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**Minutes of
The Lehman College Senate Meeting
Wednesday, February 3, 2021
Senate Meeting**

Senators Present: Alexander-Street, A.; Ali, S.; Auslander, D.; Austin, L.; Babalola, V.; Banks, R.; Baraldi, C.; Bergmann, Ronald M.; Bettiol, R.; Boston, N.; Budescu, M.; Burton-Pye, B.; Calvet, L.; Campeanu, S.; Cheng, H.; Codrington, N.; Collett, J.; Cooper, W.; Dominquez, V.; Donkor, B.; Dumais, S.; Ebersole, S.; Ewing-Morgan, D.; Farrell, R.; Fera, J.; Finger, R.; Firpo, A.; Ford, G.; Fortunato-Tavares, T.; Georges, Catherine A.; Gonzalez Castillo, R.; Harrison, E.; Hattori, T.; Kim, C.; Kim, H.; Lemons, D.; Loscocco, P.; Louche, Z.; Machado, E.; MacKillop, J.; Mahon, J.; Maney, B.; Manier, D.; Marcelino, K.; Marianetti, M.; Markens, S.; Mazza, C.; McKenna, C.; Mellen, A.; Mills-Bakhsh, J.; Mills, P.; Morgan, J.; Munch, J.; Murphy, B.; Mutoria, F.; Nunez-Torres, A.; Nwosu, P.; O’Dowd, M.; O’Neil, C.; Prince, P.; Ramirez, M.; Rice, A.; Ridley, T.; Rivera, C.; Rosario, Y.; Rotolo, R.; Saforo, E.; Sarmiento, R.; Schlesinger, K.; Schwittek, D.; Sisselman, A.; Sofianos, E.; Valdovinos, C.; Valentine, Robert T.; Wright, J.; Yavuz, D.; Zerphey, N.

Senators Absent: Aisemberg, G.; Bayne, G.; Durodola, S.; Fakhouri, S.; Hyman, D.; Ohmer, S.; Stein Smith, S.; Valarezo, J.

The meeting was called to order by President Daniel Lemons at 3:37 p.m.

1. Approval of the Minutes

The minutes of the December 2, 2020 and the December 16, 2020 Senate meetings were unanimously approved.

2. Announcements and Communications

a. Report of the President—

Dr. Lemons welcomed all to the first meeting of the Spring 2021 semester. He briefed on an email announcement sent earlier in the week: the decision of the CUNY Board of Trustees (BOT) to appoint Dr. Fernando Delgado as the next president of Lehman College. He expressed that Dr. Delgado would receive a warm welcome to the Lehman College community effective July 1, 2021. Dr. Lemons went on to provide several informational items concerning the budget. He informed that the New York State (NYS) 2022 Preliminary Budget had proposed a 5 percent decrease—a decrease that would be less than the 20 percent reduction received for the current fiscal year, 2021. He explained that the discrepancy was

41 due to the elimination of mandatory increases, such as fringe benefit costs, from the 2022
42 Preliminary Budget. Dr. Lemons further elaborated that the removal of such would mean a
43 \$40 million reduction on top of the 5 percent decrease proposed. He added that the
44 Preliminary Budget contained a mechanism that would allow an increase in tuition on a year-
45 to-year basis. It would also include the lowering of tuition for some high-demand certificate
46 programs and continue to maintain the City capital budget for senior colleges. Though the
47 final benefit would be delayed in the future due to the current budget situation, Dr. Lemons
48 apprised that the presence of the capital budget would be beneficial. This, he explained, had
49 much to do with the College's previously approved projects as well as its additional capital
50 projects—the latter of which Lehman would be sending to the City in the coming year.

51
52 In further announcement, Dr. Lemons informed that the CUNY BOT approved the fiscal
53 year 2022 budget proposal on Monday, February 1st, which took into account the 5 percent
54 reduction proposed by the governor during fiscal year 2021. Dr. Lemons explained that the
55 next steps would be the adoption of the proposed New York State Executive Budget through
56 the legislative process, for approval on April 1, 2021. Dr. Lemons reminded that, since the
57 beginning of the current fiscal year, the College had operated under a provisional budget,
58 and was currently approaching its third quarter without an approved one. He admitted that
59 such had been awkward, but reminded that due to the pandemic, the nature of the
60 circumstances surrounding the budget had been irregular. Dr. Lemons speculated that the
61 final budget for fiscal year 2021 may be presented to the CUNY BOT next month. In light
62 of the reductions and the current state of the budget, Dr. Lemons reassured that the 5 percent
63 decrease for fiscal year 2022 would be the best scenario, as it offers a tangible hope that may
64 better assist the College and its plans for the future.

65
66 Dr. Lemons provided updates on the Coronavirus Aid, Relief, and Economic Security
67 (CARES) Act as well as the Coronavirus Response and Relief Supplemental Appropriations
68 (CRRSA) Act. Regarding the former, Dr. Lemons informed that the CARES Act funds
69 withheld by the University last spring—an approximate \$90 million—would be allocated to
70 CUNY Colleges next month. He revealed that the College's plan would be to merge the
71 remaining funds of the CARES Act with the College budget once it is approved by the BOT.
72 Regarding CRRSA funds, Dr. Lemons informed that such would be favorable to CUNY. He

73 elaborated that the Act had included direct support for part-time students and \$1.7 billion in
74 service to minority institutions—an incremental change compared to the \$1.1 million CUNY
75 received for the CARES Act. Dr. Lemons shared that should the CRRSA funds be distributed
76 proportionally across CUNY, Lehman would receive \$1.6 million. However, Dr. Lemons
77 noted that the CRRSA funds would not be available just yet, as the rules for its usage were
78 currently being established. Concerning both acts, he clarified that the rules would not
79 include funding for the hiring of faculty and staff—that the funding would be distributed to
80 students directly so as to address their needs. Dr. Lemons stressed the importance of this
81 outcome—which would not simply benefit the College, but Lehman College students, which
82 is necessary now more than ever.

83
84 **b. Student Legislative Assembly—**

85 Ms. Sumana Ali informed that the Student Legislative Assembly (SLA) and Student
86 Government Association (SGA) would generate a guide on the best practices for online
87 learning. However, as such could not be produced before the items deadline of the current
88 February 3, 2021 Senate, she informed that a copy would be provided by the next meeting.

89
90 Ms. Ali apprised that she was elected to the University Student Senate as the Vice Chair of
91 Legislative Affairs. She communicated how her position placed her in touch with students
92 of varying backgrounds, including those of whom have been affected by the pandemic to an
93 unfortunate degree. Ms. Ali stressed the importance of ensuring that students continue to
94 have access to technology, scholarships, grants, and mental health resources. She added that
95 SEEK, an academic support resource that suffered a 70 percent loss in funding due to the
96 CUNY budget cuts, was a collegiate necessity—particularly as it serves a population of
97 marginalized and underserved students. Furthermore, Ms. Ali pointed out how difficult it
98 was for student senators to contact administrators on behalf of the student body, as they are
99 often ignored. She urged administrators to prioritize student needs, especially those who
100 continue to suffer as a result of the pandemic. She implored that administrators be mindful
101 of their situation and to contact her for further information and discussion.

102
103 The Executive Counsel, Bridget Barbera, expressed how moved she was by Ms. Ali’s speech.
104 She acknowledged and thanked Ms. Ali for bringing attention to the difficulties still plagued

105 by students as a result of the pandemic. Ms. Barbera stressed how important it was for the
106 College to have conversations surrounding those issues. She extended an invitation to Ms.
107 Ali to commence a one-on-one conversation to further discuss and address student needs.

108

109 **REPORTS OF STANDING COMMITTEES–**

110

111 **1. Graduate Studies**

112 Prof. Janet DeSimone presented proposals for curriculum changes in the following departments:
113 Health Sciences and Counseling, Leadership, Literacy, & Special Education. Both proposals were
114 unanimously approved.

115

116 Prof. DeSimone also presented one informational item regarding the Academic Excellence Fee.

117

118 See Attachment I

119

120 The next meeting was scheduled for Wednesday, March 3, 2021 at 11:00 a.m. via Zoom.

121

122

123

124 **2. Governance Committee**

125 Professor Joseph Fera detailed the faculty nomination and election process for the College Senate
126 Standing Committees. He also provided a thorough preliminary overview of the Senator at-Large
127 elections process.

128

129 See Attachment II

130

131 The next meeting was scheduled for Thursday, February 18, 2021 at 9:00 a.m. via Zoom.

132 **3. Committee on Admissions, Evaluations and Academic Standards**

133 There was no report.

134

135 The next meeting was scheduled for Wednesday, February 10, 2021 at 3:00 p.m. via Zoom.

136

137 **4. Undergraduate Curriculum**

138 Professor Lynn Rosenberg presented proposals for curriculum changes in the following departments:
139 Early Childhood & Childhood Education; Economics & Business; Health Sciences; History; Music,
140 Multimedia, Theatre, & Dance; and Philosophy. All presented proposals were unanimously
141 approved.

142

143 Prof. Rosenberg also presented one informational item regarding an experimental course, BBA 221.

144

145 See Attachment III

146

147 The next meeting was scheduled for Wednesday, March 3, 2021 at 1:00 p.m. via Zoom.

148

149 **5. Academic Freedom:**

150 There was no report. Professor David Manier briefed that the resolution passed at the November 4,
151 2020 Senate—which upheld and supported the CUNY policy on Non-Discrimination—was made
152 moot, as the Trump Administration’s Executive Order was revoked by the Biden Administration.

153

154 The next meeting was scheduled for Thursday, February 4, 2021 at 3:30 p.m. via Zoom.

155

156 **6. Library, Technology, and Telecommunication**

157 Mr. Steven Castellano brought announcements from the Library, Division of Information
158 Technology, Online Education, and concerning Blackboard.

159

160 See Attachment IV

161

162 The next meeting was scheduled for Wednesday, Feb. 24, 2021 at 11 a.m. via Zoom.

163

164 **7. Campus Life and Facilities**

165 There was no report. Professor Penny Prince announced that the committee’s edits on the follow up
166 COACHE survey was near completed, and that the survey would be available sometime next week.

167 Prof. Prince also informed that the survey’s focus would be directed towards faculty satisfaction in

168 the classroom environment. She urged all to complete the survey once circulated and to do so before
169 the deadline next month.

170

171 The next meeting was scheduled for Wednesday, March 3, 2021 at 2:00 p.m. via Zoom

172

173 **8. Budget and Long-Range Planning**

174 There was no report.

175

176 The next meeting was scheduled for Wednesday, February 24, 2021 at 1:00 p.m. via Zoom

177

178 **9. University Faculty Senate Report**

179 There was no report.

180

181 The next Plenary Session was scheduled for Tuesday, February 23, 2021 at 6:30 p.m. via Zoom.

182

183 **4. Report of Ad Hoc Committee**

184 **a. Report of the Academic Assessment Council—**

185 Dr. Victor Brown provided an update on the activities of the Academic Assessment Council
186 Ad-Hoc Committee.

187

188 See Attachment V

189

190 The next meeting was scheduled for Tuesday, March 2, 2021 at 2:00 p.m. via Zoom.

191

192 **Old Business**----None.

193

194 **New Business**

195 **a. Class-size Resolution**

196 a. Dr. Lemons motioned to both consider the Professor Wendell Cooper's proposal and to
197 initiate discussion. It was seconded. Thereafter, Prof. Cooper presented the class-size
198 resolution and discussion ensued. There were many questions and concerns regarding
199 the resolution. Some felt that it required further clarification and additional forethought.
200 Others felt that the verbiage would disrupt shared governance and confine what is meant

201 to be a collaborative responsibility. There were many arguments for the proposal as well,
202 in which it was contended that the resolution was necessary for budgetary reasons and
203 for reaffirming the College's values. Although such was acknowledged, there were
204 further questions concerning effective implementation.

