Minutes of
The Lehman College Senate Meeting
Wednesday, April 3, 2024
Senate Meeting

Senators Present: Abi-Hanna, R.; Adjei, M.; Ali, T.; Alyafai, E.; Amargo, Z. A.; Arias, Y.; Augustin, J.; Banks, R.; Barnes, B. A.; Brown, A. M.; Brown, K.; Burton-Pye, B.; Campeanu, S.; Cheng, S.; Davila, C. G.; Delgado, F.; Delgado, J.; Diarra, F.; Dozier, J. L.; Fera, J.; Finger, R.; Ford, G.; Gonzalez, R.; Guerrero-Berroa, E.; Hargett, M. O.; Hernandez, S.; Hernandez-Acevedo, B.; Hidalgo R. N.; Hinton, C.; Holtzman, B.; Hurley, D.; Huston, C.; Jabbi, K.; Jimenez, M.; Kamara, F.; Levy, T.; Loscocco, P.; Machado, E.; Manier, D.; Marianetti, M.; Markens, S.; McBride, T.; Mills, P.; Moalem, L.; Mohorcich, J.; Moulier, Y. N.; Murphy, B.; Neundorff, H.; Nguyen, T.; O'Boy, D.; O'Neil, C.; Oberlin, D.; Ohmer, S.; Payan, J. J.; Prince, P.; Qafleshi, D.; Quinones, J.; Reynoso, K.; Roldos, M. I.; Rotolo, R.; Ruiz, E.; Schlesinger, K.; Silva-Puras, J.; Sisselman-Borgia, A.; Sissoko, G.; Sofianos, E.; Spence, N.; Stein S. S.; Stopler, M.; Toro, C.; Turcios O. D.; Vargas, A.; Waring, E.; White, A.; Wright, J.

Senators Absent: Aisemberg, G.; Austin, L.; Baraldi, C.; Bishop, S.; Brijmohan, S.; Brown, A.; Chen-Hayes, S.; Dest, A.; Gerry, C.; Gumaneh, A.; Harrison, E.; Hydara, A.; Hyman, D.; MacKillop, J.; McClendon, L.; McKenna, C.; Neumayer, C.; Palmer, C.; Parmar, R.; Vann, M.; Wang, E.; Wills-Jackson, C.; Wright, T.; Yavuz, D.; Zhao, L.

The meeting was called to order by President Fernando Delgado at 3:51 p.m.

1. Action Items

a. Approval of the Minutes

There was a motion to move the March 6, 2024, minutes to the floor for discussion; the motion was seconded. There were no questions or comments. The minutes of the March 6, 2024, College Senate was approved by unanimous voice vote.

See Attachment I

b. Undergraduate Curriculum Committee

Professor Lynn Rosenberg presented proposals for curriculum changes in the following Departments: Earth, Environmental, and Geospatial Sciences; Exercise Sciences and Recreation; Health Promotion and Nutrition Services; Mathematics; Music, Multimedia,

Theatre, and Dance; Speech-Language-Hearing Sciences; and Women's and Gender Studies.

- Professor Elin Waring noted that item three (3)—the Pathways designation from the Health Promotion and Nutrition Sciences Department, DFN 210—should be categorized as a science course. She expressed that the departments should be extra vigilant when reviewing the codes for Pathways courses to prevent prolonged action, as curriculum approvals may be delayed until the next academic year.
- Ms. Lisa Moalem noted that item five (5)—the new course from the Exercise Sciences and Recreation Department, EXS 365—should be categorized as a liberal arts course.

Professor Joseph Fera acknowledged the remarks of Professors Waring and Ms. Moalem and clarified that the College Senate body could not make changes to a department proposal, but that the body could either approve or deny such.

Professor Fera moved to vote on all of the proposals presented by the Undergraduate Curriculum Committee with the removal of items three (3) and five (5) from the vote. There were no questions or comments. All proposals, with the exception of items three (3) and five (5), were approved by unanimous voice vote.

Professor Fera moved to vote on item three (3). There were no questions or comments. The proposal for the Pathways designation from the Health Promotion and Nutrition Sciences Department, DFN 210, was denied by majority vote.

Professor Fera moved to vote on item five (5). There was one question for clarification, which was addressed. The proposal for the new course from the Exercise Sciences and Recreation Department, EXS 365, was denied by majority vote.

Professor Rosenberg shared one information item: experimental course MAT 039.

See Attachment II

The next meeting was scheduled for Wednesday, May 1, 2024, at 1:00 p.m. via Zoom.

c. Admissions Evaluation and Academic Standards

Professor Sandra Campeanu presented the following proposal: amendments to the College's Fresh Start program.

- There was a question regarding the benefits of the proposal. Prof. Campeanu briefed that the first benefit was a change in operation, which changed the apply-by-invitation process of the Fresh Start program to a process that would allow students to apply directly. She elaborated that the importance of the change allowed for a potential increase in the number of students attending the program, as numbers were low. Prof. Campeanu also noted that although the purpose of the program is to allow students a fresh start and to remove old grades from counting towards their new GPA, there would be an annotated transcript with the original grade. She explained that the committee took into consideration that some students were rejected from programs, like the Nursing Department, which only considers a student's first attempt at a grade. Ms. Lisa Moalem echoed Professor Campeanu in her agreement of the annotation's importance. She added that there were programs outside of Lehman College, or outside of the College's scope of influence, that may also require a reference to the original grade and that the annotation's removal would be disadvantageous to students. Ms. Moalem communicated that despite the annotation, the amendment does remain a fresh start, as old grades would not be computed into a student's GPA.

- There was a question on why the College would share the annotated grade, as without the College's input, other programs would never know that the old grades existed at all. Professor Campeanu clarified that programs have licensing in each state—a requirement that cannot simply be altered, and that entry into such programs require review of grades that are a student's first attempt.

There were no other questions or comments. Professor Joseph Fera moved to a vote. The proposal was approved by unanimous voice vote.

See Attachment III

d. Governance Committee

Professor Joseph Fera informed the assembly of student vacancies on College Senate Standing Committees. He shared the list of nominees proposed by the Student Government Association (SGA), and subsequently, opened the floor to additional nominations. There were no additional nominations. Prof. Fera moved to a vote. The slate of students nominated to serve on the College Senate Standing Committees was approved by unanimous voice vote.

Professor Fera provided updates on the elections process for faculty positions on Senate Standing Committees. He informed that the Governance Committee concluded the call for nominations, that a slate was underway, and that the slate would be presented to the body of the College Senate for approval at the May 1, 2024 meeting, where the floor will be open for additional nominations.

Professor Fera presented the following information item from the Central Office: a draft of proposed changes to the CUNY Manual of General Policy as provided by the Executive Vice Chancellor (EVC), Wendy F. Hensel, for eventual approval of the CUNY Board of Trustees. Professor Fera notified that the proposed changes, since its circulation to the Lehman College Senate, would now be postponed. He communicated that EVC Hensel not only met with CUNY Governance Leaders and the University Faculty Senate (UFS), but that she had also decided to work closely with both groups over the summer, to hold off on the proposed changes until the fall semester.

See Attachment IV

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

a. Report of the President—

President Fernando Delgado informed that his campaigns in Albany for financial support of the campus' budgetary needs was concluded for the academic year. He communicated that he would know more about the State's investment in the College and the University sometime in May, but no later than June. He also informed that his focus, in the interim, would be diverted to the City Council and the Bronx borough President for programmatic investments. He reminded that City funding pursuits would be prioritized for the two-year colleges, as the City level is where the junior colleges receive most of their funding.

President Delgado informed that the search for a Provost was over. He announced that the formerly Interim Provost and Senior Vice President for Academic Affairs, Jorge Silva-Puras, was now an official member of his cabinet. He congratulated SVP Silva-Puras and shared his contentment that his cabinet was finally restored.

President Delgado briefed on the 2023 COACHE Faculty Job Satisfaction Survey Taskforce Report. He informed that, along with the members of the COACHE taskforce, he would provide updates to the body of the College Senate.

See Attachment V

President Delgado reminded all of the upcoming commencement and, on behalf of student leaders, requested that when attending the ceremony that all be respectful. He explained that the first person across the stage deserves the same amount of attention, care, and respect as the last person across the stage. He reminded that it was a celebration of peers, faculty and staff, and family and friends.

b. Student Legislative Assembly—

The Vice President of Student Affairs and Chair of the Student Legislative Assembly (SLA), Ms. Tina Nguyen, shared the following updates:

(1) SGA hosted three Ramadan Iftars that were open to all students and which had a successful turnout.

(2) SGA would be hosting the annual spring fest on Wednesday, April 10, 2024, on the quad, where all are welcome.

(3) SGA began its annual general elections process, in which there are thirteen Executive Board Officer positions and thirty-three Student Senator positions available. Ms. Nguyen encouraged all to inform students of the opportunity and asked that the body have interested students turn in an intention form as soon as possible, as the last day to apply is April 9, 2024.

(4) The Office of Campus Life was scheduled to host an information session on Friday, April 5, 2024, at 3:00 p.m. via Zoom. Additional information is available at https://clubs.lehman.edu.

3. <u>Reports of the Standing Committees–</u>

c. Campus Life and Facilities

Professor Penny Prince provided updates regarding several on-campus issues.

(1) She reminded all of the high prices of cafeteria food items and informed that the Vice President of Administration and Finance, Rene Rotolo, would be working with representatives of the cafeteria to try and negotiate for lower prices.

(2) She urged that the next capital assessment plan include a second elevator in the Music building due to crowding and the difficulties students are faced with when the elevator is under maintenance. She communicated that, in the latter event, it was difficult for senior citizens and pregnant women to walk up four flights of steps. She also relayed the difficulties faced by students who, in this situation, are forced to carry instruments and other items up four flights of steps.

There was a question regarding Muslim holidays and student excusal. The response was that the University has a policy in which Colleges are provided with a list of all religious holidays, and due to the policy, students are allowed to ask for an accommodation. However, those

requesting accommodation cannot do so on the day of, as the request must provide a timely notice to the faculty member in order for adjustments to be made.

The next meeting was scheduled for Wednesday, May 1, 2024, at 2:00 p.m. via Zoom.

d. Budget and Long-Range Planning

There was no report.

The next meeting was scheduled for Thursday, April 18, 2024, at 3:00 p.m. via SH 336.

e. Assessment

There was no report.

f. Academic Freedom

Professor David Manier informed that the committee met on March 22, 2024, to discuss challenges to academic freedom at Lehman College. However, there were no violations, and therefore, no violations to discuss.

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

There was no report.

The next meeting was scheduled for Monday, April 8, 2024, at 2:30 p.m. via Zoom.

h. Library, Technology, and Telecommunications

Mr. Steven Castellano reported on the March 27, 2024, meeting of the Library, Technology, and Telecommunications Committee. He brought announcements from the Library, Division of Information Technology, Online Education, and concerning Blackboard.

See Attachment VI

The next meeting was scheduled for Wednesday, April 30, 2024, 11:00 a.m. via Zoom.

i. Graduate Studies Committee

There was no report.

The next meeting was scheduled for Wednesday, May 1, 2024, at 11:00 a.m. via Zoom.

j. University Faculty Senate Report

There was no report.

The next Plenary Session was scheduled for May 7, 2024, at 6:30 p.m.

Unfinished Business

There was no unfinished business to report.

New Business

There was no new business to report.

ADJOURNMENT

There was a motion to adjourn the meeting, it was seconded. The meeting was adjourned at 4:58 p.m.

