

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

**UNDERGRADUATE CURRICULUM COMMITTEE**

**CURRICULUM CHANGE**

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

2.

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|---|---|
| Department(s)                                       | Undergraduate Curriculum Committee  |
| Career  | <input checked="" type="checkbox"/> Undergraduate [ ] Graduate  |
| Academic Level                                      | <input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial   |
| Subject Area  | General Education   |
| Course Prefix & Number                              | LEH 450   |
| Course Title  | General Education Capstone  |
| Description   | Culminating integrative experience: development, completion, and presentation of an issues- or research-based scholarly capstone project in one of the general education study areas: World Cultures, US Experience in its Diversity, Creative Expression, Individual and Society, Scientific World. Projects reflect student interests, integrate learning from general education and major, and involve collaborative effort. |
| Pre/ Co Requisites                                  | Completion of 75 credits including at least one 300-level LEH course  |
| Credits   | 3   |
| Hours   | 3   |
| Liberal Arts  | <input checked="" type="checkbox"/> Yes [ ] No  |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA  |
| General Education Component                         | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression              |

|  |  |
|--|--|
|  | ____ Individual and Society<br>____ Scientific World |
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### 3. **Rationale:**

LEH 450 is designed as a culminating experience in a student's academic career at Lehman. The course presents students at the final stage of their undergraduate studies the opportunity to work collaboratively with other students to integrate learning from their earliest college experiences with learning from their majors to complete a scholarly project of interest to them.

Just as individual disciplines build knowledge, skills and proficiencies by sequencing courses from foundational to intermediate to advanced, LEH 450 is the final step in a general education sequence that begins with the Common Core (foundational), proceeds through the College Option (LEH 35x - intermediate) and culminates in LEH 450 (advanced). In addition, LEH 450 also provides students with the opportunity to integrate their general education and major experiences into a cohesive and connected whole. As a capstone to their undergraduate studies at Lehman, upon completion of LEH 450 students will demonstrate their proficiency in the Lehman College learning objectives. Specifically, students will demonstrate that they are **educated, empowered and engaged**.

LEH 450 will allow an assessment of Lehman students' progress from LEH 100 ("native" students) or LEH 35x (transfer students) to the approaching end of their college careers.

The course will be an Experiential Learning Opportunity (ELO) course (CUNY category Research/Field Study - CUNYFirst Attribute: RFS). It thereby serves the ambitions of the college, the university, and the state, to increase experiential learning opportunities for undergraduates.

Focusing on projects of student interest, and involving a substantial student choice in project design and development, LEH 450 seeks to fulfill the goals of the Association of American Colleges and Universities' (AAC&U) "signature projects" for students.

**NOTE 1:** LEH 450 may be used as a substitute for one LEH 35x level course in the College Option Requirement, regardless of student's major.

**NOTE 2:** LEH 450 will not be "cross-listed," nor will it "meet with" departmental courses.

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

- **Use of critical thinking skills:** Projects use evidence-based reasoning (i.e., a comprehensive exploration of issues, ideas, artifacts, and events) and logical argumentation (educated objective).
- **Competence within at least one discipline:** Although projects are expected to be multidisciplinary, students demonstrate the ability to integrate knowledge from their own and other disciplines as appropriate (educated objective).

- **Demonstrate skills in quantitative reasoning, information literacy, creative expression and research**: Projects demonstrate proficiency in at least one of these skills: comprehend, analyze, interpret, present and perform an analysis of quantitative data; ethically and legally, identify, locate, comprehend, analyze, evaluate and perform an analysis of information from a multitude of sources to solve diverse problems; conduct primary and secondary research involving the collection, analysis, synthesis and expression of data, information or concepts (educated objective).
- **Demonstrate outstanding communication skills in diverse media**: Projects are effectively communicated through diverse media (e.g., written, oral, performance, etc.) as well as use appropriate rhetorical strategies with different audiences (empowered objective).
- **Demonstrate multicultural, global and ethical awareness of diverse peoples and communities**: Project designs respect individual differences and demonstrate empathy towards diverse viewpoints, values and experiences (engaged objective).
- **Demonstrate the ability to work collaboratively as part of a team**: Projects are team-focused to allow students to contribute as team members to building consensus and to share their skills and knowledge (engaged objective).
- **Demonstrate the potential for leadership**: Projects allow students to assume leadership roles (engaged objective).

5. **Date of Undergraduate Curriculum Committee Approval**: October 25, 2017