205
206 Dr. Pamela Mills, the Dean of Natural and Social Sciences, questioned the use of
207 "authority" in the fifth paragraph of the resolution. In response, Professor Robert Farrell
208 made a motion to change the word "authority" to "prerogative." The motion was
209 seconded and discussion ensued on the proposed amendment. The Executive Counsel,
210 Bridget Barbera, reminded that such would neither change the issue at hand, nor allow
211 for a collaborative conversation. Professor Paula Loscocco pointed out that the language
212 danced between the current online learning situation brought on by the pandemic and a
213 post pandemic future that was yet to be determined. Prof. Mills stressed that the
214 language was unclear and that further discussion, in collaboration with a wider range of
215 individuals, should be considered. Professor Paula Loscocco motioned to table the
216 amendment. It was seconded. The amendment was tabled after more than 3/5ths of the
217 body voted to table.

218
219 Professor Paula Loscocco motioned to table the resolution. It was seconded. The
220 amendment was tabled after more than 3/5ths of the body voted to table.

221
222 See Attachment VI

223
224 b. Mission, Vision, and Values Statement Resolution

- 225 a. Dr. Lemons presented the Lehman College Mission, Vision, and Values Statement
226 resolution for endorsement. He motioned to both consider the proposal and initiate
227 discussion. It was seconded and discussion ensued. There were many positive comments
228 concerning the resolution, and some offered alterations in the chat box to further reflect
229 Lehman's goals, guiding principles, and its continuous capacity for positive change.
230 Others believed the resolution should be brought to the Senate at a later date. The Vice
231 President for Academic Affairs, Dr. Peter Nwosu, informed that Lehman was far behind,
232 with regard to Middle States and its plan for 2025, due to setbacks as a result of the

233 pandemic. Dr. Lemons echoed Dr. Nwosu, in that he urged for closure of the process in
234 light of previous obstacles that have impeded Lehman's progress; he affirmed that all
235 input provided would be taken into consideration.

236
237 Professor Robert Farrell made a motion to table the resolution. It was seconded. The
238 motion proceeded to a vote. It was denied by majority vote.

239
240 Dr. Lemons motioned to endorse the resolution, with the understanding that the
241 comments provided by senators in the chat box be considered for inclusion into the final
242 product. It was seconded. The resolution was approved by majority vote.

243
244 See Attachment VII

245
246 **ADJOURNMENT**

247 President Lemons adjourned the meeting at 5:43

248
249 Respectfully submitted:

250
251 Cynthia Cessant



GOVERNANCE COMMITTEE

Senate Report February 3rd, 2021

1. Standing Committee Faculty Nominations
 - a. Roughly Half of Faculty Member Terms on Standing Committees Expire in June
 - b. Governance Committee Oversees the Election Process for Replacements
 - c. See Attached Diagram with Dates
 - d. See Attached Nomination Solicitation.

2. Senator At-Large Elections
 - a. Every 2 Years Senator At-Large Terms Expire (Odd Years)
 - b. Governance Committee Oversees the Election Process
 - c. All Done Online Using LimeSurvey
 - d. Weighted Nomination Round: First 2 Weeks in April
 - e. Weighted Election Round: First 2 Weeks in May

3. Next Governance Meeting: Feb 18th at 9am, Zoom Info on Website

The Lehman College Senate Standing Committee Faculty Member Election Process 2021

Step 1: Nomination Solicitation

All Faculty and Staff are asked to contribute nominations to fill Senate Committee faculty member seats that will be vacant as of June 2021.

March 1st – March 15th by Email



Step 2: Slate Prepared

The Senate Governance Committee prepares a slate of candidates to fill committee vacancies using the collected solicitations. The Governance Committee attempts to prepare a slate that balances school representation; it also verifies that those nominated are willing to serve.

March/April Governance Meeting

Step 3: The Senate Votes

The Governance Committee brings the prepared slate of candidates to the Senate floor. Additional nominations are called for and then the Senate votes.

May 5th Senate Meeting

**SHARED
Governance**

LEHMAN COLLEGE SENATE GOVERNANCE COMMITTEE

March 1st, 2021

To Members of the Lehman College Faculty and Staff:

The Lehman College Senate Governance Committee solicits nominations for the standing committees of the Senate for the years 2021-2022. The term of service is two years, and service on Senate standing committees does not require membership in the Senate. Descriptions of the function of each committee are available online at: <http://www.lehman.edu/college-senate/documents/senate-bylaws-2017.pdf>.

The nominations received will be used by the Governance Committee to create a slate of faculty for each committee. Elections will take place at the May 5th Senate meeting, at which time the floor will be open for additional nominations.

Attached is a list of the current members of each committee. The first column lists those members whose terms continue until June 2022. The second column lists those members whose terms expire this June.

The attachment also includes a ballot which shows continuing members of the committee in the left-hand column and blanks for nominations in the right-hand column. You may nominate up to three candidates for each committee. You can nominate yourself, and current committee members may be renominated. The ballot is a Word document on which you can type in your nominees. **Please nominate only individuals who have agreed to serve if nominated and elected.**

We are also seeking nominees for faculty representatives to the Lehman College Auxiliary Enterprise Corporation and for a faculty member to serve as the Senate Ombudsmen. For each position, the Senate nominates two faculty from which the President chooses one.

Please return the ballot form with your nominations by **Monday, March 15th** to:

joseph.fera@lehman.cuny.edu.

Your cooperation is most appreciated; thank you.

Sincerely,
Joseph Fera
Chair, Governance Committee

Current Faculty Members of the Standing Committees of the Senate

Faculty Serving to June 2022

Academic Freedom

David Manier, PSY
Mohan Vinjamuri, SWK

Admissions, Evaluations, Academic Standards

Andrea Boyar, HEA SCI
Sandra Campeanu, PSY
Tanja Haxhoviq, MAT

Budget and Long Range Planning

Mia Budescu, PSY
Haiping Cheng, BIO
Alexander Nunez Torres, ECO

Library, Technology and Telecommunications

Stephen Castellano, IT
Jennifer McCabe, MMTD
Jennifer Van Allen, CLLSE

Campus Life and Facilities

Kofi Benefo, SOC
Jennifer Collett, ECCE
Penny Prince, MUS

Undergraduate Curriculum

Amod Choudhary, ECO
David Hyman, ENG
Daniel Stuckart, MHSE

Graduate Studies

Edward Kennely, BIO
Carl Mazza, SWK
Lalitha Samuel, HEA SCI

Faculty Serving to June 2021

Diane Auslander, HIS
Duran A. Fiack, POL
Richard Lahijani, ECO

Sheila Blachman, CLLSE
Andrei Jitianu, CHE
Abigail Mellen, HIS

Alison Behrman, SLHS
Rick Desrochers, THE
Ruth Wangerin, ANT

Sherry Deckman, MHSE
Donna McGregor, CHE
Joseph J. Mohorcich, POL

Carole Baraldi, NUR
Natasha Nurse, NUR
John Ongley, PHI

Yuri Gorokhovich, EEGS
Julie Maybee, PHI
Lynn Rosenberg, SLHS

Janet DeSimone, CLLSE
Joseph McElligot, ENG
Liat Seiger, SLHS

NOMINATION BALLOT

Faculty Serving to June 2021

Academic Freedom

David Manier, PSY
Mohan Vinjamuri, SWK

Academic Freedom

Admissions, Evaluations, Academic Standards

Andrea Boyar, HEA SCI
Sandra Campeanu, PSY
Tanja Haxhoviq, MAT

Admissions, Evaluations, Academic Standards

Budget and Long Range Planning

Mia Budescu, PSY
Haiping Cheng, BIO
Alexander Nunez Torres, ECO

Budget and Long Range Planning

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Stephen Castellano, IT
Jennifer McCabe, MMTD
Jennifer Van Allen, CLLSE

Library, Technology and Telecommunications

Campus Life and Facilities

Kofi Benefo, SOC
Jennifer Collett, ECCE
Penny Prince, MUS

Campus Life and Facilities

Undergraduate Curriculum

Amod Choudhary, ECO
David Hyman, ENG
Daniel Stuckart, MHSE

Undergraduate Curriculum

Graduate Studies

Edward Kennely, BIO
Carl Mazza, SWK
Lalitha Samuel, HEA SCI

Graduate Studies

Auxiliary Enterprise Corporation

(Term Expires 6/2021)

(2 nominees needed)

Katherine Burt, HEA SCI

Ombudsman

(Term Expires 6/2021)

(2 nominees needed)

Alan Kluger, PSY

Note: Lehman College Association faculty terms end 6/2023.

Senate Meeting – February 3, 2021

Proposed Graduate Studies Report

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

Department of Health Sciences

- New course: EXS 675
- Change in degree requirements: Human Performance and Fitness, MS Program

Department of Counseling, Leadership, Literacy and Special Education

- Course changes: EDG 700, 701, 702, 703, 704, 705, 707, 708, 709, 734, 732, 735, 738, 731, 743, 744,
- Change in degree requirements: School Counseling, MSED Program

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

Informational Item:

The committee also discussed and unanimously approved a proposal for an *Academic Excellence Fee*, submitted by the School of Natural and Social Sciences for the Health Careers Preparation Post-baccalaureate Certificate Program (HealthBridge). The proposed fee is a one-time charge of \$2500 upon matriculation. Even with the Academic Excellence Fee, HealthBridge will generally be less expensive for students than existing alternatives, and these fees will help fund resources (e.g., dedicated advisors, study materials, workshops) to support the program.

Our next meeting will be on **March 3 at 11 a.m. via Zoom.**



College: Lehman College
Request for Academic Excellence Fees

Name of Degree/Program

Health Careers Preparation Post-Baccalaureate Certificate Program (HealthBridge)

Description of Degree/Program and Justification for Fee

Please provide details regarding the cost of the program, the potential outcomes/marketability for students and the quality of the program as evidenced by rankings or other metrics.

DESCRIPTION of PROGRAM

The HealthBridge Pre-Health Professions Post-Baccalaureate Certificate Program (HealthBridge Certificate) is aimed primarily at bachelor degree holders who wish to pursue a career in the health professions (medicine, dentistry, pharmacy, optometry, physical therapy, physician assistant studies, or veterinary medicine) but need to complete undergraduate prerequisites prior to applying to their desired program. HealthBridge is designed to be flexible to accommodate post-baccalaureate students who need to complete the full complement of prerequisites as well as students who completed some of their required prerequisites as undergraduates. Some of the students served by HealthBridge will have long had dreams of working in the health professions, but chose to defer the preparation during their undergraduate work only to come back to it later in their lives. Others will have made the decision to pursue a career in the health professions late in their undergraduate study, perhaps as seniors, leaving them insufficient time to complete their coursework. The program will also serve “career-changers,” that is, bachelor degree holders who did not pursue preparation for the health professions as undergraduates, but make the decision subsequent to graduation.

While this program will accept students from all backgrounds, we believe it is an especially important option for students who are underrepresented in the health professions, and may therefore be more likely to commit to a career in the health professions relatively late in their academic careers.

DESCRIPTION OF PROGRAM (continued):

Students pursuing the HealthBridge certificate must choose one of seven tracks, based on their eventual career goal:

- Pre-Medical
- Pre-Physician Assistant Studies
- Pre-Physical Therapy
- Pre-Dental
- Pre-Pharmacy
- Pre-Optometry
- Pre-Veterinary Medicine

Regardless of track, the HealthBridge certificate is divided in to two phases, an optional Foundational phase and the In Depth phase. It is not necessary to complete the Foundational phase in order to apply for admission to the In Depth phase. The certificate is awarded following successful completion of the In Depth phase.

PROPOSED ACADEMIC EXCELLENCE FEE STRUCTURE:

No Academic Excellence Fee would be charged during a student's optional Foundational phase.

Upon matriculation in to the In Depth phase of the program, a one-time \$2500 Academic Excellence Fee would be assessed.