Respectfully submitted:

Cynthia Cessant

Senate Meeting – 4/03/24

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on (6/7 members in attendance):

1. Music, Multimedia, Theatre, and Dance Department
    - MSP 200-Description
2. Women's and Gender Studies
    - WST 218-Description
    - WST 327-New course
    - WST 218-Pathways designation
3. Health Promotion and Nutrition Sciences Department
    - DFN 210-Pathways designation
4. Speech Language Hearing Sciences Department
    - Speech Pathology and Audiology, BA-Degree requirements, add distance education
    - SPV 312-Description, prerequisite
5. Exercise Sciences and Recreation Department
    - EXS 365-New course
6. Earth, Environmental, and Geospatial Sciences Department
    - GEP 362-New course
    - GEP 364-New course
7. Mathematics Department
    - MAT 123-Pathways designation
    - MAT 124-Pathways designation
    - MAT 125-Pathways designation

<u>Informational items</u>

- MAT 039-Experimental course

Next meeting: 5/01/24

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARTH, ENVIRONMETAL, AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Earth, Environmental, and Geospatial Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	GEP
Course Prefix & Number	GEP 362
Course Title	Introduction to Programming for GISc
Description	Programming and scripting for Geographic Information Science (GISc) with a focus on applying programming methods to answer geographic questions. Students will learn how to use programming to automate geoprocessing tasks and develop new analytical tools.
Pre/ Co Requisites	GEP 205 or departmental permission.
Credits	3
Hours	4 (2 lecture; 2 lab)
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 graduate course Introduction to Programming for GISc already exists and has been taught. An undergraduate course is needed to offer it to our majors. This course will serve as an elective in the undergraduate GISc program (GISc certificate, GISc minor) and Geography (BA) and support other EEGS Department coursework. Applying programming logic and developing program applications to answer geographic and environmental questions and increase productivity is essential for GISc students and a highly demanded skill in the job market.

4. **Learning Outcomes (By the end of the course students will be expected to):**
- Explain and define fundamental programming concepts
- Automate geoprocessing tasks in GIS using Python scripts
- Develop new analytical tools for GIS
- Customize GIS software interface to integrate new tools
- Describe and apply programming methods to GISc projects and data management

5. **Date of Departmental Approval:** January 25, 2024

LEHMAN COLLEGE
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DEPARTMENT OF EARTH, ENVIRONMETAL, AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Earth, Environmental, and Geospatial Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	GEP
Course Prefix & Number	GEP 364
Course Title	Spatial Database Management
Description	Managing spatial data within a relational database in a Geographic Information System.
Pre/ Co Requisites	GEP 205 or departmental permission.
Credits	3
Hours	4(2 lecture; 2 lab)
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:**

A Spatial Database Management graduate course already exists. A corresponding undergraduate course is needed to offer it to our majors.

This course will serve as an elective in the undergraduate GISc program (GISc certificate, GISc minor) and Geography (BA) and support other EEGS Department coursework. Applying relational database concepts, executing SQL (Structured Query Language), and managing spatial databases are important skills for GISc majors

4. **Learning Outcomes (By the end of the course students will be expected to):**
• Explain and define fundamental relational database concepts
• Execute SQL (Structured Query Language) and spatial SQL queries
• Manage a spatial database using database management software (PostgreSQL & PostGIS)
• Model relationships and manage data integrity within a spatial database
• Prepare, process, and load data into a database
• Perform spatial analysis in a spatial database and in conjunction with GIS software and applications

5. **Date of Departmental Approval:** January 25, 2024

LEHMAN COLLEGE
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DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

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

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 365
Course Title	Psychology of Sport
Description	Theories, concepts, and intervention techniques of sport psychology. Topics covered may include motivation theory applied to sport, team dynamics, psychological skills training, the psychology of sport injury, and burnout in sport.
Pre/ Co Requisites	EXS 265 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. **Rationale:**

The psychological aspects of sport can have a major influence on performance; as such, practitioners in the field of exercise who work with athletes must be aware of the underlying psychological factors and interventions that can be employed in this regard to optimize fitness-related outcomes.

4. **Learning Outcomes (By the end of the course students will be expected to):**
   - Identify and explain major theoretical frameworks used in sport psychology research.
   - Describe causal mechanisms of the major psychological theories that have been employed to study human behavior in the context of sport.
   - Demonstrate an ability to apply theoretical knowledge to encounter challenges commonly associated with sport and physical activity.
   - Critically evaluate social and psychological research and discuss its application to practical settings.
   - Discuss appropriate intervention strategies for sport performance enhancement.

5. **Date of Departmental Approval:** 1/30/2024

CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core 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
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	DFN 210
Course Title	Practical Food and Nutrition (nutrition for non-majors)
Department(s)	Health Promotion and Nutrition Sciences
Discipline	Dietetics, Foods, and Nutrition
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	N/A
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	Basic facts and principles of human nutrition throughout the life course are presented. Study includes the physiological and psychological factors of food intake related to health as we age. Emphasis is placed on the practical application of nutrition related to understanding food group plans, the Dietary Guidelines, and food assistance programs.
Special Features (e.g., linked courses)	N/A
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

x 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	**x 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.	
	• 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.A) 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 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.
	• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	• Analyze the historical development of one or more non-U.S. societies.
	• Analyze the significance of one or more major movements that have shaped the world's societies.
	• 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.

Students in this course will be introduced to the practical aspects of human nutrition throughout the semester. We will review each topic (e.g. carbohydrates) weekly and consider different perspectives on consumption in course readings and discusssions. This will be part of the weekly readings and course discussions. An example for the above topic: on a weekly low-stakes quiz, students will be asked to describe the difference between low, moderate, and high carbohydrate diets, incorporating both criqtiues and trends to enrich their assessments. They will be required to cite sources and provide APA style references. The weekly quizzes are designed to synthesize information from different course materials.	• Gather, interpret, and assess information from a variety of sources and points of view.
In this course, students delve into the practical application of human nutrition principles, emphasizing the assessment of dietary choices in real-world settings. Through a semester-long scaffolded assignment, students engage in a multifaceted exploration of eating within their selected community. Initially, students embark on a comprehensive examination of local food options, paying particular attention to accessibility and affordability of nutrient-rich foods through cost analyses. Subsequently, students synthesize their findings into a detailed report, integrating personal observational data with content from the course materials and their own research. This stage requires the analytical evaluation of opportunities for healthy eating within their selected neighborhoods. By navigating through these sequential steps, students refine their ability to scrutinize evidence systematically, discerning nuanced arguments and insights to inform their analyses effectively.	• Evaluate evidence and arguments critically or analytically.
One of the main learning objectives of the course is that students will be able to "Make decisions concerning nutrient claims, separating fact from fallacy." To this end, students will be creating three evidence-based infographics throught the semester on different topics. Creating these challenges students to develop well-reasoned arguments both visually and verbally. By synthesizing data and information into concise visual representations, students learn to distill complex concepts into clear, persuasive messages. Creating the infographics involves selecting relevant evidence, analyzing its significance, and effectively communicating findings to support conclusions. Through this assignment, students cultivate critical thinking skills as they evaluate the credibility and relevance of different sources. They learn to construct compelling viewpoints that are grounded in evidence, fostering the ability to articulate short, coherent arguments visually. By engaging in the creation of evidence-based infographics, students not only demonstrate their understanding of the subject matter but also hone their capacity to present convincing arguments supported by empirical data, aligning with the learning outcome of producing well-reasoned arguments using evidence.	• 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:	
The two main goals for the course are that students learn the fundamental concepts of human nutrition and understand the ways in which individuals' nutritional status is impacted by social detereminants of health, cultural preferences, and federal food policy. The relationship between indivudals and society, which is moderated and mediatied by different factors is the overarching goal of the course. The three exams will test students' knowledge of these relationship using multiple choice and short answer	• 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.

questions.	
One of the main aspects of this course is food insecurity, affordability, and access given that the Bronx generally has poor access to healthy foods and myriad health crises (including but not limited to poor nutritional status and high rates of diet-related disease). Students in this course will understand the structural causes of health disparities and diet-related disease and how those manifest in Bronx-area communities. Students will be required to explore this in the scaffoled neightborhood eating assessment and through infographics they make and share with each other.	• 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.
Students in this cours will be exposed to various federal, state, and local policies that have impacted the New York City food system. Food justice and sovereignty (including climate policy and action) are examples of trends that will be explore. Systemic racism and paternalism are examples of ideologies that will be explored. Students will discuss the impact of these trends and ideologies during their in-class presentations of the Neighborhood Eating Assessment assignment. Students will be required to articulate at least one potential soiution to address an eating or health issue pertinent in the neighborhood they choose.	• 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.

Herbert Lehman College, City University of New York
Department of Health Promotion and Nutrition Science

DFN 210: Practical Food and Nutrition (nutrition for non-majors)
(Fall 2024)

Basic facts and principles of human nutrition throughout the life course are presented. Study includes the physiological and psychological factors of food intake related to health as we age. Emphasis is placed on the practical application of nutrition related to understanding food group plans, the Dietary Guidelines, and food assistance programs.

Class: Location (3)
Prerequisite: None
Instructor: **Kate G. Burt, PhD, RDN**
Office hours: 11-1pm Tuesdays and by appointment
Office location: 421A
Contact: Katherine.burt@lehman.cuny.edu

Learning objectives:

1. Make decisions concerning nutrient claims, separating fact from fallacy
2. Recognize the consequences of overnutrition, under-nutrition, and malnutrition
3. Apply the concepts of nutrition in personal food selection
4. Recognize and advocate the principles of nutrition that promote health and prevent disease throughout the life cycle

Course materials:

This is a zero-cost textbook course. We are using two OER textbooks combined with other freely accessible videos, podcasts, and others supplementary materials. You do not have to purchase any additional materials for this course.

1. Callahan A, Leonard H, Powell T. (2020). Nutrition: Science and Everyday Application, v. 1.0. ISBN: 978-1-63635-003-5
2. Green S, Shallal K. (2020). Nutrition Essentials. Gessinger A (ed). Maricopa Community Colleges.

Schedule

Date and Location	Agenda Items
Class 1	**Topic**: Unit 1: Designing a Healthy Diet **Readings due**: • Introduction and Unit 1 in Nutrition: Science and Everyday Application • Burt, KG. (2022). Perspective: Food and Identity in Food Studies: Matter, Meaning, Movement. **Recommended resources**: • Chapter 2: Nutrition and Your Health in Nutrition Essentials **To do for next class**:
Class 2	**Topic**: Unit 2: Nutrition Science and Information Literacy **Readings due**: • Unit 2 in Nutrition: Science and Everyday Application **Recommended resources**: • Chapter 5: Food for All in Nutrition Essentials
Class 3	**Topic**: Unit 3: Molecules of Life: Photosynthesis, Digestion, and Metabolism **Readings due**: • Unit 3 in Nutrition: Science and Everyday Application **Recommended resources**: • Chapter 6: Essential Nutrients and Chapter 7: The Process of Digestion and Absorption in Nutrition Essentials
Class 4	**Topic**: Unit 4: Carbohydrates **Readings due**: • Unit 4 in Nutrition: Science and Everyday Application **Recommended resources**: • Chapter 8: Carbohydrates in Nutrition Essentials **To do for next class**: 1. Market Tour Assignment
Class 5	**Topic**: Unit 5: Lipids **Assignments due**: • Market Tour Assignment **Readings due**: • Unit 5 in Nutrition: Science and Everyday Application **Recommended resources**: • Chapter 19: Lipids in Nutrition Essentials
Class 6	**Topic**: Unit 6: Protein

