Harker. Absent – Loehr. **Graduate Center:** Present – Burke and Shirazi. Absent – Gorman and Riobó. Vacancies – 1. **Guttman CC:** Present – Medina. Absent – Philipose. **Hostos CC:** Present – Amarante, August, Garcia de Souza, Trachman and Alternate Griffin. **Hunter:** Present – Chinn, Clarkson, Dahbour, Kastner, Troudt and Young. Absent – Albrecht, Bondie, Gao, Nicolai and Soyer. Vacancies – 1. **John Jay:** Present – Belcher, Benton, Grossi, Kimora, and Alternate Ilyes. Absent – Carbonell, Grant, Kaplowitz and Narkunas. **Kingsborough CC:** Present – Aranoff, Eaton, Segal and Stubin. Absent – Devany, Krishnan and Navarro. **LaGuardia CC**: Present – Klein and Sokolski. Absent – Albrecht, Armstrong, Fess and Keyes. Vacancies – 1. **Lehman:** Present – Castellano, Manier, Wang and Zack. Absent – Bell, Johnson, Rice and Vann. **Medgar Evers**: Present – Barker, Chevalier, James and Alternate Huggins. **NYCCT:** Present – Bennett, Capruso, Coughlin, Grujicic -Alatriste and Zylstra. Absent – Allahverdi and Rodriguez. **Queens:** Present – Genack, Newman, Pagano, Schwetz, Swedell and Weingarten. Absent – Kumar, Lowry and Pai. Vacancies – 2. **Queensborough CC**: Present – Carroll, Cornick, Puri, Srivastava, Tai and Alternate Sullivan. Absent – Akpinar. Vacancies – 1. **York:** Present – Chirico, Costley, Wani and Alternate Gerena. Absent – Kaufman and Lipkind.

Governance Leaders present were: Barker (Medgar Evers), Burke (Graduate Center), Chinn (Hunter), Cornick (Queensborough), Dahbour (Hunter), Fisher (Bronx CC), Gold (CSI), Ialongo (Hostos), Manier (Lehman) and Swedell (Queens). Guests present were Chancellor Felix Matos Rodrìguez, Bruce Simon, President, (SUNY UFS), Candice Vacin, President, (SUNY FCCC), Punita Bhansali, (CUNY Central), Anson Chung (Doctoral and Graduate Students' Council), Jonathan Hanon (John Jay) and Jason Hendrickson (CUNY Central). Members observing via Zoom were Akpinar (Queensborough), (Alexander-Street (Lehman), Allahverdi (NYCCT), Carbonell (John Jay), Fess (LaGuardia), Kelley (BMCC), Kumar (Queens), Mano (City) Pai (Queens) and Rothenberg (Bronx). Guests Observing via Zoom were Jody Clark Vaisman (CUNY BA), Sandi Cooper (CSI), Linda Paradiso (SPS) and Fabiola Salek (York). Executive Director Cotter, Administrative Assistant Pasela and Secretary Blanchard were also present.

7. Approval of the Agenda – After Prof. Chinn requested time under New Business for discussion, the Agenda was adopted as Proposed.

8. Approval of the Minutes of October 28, 2025 – Adopted as Proposed.

9. Remarks by Chancellor Felix Matos Rodrìguez– 6:35 – 7:15 p.m. – After thanking the Senate for the invitation, Chancellor Matos Rodríguez began by discussing the ongoing success of CUNY's transfer initiative, with a few majors and challenges that were still being worked out at the community colleges but students, on the whole, are happy with the relative seamlessness of the initiative. He also noted that crucial to the success of many ongoing initiatives (Such as CUNY 360) is a stable leadership, so he was pleased to report that the search for a Provost was nearing its end. He repeatedly thanked faculty for their contributions to the search. He also addressed the ongoing deliberations of the Freedom of Expression working group and hopes to have its deliberations concluded in the spring and an announcement shortly afterwards. The remainder of his remarks were directed towards CUNY Beyond, outlining the University's vision for it, as well as the initiative's scope and character. He announced that CUNY Beyond is currently being piloted at four campuses, and two faculty ambassadors, who were in attendance, will be the face of the initiative along with University Dean Lauren Andersen. Additionally, he observed that the UFS plans to interact with all the program's stakeholders moving forward and noted that while faculty roles have not yet been determined stipends would be available in due course for faculty professional development opportunities. He then took questions, many of which were related to the recently instated Title VI training for all CUNY faculty, staff, and administration.

10. Reports from SUNY UFS and FCCC Presidents – 7:15 – 7:40 p.m. – SUNY's UFS President Bruce Simon and Faculty Council of Community Colleges President Candice Vacin introduced themselves and provided a brief overview of the uniqueness of their organizations and the various ways in which they operate independently of each other as well as in tandem. They each also noted the ways in which SUNY governance bodies have collaborated with the CUNY UFS hitherto and expressed a fervent desire to continue the partnership. They then took questions.