JUSTIFICATION:

Currently, Lehman post-baccalaureate students interested in health careers are pursuing a variety of strategies, including non-degree and second-degree options. While these students currently are eligible to receive advisement from the Office of Pre-Health Advising at Lehman, the lack of a coherent post-baccalaureate program introduces additional financial, logistical, and educational obstacles to their progress toward their goals. HealthBridge will provide a unified program for these students, including intensive advisement, workshops on applying to schools of the health professions, and streamlined academic paths for completing required courses. In addition, even with the inclusion of the proposed Academic Excellence Fee, HealthBridge will generally be less expensive for these students than the existing alternatives, because as a certificate program it will have a lower per-credit cost than non-degree options, while requiring fewer semesters of work than a second degree.

Without the Academic Excellence Fee, however, Lehman would not have sufficient resources to support the program. There are a variety of existing programs which provide intensive advisement, access to materials for preparing for standardized tests, and services such as committee letters, but most of those are limited to undergraduates pursuing their first degree. HealthBridge will be a model of academic excellence for programs serving underrepresented post-baccalaureate students, but it can only do so if it has the resources to provide excellent advising, extra-curricular programming, and other resources for its students.

Consultation Process:

Colleges must consult with elected student and faculty leaders, as well as with students and faculty in the programs/degrees/schools affected by the proposed changes. These consultations must have occurred prior to the request submission.

Meet with student leaders

Date: 12/2/20

Meet with faculty leaders

Date: 12/2/20

Meet with students and faculty in program/degree/school

Date: 1/29/19, 11/4/19, + online surveys to students and alumni

Benchmarking the Competitive Environment

Describe the competitive environment of this degree/program including who your competitors are and how they compare in terms of both quality and price? Include competitors within CUNY, New York Tri-State area and nationally, if applicable.

COMPARISON WITH ACADEMIC EXCELLENCE FEES OF COMPARABLE PROGRAMS ON OTHER CUNY CAMPUSES:

City College:	\$10,000
Queens College	\$2,000

REGIONAL COST ANALYSIS:

The program's affordability is an additional important strategic asset for our certificate program. The current undergraduate tuition rate for twelve credits or above during a semester for a NYS resident is \$3,465; resulting in an estimated cost for the In-Depth year of the Program of less than \$10,000 (2 semesters of tuition, along with a \$2500 Academic Excellence Fee). When considering the comparable certificate programs in the area (e.g., Adelphi, Columbia, Farmingdale, Hofstra, Mount Sinai, Rowan, and UConn) with yearly tuitions in the range of \$35K-\$70K, the inclusion of the proposed Academic Excellence Fee in our certificate will not significantly affect its cost-competitiveness.

COST ANALYSIS OF ALTERNATIVES AT LEHMAN:

Currently, prior to the launch of the HealthBridge certificate program, post-baccalaureate Lehman students interested in advanced health careers have two options: take individual courses required as prerequisites for admission by schools of the health professions, or pursue a second undergraduate degree which includes those courses as part of their major requirements. Both options have financial disadvantages: non-degree has a higher cost per credit than other options, and is ineligible for nearly all forms of financial aid and scholarships; while a second degree requires the completion of additional major courses that students do not need in order to successfully apply to schools of the health professions. In order to compare the cost of these alternatives, we have examined the cost of each alternative, using academic year 2020 – 2021 tuition and fees.

COST ANALYSIS OF ALTERNATIVES AT LEHMAN (continued):

Case Study #1:

Track: Pre-med

Completed as first-degree undergraduate: General Chemistry (two semesters), General Biology (two semesters), Pre-Calculus, Psychology, Statistics

Residency: New York State resident

Second Degree in Biology, including elective courses needed to apply to medical school: 59 credits over 4 semesters, for a total cost of **\$14,818.40**. Includes elective courses such as Sociology.

Non-Degree: 31 credits over 2 semesters, for a total cost of **\$14,274.20**

HealthBridge: 33 credits over 2 semesters, for a total cost of **\$9909.20**, including AEF.

Case Study #2:

Track: Pre-Physical-Therapy

Completed as first-degree undergraduate: Psychology (one semester), Statistics

Residency: New York State resident

Second Degree in Exercise Science, including elective courses needed to apply to medical school: 77 credits over 5 semesters, for a total cost of **\$18,523.00**

Non-Degree: 44 credits over 3 semesters, for a total cost of **\$20,298.80**

HealthBridge: 46 credits over 3 semesters, for a total cost of **\$13,613.80**, including AEF.

Analysis: In typical cases, HealthBridge, including a \$2500 Academic Excellence Fee, will be considerably less expensive than the existing alternatives for students seeking post-baccalaureate health career preparation at Lehman College.

Fees and Enrollment

What is the amount of academic fee that you are requesting (please specify if it by term or per credit)? How much do you expect to generate? What semester will it be in effect for?

Proposed Fees, beginning Fall 2020

One time program fee per student, assessed at beginning of In-Depth year: \$2500

Anticipated Enrollment in 2021

Fall 2021: 60 students
Fall 2022: 80 students
Fall 2023: 120 students
Fall 2024: 150 students
Fall 2025: 160 students

Anticipated Revenue Generated

Fall 2021: \$2500 x 60	= \$150,000
Fall 2022: \$2500 x 80	= \$200,000
Fall 2023: \$2500 x 120	= \$300,000
Fall 2024: \$2500 x 150	= \$375,000
Fall 2025: \$2500 x 160	= \$400,000

Proposed Use of Funds - What will the additional funds be used for? How will they enhance the program?

The funds gathered from the proposed fee would provide much needed support for students in the certificate program in the form of enhanced intensive advising, as well as for workshops and events designed to support student success, both within the program and in their future careers. In addition, students would be provided with standardized test preparation materials appropriate for their chosen career track.

The main uses for the funds are:

1. Additional advising support. Currently, there is one pre-health advisor serving 1684 undergraduate students and recent alums in the process of applying to schools of the health professions. For students who start their college career at Lehman, advising can be spread over their four years at Lehman as well as an application year after they graduate (if they choose, as do the majority of students nationwide, to take a gap year between undergraduate and professional education). For students in HealthBridge, however, the timeline is accelerated, and more intensive advisement will be required. In addition, students responding to our surveys have indicated that intensive advisement is one of the features of the program they find particularly attractive. We expect to hire one full-time advisor at the HEa level for the program in 2021, with a second being added in 2023 as the size of the program expands.
2. Study materials for standardized entrance exams to programs in the pre-health professions. One of the most challenging barriers underrepresented students face in pursuing careers in the advanced health professions are standardized entrance exams, including the MCAT, DAT, PCAT, OAT, GRE, PA-CAT, CASPer, and SJT. In addition to the challenge of performing well on the exams, the acquisition of study materials such as sample tests is generally an additional expense associated with the professional school application process, and one which is not covered by most forms of financial aid. This expense can act as an additional barrier to professional school application for underrepresented groups. Currently, a variety of programs provide these kinds of materials to first-time undergraduates at Lehman. By providing these materials to HealthBridge students as part of the program, it will ease their financial burden and allow them to achieve their potential on these crucial exams.
3. Workshops on professional schools and the application process. Students in HealthBridge will, under the framework of the NSS 350 course, be expected to attend workshops on topics such as writing a personal statement, interviewing skills, and financial planning for professional school and beyond. While in some cases these workshops can be developed under the auspices of existing Lehman programs, in other cases the specialized knowledge required for the context of the health professions will necessitate bringing in outside speakers.
4. Committee letter support. Students pursuing medicine, dentistry, or optometry will receive a committee letter evaluating their strengths to aid them in the admissions process. Lehman already provides such letters for current undergraduates, at a cost of approximately \$500 per student in the form of reassign time and non-teaching adjunct hours. HealthBridge students pursuing one of those careers will also require committee letters. We also plan to offer committee letters to especially strong HealthBridge students pursuing careers in physical therapy, veterinary medicine, physician assistant studies, or pharmacy.
5. Recruitment costs and administrative support for the program. This includes the costs of tables at local, regional, and national pre-health events; targeted ads on pre-health listservs, blogs, and online discussion forums; and brochures and web presence promoting the program. It also includes funding for a part-time College Assistant to help with processing admissions to the program, recruitment campaigns, liaisons with partner institutions in the health professions, logistics of workshops, scheduling advising appointments for students in the program, and coordinating letters of recommendation.

Provide any other relevant information

Total Estimated Expenses for Graduate Excellence Fees:

Expenses:

Additional advising support (calculated using 49% fringe benefit rate):

2021: one HEa	= \$ 85,000
2022: one HEa + nta/part-time	= \$100,000
2023: two HEa	= \$170,000
2024: two HEa + nta/part-time	= \$200,000
2025: two HEa + nta/part-time	= \$210,000

Study materials for standardized entrance exams (average of \$400 / student):

2021: 60 students x \$400	= \$ 24,000
2022: 80 students x \$400	= \$ 32,000
2023: 120 students x \$400	= \$ 48,000
2024: 150 students x \$400	= \$ 60,000
2025: 160 students x \$400	= \$ 64,000

Workshop expenses:

2021:	= \$ 4,000
2022:	= \$ 8,000
2023:	= \$ 8,000
2024:	= \$ 16,000
2025:	= \$ 20,000

Committee letter support (\$500 / student x 80% utilization):

2021: 60 students x 80% x \$500	= \$ 24,000
2022: 80 students x 80% x \$500	= \$ 32,000
2023: 120 students x 80% x \$500	= \$ 48,000
2024: 150 students x 80% x \$500	= \$ 60,000
2025: 160 students x 80% x \$500	= \$ 64,000

Recruitment costs and administrative support:

2021:	= \$ 13,000
2022:	= \$ 28,000
2023:	= \$ 26,000
2024:	= \$ 39,000
2025:	= \$ 42,000

TOTAL ESTIMATED EXPENSES

2021:	= \$150,000
2022:	= \$200,000
2023:	= \$300,000
2024:	= \$375,000
2025:	= \$400,000

Narrative Overview of Stakeholder Consultation

From the inception of the planning process for HealthBridge, an Academic Excellence Fee has been envisioned as an integral part of the program. There has therefore been consultation regarding the Academic Excellence Fee with students, alums, and faculty at every stage of the process. In addition, surveys have been administered on multiple dates to students and alums, including two large sections of General Chemistry courses, since that represents a likely source of students for the program.

Timeline:

May 1, 2018: The Lehman Pre-Health Advisory Board (PHAB), comprising representatives from the student body, the alumna/i community, faculty, staff, and regional professional schools, authorized formation of a task force to pursue exploratory development of the program and the administration of a survey to gauge student interest.

September 26, 2018: Meeting of PHAB task force

October 4, 2018: Preliminary survey administered to current and likely post-bac students at Lehman.

November 13, 2018: Meeting of PHAB task force

December 5, 2018: **Full PHAB unanimously endorses moving forward with the program, including its Academic Excellence Fee.**

December 2018 – February 2019: Consultation with faculty from departments offering courses included in HealthBridge, including a meeting with the School of Natural and Social Sciences Executive Committee on January 29, 2019.

October – November 2019: HealthBridge proposal, including the Academic Excellence Fee, approved by faculty votes in the Departments of Biology, Chemistry, and Anthropology.

November 12, 2019: HealthBridge proposal, including the Academic Excellence Fee, unanimously approved by the Executive Committee of the School of Natural and Social Sciences.

April 29, 2019: Second round of surveys administered to General Chemistry class

October 2, 2020: Third round of surveys administered to General Chemistry class

December 2, 2020: **Academic Excellence Fee proposal presented to student and faculty leaders at the Lehman Senate**

Student Survey Results:

The survey described the HealthBridge program, asked for each student to gauge their likelihood of enrolling in the program in the future, and then asked for the amount of Academic Excellence Fee they would be willing to pay, in addition to normal tuition, to enroll in the program. The survey provided options of \$500, \$1000, \$2500, \$5000, \$7500, or \$10,000, with the highest option chosen at the level of CCNY's current fee.

155 people responded to the surveys.