	Readings due: • Unit 6 in Nutrition: Science and Everyday Application **Recommended resources**: • Chapter 10: Protein in Nutrition Essentials
Class 7	**EXAM #1**
Class 8	**Topic**: Energy Balance and Body Inclusivity **Readings due**: • Unit 7 in Nutrition: Science and Everyday Application **Recommended resources**: • Chapter 3: Energy Needs, Obesity, and Disordered Eating in Nutrition Essentials **To do for next class**:
Class 9	**Topic**: Vitamins and Minerals **Readings due**: • Units 8 & 9 in Nutrition: Science and Everyday Application **Recommended resources**: • Chapter 13: Antioxidants and Phytochemicals in Nutrition Essentials • Chapter 15: Water and Electrolytes in Nutrition Essentials
Class 10	**Topic**: Nutrition and Physical Activity **Readings due**: • Unit 10 in Nutrition: Science and Everyday Application • Review this NYC Toolkit – We are going to examine page 30 in class for market tour assignment **To do for next class**: 1. Part 2 of the Neighborhood Eating Assessment
Class 11	**Topic**: Diet Trends & Issues **Assignment due**: 1. Part 2 of the Neighborhood Eating Assessment **Readings due**: • Chapter 4: Diet Trends and Surgical Weight Loss in Nutrition Essentials • Chapter 11: Food Allergies in Nutrition Essentials
Class 12	**EXAM #2**
Class 13	**Topic**: Nutrition Throughout the Lifespan: Children and Adolescents **Readings due**: • Unit 11, sections through adolescence in Nutrition: Science and Everyday Application **Recommended resources**: • Chapters 16-20 in Nutrition Essentials
Class 14	**Topic**: Nutrition Throughout the Lifespan: Adults and Older Adults

	Readings due: • Chapter 21: Nutrition through the lifecycle: young adulthood -middle age in Nutrition Essentials • Unit 11, older adults section in Nutrition: Science and Everyday Application **Recommended Resources**: Chapter 22: Nutrition Throughout the lifecycle: Older Adults in Nutrition Essentials **To do for next class**: Neighborhood eating assessment presentations
Class 15	**Topic**: Neighborhood Eating Assessment Presentations **Assignment due**: • Neighborhood Eating Assessments
DATE	**EXAM #3**

Grading

Grade	Assignments
Neighborhood Eating Assessment (40% of grade)	Due: 3 due dates + presentation You will be assessing the practical approach needed to eat healthy in your neighborhood. In the **first** part of the assignment, you will walk around a selected neighborhood (with defined perimeters) and take pictures of the food retail outlets in that area. You may take images of the stores themselves, availability of foods, their prices, etc. 5 specific pictures are required, please see the assignment for details. You will write up your findings. (15%) In the **second** part of the assignment, you are going to compare the cost of the healthy meal. Ideally, you would compare the cost of acquiring the ingredients for this meal from at least two different stores/markets in a single neighborhood. You will also assess the neighborhood for other healthy qualities (farmers markets, green spaces for physical activity (see NYC Toolkit). (10%) In the **third** part of the assignment, you will assess the opportunities for healthy eating in the selected neighborhood and consider the "healthfulness" of the neighborhood. In-class presentations will summarize your findings. (5% for written assignment, 10% for presentation).
Infographics (30% - make 3 at 10% each)	Due: As completed Throughout the semester, you are required to select 3 topics and create infographics to capture the important information you learn through reading and in class. These are graded on a pass/revise/fail basis. You will have the opportunity to revise and resubmit them for full credit. You must complete 3 for full credit.
Exams (30% of grade)	Due: As indicated You will complete 3 exams throughout the semester, each worth 10% of your grade.

Course Policies: Attendance, Assignments, and Integrity

Attendance Policy
You are expected to complete work on a weekly basis. If we are meeting synchronously online, cameras are required to be turned on. This policy improves engagement and deepens the course discussions.

Assignments Policy
All assignments are subject to a 10% late penalty if submitted within 1 week of the due date. If submitting an assignment more than a week late, it is subject to a 25% penalty. Exceptions are only made if discussed in advance of the due date.

Academic Integrity
Cheating in all its forms is prohibited. The work you submit is to be your own or properly cited according to the course policies above. If you are suspected of or caught cheating, which includes using AI (e.g., ChatGPT) to complete course assignments, there will be implications for your grade. The complete text (including definitions and explanations of 'cheating' and 'plagiarism') of the CUNY Academic Integrity Policy and the Lehman College procedure for implementing that policy can be found here.

To ensure the highest level of academic integrity, all DFN students must take the Indiana University plagiarism tutorial and pass the certification test here. You will need to register to get a certificate. Print out the certificate, fill it out, sign it and submit it on Blackboard. No written assignments will be accepted prior to your completion of this tutorial.

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MATHEMATICS

CURRICULUM CHANGE

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

2.

Department(s)	Mathematics
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 039
Course Title	Topics For Intensive Support Of Gateway Math Success
Description	(May be repeated up to five times.) Various topics in mathematics to intensively support student success in gateway mathematics courses. Consult with the department for specific topics and sections.
Pre/ Co Requisites	Departmental Permission
Credits	0
Hours	3
Liberal Arts	[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 Math Department regularly offers 3-hour, 0-credit workshops to help students complete their gateway Mathematics course requirements. These intensive workshops support student success by providing structured review and enrichment on targeted topics which, depending on the workshop, include arithmetic; algebra, quantitative reasoning, statistics, precalculus, and calculus. Having a formal course for these workshops is needed for logistical matters such as the payment of instructors, tracking of student success, and coordination of student schedules.

This class should be programmed to include the following attributes:

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

4. **Learning Outcomes (By the end of the course students will be expected to):**
   a. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
   b. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
   c. Represent quantitative problems expressed in natural language in suitable mathematical format.
   d. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
   e. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
   f. Apply mathematical methods to problems in other fields of study.

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

CUNY Common Core
Course Submission Form

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

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	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:	

This SLO is assessed by written assignments, quizzes, and exams throughout the semester. Throughout the course, students will be required to demonstrate that they know, can describe, and can interpret various types of real numbers (whole, integer, rational, irrational, and decimal) using multiple representations including graphs and tables.
 	
• Examples: Below are several example questions that students will be asked to solve in class, on written assignments, and on exams:
  • Represent the number 1.234 as a length; then using the base-ten structure represent this decimal as with bundled objects.
  • Ken ordered ¾ of a ton of gravel. He wants 25% of his order of gravel delivered now 75% delivered later. What fraction of a ton of gravel should Ken get delivered now? (Make drawings to describe the situation and to explain your answer).
  • 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.
	Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.

This SLO is assessed by written assignments, quizzes, exams, and in-class group work. Students will not only be expected to develop their algebraic thinking using variables and formulas, but they will also be expected to use models with different number system constraints. Additionally, students will need to understand, use, and describe the algebraic operations of addition, subtraction, multiplication, and division to solve problems and model situations,
 	
• Examples: Below are several examples of questions that will be used to assess students.
  • A lot of gumballs are in a glass container. The container is shaped like a box with a square base. When you look down on the top of the container, you see about 50 gumballs at the surface. When you look at one side of the container, you see about 60 gumballs. You also notice that there are about 9 gumballs against each vertical edge of the container. Given this information, estimate the total number of gumballs in the container. What assumptions are you making? How does the problem change if some of the gumballs have broken into pieces?
  • Suppose that 4 painters take 20 hours to paint a house. (Assume that all house painters work at the same steady rate.) Make a table to show the relationship between the number of house painters
	• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.

and the number of hours it takes to paint the house. Include the case of 3 house painters in your table. • Show and describe how to write the fraction 5/8 as a decimal. Then, rewrite the fraction as the sum of fractions whose denominators are powers of 10.	

This SLO is assessed by in-class activities, homework assignments, quizzes, and exams. In the course, students will have to use various representations (e.g. diagrams, drawings, graphs, equations, and tables), conceptual models, and appropriate tools to solve problems.
 	
• Examples: Several examples of questions that students will be asked to solve in class, for homework, and on other assessments are below.
  • 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 table.
  • 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? Explain your answer in at al east 2 different ways.
	• Represent quantitative problems expressed in natural language in a suitable mathematical format.

This SLO is assessed by classroom discussion activities, group work, quizzes, and exams. In the course, students will have to explain, describe, and effectively communicate similarities and differences between the various number systems to audiences of varied mathematical maturity: K-8 learners, 9-12 learners, and college-level peers. Students will also have to familiarize themselves with and interpret common mathematical errors made by elementary and middle school students.
 	
• Examples: Some problems and questions that students will be expected to address are as follows:
  • Use the scaffold method to calculate 72,125 divided by 31. Be sure to explain how other operations like addition, subtraction, and multiplication are used to solve this problem using this method.
  • Write equations with numbers in expanded form showing how to regroup the number 104 so that 69 can be subtracted from it. Explain your steps and reasoning.
  • Sam has a method for comparing fractions: He just looks at the denominator. Sam says the fraction with the larger denominator is smaller because, if there are more pieces, then each piece is smaller. Discuss Sam's ideas.
	• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.

This SLO is assessed by in-class and take-home assignments, including homework, quizzes, and exams. Throughout the course, students will have to explain why standard numerical algorithms for arithmetic work, recognize when they do not, and determine an appropriate alternative when feasible. • Examples: Below are examples of problems that students will be expected to solve.	• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.

• In your own words, explain in detail why we can determine which of two fractions is greater by giving the two fractions common denominators. What is the rationale behind this method? What are we really doing when we give fractions the same denominator? • Leah is working on the multiplication problem 2.43 x 0.148. Ignoring the decimal places, Leah multiplies 243 x 148 and gets the answer 35964. But Leah cannot remember the rule about where to put the decimal point in this answer to get the correct answer. Explain how Leah can use reasoning about the sizes of the numbers to determine where to put the decimal place.	

This SLO is assessed on homework assignments, quizzes, and exams. Students will be expected to apply properties of the various number systems to solve problems in basic number theory, financial math, and everyday life.
 	
• Examples: Below are several examples of problems that students will be expected to solve.
  • 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. She wants all side lengths to be whole numbers. What are her options?
  • If 10 workers take 8 hours to sew a store's order of pants, then how long would it take 15 workers to sew the store's order of pants?
  • Last year's profits were $16 million, but this year's profits are only $6 million. By what present did profits decrease from last year to this year?
	• Apply mathematical methods to problems in other fields of study.

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 (5^{th} ed). Pearson.
- Billstein, R., Libeskind, S., & Lott, J. W. (2016). A problem solving approach to Mathematics for elementary school teachers (12^{th} ed). Pearson.
- Sonnabend, T. (2010). Mathematics for teachers: an interactive approach for grades k-8 (4^{th} 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 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:

1. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
    - Know, describe, use, and interpret various types of real numbers (whole, integer, rational, irrational, and decimal) using multiple representations.

2. Represent quantitative problems expressed in natural language in a suitable mathematical format.
    - Use various representations (e.g. diagrams, math drawings, tables), conceptual models, and appropriate tools to solve problems.

3. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
    - Understand, describe, and use algebraic properties/operations of addition, subtraction, multiplication, and division to solve problems and model situations.
    - Develop algebraic thinking by using variables, formulas, and models with different number theory constraints.

4. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
    - Explain, describe, and effectively communicate similarities and differences between the various number systems to audiences of varied mathematical maturity: K-8 learners, 9-12 students, and college-level peers.
    - Familiarize self with and interpret common mathematics errors made by elementary and middle school students.

5. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
    - Explain why standard numerical algorithms for arithmetic work, recognize when they do not, and determine an appropriate alternative when feasible.

6. Apply mathematical methods to problems in other fields of study.
    - Apply properties of the various number systems to solve problems in basic number theory, financial math, and everyday life.

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

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:	

This SLO is assessed on assignments, quizzes, and exams. Students will be expected to read, understand, and utilize algebraic expressions, equations, and formulas to solve quantitative problems. Additionally, students will utilize function notation in their approach.
 	
• Examples: Sample problems that students will answer for these objectives are given below.
  ◦ Fill in the blanks so that the points lie on the graph of the function y=-2x+1 and explain your work: (3, _), (_, -13), (a, _), (_, b).
  ◦ Draw, label, and shade a rectangle so that it gives rise to the equivalent expressions (x+3)(y+4) and xy+4x+3y+12. Explain your answers
	• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.

This SLO is assessed in classroom and small group discussions as well as on assignments, quizzes, and exams. Students will be expected to understand and utilize the relationship between algebraic representation and function graphs to solve problems symbolically and geometrically. • Example. Below is a sample problem that students will address to demonstrate proficiency in this objective. ◦ An object is dropped from the top of a building. After t seconds, the height h of 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 with regards to the context, then determine when the object hits the ground.	• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.