11. Chair's Report – John Verzani – 7:40 – 7:50 p.m. – Chair Verzani began his report with an overview of the role the UFS and the nature of the work of its committees. He then provided a summary view of several areas where the organization played a meaningful role in shaping policy – from its work on the Board of Trustees Governance Committee, its attempts to revive the currently defunct Committee on Academic Technology, the UFS presence on CUNY's COACHE Committee, the ongoing search for a University Provost, and the current fracas over Title VI and academic freedom. He closed with an update on the deliberations of the Freedom of Expression Committee, which expects to have something concreate to discuss in the spring semester. He then read some of the features of the recent settlement between Northwestern University and the federal government.

12. New Business – 7:50 – 8:00 p.m. – Prof. Stubin described and then invited the body to attend the upcoming Belle Zeller Awards banquet at John Jay College of Criminal Justice. Prof. Chinn also initiated a larger conversation over the recently mandated Title VI training at CUNY.

There being no further business the meeting adjourned at 8:00 p.m.

Respectfully Submitted,

Matthew J. Cotter

SETL Survey Questions as approved by FP&B on February 10

Course Organization and Design:

- The course content and activities were organized in a logical, easy-to-follow sequence that supported my learning
- The course objectives, requirements, and grading policy were clearly stated in the syllabus
- Assignments and/or exams were clearly connected to course objectives

Instructor Clarity and Communication:

- The instructor clearly explained concepts and communicated course content effectively

Engagement and Learning Environment:

- The instructor created an engaging learning environment that encouraged questions, discussions, and critical thinking

Instructor Preparation and Professionalism:

- The instructor came to class well-prepared and was well-organized
- The instructor fostered a respectful, inclusive learning environment where all students felt encouraged to participate
- The instructor was available and responsive during posted hours, by appointment, email, and virtually

Feedback and Assessment:

- The instructor provided constructive, timely feedback on assignments and exams, keeping students informed of their progress

Overall Course and Instructor Evaluation:

- My overall rating of this instructor's teaching is…
- My overall rating of this course is…

Open Questions:

Please describe what this instructor has done especially well.

Please describe areas in which this instructor could improve your experience of the class.

Class Climate
COURSE EVALUATION FEEDBACK SYSTEM

Please select an answer by clicking in the appropriate oval/box next to each item.

1 GENERAL INFORMATION

		Very high	High	Moderate	Low	Very low
1.1	The challenge level of this course was:	○	○	○	○	○

		Less than 2 hours	2 to <4 hours	4 to 6 hours	More than 6 hours
1.2	On average, how many hours per week did you actually spend completing work outside of this class?	○	○	○	○

This course helped me develop my skills in the following areas:

		Substantially	Somewhat	Very little	Not applicable to course
1.3	Written communication (expressing ideas in writing)	○	○	○	○
1.4	Oral communication (speaking)	○	○	○	○
1.5	Quantitative reasoning (using numerical data to draw conclusions)	○	○	○	○
1.6	Information literacy (identifying, evaluating, and effectively using online and print sources)	○	○	○	○
1.7	Research (defining questions and applying appropriate methods to answer them)	○	○	○	○
1.8	Critical thinking (analyzing and evaluating arguments/claims and reaching an informed conclusion)	○	○	○	○
1.9	Teamwork (collaborating with others, sharing skills and knowledge to complete a task)	○	○	○	

1.10 Leadership (developing a plan of action and getting others to work with you to complete a task)

1.11 Multicultural, global and ethical awareness of diverse peoples and communities (respecting differences, expanding your understanding of cultures within and outside of the U.S.)

2 INSTRUCTIONAL DESIGN SKILLS

	Strongly agree	Agree	Disagree	Strongly disagree
2.1 The course objectives, requirements, and grading policy were clear.				
2.2 The assignments and/or exams were clearly connected to course objectives.				

3 COURSE MANAGEMENT SKILLS

	Always	Almost always	Sometmes	Rarely	Never
3.1 The class assignments and due dates have been scheduled regularly throughout the semester.					
3.2 Assignments and/or exams were returned promptly.					
3.3 The instructor was available during posted hours, by appointment, or via email.					
3.4 The instructor was well organized.					

4 INSTRUCTOR'S PEDAGOGICAL DELIVERY SKILLS

	Strong agree	Agree	Disagree	Strongly disagree
4.1 The instructor encouraged questions and/or discussions.				
4.2 The instructor responded to student inquiries and concerns effectively.				

4.3 The instructor explained concepts clearly.

○	○	○	○

4.4 The instructor created an engaging learning environment.

○	○	○	○

4.5 The instructor used the following methods (check all that apply):

- ☐ Lecture
- ☐ Discussions
- ☐ Student Presentations
- ☐ Group work
- ☐ Independent classroom work
- ☐ Guest lectures
- ☐ Experiential learning (fieldwork, research, service learning, etc.)
- ☐ Lab
- ☐ Other

4.6 Other methods (please specify)

5 OVERALL RATING

	Excellent	Very good	Good	Fair	Poor
5.1 My overall rating of this instructor's teaching is:	○	○	○	○	○
5.2 My overall rating of this course is:	○	○	○	○	○

5.3 Please describe what this instructor has done especially well.

5.4 Please describe areas in which this instructor could improve their teaching.

Close Window