After watching a brief video describing HealthBridge, the students were asked "If Lehman implements the HealthBridge program, how likely do you think you would enroll in it at some point in the future?" and provided a Likert scale from 1 "Not at all likely" to 5 "Very likely." 46% (N = 72) of the students chose 4 or 5, indicated high likelihood they would enroll in HealthBridge if offered.

Of the students indicating high interest in the program, 53% (N = 38) indicated a willingness to pay a \$2500 or greater Academic Excellence Fee. Indeed, 26% were willing to pay an Academic Excellence Fee of \$5000 or greater, although our estimates suggest we do not need a fee that high to fund the resources for the program.

As a post-bac program, HealthBridge will draw from across the region and beyond. Therefore, identifying 38 current Lehman students with high interest in a program including the proposed Academic Excellence Fee suggests that, with the use of appropriate recruitment techniques, we should not have difficulty meeting our enrollment targets.

The survey also allowed for a free response, asking "What other advice do you have for us regarding HealthBridge?"

Here are a few of the comments:

"This would bring a lot of value to Lehman. Many private schools offer a postbac prehealth program, and as part of CUNY, Lehman would be the most affordable and therefore highly attractive option...As a career changer, I really don't want to get a second degree, and non degree study presents certain challenges. This program would be valuable to the school as well as the community."

"I am extremely interested in this program."

"I think this is a rewarding opportunity for students that should definitely be implemented at Lehman College."

"This is a great idea and a great start"

"I believe this is a very good idea. when I was doing nursing, I looked for several post-bac programs where I could do my pre-med, after nursing. Most of them were in the city but having this in Lehman, is definitely a step in the right direction."

"Let's get this running!"

College Approvals

Name

Name

Name

Signature

Title: President

Date: _____

Signature

Title: Provost

Date: _____

Signature

Title: VP Finance

Date: _____

Email completed template and draft Board resolution to **Ivan Nunez** at ivan.nunez@cuny.edu by **January 11, 2019**. The Board 's Committee on Fiscal Affairs meets on **February 25, 2019** and the full Board meeting is on **March 18, 2019**.

Instructions for Completing Academic Excellence Fees Template

Academic Excellence Fees will only be considered for degrees and programs related to CUNY's graduate programs.

The Academic Excellence Fees are intended to supplement the degree/program and not supplant any existing funding.

The completed request for the Academic Fees is due on **January 11, 2019**, and must include the signatures of the President, Provost and Vice President for Finance. The Board's Committee on Fiscal Affairs meets on **February 25, 2019** and the full Board meeting is on **March 18, 2019**.

The request will be evaluated by the Fee Review Committee, which is made up of staff from the Central Office's Academic Affairs and Finance teams.

A draft Board resolution should be attached to the request.

A knowledgeable representative from the college should be available to attend both the Board Committee on Fiscal Affairs and the full Board of Trustees Meetings.

Issued November 2018

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY, AND SPECIAL
EDUCATION**

CURRICULUM CHANGE

Name of Program and Degree Award: Counselor Education, M.S.Ed

Hegis Number: 0826.01

Program Code: 02188

Effective Term: Fall 2021

1. **Type of Change**: Name, Description, Admissions, Continuation Requirements, Graduation (Degree) Requirements, Course Overview, and Eliminate Family Counseling Extension

2. **From**:

Counselor Education, M.S.Ed. Program

~~Lehman offers a CACREP and CAEP accredited, 48-credit graduate program in Counselor Education. Graduates of the 48-credit Counselor Education program are eligible for initial and permanent School Counselor Certification in New York State. Counselor Education students are also encouraged to pursue national school counselor certification through the National Board of Certified Counselors and the National Board for Professional Teaching Standards. Counselor Education faculty and students collaborate with Bronx and other New York City borough-based and suburban K-12 public and private schools, as well as college counseling and community-based organizations.~~

~~Students enrolled in Lehman's Counselor Education program are introduced to a comprehensive body of knowledge. The program focuses on the professional counselor's leadership roles in collaboration with teachers, administrators, families, caregivers, health professionals, community resource networks, and others to promote equity and success for all children, youth, and families through delivering specific competencies to all students and helping to close achievement, opportunity, and attainment gaps in K-12 schools.~~

~~School Counselors learn to be advocates for social justice and follow the professional counseling codes of ethics and standards of practice to empower culturally and linguistically diverse students. Interventions made by counselors in school, community, and family systems acknowledge the importance of lifespan development and social change in promoting academic, career, college, and interpersonal access, equity, and success for all students and families. Students demonstrate professional school counseling, consultation, advocacy, leadership, and technology competencies~~

~~throughout their course assignments at K-12 school-based experiences including practicum and internship.~~

Admission Requirements for Counselor Education

Note: The deadline for consideration is March 15 for students who wish to begin attending classes during the fall term.

- A completed bachelor's or master's degree from an accredited institution of higher education and original transcripts from all prior undergraduate and/or graduate institutions.
- A minimum 3.0 G.P.A. from a completed undergraduate or graduate degree program.
- Two letters of recommendation evaluating the applicant's potential as a professional counselor in areas of leadership, advocacy, collaboration, coordination, counseling, technology, and skills in affirming culturally diverse student populations. These letters should be from persons such as college or university faculty, K-12 school personnel, and community and family agency personnel.
- A completed application, including a 1,000-word essay consisting of responses to questions found in the graduate admissions on-line application, for the Counselor Education program.
- Currently certified New York State teachers may submit a copy of their teaching certificate. (Note: A teaching certificate is NOT required to become a school counselor in New York State.)
- A résumé

Candidates who satisfy the preliminary admissions requirements will be invited to a group interview and ~~be asked at that time to provide a writing sample.~~

Counselor Education Continuation Requirements

Meet with a faculty adviser to plan courses and receive course approvals prior to ~~or~~ during registration each semester.

~~Access and~~ maintain liability insurance through student membership in the American School Counselor Association or the American Counseling Association for coverage during all pre-practicum, practicum, internship, and fieldwork experiences.

If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credit hours.

Completion in the first year of study of New York State mandated training workshops in a) Child Abuse Identification & Reporting, b) School Violence Prevention and c) DASA (Dignity for All Students Act): Prevention and Intervention of Harassment, Bullying, Cyberbullying & Discrimination in Schools.

18 credits in ~~beginning~~ counseling courses with a minimum 3.0 GPA, a completed practicum supervision agreement form ~~signed by the K-12 practicum placement site supervisor~~, and ~~permission of advisor/Clinical Coordinator~~ are required prior to placement in ~~practicum~~.

36 credits in counseling courses with a minimum 3.0 GPA, a minimum of ~~a grade of B~~ in EDG 707, Practicum in Counseling, a completed internship supervision agreement form ~~signed by the K-12 internship site supervisor~~, and ~~permission of the advisor/Clinical Coordinator~~ are required prior to placement in ~~internship~~.

Demonstration of counseling, leadership, ~~and consultation skills~~, multicultural competencies, and professional dispositions ~~through school-based and course assignments~~.

Counselor Education Graduation (Degree) Requirements

Completion of ~~48 approved~~ graduate credits of study in counseling for Counselor Education candidates.

A minimum Grade Point Average of 3.0 (B).

Successful completion of two semesters of internship

M.S. Ed. Program in Counselor Education: Overview

Course Requirements

The following is a listing of the ~~course requirements that lead to the M.S.Ed. in Counselor Education~~:

	Credits
EDG 700 Professional Identity in Counseling	3
EDG 701 Counseling Theories and Techniques	3
EDG 702 Multicultural Counseling	3
EDG 703 Human Development in Counseling	3
EDG 704 Career Counseling	3
EDG 705 Group Counseling	3
EDG 706 Assessment in Counseling	3
EDG 707 Practicum in Counseling	3
EDG 708 Counseling Research, Program Development, and Evaluation-I	3
EDG 709 Leadership, Advocacy, Collaboration and Consultation in Schools	3
EDG 732 Abuse, Violence, and Chemical Dependency Counseling	3
EDG 739 College Access Counseling	3
EDG 743 Internship in Counseling I	3
EDG 744 Internship in Counseling II	3

Electives by Advisement (6)**Elective Credit Options:**

	Credits
EDG 731 Sexuality Counseling	3
EDG 734 Multilingual School Counseling	3
EDG 735 Family Counseling	3
EDG 736 Parenting within Diverse Family Structures	3
EDG 737 Couples Counseling: Theories and Techniques	3

Family Counseling Extension

~~A 15-credit hour concentration in Family Counseling beyond the 48-credit hours is offered for students in Counselor Education.~~

Family Counseling Extension**Family Counseling Extension Courses (15 credits):**

EDG 731/EDG 731/HEA 731 Sexuality Counseling	3
EDG 735 Family Counseling	3
EDG 736 Parenting within Diverse Family Structures	3
EDG 737 Couples Counseling: Theories and Techniques	3
EDG 707 Practicum in Counseling	3

3. To:**Counselor Education: School Counseling M.S.Ed. Program**

Lehman offers a 60-credit graduate program in Counselor Education: School Counseling (CE:SC). Graduates are eligible for initial and professional School Counselor Certification in New York State. The three-year, part-time program is offered as a year-round, hybrid, cohort model.

ACCREDITATIONS:

Council for the Accreditation of Counseling and Related Educational Programs (www.cacrep.org) and CAEP, the Council for the Accreditation of Educator Preparation (www.caepnet.org).

MISSION:

The Lehman College Counselor Education program develops culturally competent, ethical, caring, data-informed professional school counselors in an urban educational framework. School counselor candidates promote social justice and human rights advocacy in their scholarly, clinical, assessment, evaluation, and school counseling program implementation practices. They develop academic, social-emotional, and career/college competencies for all students. School counselors help close

achievement, opportunity, and attainment gaps. The Counselor Education program climate emphasizes collaboration, leadership, self-awareness, and mutual respect among diverse groups and includes anti-racist and anti-oppression practices in coursework and fieldwork.

PROGRAM OBJECTIVES:

1. Candidates demonstrate knowledge of professional school counseling interventions in the following: identity/ethics, counseling theories and techniques, group work, multicultural counseling, career counseling, human development, assessment, research and program evaluation, leadership/advocacy/consultation, college access, and trauma/violence/chemical dependency skills with course artifacts.
2. Candidates demonstrate the ability to assess and implement American School Counselor Association (ASCA) National Model Framework for School Counseling Programs using artifacts including School Counseling Program Assessment, Action Plans, Results Reports, and Lesson Plan Outlines in practicum, internship, and school counseling program action research projects.
3. Candidates know and use evidence-based and data-informed practices in delivering, implementing, and evaluating school counseling programs and interventions to help close achievement, opportunity, and attainment gaps.
4. Candidates demonstrate excellent individual counseling, group counseling, school counseling core curriculum lesson plan development and implementation, and planning/advising for all students in pre-practicum, practicum, and internship experiences.
5. Candidates complete 50 hours of supervised pre-practicum, 100 hours of practicum and 600 hours of internship in K-12 schools.
6. Candidates demonstrate 11 appropriate dispositions for school counseling in culturally and linguistically diverse K-12 schools and in the graduate program: Respectful interactions; engaged and enthusiastic learning; effective listening and speaking skills; support peers; give meaningful and constructive feedback; receive feedback non-defensively; trustworthiness; warmth; kindness; affirm differences; professionalism.

EMPLOYMENT:

Graduates work as school counselors in K-12 public, private, and charter schools in metro New York City, nationwide, and internationally as well as in college access, affordability, and admission counseling; career counseling; and student affairs counseling positions.

Admission Requirements for Counselor Education: School Counseling

Note: The admission deadline is March 15 for students who wish to begin attending classes during the fall term. (CE:SC does not admit students for the spring term.)

- A completed bachelor's or master's degree from an accredited institution of higher education and original transcripts from all prior undergraduate and/or graduate institutions.