This SLO 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. 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.
  ◦ 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.
	• Represent quantitative problems expressed in natural language in a suitable mathematical format.

This SLO is assessed using in-class discussions/presentations and on written assignments, quizzes, and exams. Student will be expected to explain, describe, and effectively communicate the fundamentals of	• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.

algebra and functions to audiences of varied maturity: K-8 learners, 9-12 students, and college-level peers. Students will also be expected to familiarize themselves with, interpret, and explain common mathematical errors made by elementary and middle school students with algebra and functions.
 	
• Examples. Several examples of problems that students will be expected to address for these objectives are given below.
  • State the commutative property of addition. Explain what it means for the expressions to be equal and then provide at least two different ways to explain why the expressions are equal.
  • Solve 3x+2=x+8 in two ways: with properties of equations and with pictures of a pan balance.
  • What's wrong with the chain of reasoning below proving that x-1=0 has no solutions:
  ▫ x-1=0
  ▫ (x-1)/(x-1)=0
  ▫ 1=0
  ▫ Not true, so no solutions exist.	

This SLO is assessed using in-class discussion and on graded written work. Students will be expected to explain and describe why/how function models describe a given situation, recognize when they do not, and determine an appropriate alternative when feasible.
 	
• Example. The following is an example of work students will be expected to do to meet this objective.
  • The levels of a certain toxin in a lake have been found to go up and down over time. Biologists are interested in studying the number of fresh-water mussels in a lake, the level of toxin in the lake, and any relationship between the two.
  ▫ Explain why the following proposed function with this rule might not be a function: Assign to each amount of toxin found in the lake, the number of mussels when there is that amount of toxin in the lake.
  ▫ What could you do to fix this situation and develop a working model of this situation?
	• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.

This SLO is assessed using in-class discussion and using written graded assignments. Students will be expected to apply algebraic representation and function models to solve real-world problems including various regression models. • Examples. The examples below show sample problems that students will be expected to solve that address these objectives. • 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.	• 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) • 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.	

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 (5^{th} ed). Pearson.
- Billstein, R., Libeskind, S., & Lott, J. W. (2016). A problem solving approach to Mathematics for elementary school teachers (12^{th} 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 (4^{th} 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 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:

1. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
    - Read, understand, and utilize algebraic expressions, equations, and formulas to solve quantitative problems.
    - Read, understand, and utilize function notation to solve quantitative problems.

2. Represent quantitative problems expressed in natural language in a suitable mathematical format.
    - Create algebraic/function models to express written and/or verbal problems in an appropriate mathematical format.

3. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
    - Understand and utilize the relationship between algebraic representation and function graphs to solve problems symbolically and geometrically.

4. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
    - Explain, describe, and effectively communicate the fundamentals of algebra and functions to audiences of varied mathematical maturity: K-8 learners, 9-12 students, and college-level peers.
    - Familiarize self with, interpret, and explain common mathematics errors made by elementary and middle school students with algebra and functions.

5. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
    - Explain and describe why/how function models describe a given situation, recognize when they do not, and determine an appropriate alternative when feasible.

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

- Apply algebraic representation and function models to solve real-world problems including various regression models.

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

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

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 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:	
This SLO will be assessed in multiple ways: in-class discussions, assignments, quizzes, and exams. Students will demonstrate competency in this SLO by • Understanding and applying ideas of measurement, area, volume, and transformation to solve geometric problems. • Recalling, understanding, and utilizing appropriate formulas to solve counting, sample space, and probability problems. • Distinguishing between and categorize different forms of data and appropriate statistics associated to this data. The following represent a sample of problems that students will be expected to solve throughout the class: • Describe one-dimensional, two-dimensional, and three-dimensional parts or aspects of a water tower. In each case, name an appropriate U.S. customary unit and an appropriate metric unit for measuring or describing the size of that part or aspect of the water tower. What are practical reasons for wanting to know the sizes of these parts or aspects of the water tower? • How many different 3-digit numbers can you write using only the digits 1, 2, and 3 if you do not repeat any digits? Show how to solve this problem using an organized list and also with an appropriate formula. • Samantha collects the favorite colors of all of her classmates. What type of data has she collected, quantitative or qualitative? What type of graph could she use to share the data she collected with her teacher? Justify your answer.	• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
This SLO will be assessed on graded take-home assignments and on in-class graded quizzes and exams. Students will demonstrate mastery in this SLO by: • Extending and connecting geometric reasoning to algebraic thinking, including using equation-solving techniques to solve geometric problems. • Applying descriptive statistics to draw conclusions about data sets. • Using probabilities to draw conclusions about the likelihood of success. 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.	• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.

- What is the most intuitive way for your students to determine the volume of the box? - What is a more advanced way for your students to determine the volume of the box? Why do these methods work? - 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? - 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.	
This SLO 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: - Formulate natural language geometric statements into suitable conditional and biconditional logical sentences. - Understand natural language statements in the context of formal axiomatic systems in geometry. - Apply formulas in probability and statistics to model and solve word problems. The following examples give concrete questions students will be asked to solve related to this SLO: - Write the following statement as a conditional or biconditional sentence as appropriate: Each angle of an equilateral triangle measures 60 degrees. - 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. - 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?	Represent quantitative problems expressed in natural language in a suitable mathematical format.
This SLO 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. - Familiarizing themselves with, interpreting, and explaining common mathematics errors made by elementary and middle school students with geometry, probability, and statistics.	Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.

• 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. 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. • 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. • 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 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. • Can you draw two great circles on a sphere that do not intersect? Explain your answer.	• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
This SLO 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. 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.	• Apply mathematical methods to problems in other fields of study.

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

1. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
    - Understand and apply ideas of measurement, area, volume, and transformation to solve geometric problems.
    - Recall, understand, and utilize appropriate formulas to solve counting, sample space, and probability problems.
    - Distinguish between and categorize different forms of data and appropriate statistics associated to this data.

2. Represent quantitative problems expressed in natural language in a suitable mathematical format.
    - Formulate natural language geometric statements into suitable conditional and biconditional logical sentences.
    - Understand natural language statements in the context of formal axiomatic systems in geometry.
    - Apply formulas in probability and statistics to model and solve word problems.

3. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
    - Extend and connect geometric reasoning to algebraic thinking, including using equation-solving techniques to solve geometric problems.
    - Apply descriptive statistics to draw conclusions about data sets.
    - Use probabilities to draw conclusions about the likelihood of success.

4. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
    - Explain, describe, and effectively communicate the fundamentals of geometry, probability, and statistics to audiences of varied mathematical maturity: K-8 learners, 9-12 students, and college-level peers.
    - Familiarize self with, interpret, and explain common mathematics errors made by elementary and middle school students with geometry, probability, and statistics.

5. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
    - Explain and describe why/how probability/statistical models describe a given situation, recognize when they do not, and determine an appropriate alternative when feasible.
    - Determine if various geometric models/constructions are feasible given a set of constraints.

6. Apply mathematical methods to problems in other fields of study.
    - Apply techniques in geometry, probability, and statistics to solve real-world problems including ones involving spatial reasoning, counting, and drawing conclusions from data.

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

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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DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of change:** Description

2. **From:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Performance
Course Prefix & Number	MSP 200
Course Title	Guitar Ensemble
Description	~~Development of skills in ensemble playing in a setting that exposes the student to the various roles guitar players are expected to master. Musical literacy is stressed.~~
Pre/ Co Requisites	Departmental permission
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. **To:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Performance
Course Prefix & Number	MSP 200
Course Title	Guitar Ensemble
Description	Development of skills in ensemble playing in a setting that exposes the student to the various roles guitar players are expected to master. Musical literacy is stressed. NOTE: May be repeated for up to a maximum of 8 credits
Pre/ Co Requisites	Departmental permission
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

4. **Rationale:**
Currently, the course can be taken for one semester only. It needs the ability to be repeated so that students can continue to improve their skills. This will be accomplished by adding to the description note may be repeated for a maximum of 8 credits which was missing.

5. **Date of Departmental Approval:** 01/26/2024

LEHMAN COLLEGE
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DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Speech Pathology and Audiology, BA
Hegis Number:1220.00
Program Code: 79084
Effective Term: Spring 2025

1. **Type of Change:** *Change in degree requirements, addition of distance education*

2. **From:** ~~Strikethrough~~ the changes
Speech Pathology and Audiology, B.A. (~~47.5~~-Credit Major)

All applicants to the Major must first apply for admission to the College. After being admitted to the College, students apply to the Department of Speech-Language-Hearing Sciences to declare a Major in Speech Pathology and Audiology. Students must complete four 200 Level courses: SPV (LNG) 245; SPV (LNG 160) 246; SPV 228; and SPV (LNG) 247) in order to advance to 300 level courses, by permission only.

Type: Completion requirement
Fulfill ALL of the following requirements:
~~Speech Pathology and Audiology~~
Complete ALL of the following Courses:
SPV 228 Introduction to Audiology 3
SPV 245 Articulatory Phonetics 3
SPV 246 Introduction to Linguistics 3
SPV 247 Anatomy and Physiology of the Speech Mechanism 3
SPV 312 Bilingualism 3
SPV 321 Language Acquisition 3
SPV 326 Speech Pathology: Functional Disorders 3
SPV 327 Speech Pathology: Organic Disorders 3
SPV 349 Speech and Hearing Sciences 3
SPV 430 Introduction to Clinical Methods and Supervised Observation 3

~~Biological Science~~
~~Complete at least 1 of the following Courses:~~
~~BIO 183 Human Biology 4~~
~~BIO 166 Principles of Biology: Cells and Genes 4~~

~~Social Science~~
~~Complete at least 1 of the following Courses:~~

~~PSY 166 General Psychology 3~~
~~SOC 166 Fundamentals of Sociology 3~~

~~Natural Science~~
~~Complete ALL of the following Courses:~~
~~PHY 140 The Physics of Sound 3.5~~

~~Statistics~~
~~Complete ALL of the following Courses:~~
~~MAT 132 Introduction to Statistics 4~~

~~Writing~~
~~Complete ALL of the following Courses:~~
~~ENW 3070 Health and Science Writing 3~~

3. **To:** Underline the changes
Speech Pathology and Audiology, B.A. (45-48-Credit Major)

All applicants to the Major must first apply for admission to the College. After being admitted to the College, students apply to the Department of Speech-Language-Hearing Sciences to declare a Major in Speech Pathology and Audiology. Students must complete four 200 Level courses: SPV (LNG) 245; SPV (LNG 160) 246; SPV 228; and SPV (LNG) 247) in order to advance to 300 level courses, by permission only.

Type: Completion requirement
Fulfill ALL of the following requirements:
Complete ALL of the following Courses:

SPV 228 Introduction to Audiology	3
SPV 245 Articulatory Phonetics	3
SPV 246 Introduction to Linguistics	3
SPV 247 Anatomy and Physiology of the Speech Mechanism	3
SPV 312 Bilingualism	3
SPV 321 Language Acquisition	3
SPV 326 Speech Pathology: Functional Disorders	3
SPV 327 Speech Pathology: Organic Disorders	3
SPV 349 Speech and Hearing Sciences	3
SPV 430 Introduction to Clinical Methods and Supervised Observation	3
ENW 307 Health and Science Writing	3

Social Science requirement: 3 credits in psychology or sociology
Biological Sciences requirement: 3-4 credits in biology
Natural Science requirement: 3-4 credits in chemistry or physics
Statistics requirement: 3-4 credits in statistics

At least 50% of this program can be completed online.