- A minimum 3.0 G.P.A. from a completed undergraduate or graduate degree program.
- Two letters of recommendation evaluating the applicant's potential as a professional counselor in areas of leadership, advocacy, collaboration, coordination, counseling, technology, and skills in affirming culturally diverse student populations. These letters should be from persons such as college or university faculty, K-12 school personnel, and community and family agency personnel.
- A completed application, including a 1,000-word essay consisting of responses to questions found in the graduate admissions on-line application, for the Counselor Education program.
- Currently certified New York State teachers may submit a copy of their teaching certificate. (Note: A teaching certificate is NOT required to become a school counselor in New York State.)
- A résumé.

Candidates who satisfy the preliminary admissions requirements will be invited to a group interview and provide a writing assessment.

Counselor Education: School Counseling Continuation Requirements

- Meet with a faculty adviser to plan courses and receive course approvals prior to registration each semester.
- Maintain liability insurance through student membership in the American School Counselor Association or the American Counseling Association for coverage during all pre-practicum, practicum, internship, and fieldwork experiences.
- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credit hours.
- Completion in the first year of study mandated training workshops in: Child Abuse Identification & Reporting, School Violence Prevention, and DASA (Dignity for All Students Act): Prevention and Intervention of Harassment, Bullying, Cyberbullying & Discrimination in Schools.
- 18 credits in counseling courses with a minimum 3.0 GPA, a completed practicum supervision agreement form, and Clinical Coordinator permission prior to practicum placement.
- 36 credits in counseling courses with a minimum 3.0 GPA, a minimum B in EDG 707, Practicum in Counseling, a completed internship supervision agreement form, and Clinical Coordinator permission prior to internship placement.
- Demonstration of counseling, advocacy, leadership, consultation, multicultural competencies, and additional professional dispositions in all coursework and fieldwork.

Counselor Education: School Counseling Graduation (Degree) Requirements

- Completion of 60 graduate credits in the program
- A minimum Grade Point Average of 3.0 (B).

- Successful completion of two semesters of internship.

M.S.Ed. Program in Counselor Education: School Counseling Course Overview

19 Required Courses (total 57/60 credits):

	Credits
EDG 700 Professional Identity in <u>School Counseling</u>	3
EDG 701 Counseling Theories and Techniques	3
<u>EDS 701 Understanding Individuals with Disabilities</u>	3
EDG 702 Multicultural <u>and Social Justice Counseling</u>	3
EDG 703 Human Development in Counseling	3
EDG 704 Career Counseling	3
EDG 705 Group Counseling	3
EDG 706 Assessment in Counseling	3
EDG 707 Practicum in Counseling	3
EDG 708 Counseling Research, Program Development, and Evaluation	3
EDG 709 <u>School/Community Leadership, Advocacy, Collaboration, and Consultation</u>	3
<u>EDG 731 Sexuality Counseling in Schools and Families</u>	3
EDG 732 <u>Crisis, Substance Misuse, and Trauma Counseling</u>	3
<u>EDG 734 Bilingual Counseling in Schools and Communities</u>	3
<u>EDG 735 Family Counseling and School/Community Partnerships</u>	3
<u>EDG 738 Brief Counseling of Children and Adolescents</u>	3
EDG 739 College Access Counseling	3
EDG 743 Internship in <u>K-12 School Counseling I</u>	3
EDG 744 Internship in <u>K-12 School Counseling II</u>	3

ONE Elective Course required for 3/60 credits (all 3-credit courses):

EBS 701 Issues in Bilingualism

EBS 760 The Bilingual Child with Mild to Moderate Learning and Behavior Problems

EDG 736 Parenting in Diverse Family Structures

EDG 737 Couples Counseling: Theories and Techniques

EDR 605 Professional Writing for Educators

4. **Rationale:**

- Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires all programs to be 60 credits by 2022.
- NYSED requirements based on the 2019 school counseling preparation program regulations require 60 credits starting September 1, 2021.
- The addition of courses will allow greater breadth and depth for school counselor candidates and increase their awareness, knowledge, and skills in bilingual, child/adolescent, disability, family, and sexuality counseling in K-12 schools.
- We are no longer offering the Family Counseling extension and have not offered this extension for years.

5. **Date of departmental approval:** November 4, 2020

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL
EDUCATION**

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 700
Course Title	Professional Identity in Counseling
Description	History, philosophy, and appropriate current professional roles of the school counselor, with emphasis on legal, ethical, and equity issues in urban schools and families. A 10-hour prepracticum in a K-12 school is required
Pre/ Co Requisites	PREREQ: Matriculation in the Program.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 700
Course Title	Professional Identity in <u>School</u> Counseling
Description	History, philosophy, and appropriate current professional roles of the school counselor <u>using advocacy, leadership, and collaboration to implement a comprehensive, developmental, multi-tiered school counseling program with academic, career, college access/affordability, and social-emotional competencies for every K-12 student including legal, ethical, and equity issues in urban schools and families. A 10-hour pre-practicum in a K-12 school is required.</u>
Pre/ Co Requisites	PREREQ: Matriculation in the program.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

Changes reflect new requirements for all counselor education/school counseling programs set by the Council for Accreditation of Counseling and Related Educational Programs and the New York State Education Department.

5. Date of departmental approval: November 4, 2020

**LEHMAN COLLEGE
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**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL
EDUCATION**

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 701
Course Title	Counseling Theories and Techniques
Description	Systemic and individual theories and techniques of counseling and collaboration with children, adolescents, families, educators, and administrators in K-12 settings. A 10-hour pre-practicum in a K-12 school is required.
Pre/ Co Requisites	PREREQ: Matriculation in the program.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 701
Course Title	Counseling Theories and Techniques
Description	Systemic and individual theories and techniques of counseling and collaboration with children, adolescents, families, educators, and administrators in K-12 <u>schools, community, and mental health settings</u> . A 10-hour pre-practicum in a K-12 school <u>or mental health setting</u> is required.
Pre/ Co Requisites	PREREQ: Matriculation in the program.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL
EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Description and Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 702
Course Title	Multicultural Counseling
Description	Examines theories of multicultural counseling in diverse urban school settings focusing on ethnic/racial identity development, world view, anti-oppression, and social justice models in counseling.
Pre/ Co Requisites	PREREQ: EDG 700, EDG 701
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 702
Course Title	Multicultural <u>and Social Justice</u> Counseling
Description	Examines theories of multicultural counseling in diverse urban school, <u>community, and mental health settings focused</u> on ethnic/racial identity development, world view, <u>anti-racism</u> , anti-oppression, <u>intersectionality</u> , and social justice models in counseling. <u>A 10-hour pre-practicum in a K-12 school or mental health setting is required.</u>
Pre/ Co Requisites	PREREQ: <u>Matriculation in the program.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

Changes reflect new requirements for all counselor education/school counseling programs set by the Council for Accreditation of Counseling and Related Educational Programs and the New York State Education Department.

5. Date of departmental approval: November 4, 2020

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL
EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 703
Course Title	Human Development in Counseling
Description	Examination of child, adolescent, and family development theories in diverse urban school settings, including the application of lifespan developmental theory in counseling practice.
Pre/ Co Requisites	PREREQ: EDG 700, EDG 701
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 703
Course Title	Human Development in Counseling
Description	Examination of child, adolescent, and family development theories in diverse urban school settings, including the application of lifespan developmental theory in counseling practice.
Pre/ Co Requisites	PREREQ: <u>Matriculation in the program.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Course Description and Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 704
Course Title	Career Counseling
Description	Examination of career development theory and technology-based career counseling practices in diverse urban school settings and the school-counselor's role in life-long career and educational planning and development for children, adolescents, and families in collaboration with schools, community agencies, and government organizations. A 10-hour pre-practicum experience in a K-12 school setting is required.
Pre/ Co Requisites	PREREQ: EDG 700, EDG 701
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 704
Course Title	Career Counseling
Description	Examination of career development theory and technology-based career counseling practices in diverse urban school <u>and mental health</u> settings and the counselor's role in life-long career <u>development</u> and educational planning for children, adolescents, and families in collaboration with schools, community agencies, and government organizations.
Pre/ Co Requisites	PREREQ: <u>Matriculation in the program.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL
EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Course Description and Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 705
Course Title	Group Counseling
Description	Examination of group counseling theories and experiential understanding of group practice with children, adolescents, families, and school personnel in urban school and community settings. Major themes include group dynamics, group process, leadership styles, group stages, group counseling methods and direct experience. 40 hours of fieldwork is required. PREREQ: Matriculation in a graduate counselor education program and permission of program advisor.
Pre/ Co Requisites	PREREQ: Matriculation in the Grad Counselor Education program
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 705
Course Title	Group Counseling
Description	Examination of group counseling theories and experiential understanding of group practice with children, adolescents, <u>and families in urban school and mental health settings</u> . Major themes include group dynamics, group process, leadership styles, group stages, group counseling methods, and direct experience. <u>A 10-hour pre-practicum in a K-12 school or mental health setting is required.</u>
Pre/ Co Requisites	PREREQ: Matriculation in the program.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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CURRICULUM CHANGE

1. **Type of Change:** Course Description and Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 707
Course Title	Practicum in Counseling
Description	Application of counseling theories and techniques to practice in an urban K-12 school. Counseling, consultation, advocacy, assessment, and leadership skills are monitored by faculty via student self-report, journals, videotaped counseling sessions, and group supervision. Forty hours of direct counseling/consultation services and 60 hours of collateral services with students and families are required at the site. This course may be repeated twice for specialized bilingual school counseling or family counseling practicum experience.
Pre/ Co Requisites	PREREQ: 18 graduate school counseling credits, including EDG 705 and permission of the Program Coordinator. Bilingual School Counseling and Family Counseling Extension practicum students must have completed 9 extension credits and have permission of the Program Coordinator.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

	<input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 707
Course Title	Practicum in Counseling
Description	Application of counseling theories and techniques to practice in an urban K-12 school or mental health setting. 40 hours of direct counseling/consultation services and 60 hours of <u>indirect services with students/clients are required at the site. Supervision is provided in class by faculty. and on-site by a certified/licensed counselor. Digital individual and group counseling sessions are recorded for feedback.</u>
Pre/ Co Requisites	PREREQ: <u>Matriculation in the program; 18 graduate counseling credits, and permission of the <u>Clinical</u> Coordinator.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL
EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Description and Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 708
Course Title	Counseling Research, Program Development, and Evaluation 4
Description	Examination of research design, data collection procedures, and the implementation and evaluation of comprehensive developmental K-12 school counseling programs.
Pre/ Co Requisites	PREREQ: EDG 706
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 708
Course Title	Counseling Research, Program Development, and Evaluation
Description	Examination of research design, data collection procedures, and the implementation and evaluation of comprehensive, developmental K-12 school <u>or mental health counseling</u> programs.
Pre/ Co Requisites	PREREQ: <u>Matriculation in the program.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL
EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Description and Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 709
Course Title	Leadership, Advocacy, Collaboration, and Consultation in Schools
Description	Understanding of theories and models of leadership, advocacy, collaboration and consultation for change in urban school counseling contexts; design and evaluation of comprehensive school counseling programs; understanding of strategies and skills development to work with school-family-community partnerships to ensure equity and advocate for the use of community resources; consultation with teachers, staff, and community-based organizations to promote student academic, career, college, and social-emotional development. Fieldwork in a K-12 setting required
Pre/ Co Requisites	PREREQ: Matriculation in a graduate counselor education program and permission of program advisor.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

____ Scientific World

3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 709
Course Title	<u>School/Community Leadership, Advocacy, Collaboration, and Consultation</u>
Description	Understanding theories and models of leadership, advocacy, collaboration and consultation for <u>individual and systemic</u> change in urban school counseling <u>or community mental health settings including</u> school-family-community partnerships to ensure <u>equitable</u> community resources. <u>Consultation techniques in school and mental health settings to promote student/client academic, career, college, and social-emotional development.</u>
Pre/ Co Requisites	PREREQ: Matriculation in <u>the</u> program.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL
EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Description and Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 734
Course Title	Bilingual Counseling in Schools
Description	Examination of multilingual and multicultural approaches to school counseling and consultation in urban settings with linguistically and culturally diverse children, adolescents, families, and school personnel.
Pre/ Co Requisites	PREREQ: EDG 702 and permission for a program advisor.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 734
Course Title	Bilingual Counseling in Schools <u>and Communities</u>
Description	Examination of <u>bilingual and multilingual</u> approaches to counseling and consultation in urban settings with linguistically and culturally diverse children, adolescents, <u>and families in school and mental health settings.</u>
Pre/ Co Requisites	PREREQ: <u>Matriculation in the program.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Description and Prerequisite

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 732
Course Title	Abuse, Violence, and Chemical Dependency Counseling
Description	This course examines current counseling theories, techniques, and research related to abuse, violence, chemical dependency, and crisis in urban schools and families. Prevention, intervention, referrals, and the role of the counselor are emphasized.
Pre/ Co Requisites	PREREQ: permission for a program advisor
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 732
Course Title	<u>Crisis, Substance Misuse, and Trauma</u> Counseling
Description	This course examines <u>evidence-based</u> counseling theories, techniques, and research <u>about crisis, substance misuse, safety, and trauma-informed practice</u> in urban schools and families. Prevention, intervention, referrals, and counselor <u>role</u> are emphasized.
Pre/ Co Requisites	PREREQ: <u>Matriculation in the program.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Description and Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 735
Course Title	Family Counseling
Description	Examination of theories of family counseling and consultation with culturally diverse families in urban school and community contexts with emphasis on the changing nature of families, family assessment, legal issues, and preventive interventions.
Pre/ Co Requisites	PREREQ: EDG 701, EDG 703
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 735
Course Title	Family Counseling <u>and School/Community Partnerships</u>
Description	Examination of family counseling and consultation <u>theories</u> with culturally diverse families in urban school and community contexts <u>focused on the family life cycle</u> , family assessment, <u>ethical and</u> legal issues, <u>impacts of aging, crisis, health, intersectionality (racism, classism, sexism)</u> , parenting, sexuality, <u>socioeconomics, trauma</u> , and preventive interventions <u>including family/school/community partnerships</u> .
Pre/ Co Requisites	PREREQ: <u>Matriculation in the program.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

Changes reflect new requirements for all counselor education/school counseling programs set by the Council for Accreditation of Counseling and Related Educational Programs and the New York State Education Department.

5. Date of departmental approval: November 4, 2020

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL
EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Course Description and Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 738
Course Title	Brief Counseling of Children and Adolescents
Description	Examination of brief counseling methods and techniques for children and adolescents. Interviewing techniques and case conceptualization in terms of evidence-based practices will be emphasized Strategies for professional counselors to document the effectiveness of counseling interventions will also be presented.
Pre/ Co Requisites	PREREQ: EDG 702, EDG 705, EDG 706
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 738
Course Title	Brief Counseling of Children and Adolescents
Description	Examination of brief counseling <u>theories</u> and techniques for children and adolescents. Interviewing techniques and case conceptualization <u>with</u> evidence-based practices <u>and</u> strategies to document the effectiveness of counseling interventions.
Pre/ Co Requisites	PREREQ: <u>Matriculation in the program.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

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5. Date of departmental approval: November 4, 2020

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL
EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Description and Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 731
Course Title	Sexuality Counseling
Description	An overview of sexuality counseling. Stresses the process of interaction between professionals and clients that allows clients to explore and understand their sexuality, feelings, values, responsibilities, needs, and behaviors. Topics include: changing family structure, alternative lifestyles, changing sex roles, an increasing older population, drug and alcohol abuse, and sexually transmitted diseases, including AIDS.
Pre/ Co Requisites	PREREQ: Permission of adviser.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

Individual and Society
 Scientific World

3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 731
Course Title	Sexuality Counseling <u>in Schools and Families</u>
Description	<u>Focus on sexuality ethics and the law; evidence-based, biopsychosocial, feminist, and multicultural techniques including intersectionality for all ages; comprehensive sexuality education; healthy relationships and effective marital/partnership strategies; gender, sexual orientation, and gender identity/expression; disability; teen pregnancy; consent; prevention and intervention with sexual trauma; counseling survivors and perpetrators; sex work; DSM-V disorders including sexual response cycle issues and paraphilias; and clarifying school/mental health counselor beliefs/values.</u>
Pre/ Co Requisites	PREREQ: <u>Matriculation in the program.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

Changes reflect new requirements for all counselor education/school counseling programs set by the Council for Accreditation of Counseling and Related Educational Programs and the New York State Education Department.

5. **Date of departmental approval:** November 4, 2020

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL
EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Description and Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 743
Course Title	Internship in Counseling I
Description	First of two required supervised internships in urban school counseling and consultation. Counseling interns are required to provide 120 hours of direct counseling/consultation service with clients and 180 hours of indirect collateral service (including staff meetings and on-site supervision) at an approved internship site. Students also participate in weekly group supervision devoted to evaluation of counseling, consultation, advocacy, and leadership using self-report, journals, videotaped counseling sessions, and selected advanced counseling topics.
Pre/ Co Requisites	PREREQ: 36 hours of credit in school counseling, including EDG 707 and permission of the Program Coordinator.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 743
Course Title	Internship in <u>K-12 School</u> Counseling I
Description	<u>First of two internships in urban school counseling and consultation. Advanced application of school counseling theories and techniques to practice in an urban K-12 school setting. Interns provide 120 hours of direct counseling/consultation service with students (equal amounts of individual counseling, group counseling, and school counseling classroom lessons), and 180 hours of indirect service (consultation, program development, implementation and evaluation of ASCA Model artifacts) in an elementary/middle or high school. Supervision is provided in class by faculty and on-site by a certified school counselor. Digital individual and group counseling and classroom lesson sessions are recorded for feedback and evaluation.</u>
Pre/ Co Requisites	PREREQ: <u>Matriculation in the program and 36 hours of credit in school counseling, including EDG 707 and permission of the <u>Clinical</u> Coordinator.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

Changes reflect new requirements for all counselor education/school counseling programs set by the Council for Accreditation of Counseling and Related Educational Programs and the New York State Education Department.

5. **Date of departmental approval:** November 4, 2020

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL
EDUCATION
CURRICULUM CHANGE**

1. **Type of Change:** Course Title, Description and Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 744
Course Title	Internship in Counseling II
Description	Second of two internships in urban school counseling and consultation. Counseling interns are required to provide 120 hours of direct counseling/consultation service with clients and 180 hours of indirect collateral service (including staff meetings and on-site supervision) at an approved internship site. Students also participate in weekly group supervision devoted to evaluation of advanced counseling, consultation, advocacy, and leadership using self-report,
Pre/ Co Requisites	PREREQ: EDG 743 and permission of the Program Coordinator.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 744
Course Title	Internship in <u>K-12 School Counseling II</u>
Description	<u>Second of two internships in urban school counseling and consultation. Advanced application of school counseling theories and techniques to practice in an urban K-12 school setting. Interns provide 120 hours of direct counseling/consultation service with students (equal amounts of individual counseling, group counseling, and school counseling classroom lessons), and 180 hours of indirect service (consultation, program development, implementation and evaluation of ASCA Model artifacts) in an elementary/middle or high school. Supervision is provided in class by faculty and on-site by a certified school counselor. Digital individual and group counseling and classroom lesson sessions are recorded for feedback and evaluation.</u>
Pre/ Co Requisites	PREREQ: <u>Matriculation in the program, EDG 743, and permission of the <u>Clinical</u> Coordinator.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

Changes reflect new requirements for all counselor education/school counseling programs set by the Council for Accreditation of Counseling and Related Educational Programs and the New York State Education Department.

5. **Date of departmental approval:** November 4, 2020

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Health Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 675
Course Title	Independent Study Project
Description	Carry out a systematic review/meta-analysis in a collaborative group setting on a given exercise science topic and submit to a refereed journal.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required

Component	<input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **Rationale:** A primary goal of the Human Performance and Fitness Program is to provide students with the tools to be effective evidence-based practitioners. Central to this goal is the ability to synthesize the results from the body of literature on a given topic and draw conclusions from the data based on the totality of findings. Conducting a systematic review and meta-analysis will allow students to appreciate how to properly go about the process, understand the gaps in the literature, and become better at translating science into practice. Moreover, the collaborative effort on the project will provide important skills for working as a group on a research-based project as well as writing in a lucid, scientific manner, which is particularly applicable for those students who wish to pursue their doctoral degrees.

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

After taking this course, students will be able to:

1. Produce a systematic review/meta-analysis on a mutually agreed upon exercise-related topic that encompasses the following:
 - a. Determination of a clear purpose statement
 - b. Determination of specific search terms
 - c. Determination of inclusion/exclusion criteria
 - d. Coding of data for analysis
 - e. Assessment of study quality
 - f. Interpretation of data
 - g. Identification of gaps in the literature that warrant future research
 - h. Writing of a publishable paper
2. Work effectively in a collaborative scientific group setting.
3. Appreciate gaps in the literature and thereby identify relevant areas for future research

5. **Date of Departmental Approval:** 11/18/20

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Human Performance and Fitness, M.S. Program
Hegis Number: 1299.30
Program Code: 39966
Effective Term: Fall 2021

1. **Type of Change:** Change in Elective Courses
2. **From:** Human Performance and Fitness, M.S. Program

Lehman College's M.S. in Human Performance and Fitness Program aims to equip students with the necessary skills and competencies required to function efficiently in the field of exercise science, and physical fitness and wellness. With personal health and fitness occupying much of our nation's attention, a graduate degree that ties together the studies of anatomy, kinesiology, physiology, sports nutrition and other related exercise science disciplines, is an excellent way to tap into a plentiful job market whose goal is the promotion of a healthier nation through exercise and fitness interventions. In addition, the program utilizes the Human Performance Laboratory, with its state-of-the-art equipment, and the additional resources of the APEX facility, including its fitness and weight training centers.

The program prepares students for careers in corporate and community fitness programs, health clubs, and similar fitness-related industries. Although the program does not fulfill teacher certification requirements, it is of particular appeal to public school teachers (primary and secondary) in health and physical education, who are required by New York State to obtain a master's degree for continued employment. Positions in sales or marketing of medical, fitness, sports supplements and sports-related equipment may also be appropriate for students with this degree. In addition, the program prepares students for doctoral programs in areas related to exercise science and to carry out research that advances the emerging body of literature in human health, fitness and performance.

Admission Requirements

The following admission requirements apply for entry into the program:

- Bachelor’s degree (or its equivalent) from an accredited college or university.
- Demonstration of the potential to pursue graduate study successfully—that is, attainment of a minimum undergraduate Grade Point Average (GPA) of 3.0 in the undergraduate record as a whole and a 3.0 in courses specific to exercise science. Extraordinary circumstances for applicants with a lower GPA will be considered on a case-by-case basis at the discretion of the program director.
- A minimum of 30 credit hours in exercise-related coursework. Those who do not meet these requirements can apply for special circumstances and admission will be considered on case-by-case basis. Viable candidates will be required to take leveling courses at the undergraduate level based on their academic background and then admitted conditionally provided they pass these courses.
- Submission of three letters of recommendation, at least two of which must be from a person directly involved in the field of exercise science, either as a professor, researcher, or practitioner.
- Submission of a personal statement of approximately 500 words indicating as precisely as possible the applicant’s preparation for master’s work and interest in pursuing a career in the fitness field.

Degree Requirements

The M.S. in Human Performance and Fitness program offers two options: Thesis or Capstone Project.