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

a. The majority of our students are working students, who prefer to take the undergraduate courses remotely. We would like to add the distance learning component to our program to allow our students to take more than 50% of the undergraduate courses online.
b. The American Speech-Language-Hearing Association (ASHA) requires that all undergraduate students applying to graduate school have 4 required courses: 1 in biological sciences, 1 in social sciences, 1 in natural sciences and 1 in statistics. We originally specified the exact courses in the 4 categories. Moving forward, and in keeping in mind the distance learning and the need for courses that are offered online, ASHA changes in requirements, and departments changes in courses, we would like to keep the description more broad to allow students to take a variety of courses in these 4 categories (i.e., Social Sciences requirement: 3 credits in psychology or sociology; Biological Sciences requirement: 3-4 credits in biology; Natural Science requirement: 3-4 credits in chemistry or physics; and Statistics requirement: 3-4 credits in statistics).
c. The variability of the number of credits (i.e., 3-4) allows for flexibility in choosing courses which might have an added lab component.

5. **Date of departmental approval:** 2/20/2024

LEHMAN COLLEGE
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DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Speech-Language-Hearing Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Speech Language Pathology & Audiology
Course Prefix & Number	SPV 312
Course Title	Bilingualism
Description	The nature of bilingualism as a societal and individual human phenomenon; linguistic and applied linguistic issues; second language acquisition, psycholinguistic, sociolinguistic, neurolinguistic, educational aspects of bilingualism, and language policy. ~~PREREQ: SPV 321 (LNG 321)~~
Pre/ Co Requisites	~~SPV 321 (LNG 321)~~
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:**

Department(s)	Speech-Language-Hearing Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Speech Language Pathology & Audiology
Course Prefix & Number	SPV 312
Course Title	Bilingualism
Description	The nature of bilingualism as a societal and individual human phenomenon; linguistic and applied linguistic issues; second language acquisition, psycholinguistic, sociolinguistic, neurolinguistic, educational aspects of bilingualism, and language policy.
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

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**
SPV 321, language acquisition, is no longer needed as a prerequisite for 312, bilingualism. The course is not needed for students to succeed in SPV 321. In addition, it is holding students back from graduating on time especially in the Post Bac program.

5. **Date of departmental approval:** 2/20/2024

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF WOMEN'S AND GENDER STUDIES

CURRICULUM CHANGE

1. **Type of Change:** Description

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

Department(s)	Women's and Gender Studies
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Women's and Gender Studies
Course Prefix & Number	WST 218
Course Title	Gender and Society
Description	~~Comparative analysis of the statuses and roles of women in society. Exploration and analysis of alternative lifestyles for women and possible consequences of new patterns for women, men, the family, and other institutions.~~
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. **To:** Underline the changes

Department(s)	Women's and Gender Studies
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Women's and Gender Studies
Course Prefix & Number	WST 218
Course Title	Gender and Society
Description	Exploration and analysis of gender in society at both the interpersonal and institutional level. The course will examine how gender intersects with other social statuses such as race/ethnicity, class, and sexuality.
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 change in course description better represents the course as it focuses on gender more broadly, and not just women. Additionally, it removes the binary language of women/men that is out-of-date. Learning outcomes remain the same.

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

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF WOMEN'S AND GENDER STUDIES

CURRICULUM CHANGE

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

2.

Department(s)	Women's and Gender Studies
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Women's and Gender Studies
Course Prefix & Number	WST 327
Course Title	Sociological Perspectives on Gender
Description	Advanced exploration of how gender influences and is influenced by economic, political, and social institutions with an emphasis on sociological theory and research.
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:**
This course has run as a special topics course (WST 345) over the last several years;

since it will continue to be offered on a regular basis it should have its own distinct course code. The class adds to the program's upper-level interdisciplinary electives in the social sciences.

4. **Learning Outcomes (By the end of the course students will be expected to):**
   - Explain an advanced sociological understanding of gender
   - Describe how gender structures and is structured by social, political and economic institutions
   - Appraise current sociological scholarship on gender issues

5. **Date of Departmental Approval:** February 5, 2024

CUNY Common Core
Course Submission Form

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

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	WST 218
Course Title	Gender & Society
Department(s)	Women's and Gender Studies
Discipline	Women's and Gender Studies
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Exploration and analysis of gender in society at both the interpersonal and institutional level. The course will examine how gender intersects with other social statuses such as race/ethnicity, class, and sexuality.
Special Features (e.g., linked courses)	This course regularly meets with Sociology 228 which has already been approved as fulfilling the 'individual & society' pathways requirement.
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

X☐ 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	X☐ 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.

D. Individual and Society A Flexible Core course must meet the three learning outcomes in the right column.	
This SLO is assessed by writing assignments, exam questions, and/or group activities that require students to gather and interpret empirical data and/or textual evidence from a variety of sources. **Example: An essay assignment that asks students to gather, interpret, and assess information on the role of families, media, schools, health, and sexuality on gender experiences and inequalities in contemporary society using evidence from an assortment of research studies and results.**	● Gather, interpret, and assess information from a variety of sources and points of view.
This SLO is assessed by writing assignments, exam questions, and/or group activities that require students to gather and critically evaluate empirical and/or textual evidence from a variety of sources on the various topics covered in the class ranging from education and health to work and family. **Example: A homework assignment where students need to assess US government data about the pay gap they've collected and discussed during in-class group activities, and use that as evidence to make written arguments about what the data can and cannot explain about the patterns they see in the statistical charts.**	● Evaluate evidence and arguments critically or analytically.
Students are required to make written arguments in a variety of short homework assignments throughout the semester, and are asked to present their arguments and findings orally in-class. ***Example: A homework assignment where students choose a social issue that pertains to gender (e.g., pay gap, child care, sex education), and drawing on class materials and/outside sources write a letter to the politician explaining the social issue and the policy they think the politician should support to address it. Students read their letters to the class and get feedback from their peers on their use of evidence and their argument.**	● 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:	
This SLO is assessed by writing assignments, exam questions and/or group activities that require students to identify and apply	● 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.

fundamental sociological concepts in particular examples or assigned materials. **Example: Test questions that require students to discuss and reflect upon competing gender theories of and concepts about workplace inequalities.**	
This SLO is assessed by writing assignments, exam questions, and/or group activities wherein students examine the interconnectedness of the individual and social institutions to understand how individual agency and social structure shape values, choices, experiences, successes, and overall well-being for individuals. **Example: A homework assignment, drawing on West & Zimmerman's article "Doing Gender," wherein students attempt to "do the opposite gender" for at least 20 minutes and write a reflection essay on their experiences and others' reactions to them as they think about what it means to do gender in contemporary society.**	• 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.
This SLO is assessed by writing assignments, exam questions, and/or group-activities wherein students examine how gender, along with other social statuses, impact experiences of individuals across their lifetime, in different historical epochs, and cross-nationally. **Example: A final essay writing assignment that asks students to gather, interpret, and assess information on how social institutions, social policy and gender shape individuals' work and domestic roles and choices in contemporary society using evidence from an assortment of statistical charts and research studies.**	• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Gender & Society (WST 218)
Lehman College

Instructor: Professor Sample Professor
Office Hours: Monday XX:00-XX:00 in Carman XXX
Email: sample.professor@lehman.cuny.edu

Course Catalog Description

3 hours, 3 credits. Exploration and analysis of gender in society at both the interpersonal and institutional level. The course will examine how gender intersects with other social statuses such as race/ethnicity, class, and sexuality.

Course Objectives:

→understand sociological approaches to gender
→evaluate research on gender
→apply concepts about gender to current events and course materials

This course also fulfils the Individual & Society flexible core requirement. As such this course includes: Systematic study of individuals, their impact on society and society's impact on them: introduction to typical modes of inquiry and systematic ways of thinking about the topic.

Learning Outcomes (for pathways flexible core Individual & Society course):

√ 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.
√ Identify and apply the fundamental concepts and methods of sociology and women/gender studies, exploring the relationship between the individual and society
√ Examine how an individual's place in society affects experiences, values, or choices.
√ Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making

Required Texts and Readings:

(1) Most of the readings are articles and are available on the course Blackboard website (all readings are listed later in the syllabus under "course outline & weekly assignments' section)
(2)You will need access to just one book for the class from which we will be reading and discussing several chapters (information below). The book can be purchased from the Lehman College Bookstore. You can also look at Amazon to rent the book or buy a used copy, including an e-book version.

Required book: Hochschild, Arlie. 2012 edition. *The Second Shift.* NY: Penguin Books

COURSE REQUIREMENTS (HOW YOU WILL BE GRADED):

Two Exams (@30% midterm; @30% final – @60% of final grade total): Your exams will consist of short answers and an essay. For the first exam you will be responsible for all reading and lecture material through week 6 of the semester. For the second exam you will be responsible for the material covered in from weeks 8-14 of the course.

Quizzes (@15% of final grade): There will be a short quizzes every week. These will consist of multiple choice type questions that test you on your understanding of readings, lectures and films for the week.

Class Participation/Attendance and Bb Discussion Board (@10% of final grade): Each week I will create a new discussion board forum where I will pose questions about that week's material. To get full credit for discussion board participation and weekly "attendance" you must post a reply to the question(s) I pose by class AND reply to two other students' posts before class). These postings don't get graded, but you should write in full sentences (no text messaging abbreviations, etc.).

"Homework" Assignments (15% of final grade): Throughout the semester you will be assigned five brief "homework" assignments. As part of the "homework" assignment you will be asked to write up a very short 1-2 page paper that will allow you to apply concepts and findings to the course to real life experiences and data.

Course Grading for Final Grade:**
A = 93-100; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 60-66; F = 0-59

COURSE OUTLINE

WEEK 1: How Does Gender Matter?: Feminist perspectives
*Frye, "Oppression"
*McIntosh, "White Privilege: Unpacking the Invisible Knapsack"

Week 2: Nature vs. Nurture: The Variability and Social Construction of Gender (and Sex)
*Lorber, "'Night to His Day': The Social Construction of Gender"
*West & Zimmerman, "Doing Gender"

WEEK 3: Learning Gender: Language and Interpersonal Behavior, Families, Peers and Schools
*Richardson, "Gender Stereotyping in the English Language,"
*Orenstein, "Shortchanging Girls: Gender Socialization in School"
*Kane, "No Way My Boys are Going to Be Like That!: Parents' Responses to Children's Nongender Conformity"

WEEK 4: Gender Images and the Media
*Wolf, "The Beauty Myth,"
*Kareithi, "Hegemonic Masculinity in Media Contents"
*Gengler, Selling Feminism, Consuming Femininity"

WEEK 5: Gendered Differences, Inequalities and Conception of Health & Bodies
*Steinem, "If Men Could Menstruate"
*Gimilin, "Cosmetic Surgery: Beauty as Commodity"
* Courtenay, "Constructions of masculinity and their influence on men's well-being: a theory of gender and health"

WEEK 6: Gender & Sexuality
*Armstrong, Hamilton & England, "Is Hooking Up Bad for Young Women?"
*Tolman et al, "Getting Close, Staying Cool: Early Adolescent Boys' Experiences with Romantic Relationships"
* Mackler, "Sex Ed: How Do We Score?"

WEEK 7: MIDTERM

WEEK 8: Gender & The Labor Force-Change & Continuities
*Bose & Wheley, "Sex Segregation in the US Labor Force"
*Schilt "Just one of the Guys?: How Transmen Make Gender Visible at Work"

WEEK 9: Gendered Labor: Emotional Labor and Non-Traditional Labor
*Kang, "The Managed Hand"
*Eisenberg "Marking Gender Boundaries: Porn, Piss and Power Tools"

WEEK 10: Tokens, Sexual Harassment, and Men in Non-Traditional Occupations
*Quinn, "Sexual Harassment and Masculinity: The Power and Meaning of Girl Watching"
* Wingfield, "Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work"

WEEK 11: Chore Wars: Housework and Invisible Labor
*Hochschild, *The Second Shift*, chapters 1-6, and 9

WEEK 12: The Stalled Revolution: Childcare and Social Policy, The Gendered Implications
*Hochschild, *The Second Shift*, chapters 12-13, 15-17, and afterward

WEEK 13: Gender and Work-Family Conflict
*Gerson, K. "Falling Back on Plan B"

WEEK 14: What Would You Like to Change? (Student Presentations)

WEEK 15: FINAL EXAM

OVERVIEW OF ASSISGNMENTS KEYED TO LEARNING OUTCOMES:

Midterm Essay Instructions

Drawing upon specific examples from the course readings, lectures, and/or films summarize some of the most prominent ways gender inequality is produced, reinforced, challenged, and/or has changed in four of the areas we have studied in week 3 through week 6. The areas we have studied that you should write about include (you choose which 4 to focus on): (1) language, (2) family, (3) education, (4) the media, (5) health, and (6) sexuality. The essay question should be answered as fully and completely as possible, drawing from all of the information covered in the course so far. Make sure you have an introduction with a thesis statement/argument and provide at least two examples for each topic you discuss.