Option 1: Thesis

Core Courses (18 Credits)

	Credits
EXS 501 Physical Activity, Exercise and Fitness	3
EXS 502 Advanced Exercise Physiology	3
EXS 503 Advanced Research Methods in Exercise Science	3
EXS 504 Advanced Exercise Testing and Prescription	3
EXS 505 Advanced Sports Nutrition	3
EXS 506 Applied Training Methodologies	3

Elective Courses (9 Credits)

	Credits
EXS 615 Advanced Kinesiology and Biomechanics	3
EXS 616 Advanced Motor Learning and Performance	3
EXS 626 Fitness Management and Marketing	3
EXS 665 Psychology of Sport	3
EXS 680 Selected Topics in Exercise Science	3

Thesis (6 Credits)

	Credits
EXS 790 Thesis Workshop 1	3
EXS 791 Thesis Workshop 2	3

Option 2: Capstone Project**Core Courses (18 Credits)**

	Credits
EXS 501 Physical Activity, Exercise and Fitness	3
EXS 502 Advanced Exercise Physiology	3
EXS 503 Advanced Research Methods in Exercise Science	3
EXS 504 Advanced Exercise Testing and Prescription	3
EXS 505 Advanced Sports Nutrition	3
EXS 506 Applied Training Methodologies	3

Elective Courses 12 Credits

		Credits
EXS 615	Advanced Kinesiology and Biomechanics	3
EXS 616	Advanced Motor Learning and Performance	3
EXS 626	Fitness Management and Marketing	3
EXS 665	Psychology of Sport	3
EXS 680	Selected Topics in Exercise Science	3

Capstone Project (3 Credits)

	Credits
EXS 795 Capstone Project Workshop	3

3.To: Human Performance and Fitness, M.S. Program

Lehman College's M.S. in Human Performance and Fitness Program aims to equip students with the necessary skills and competencies required to function efficiently in the field of exercise science, and physical fitness and wellness. With personal health and fitness occupying much of our nation's attention, a graduate degree that ties together the studies of anatomy, kinesiology, physiology, sports nutrition and other related exercise science disciplines, is an excellent way to tap into a plentiful job market whose goal is the promotion of a healthier nation through exercise and fitness interventions. In addition, the program utilizes the Human Performance Laboratory, with its state-of-the-art equipment, and the additional resources of the APEX facility, including its fitness and weight training centers.

The program prepares students for careers in corporate and community fitness programs, health clubs, and similar fitness-related industries. Although the program does not fulfill teacher certification requirements, it is of particular appeal to public school teachers (primary and secondary) in health and physical education, who are required by New York State to obtain a master's degree for continued employment. Positions in sales or marketing of medical, fitness, sports supplements and sports-related equipment may also be appropriate for students with this degree. In addition, the program prepares students for doctoral programs in areas related to exercise science and to carry out research that advances the emerging body of literature in human health, fitness and performance.

Admission Requirements

The following admission requirements apply for entry into the program:

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstration of the potential to pursue graduate study successfully—that is, attainment of a minimum undergraduate Grade Point Average (GPA) of 3.0 in the undergraduate record as a whole and a 3.0 in courses specific to exercise science. Extraordinary circumstances for applicants with a lower GPA will be considered on a case-by-case basis at the discretion of the program director.
- A minimum of 30 credit hours in exercise-related coursework. Those who do not meet these requirements can apply for special circumstances and admission will be considered on case-by-case basis. Viable candidates will be required to take leveling courses at the undergraduate level based on their academic background and then admitted conditionally provided they pass these courses.
- Submission of three letters of recommendation, at least two of which must be from a person directly involved in the field of exercise science, either as a professor, researcher, or practitioner.
- Submission of a personal statement of approximately 500 words indicating as precisely as possible the applicant's preparation for master's work and interest in pursuing a career in the fitness field.

Degree Requirements

The M.S. in Human Performance and Fitness program offers two options: Thesis or Capstone Project.

Option 1: Thesis

Core Courses (18 Credits)

		Credits
EXS 501	Physical Activity, Exercise and Fitness	3
EXS 502	Advanced Exercise Physiology	3
EXS 503	Advanced Research Methods in Exercise Science	3
EXS 504	Advanced Exercise Testing and Prescription	3

EXS 505	Advanced Sports Nutrition	3
EXS 506	Applied Training Methodologies	3

Elective Courses (9 Credits)

		Credits
EXS 615	Advanced Kinesiology and Biomechanics	3
EXS 616	Advanced Motor Learning and Performance	3
EXS 626	Fitness Management and Marketing	3
EXS 665	Psychology of Sport	3
<u>EXS 675</u>	<u>Independent Study Project</u>	<u>3</u>
EXS 680	Selected Topics in Exercise Science	3

Thesis (6 Credits)

		Credits
EXS 790	Thesis Workshop 1	3
EXS 791	Thesis Workshop 2	3

Option 2: Capstone Project**Core Courses (18 Credits)**

		Credits
EXS 501	Physical Activity, Exercise and Fitness	3
EXS 502	Advanced Exercise Physiology	3
EXS 503	Advanced Research Methods in Exercise Science	3
EXS 504	Advanced Exercise Testing and Prescription	3

EXS 505	Advanced Sports Nutrition	3
EXS 506	Applied Training Methodologies	3

Elective Courses 12 Credits

		Credits
EXS 615	Advanced Kinesiology and Biomechanics	3
EXS 616	Advanced Motor Learning and Performance	3
EXS 626	Fitness Management and Marketing	3
EXS 665	Psychology of Sport	3
<u>EXS 675</u>	<u>Independent Study Project</u>	<u>3</u>
EXS 680	Selected Topics in Exercise Science	3

Capstone Project (3 Credits)

		Credits
EXS 795	Capstone Project Workshop	3

4. Rationale:

More electives are needed in the program to provide students with options specific to their area of interest. This course will involve a research-related project, ideally leading to publication, that will be of particular benefit to students who aspire to go on for doctoral degrees as well as practitioners who wish to develop a better understanding of translation of research into practice.

5. Date of departmental approval: 11/18/20

Senate Meeting -2/03/21

Undergraduate Curriculum Committee (UCC) Report

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

1. Early Childhood and Childhood Education Department
 - ECE 313-New course
 - ECE 314-New Course
 - ECE 315-New course

2. Economics and Business Department
 - ACC 185-Description
 - CED 100-New course
 - ECO 401-Prerequisite

3. Health Sciences Human Services and Nursing Department
 - Recreation Program-Change in degree requirements
 - Dietetics, Foods and Nutrition B.S.-Change in degree requirements
 - Hea Program-Curriculum description

4. History Department
 - MHC American Studies B.A.-Withdrawal of program

5. Music, Multimedia, Theater and Dance Department
 - THE 435-Description
 - THE 308-Cross listing
 - THE 408-Prerequisites, cross listing

6. Philosophy Department
 - Disabilities Studies Minor-Degree requirements
 - DST 382-New course

Informational items

- BBA 221 Experimental course

Next meeting: 3/03/21

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Infant toddler development
Course Prefix & Number	ECE 313
Course Title	Supporting Social Emotional Development for Infants & Toddlers
Description	The domains of development, strategies for promoting healthy development, primary caregiving, continuity of care, and building positive relationships will be explored.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

To develop practitioners' knowledge, skills, and dispositions for engaging in culturally responsive and culturally sustaining pedagogy to support the social-emotional development of infants & toddlers. Supporting the social-emotional development of infants and toddlers in culturally responsive and sustaining ways provides opportunities through observations, interactions, and critical reflection for practitioners to learn and understand that positive and nurturing relationships are the foundation of infant/toddler social emotional development. The course includes a semester-long, 15 hour fieldwork practicum and is designed for educators who work in home or center-based group settings with infants and/or toddlers.

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

Upon completion of this course, students will be expected to demonstrate the following capacities--

- Knowledge and understanding of the theoretical and philosophical frameworks for establishing and maintaining positive, nurturing and culturally responsive-sustaining relationships with infants/toddlers, and their families. These frameworks include but are not limited to: Attachment Theory, Socio-cultural Theory, and Continuity of Care.
- Engage in warm, positive, and nurturing relationships with infants/toddlers by providing consistent and culturally responsive caregiving.
- Knowledge and understanding of the culturally and developmentally appropriate social-emotional behaviors of infants/toddlers; including non-verbal cues, language development, language use, temperament and personality.
- Promote infants/toddlers' sense of identity, belonging, and their developing self-esteem.
- Support infants/toddlers emotional expression and regulation by promoting socialization, autonomy, and guiding infants/toddlers behavior.
- Reflect and evaluate their own current practices to build new knowledge and skills.

5. Date of Departmental Approval: October 28, 2020.

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Infant toddler development
Course Prefix & Number	ECE 314
Course Title	Supporting Language & Early Literacy Development for Infants & Toddlers
Description	Supporting connections between the language practices of mono/bi/multilingual families-communities and their effect on infants/toddlers developmental milestones.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

To develop practitioners' knowledge, skills, and dispositions for engaging in culturally responsive and culturally sustaining pedagogy to support the language & early literacy development of infants & toddlers. Supporting the language & early literacy development of infants and toddlers provides opportunities through observations, interactions, and critical reflection for practitioners to learn and understand the connections between the language practices of mono/bi/multilingual families-communities and their effect on infants/toddlers developmental milestones. The course includes a semester-long, 15 hour fieldwork practicum and is designed for educators who work in home or center-based group settings with infants and/or toddlers.

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

Upon completion of this course, students will be expected to demonstrate the following capacities--

- Knowledge and understanding of the sociolinguistic and psycholinguistic foundations and theories of language acquisition.
- Knowledge and understanding of the features of simultaneous and sequential bi/multilingual language development.
- Knowledge and understanding of the language practices of mono/bi/multilingual families and its effect on infants/toddlers language & early literacy development.
- Identify and reflect on some of the most prominently held assumptions regarding teaching and learning in linguistically diverse infant and toddler settings.
- Promote both verbal and non-verbal communication exchanges in culturally responsive and sustaining ways.
- Demonstrate an ability to expand infants/toddlers expressive and receptive language vocabulary through conversations, naming, and following infants/toddlers interests.
- Demonstrate an ability to promote early literacy through the use of a variety of active and multimodal experiences—such as storytelling, fingerplays.
- Reflect and evaluate their own current practices; including their own language(s) history to build new knowledge and skills.

5. Date of Departmental Approval: October 28, 2020.

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Infant toddler development
Course Prefix & Number	ECE 315
Course Title	Supporting the Exceptional Infant & Toddler Learner
Description	Supporting the exceptional learning needs of infants/toddlers through observations, interactions, and critical reflection.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

To develop practitioners' knowledge, skills, and dispositions for engaging in culturally responsive and culturally sustaining pedagogy in support of infants/toddlers exceptional

learning needs. Supporting the exceptional learning needs of infants/toddlers provides opportunities through observations, interactions, and critical reflection for practitioners to learn and understand the purpose for and practice of differentiated guidance and teaching. The course includes a semester-long, 15 hour fieldwork practicum and is designed for educators who work in home or center-based group settings with infants and/or toddlers.

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

Upon completion of this course, students will be expected to demonstrate the following capacities--

- Knowledge and understanding of the socio- historical and legal foundations of special education of the birth-3 population in the United States.
- Knowledge and understanding of the various causes and effects of various exceptionalities, including but not limited to: social-emotional, cognitive/giftedness, physical, visual, auditory.
- Identify and analyze the characteristics of exceptional infant/toddler learners and their families within strengths-based, culturally congruent frameworks.
- Demonstrate familiarity with and evaluate a variety of assessment tools and adaptive resources.
- Demonstrate an ability to identify and plan for a variety of infants/toddlers learning needs as it relates to: social-emotional development, language/early literacy development, and cognitive development within a culturally responsive-sustaining approach.
- Understand, develop, and adopt a stance of “advocacy” in support of the exceptional learning needs of infants/toddlers and their families.
- Reflect and evaluate their own current practices to build new knowledge and skills.

5. Date of Departmental Approval: October 28, 2020.

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

1. **Type of Change:** Description

2. **From:**

Department(s)	Economic and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Accounting
Course Prefix & Number	ACC 185
Course Title	Introduction to Accounting for Non-Accounting Majors
Description	Study of accounting principles, their application and use in the preparation and interpretation of financial statements. The uses of accounting for management and control. Note: ACC 185 may not be counted for Distribution credit in Study Area III. A student may not receive credit for both ACC 185 and ACC 171.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Economic & Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Accounting
Course Prefix & Number	ACC 185
Course Title	Introduction to Accounting for Non-Accounting Majors
Description	Study of accounting principles, their application and use in the preparation and interpretation of financial statements. The uses of accounting for management and control.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Students rarely complete both ACC 185 and ACC 171. However, when they do, there is sufficient difference between ACC 185 and ACC 171 that they should be able to earn credit for both.