Learning outcomes: (#1) Gather, interpret, and assess information from a variety of sources and points of view; (#2) Evaluate evidence and arguments critically or analytically;; (#4) Identify and apply the fundamental concepts and methods of sociology exploring the relationship between the individual and society; (#6) Examine how an individual's place in society affects experiences, values, or choices; (#8) Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Summary of Final Essay Instructions

Answer the following question: how does gender affect 1) employment/work, and 2) family/parenting? The essay question should be answered as fully and completely as possible, drawing from all of the information covered in the course since the midterm/week 7. Use specific examples from the course materials (readings, class lectures/power-points, films) -- whatever information you can marshal to give the best possible answer. You are expected to have an introduction with a thesis statement/argument and each for each of the two topics you should provide at least three specific and distinct examples in which you explain its relevance to the question.

Learning outcomes: (#8) Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making; (#1) Gather, interpret, and assess information from a variety of sources and points of view; (#2) Evaluate evidence and arguments critically or analytically; (#3) Produce well-reasoned written or oral arguments using evidence to support conclusions; (#4) Identify and apply the fundamental concepts and methods of sociology exploring the relationship between the individual and society; (#6) Examine how an individual's place in society affects experiences, values, or choices.

Short Answer Exam Questions:

This section requires you to recall key information/findings from readings and lecture on how gender is experienced as both a personal identity and social status in society, how we enact and learn gender, and the social institutions that shape gender experiences and expectations. Your answers should be in complete sentences and can be as short as a few sentences but no longer than a long paragraph. Good answers will demonstrate your knowledge and understanding of course materials and sociological concepts.

Learning outcomes: (#4) Identify and apply the fundamental concepts and methods of sociology exploring the relationship between the individual and society; (#3) Produce well-reasoned written or oral arguments using evidence to support conclusions; (#6) Examine how an individual's place in society affects experiences, values, or choices.

Homework #1 Instructions

Drawing on what we've learned from West & Zimmerman's articles "Doing Gender" regarding the omnirelevance of gender in society your homework is to "Do the opposite gender" of the gender you consider yourself to be for at least 20 minutes and write up a short description of your experience with this experiment. The paper should include the following information: 1. Explain/describe what you did and the reactions you got; 2. Explain why you chose to do what you did; 3. Explain why you think you were or were not 'successful' with the assignment; 4. what this experiment/experience has taught you about gender and any connections you see with the reading and what we've learned so far about the roe of gender in society.

Learning Outcomes: (#6) Examine how an individual's place in society affects experiences, values, or choices; (#2) Evaluate evidence and arguments critically or analytically; (#4) Identify and apply the fundamental concepts and methods of sociology exploring the relationship between the individual and society.

Homework #2 Instructions

Collect one magazine or newspaper advertisement that depicts people (or one person). The ad must be recent (within the last year). Your homework assignment is to describe and analyze the gender content of the ad you found. In particular, you should be answering the question "what messages about gender does this ad (pictures and text) send?" You must draw on course materials and concepts for your analysis. Your paper should be 1-2 pages double-spaced, and draw on at least two course sources.

Learning Outcomes: (#2) Evaluate evidence and arguments critically or analytically; (#3) Produce well-reasoned written or oral arguments using evidence to support conclusions.

Homework #3 Instructions

Drawing on the Highlight of Women's Earnings for 2019 data that we worked together with on class in creating summary tables of the pay gap across various groups, answer the following questions and justify your responses from what you see in the tables: 1. What is the current gender wage gap as of 2019 (comparing all working age women and men)?; 2. If we examine race along with gender is there still a gender wage gap? Explain; 3. What's the impact of education on the earnings of men and women? Do increases in education affect the gender pay gap?; 4. Would holding different jobs affect the gender pay gap? Explain; 5. Do any of these tables prove discrimination? Explain why or why not.

Learning Outcomes: (#2) Evaluate evidence and arguments critically or analytically; (#3) Produce well-reasoned written or oral arguments using evidence to support conclusions; (#8) Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Homework #4 Instructions

For this assignment you are to write a one to two paragraph (one page max.) single-spaced letter to a politician on any issue connected to topics we have covered in class (or create an online petition letter). Your letter/petition should start by stating what you are writing about. You should state what position you take. You need to provide explanations/data/facts for why the topic is important, and why the politician should adopt your position on it. You should do this by drawing on course materials and/or trustworthy material/statistics you can collect on the web.

Learning Outcomes: (#3) Produce well-reasoned written or oral arguments using evidence to support conclusions; (#2) Evaluate evidence and arguments critically or analytically; (#8) Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Committee on Admissions, Evaluations and Academic Standards (CAEAS) Report

Senate Meeting: April 3, 2024

The committee met on Monday, March 11, 2024, and a quorum was present.

The committee heard a proposal consisting of amendments to the College's Fresh Start program. The new changes were discussed, particularly whether initial grades from the student's record should contain annotations with their original grades once those courses are converted to a Credit/No Credit scale upon readmission. The committee voted unanimously to include annotations with original grades included, and then also voted unanimously to approve the proposed changes to the policy/program. The committee now brings the proposed changes to the Fresh Start program, to the Senate floor for a vote.

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DIVISION OF ENROLLMENT MANAGEMENT
Policy Change

1. **Type of Change:** Policy Change

2. **From:**
The Fresh Start Program

The Fresh Start Program offers eligible students seeking readmission to Lehman College the opportunity to return to the College and begin their GPA anew~~. Under the Fresh Start Program, students whose cumulative GPA does not meet Lehman College's academic standard and who earned no more than 45 indexable credits during their initial enrollment at the College will have none of their previous Lehman College coursework counted toward the computation of their grade point average.~~

~~Eligibility:~~
~~The following reinstated students may qualify for the Lehman College Fresh Start Program:~~

- ~~Students who have completed an associate's degree and have earned a minimum GPA of 2.75~~
- ~~Students who have earned 45 credits at an accredited institution following their initial enrollment at the College with a minimum GPA of 2.75;~~
- ~~Students who have not attended a college or university for 5 or more years.~~

~~Terms of the program:~~

- ~~Upon acceptance of an appeal for readmission, students who meet the above criteria will be invited to apply to the program by the Committee on Admission and Standing.~~
- ~~Admission to the program is at the discretion of the Committee. Decisions are final and may not be appealed.~~
- ~~Upon acceptance to the Fresh Start Program all previously earned grades will be removed from the calculation of the index but will remain visible on the transcript. A notation will indicate students' enrollment in the Fresh Start Program.~~
- ~~Students accepted to the program must adhere to a Fresh Start Program Contract which requires regular meetings with an assigned academic advisor as well as the utilization of campus support services.~~

- ~~Fresh Start Program participants must comply with all residency requirements for the College following their acceptance to the program, which stipulate the completion of at least 30 credits of coursework at Lehman, including at least half the number of credits in the student's major and half in the minor or half of the credits in an interdisciplinary program.~~
- ~~Students who fail to meet the academic standards of the College following their acceptance to the program will be subject to the policies governing dismissal as outlined in the College Bulletin.~~
- ~~The Fresh Start Program may be implemented only once during a student's academic career at Lehman.~~
- ~~Credits earned prior to the Fresh Start Program will be treated as transfer credits. As such, all grades removed from the index under the Fresh Start Program guidelines will not be used in the calculation of any indices.~~

3. **To:** Underline the changes

The Fresh Start Program

The Fresh Start Program offers eligible undergraduate students seeking readmission to Lehman College the opportunity to begin their GPA anew. Under the policy, students will have their previous Lehman College coursework no longer included in the computation of their grade point average.

Eligible students must have earned no more than 60 indexable credits during their initial enrollment at the College, must have a Lehman GPA below a 2.0, and must not have previously been granted a Fresh Start.

In order to apply, the student must also meet one of the following requirements:

- Completion of an associate's degree; or
- Completion of 45 credits at an accredited institution following their initial enrollment at the College with a minimum GPA of 2.5; or
- Non-attendance in any college or university for 5 or more years.

Terms of the policy:

- Students must submit a Fresh Start appeal along with supplemental materials to be considered for a Fresh Start.
- Eligibility for Fresh Start is at the discretion of the Appeals Committee, housed within the Office of Academic Standards and Evaluation. Decisions are final and may not be appealed.
- Students granted a Fresh Start will be readmitted to the college under the Adult Degree Program (ADP) and must adhere to the Fresh Start Policy Contract.
- Prior to registration, students must review this contract with an ADP advisor and agree to meet with their advisor at least once per semester.

- Upon the Fresh Start being applied, all previously earned grades will be removed from the calculation of the index and will be converted to Pass/No Credit grades. A notation will indicate both a students' enrollment in the Fresh Start Policy and previous grades earned.
- Fresh Start Policy participants must comply with all graduation requirements, including residency requirements and completion of major courses with a passing letter grade. Grades of Pass (P) do not count towards major or minor requirements.
- There is no Fresh Start for financial aid. All financial aid utilized previously will continue to contribute towards the lifetime eligibility usage and will not reset.
- Students who fail to meet the academic standards of the College following their Fresh Start will be subject to the policies governing dismissal as outlined in the undergraduate College Bulletin.

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
The need to revisit the college's Fresh Start Program arose due to recent changes in the academic standing policy. The present policy is exclusionary, as students are not able to opt into consideration for a "fresh start" instead relying on information presented as part of a re-admission appeal to drive an invitation from the appeals committee to apply for a fresh start. This is evidenced by fewer than 10 students being granted such appeals since the program was first launch nine years ago.

The proposed program revision allows students who have shown academic promise since last attending Lehman the ability to apply for a "fresh start." In addition, the program has been redesigned to ensure that the student is supported in a much more intentional and holistic manner.

5. **Date of CAEAS approval:** March 11, 2024

LEHMAN COLLEGE

Governance Committee Report
April 3rd, 2024

1. Fill Student Committee Vacancies
    a. All Nominees Proposed by Students
    b. All Nominees Approved by the Governance Committee
    c. Any Additional Nominations?
    d. If no, Move To A Vote

2. Election Updates
    a. Committee Nominations In
    b. Slate in Preparation
    c. Election to Take Place at May Meeting

3. Informational Items
    a. DRAFT Proposed Changes to CUNY Manual of General Policy
    b. See Attached Documents
        i. Duties of Chairperson
        ii. Inclusion of Role of Dean
        iii. Inclusion of Role of Provost
        iv. Differentiation of Provost and President
    c. Not Coming from Lehman
    d. CUNY Governance Leaders and UFS Working on A Response
    e. Proposals Must Be Approved by BoT

4. Next Governance Meeting: Scheduled if Needed

CUNY

Student Nominees to Fill Senate Committee Vacancies

A. Committee on Governance

Zef A Amargo: twentysix5six@gmail.com
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Recommendation Draft

The Duties of the Department Chairperson

CUNY Bylaws

ARTICLE IX ORGANIZATION AND DUTIES OF FACULTY DEPARTMENTS, SECTION 9.3 DUTIES OF DEPARMENT CHAIRPERSON

SECTION 9.3. DUTIES OF DEPARTMENT CHAIRPERSON.

a. The department chairperson shall be the executive officer of ~~his/her~~ their department and shall carry out the department's policies, as well as those of the faculty, the college, and the board which are related to it. ~~He/she~~ They shall foster faculty excellence in teaching, research, and service and ensure the mentorship and inclusion of faculty in the work of the academic department. They shall report to the school's academic dean or the provost when a dean has not been designated. They shall:

1. Be responsible for departmental records, including faculty files if in possession of the department, and all departmental curricula, including any new curricula or changes to existing curricula, and any program-specific, departmental or professional accreditation documents.

2. Work with the school's dean, or where no dean is present, the provost, to develop a schedule each semester that is based on student need and demand and college or system guidelines.

3. Assign courses scheduled each semester to ~~and arrange programs of~~ instructional staff members of the department based on student need and demand, college or system guidelines, disciplinary expertise, faculty equity, and regular course rotation according to degree maps.

~~3~~4. ~~Initiate policy and action concerning~~ Coordinate the recruitment of faculty ~~and other~~ for the department in compliance with University and college hiring practices. ~~al affairs subject to the powers delegated by these bylaws to the staff of the department in regard to educational policy, and to the appropriate departmental committees in the matter of promotions and appointments~~

5. Ensure appropriate membership and procedures for all departmental committees in the matter of promotions and appointments.

6~~4~~. Represent the department before the college's administration, faculty council or faculty senate, the faculty, and the board.

7~~5~~. Preside at meetings of the ~~departmen~~department.

8~~6~~. Be responsible for the work of the department's committee on appointments or the department's committee on personnel and budget which ~~he/she~~ they chair~~s~~.

9~~7~~. Where practiced, ~~P~~prepare the tentative departmental budget request, subject to the approval by the department's committee on ~~appointments or the department's committee on~~ personnel and budget and submit it

~~8. Transmit the tentative departmental budget~~ with their ~~his/her~~ own recommendations to the president, ~~or the~~ dean, or provost as ~~the president may designate~~assigned.

10.~~9. Arrange for careful observation and guidance of the department's instructional staff members~~Schedule members of a panel of faculty observers to conduct teaching observations of adjunct and all full-time faculty and hold and memorialize the post observation conference or schedule it with a member of the department's Personnel and Budget Committee.

11. Hold or schedule with a member of the Personnel and Budget Committee an annual evaluation conference with every member of the department other than full professors after observation and prepare a memorandum thereof providing substantive feedback.

12~~0~~. Make a full report to the president, provost, or dean and to the college committee on faculty personnel and budget of the action taken by the department committee on personnel and budget or department committee on appointments when recommending an appointee for tenure on the following, as well as any other criteria set forth in U~~u~~niversity policies:

a. Teaching qualifications and classroom work

b. Relationship of the appointee with his/her students and colleagues

c. Appointee's professional and creative work

d. Service

~~11. Hold an annual evaluation conference with every member of the department after observation and prepare a memorandum thereof~~

13~~2~~. Generally supervise and administer the department, including coordinating faculty office hours, faculty academic advisement for students, and the supervision of staff.

14. Report annually to the dean, or where there is no dean, the provost, on the chair's work and the work of the department.

b. Each library, where size makes it practicable, shall constitute an instructional department of the college. The chairperson thereof shall be designated by the president. Such chairperson, in addition to the duties of department chairperson as enumerated in paragraph "a" of this section, shall be charged with the administration of the library facilities of ~~his/her~~ their college and shall perform such other duties as the president may assign. Such chairperson is hereby authorized to use the additional title of ~~"~~chief librarian."

c. Where student personnel services are constituted as an instructional department of the college, the dean of students shall be the department chairperson.

d. Where the size of a college makes it effectively function as a single instructional department (e.g. the College of Law), the chief academic officer will be responsible for the functions of a department chairperson.

Recommendation Draft

Inclusion of the Role of the Senior and Comprehensive Colleges' Academic (School) Dean in the CUNY Bylaws and the University's Manual of General Policy

1. Establish CUNY BYLAW 11.6 to recognize the role of the academic school Dean as follows:

The Dean of a school within a college shall:

a. Be granted the responsibility and authority, subject to the President, and reporting to the Provost, to function as the school's chief academic officer
b. Oversee the school's academic departments and personnel, the recruitment and evaluation of faculty, and the delivery of curriculum through student-centered scheduling
c. Approve the course schedule for all departments within their school, and
d. Oversee the fiscal and administrative affairs of their school.

2. Amend the CUNY Manual of General Policy2.08, 3.2 as follows to recognize the academic school Dean as the academic leader of their school.

The President may appoint for each ~~college~~ school, where schools exist within the college, ~~should appoint~~ an Academic Dean ~~or Dean of Faculty~~ who shall be granted the responsibility and authority, subject to the President, and reporting to the Provost, to function as the ~~college's or~~ school's chief academic officer charged with the oversight of the school's academic departments and personnel, the recruitment and evaluation of faculty, the delivery of curriculum through student-centered scheduling, approval of the course schedule for all departments within their school, and the fiscal and administrative affairs of their school.

Further, as a collaborator with the school's faculty, the Dean ensures overall excellence, and develops a shared vision for the school that is consistent with that of the college. The Dean also ensures the policies of the college and University are carried out and sets priorities for the school in concert with the Provost and in alignment with the college's and University's strategic plans. (BTM,1971,02-09,001,__)

Recommendation Draft

Inclusion of the Role of the Provost in the University's Bylaws and Update of the Role of the President to Recognize the Provost's Role in the Manual of General Policy

1. Include the Provost in the list of instructional staff in Article VI, Sec 6.1. of the CUNY Bylaws

2. Amend Section 8.7.a of the CUNY Bylaws as follows:

There shall be in each college a committee on faculty personnel and budget or equivalent committee. The chairperson of this committee shall be the president or their designee. The members of the committee ~~may~~ will include the department chairs, the Provost/Vice President of Academic Affairs and one or more deans designated by the President; and….

3. Amend The Manual of General Policy 5.01.2 Academic Personnel Practice (BTM,1975,09-22,005,__) as follows.

Presidential Responsibilities As the executive agent of the college and the Board of Trustees, and as the principal ~~academic~~ executive officer, the President plays a pivotal role in all faculty personnel matters at the college level. (BTM,1975,09-22,005,__)

The President, as the person ultimately responsible to the Board of Trustees, is accountable for seeing that the mission of the college fits into the broader mission of the University. Within the college itself, the President, in ~~his or her~~ their capacity as principal ~~academic~~ executive officer, is similarly responsible for bringing to bear on all faculty personnel matters a broader institutional concern. The President must thus be the guarantor of the integrity of all faculty personnel processes. The President must be accountable for the ~~overall quality and~~ appropriateness of the faculty at his or her institution and must be the educational leader of the college ~~and must also be the educational leader of the faculty~~. (BTM,1975,09-22,005,__); and

4. Include the responsibilities of the Provost in CUNY Bylaw 11.5

Provost Responsibilities

The Provost reports directly to the President. As the Chief Academic Officer, the Provost is responsible, subject to the President, for the creation and implementation of the academic priorities of the college and the quality and ongoing assessments of its educational programs. The Provost, as the Chief Academic Officer, is also responsible, subject to the President, for the allocation of academic resources, final approval of course schedules for the college each semester, faculty personnel matters, and the recruitment, retention, and mentoring of faculty.

5. Renumber CUNY Bylaw 11.5 Equivalencies as CUNY Bylaw 11.7. (because of the proposed insertion of the academic school Dean's role.

Recommendation Draft

Differentiation of the President's Role from the Provost's

Manual of General Policy

Policy 5.01 Academic Personnel Practice
2 Presidential Responsibilities
Manual Of General Policy Article V Faculty, Staff And Administration Policy 5.01 Academic Personnel Practice (cuny.edu)

As the executive agent of the college and the Board of Trustees, and as the ~~Principal Academic Officer~~ chief executive officer, the President plays a pivotal role in all faculty personnel matters at the college level. (BTM,1975,09-22,005,__)

The President, as the person ultimately responsible to the Board of Trustees, is accountable for seeing that the mission of the college fits into the broader mission of the University. Within the college itself, the President, in their capacity as ~~principal academic officer~~ chief executive officer, is similarly responsible for bringing to bear on all faculty personnel matters a broader institutional concern. (BTM,1975,09-22,005,__)

Policy 2.08 Governance of the University
3.1 The President
Manual Of General Policy Article II Board Of Trustees Policy 2.08 Governance Of The University (cuny.edu)

a) The final responsibility for development of the faculty must lie with the chief executive officer ~~academic officer~~, the President. To this end, the President has the responsibility for passing on all faculty personnel actions and, in the case of the granting of tenure, the President should rely on the judgment of experts in the various disciplines and the recommendation of the chief academic officer to aid them in making a final decision. In cases of controversial, early, or other special tenure decisions, consultation with faculty members or other qualified persons within or outside the University may be appropriate. Such consultation should be undertaken together with, or in agreement with, an appropriate elected faculty body—departmental, divisional, or college-wide—within the college or University. (BTM,1971,02- 09,001,__)

2023 COACHE Faculty Job Satisfaction Survey Taskforce Report

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Overview and Summary

The Collaborative on Academic Careers in Higher Education is a research-practice partnership with Harvard Graduate School of Education that studies Faculty job satisfaction. It is a tool used by universities interested in building Faculty-driven action plans that enhance Faculty leadership and retention. COACHE results rank Faculty job satisfaction in comparison to five similar institutions or *peers*, and 86 COACHE partners or *cohort* identified as generally similar. Lehman participated in COACHE survey in 2015 and 2019, leading to identification of key areas for improvement and successful intervention in specific areas of concern.

The COACHE Taskforce was formed in early Fall 2022, with representation of Faculty and Administrators from across schools and divisions. It designed and implemented an internal communications strategy about the *why*, *when* and *what* of the survey. The Taskforce met on a bi-weekly basis to discuss survey implementation, progress, and results. The survey was launched in early Spring 2023.

Overall, 52% of Faculty participated in the survey, or 175 responders of a population of 335. 130 responders were tenured; 36 were pre-tenured; and 9 were non-tenured Faculty. Responders fell into the following categories: Full Professors, Associate Professors, Men, Women, White, Faculty of Color (FOC), Asian, and Under-represented Minorities (URM). The survey contained 165 Likert scale questions, and 31 related questions. The survey results compared Faculty's mean scores relative to mean scores of 2019 survey; ranks Faculty's mean scores relative to those at our peer institutions; and ranks Faculty's mean scores relative to all participating COACHE institutions.

The Report summarizes the areas of concern and recommendations identified by Taskforce Faculty members based upon survey results. We are confident our Report will be useful to Administrators and CAOs in developing and implementing a Faculty-driven action plan that addresses Faculty's concerns and enhances Faculty's strengths.

Areas of Concern

1 Compensation

2 Teaching

3 Research

4 Service

Key Highlights

22% of Faculty said compensation is worst aspect of the job

Women are less satisfied than men in all aspects of the job.

Faculty of Color have lowest level of satisfaction than all other groups in compensation and research.

Compensation

All survey questions on compensation consistently revealed that Faculty does not underplay poor pay. Compensation was identified as “worst aspect of working at Lehman” by 22% of the faculty surveyed across all categories: 33% of pre-tenure Faculty surveyed; 18% of Associate Professors surveyed; 20% of Women Faculty surveyed; and 27% of Faculty of Color. Only 2% of Faculty surveyed responded that compensation was one of the "best aspects of working at Lehman." The low percentage was the tendency across all categories, as follows: 6% of pre-tenure Faculty surveyed; 2% of Associate Professors surveyed; 1% of Women Faculty surveyed; and 0% of Faculty of Color surveyed.

The survey results revealed that compensation was the motivation for searching for outside job offers. In the last five years. 20.2% of surveyed Faculty "actively sought an outside job offer," with 69.4% seeking to leave the institution and not just use outside job offer for leverage in salary negotiations.

Teaching

Balancing Teaching/Research/Service

Mean Score = 2.98

Faculty satisfaction with balancing teaching/research/service declined from the 3.05 mean score for 2019 survey. Faculty satisfaction with teaching ranks 3rd among peers, and in the bottom 30% of our cohort group. Faculty satisfaction is very low in all areas of teaching, namely: support for assessing student learning; support for teaching diverse learning styles; quality of graduate students to support teaching; level of courses taught; quality of students taught; and number of courses taught. Women and Faculty of Color satisfaction with "ability to balance teaching/research/service" ranks very low when compared to other groups, and in the bottom of our cohort group for Faculty of Color.

Overall, 19% of Faculty surveyed cited teaching load as "one of the worst aspects of working at Lehman," including 22% of tenured and 6% pre-tenured Faculty.

Research

Mean score = 2.85

Faculty satisfaction with research declined from the 2.95 mean score for 2019 survey. Faculty satisfaction with research ranks 3rd among peers, and in the bottom 30% of our cohort group. Faculty satisfaction is very low in all surveyed areas of research, namely: support for securing graduate student assistance; availability of course release for research; support for research; support for grants, obtaining and maintaining; and support for travel to present/conduct research.

Overall, 19% of surveyed Faculty responded that research was "one of the worst aspects of the job."

Service

Mean Score = 3.20

Faculty satisfaction with service declined from the 3.22 mean score for 2019 survey. Faculty satisfaction with service ranks 3rd among peers, and in the bottom 30% of our cohort group. Faculty satisfaction is very low in all areas of service, namely: number of student advisees; support for being a good advisor; support for Faculty in leadership roles; time spent on service; time spent on administrative tasks.

Overall, 21% of surveyed Faculty responded that "too much service/too many assignments" was "one of the worst aspects of the job." The disparity by gender is striking. 27% of Women and 11% of Men cited this aspect as the worst aspect of the job.

Additional Areas of Low Faculty Job Satisfaction

Taskforce Faculty members focused on four areas of concern that directly impact Faculty job satisfaction, retention and leadership. However, the 2023 survey results indicate that the Senior Leadership and Governance are aspects that also require attention.

1. Faculty satisfaction with senior leadership, defined as President/Chancellor and CAO, declined from 2019 survey. Faculty satisfaction with senior leadership ranks 5th among peers, and in the bottom 30% of our cohort group. Faculty dissatisfaction is alarmingly high in all surveyed areas of Senior Leadership, namely: President/Chancellor pace of decision making; President/Chancellor stated priorities; President/Chancellor communication of priorities; CAO pace of decision making; CAO stated priorities; CAO: communication of priorities.

2. Faculty satisfaction with Governance, defined as Administrators and other stakeholders and excluding Faculty Senate, declined from 2019 survey. Faculty satisfaction with governance/trust ranks 5th among peers; and in the bottom 30% of our cohort group. Faculty satisfaction is low in all areas of governance. Faculty members expressed dissatisfaction with "bureaucratic," "top-down decision-making process." Faculty expressed their wish to have their voices heard and be actively involved in the decision-making process.

In Faculty's Own Words

The following commentaries summarize how Faculty feel about the job:

"Improve our salaries!"

"Overall, increase salaries for Faculty, ask for Faculty participation and opinion, value Faculty, know your Faculty, support Faculty."

"At all CUNY colleges, more funding needs to be allotted for released time from teaching. Since junior and senior Faculty are expected to produce a significant number of publications, and serve on several committees towards promotion, the administration needs to institute a facile means of obtaining course release that doesn't necessary involve applying for grants -especially because the CUNY teaching load is particularly heavy. Faculty with prolific publications and/or award-winning publications should be granted course release as form of institutional recognition."

"Faculty are completely overworked. they need to hire more people or provide more course releases if they want us to do so much administrative work, it is getting completely out of hand."

"We need to decide what we want to be. A teaching college? An aspiring R1? An online institution? There seem to be too many competing visions for our future, and without some degree of consensus it is difficult for us to prioritize the allocation of scarce resources."

"*I love Lehman, but my main complaint is it tries to be everything- we have high expectations for tenure and promotion, a high teaching load, advisement, service on committees and administrative roles...It's wonderful that we have such a high bar set, but the service, teaching and advisement loads are so high that it leaves little time for research or community outreach*."

"Streamline administrative decision-making processes. Too much valuable faculty time is spent on forms and resubmissions to bureaucratic offices with unclear decision systems."

"Administrators should better share governance with tenured faculty and better include senior faculty in decisions about academic programs and structures."

"Listen to department chairs rather than maintain the top-down administrative structure of decision-making that is implemented without chair input."

Recommendations for Action in Areas of Concern

The following Taskforce Faculty members' recommendations seek to support Lehman Administrators and CAOs in the design of measurable policies that: effectively allocate institutional resources to support changes in Faculty work; strike the right balance between boosting Faculty job satisfaction and managing institutional costs and budget; and establish innovative, evidence-driven, long-term strategies for enhancing Faculty job satisfaction.

1. Design and implement monetary compensation opportunities that progressively address the current Faculty salary compression and inflation and cost of living, and strategically brings Lehman Faculty pay rate closer to innovative compensation practices of comparable institutions. Compensation opportunities can include bonuses for publications, organization of conferences and related events, and Faculty leadership and retention bonuses.

2 Design and implement teaching-load reduction program that closes the gap between current Lehman teaching load and teaching load in comparable institutions. This program can include grants for pedagogical development and innovation, and substantive awards that recognize excellence in the classroom in cooperation with the *Center for Teaching Excellence*.

3 Design and implement divisional course-release incentives to support ongoing Faculty research, in coordination with the current *Faculty Fellowship Publication Program*, as well course-release incentives to support Faculty service and administrative work.

4 Design, implement and evaluate a pilot "First Year Faculty Experience" program for newly hired Faculty that includes seminars, workshops, and information sessions on all aspects of the Lehman Faculty job, namely: CUNY and Lehman Governance; Faculty Senate; Faculty evaluation process; Lehman Foundation; student demographics; and all aspects related to "getting to know Lehman in the Bronx." The results of the "First Year Faculty Experience" program can inform CAOs about how best to foster and nurture Faculty skills, expertise, and leadership talents, build mechanisms for diverse Faculty to contribute to institutional development; adopt governance practices based upon Faculty participation; and build internal Faculty leadership. For this purpose, Lehman can identify and provide compensation to prospective "Faculty Mentors" in each School to work collaboratively with CAOs towards this program.

Conclusion

The results of the 2023 COACHE survey allowed us an in-depth assessment of where we are as an institution compared to our peers and cohort. In general, Faculty satisfaction declined from the 2019 COACHE results. The lowest ratings and largest effect size are among pre-tenure, not tenure-track, Women, Faculty of Color, and Underrepresented Minorities.

The results are significant and should inform how we move forward as a community, and how we engage all groups to participate in this Lehman community in an equitable way. As such, we recommend creating a faculty led task force who will collect qualitative data to get a better understanding of the challenges and offer evidence-driven solutions that will address Faculty job satisfaction.

Final Reflections

Taskforce Faculty members wish to express gratitude to the Taskforce Administrator members who provided unconditional support for our deliberations and discussions and fostered a Faculty-driven endeavor. We recognize that creating a competitive Lehman Faculty job market in a time when institutions of higher education are increasingly under fire is indeed a big challenge. We are aware that financial pressures decisively impact institutional expectations. However, we believe we must seize opportunities for evidence-driven change afforded by COACHE survey. We hope our Report is useful for Administrators and CAOs to address Faculty's concerns, enhance Faculty's strengths, and implement a Faculty-driven Action Plan.

Library, Technology and Telecommunications Committee Report

Next Meeting: April 30th

Location: ZOOM

Library

** Library respectfully requests that students not move Tables in First Floor Group Study Rooms This disrupts cabling and electronic outlets connecting to presentation technology
Library wants the college community to have pleasant and productive study experience

** Library invites the college community to a workshop – Open Educational Resources for Good on May 9th from 12-2 PM in the Library Periodicals Room on the Concourse Level. The keynote speaker is International Scholar Catherine Cronin. Register on Library Home Page. For More information, please contact Stacy Katz. This event is presented by Library, Office of Online Education, School of Education and CUNY Office of Library Sciences.

** Library and Social Work invite the college community to a reading and discussion on Tuesday, April 16th from 1-2 PM in Library Tree House. Bryan Warde will read and discuss ***Colorblind: Indigenous and Black Disproportionality Across Criminal Justice Systems***. Please see Library Home Page for Registration information.

Information Technology

** As previously mentioned, the IT Division has ordered - both MAC and PC's to replace older technology on campus. At present, the Academic and Campus Technology Support Services unit is conducting a campus-wide inventory. The team is locating older technology which will be replaced based upon age. The inventory process is approximately 75% complete. Once completed and the computers are received, the team will begin the replacement process. We will work with the school deans, chairpersons and directors. Based upon availability, users will have a choice of Windows or MAC.

** **New Anti-Virus**: Lehman is now using Cortex for Antivirus on college-managed computers. The antivirus on college desktops is automatically updated. College managed laptops are updated automatically when connected to the Virtual Private Network. We urge you to either bring your laptops to campus or connect to VPN so your antivirus is connected.

** **Reminder to students**—The Office of Digital Inclusion continues to loan Lehman students with laptops or tablets. If you are in need of Technology for study, please contact the Office of

Digital Inclusion through "Laptop Loaner" Form which you can access via the Students link on the homepage.

** We urge members of the college community to complete the Cyber Security Training on Bb. There is much useful information in the training and once completed, you will have a much better understanding of how internet scammers work and how they can harm us. The student program takes about 30 minutes to complete. Staff Faculty will take about 45 minutes to complete.

** Remember to continue to be vigilant with your email. Please don't click on any links that appear to be suspicious. Know your sender! If it sounds too good to be true, it is!

Blackboard/Learning Management System

- The Tech Fee Submission Window is closed and the Tech Fee committee will be meeting in the coming weeks to decide on the proposals that will be sent to the President for review.
- ***D2L Connections at SUNY Global Center in Manhattan*** On March 1st, a couple members of the Lehman LMS Transition Team attended the D2L Connections at SUNY Global Center in Manhattan, an event put together by D2L - our new Learning Management System. CUNY was well represented. The breakout sessions on course and system administration were very insightful, further solidifying our knowledge and understanding of Brightspace Administration. I personally feel better equipped to help Lehman College ensure a smooth transition to the new LMS in the Fall 2025 semester. More information on CUNY's transition to Brightspace is available on the CUNY LMS Transition Website.
- Save the Date and join us for the 2024 Bronx EdTech Showcase ***"Let's Talk: Rethinking Authentic Learning & Assessment In The Age Of AI"*** on Friday, May 3, 2024 at Hostos Community College. Registration is now open.
- Summer 2024 Courses will be available for faculty towards the middle of April. The new course template for summer includes a wealth of information for faculty on how to make your courses more accessible. We hope that this new module on accessibility helps faculty and students.

Online Education

- One more AI focused webinar this semester titled: "Careers, Workplace and Generative AI" is scheduled on Friday, April 12, 11:00 –12:15 pm Please contact the Office of Online education for additional information and to register.
- Enhancing your Online or Hybrid Course Through the Use of Open Educational Resources (OER) two-week workshop will be held from **May 6 - 17, 2024.** If you are interested in integrating OER into your courses for any modality (online, blended, or in-person), please register by April 25.
- The Center for Teaching and Learning at Lehman College subscribed to the Magna 20-Minute Mentor Program, a series where respected academic peers concisely cover timely and relevant topics. Apr. 8, 2024, How Can I Help Students Who Are Struggling with

Online Learning? Apr. 15, 2024, How Can I Use Virtual Reality to Impact Classroom Learning?

- Save the Date for the Lehman's Celebration of Faculty Excellence in Research, Scholarship, and Creative Activity on May 2, 2024, 3:00-5:00 pm