5. Date of departmental approval: 11/13/2020

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

DEPARTMENT OF ECONOMICS & BUSINESS

CURRICULUM CHANGE

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

2.

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [<input type="checkbox"/>] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [<input type="checkbox"/>] Compensatory [<input type="checkbox"/>] Developmental [<input type="checkbox"/>] Remedial
Subject Area	Workforce Development
Course Prefix & Number	CED 100
Course Title	Jumpstart Your Career: Braven Accelerator
Description	Preparation for the competitive, globalized job marketplace including formation of professional networks, communication in multiple formats, teamwork, development of career potentials, and project management.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[<input type="checkbox"/>] Yes [<input checked="" type="checkbox"/>] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

In today's increasing competitive job market, simply graduating with a Bachelor's degree in the Liberal Arts and Sciences is not enough. Student must also develop the "hard" and "soft" skills and habits of mind that employers desire. They also must learn how to develop networks and present themselves effectively. This course, conducted with Braven, a not-for-profit devoted to preparing college students for success in strong jobs after college graduation, seeks to prepare students to develop the knowledge and skills needed to establish successful career trajectories

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

- Identify personal leadership assets and career path possibilities.
- Identify key skills, abilities and mindsets employers most desire.
- Develop/expand personal and professional networks.
- Present themselves and their ideas through clear, compelling and effective communications in diverse media.
- Work successfully in a team environment.
- Set goals and manage time/projects to achieve those goals.

5. Date of Departmental Approval: 11/13/2020

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

1. **Type of Change:** Pre-requisite

2. **From:**

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Economics
Course Prefix & Number	ECO 401
Course Title	Introduction to Mathematical Economics
Description	Mathematical models used in economic science, such as constrained and unconstrained optimization; Lagrangean and Kuhn-Tucker multipliers; linear programming.
Pre/ Co Requisites	ECO 301, ECO 402 , and MAT 174.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Economics
Course Prefix & Number	ECO 401
Course Title	Introduction to Mathematical Economics
Description	Mathematical models used in economic science, such as constrained and unconstrained optimization; Lagrangean and Kuhn-Tucker multipliers; linear programming
Pre/ Co Requisites	ECO 301, <u>ECO 300</u> and MAT 174 <u>or 175.</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

ECO 402 (Econometrics), a course which uses of statistical models in empirical investigation of economic theories, is not essential for understanding ECO 401. ECO 401 examines the underlying mathematical models/derivations behind economic theories. Therefore, students need to have familiarity with both Intermediate Macroeconomics (ECO 300) and Intermediate Microeconomics (ECO 301) which are both economic theory courses. The basics of calculus introduced in either MAT 174 or 175 are essential.

5. **Date of departmental approval:** 11/13/2020

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

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

2.

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [<input type="checkbox"/>] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [<input type="checkbox"/>] Compensatory [<input type="checkbox"/>] Developmental [<input type="checkbox"/>] Remedial
Subject Area	Business
Course Prefix & Number	BBA 241
Course Title	Real Estate Financial Modeling
Description	Fundamentals of real estate investment, financial analysis, and modeling using case-studies and data analytics. NOTE: Includes project-based, experiential, and off-campus activities.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [<input type="checkbox"/>] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Students will learn the principles of real estate investment and financial analysis through financial modeling, which involves the use of data, data modeling and analytics, and case studies of residential and commercial real estate investment. Knowledge of real estate finances combined with hands-on experience in financial analysis and modeling will benefit students who wish to eventually pursue careers in real estate and finance. This experiential learning course is offered in partnership with Project Destined, a non-profit organization which administers a real estate-based education program focused on empowering underserved communities.

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

- Explain real estate investment principles and techniques
- Discuss the role of partnership capital structures and capital markets in investment decisions.
- Use data analytics in making financial decisions
- Build financial models to evaluate investment options
- Calculate investment returns across different market scenarios
- Evaluate and determine the economic benefits of various investment fund structures
- Analyze and assess multiple real estate asset types and markets

5. Date of Departmental Approval: October 28, 2020

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Recreation Education, B.S.

Hegis Number: 0835.00

Program Code: 02593

Effective Term: Fall 2021

1. **Type of Change**: Change in REC Program Degree requirements

2. **From**:

Recreation Education, B.S. (40 Credit Major)

The program in Recreation Education leads to the B.S. degree and is designed to prepare students for entry into the recreation and leisure services profession.

Recreation and leisure services are provided in a variety of settings serving people of all ages in carefully planned and organized recreation programs. Students may specialize in therapeutic recreation, administration, or exercise and sport. Therapeutic recreation specialists are employed in health and human service settings, such as hospitals, nursing homes, adult day care, youth agencies, drug treatment centers, and homeless shelters; they work with people with a variety of disabilities and health conditions.

Students are eligible to sit for the national certification examination for certified therapeutic Recreation Specialist (CTRS), administered by the National Council for Therapeutic Recreation Certification.

Students in the administration option are employed in public park and recreation agencies, not-for-profit organizations, such as PAL and the YMCA, health and fitness centers, camps, and sports associations. Students in this specialization have met the academic requirements, upon graduation, to sit for the national certifying examination for Certified Park and Recreation Professional (CPRP), administered by the National Recreation and Park Association. Students in the Exercise and Sport option can work as programmers, fitness trainers, group exercise leaders or coaches, in sports and fitness programs in a variety of settings. Students are prepared to obtain various fitness certifications from several national organizations. Fieldwork and internship experiences are important components of the major, which give students the opportunity to apply theory to practice in an actual work setting under the supervision of a qualified professional.

The required courses and credits are distributed as follows (40 credits):

15 credits in Recreation Education:

	Credits
REC 200 History and Philosophy of Recreation	3
REC 210 Recreation Leadership	3
REC 221 Introduction to Therapeutic Recreation Service	3
REC 387 Research and Evaluation in Recreation Service	3
REC 302 Administration of Recreation Services	3

9 credits in one of three options:**Therapeutic Recreation:**

	Credits
REC 325 Therapeutic Recreation in Long-Term Care	3
REC 421 Programs in Therapeutic Recreation Service	3
REC 425 Processes and Techniques of Therapeutic Recreation	3

Administration:

	Credits
REC 360 Selected Topics in Recreation	3
REC 361 Camp Leadership and Outdoor Recreation	3
REC 422 Program Planning in Recreation	3

Exercise and Sport:

	Credits
EXS 265 Behavioral Aspects of Physical Activity	3
EXS 264 Introduction to Exercise Science	3
EXS 304 Coaching Youth and Team Sports	3

8 credits Selected from:

REC, REH, EXS, DNC, DFN, HEA, HSA, and/or HSD courses with Departmental approval.

8 credits in Recreation Internship:

Credits

REC 370 Recreation Internship	4
REC 470 Senior Internship in Recreation	4

3. To:

Recreation Education, B.S. (40 Credit Major)

The program in Recreation Education leads to the B.S. degree and is designed to prepare students for entry into the recreation and leisure services profession. Recreation and leisure services are provided in a variety of settings serving people of all ages in carefully planned and organized recreation programs. Students may specialize in therapeutic recreation, administration, or exercise and sport. Therapeutic recreation specialists are employed in health and human service settings, such as hospitals, nursing homes, adult day care, youth agencies, drug treatment centers, and homeless shelters; they work with people with a variety of disabilities and health conditions. Students are eligible to sit for the national certification examination for certified therapeutic Recreation Specialist (CTRS), administered by the National Council for Therapeutic Recreation Certification.

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The required courses and credits are distributed as follows (40 credits):

15 credits in Recreation Education:

	Credits
REC 200 History and Philosophy of Recreation	3
REC 210 Recreation Leadership	3
REC 221 Introduction to Therapeutic Recreation Service	3
REC 387 Research and Evaluation in Recreation Service	3
REC 302 Administration of Recreation Services	3

9 credits in one of three options:

Therapeutic Recreation:

	Credits
REC 325 Therapeutic Recreation in Long-Term Care	3
REC 421 Programs in Therapeutic Recreation Service	3
REC 425 Processes and Techniques of Therapeutic Recreation	3

Administration:

	Credits
REC 360 Selected Topics in Recreation	3
REC 361 Camp Leadership and Outdoor Recreation	3
REC 422 Program Planning in Recreation	3

Exercise and Sport:

	Credits
EXS 265 Behavioral Aspects of Physical Activity	3
EXS 264 Introduction to Exercise Science	3
EXS 304 Coaching Youth and Team Sports	3

8 credits Selected from:

REC, REH, EXS, DNC, DFN, HEA, HSA, and/or HSD courses with Departmental approval.

8 credits in Recreation Internship:

	Credits
REC 370 Recreation Internship	4
REC 470 Senior Internship in Recreation	4

BS- M.S. Ed Dual Credit Option for in Recreation Education (Option A Only)

Undergraduate students majoring in Recreation Education with 90 or more credits and a minimum of a (3.0) cumulative index and (3.0) index in the major may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S.Ed. in Recreation Education Option A: Recreation and Park Administration. The following graduate courses may be taken in place of these undergraduate courses: REC 702 (in place of REC 422), 706 (in place of REC 361), 680 (in place of 360), and 680 (in place of any

other 300-level elective). The student must receive permission from both the academic undergraduate and graduate advisors

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

The College is seeking to increase graduate student enrollment. The addition of an REC dual credit option would permit high-performing undergraduate students in this major to take up to 12 graduate credits that would apply towards the M.S.Ed. in Recreation Education Option A: Recreation and Park Administration under the same tuition conditions. This option would therefore create a pipeline for REC students to enroll in a graduate program in the Department of Health Sciences while reducing tuition costs and number of credits needed for the M.S.Ed. degree.

5. Date of departmental approval: 11/18/20

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Dietetics, Foods, and Nutrition, B.S.

Hegis Number: 1306.00

Program Code: 82141

Effective Term: Fall 2021

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

2. **From**:

Dietetics, Foods, and Nutrition, B.S. (49.5-63.5 Credit Major)

The programs in Dietetics, Foods, and Nutrition (DFN) include two options: Option I (Didactic Program in Dietetics or DPD) and Option II (Culinary Nutrition and Food Service) and are designed to prepare students for entry-level employment in nutrition and food-related positions in healthcare facilities, community agencies, cooperative extension, food service operations, culinary or nutrition education, and/or the food industry. Students are also prepared for post-graduate education in nutrition and food-related fields.

The curriculum for the Dietetics, Foods, and Nutrition major Option I complies with the requirements for a DPD and is accredited by **ACEND**, the Accreditation Council for Education in Nutrition and Dietetics which is located at 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995 and can be reached at 800/877-1600, ext. 5400 or by email at **ACEND@eatright.org**. Students fulfilling all requirements for successful completion of the ACEND-accredited DPD are eligible for a Verification Statement and can apply for supervised practice in an ACEND-accredited dietetic internship (DI), which enables the student to take the CDR examination to become a registered dietitian nutritionist (RDN). The DPD Verification Statement also provides the opportunity to take the examination to become a Nutrition and Dietetic Technician, Registered (NDTR). DPD students must comply with the **Code of Ethics** for the Profession of Dietetics adopted by the Academy for Nutrition and Dietetics in order to progress in the program. Students who violate these requirements may be dropped from the program, in addition to any other sanctions that may be imposed by the College or the Profession. Students completing the program are required to take the DPD qualifying examination prior to

receipt of the Verification Statement. For further information on the DPD, please see the **DPD Handbook**.

The Culinary Nutrition and Food Service Option (DFN Option II) prepares graduates to work in culinary nutrition education and in nutrition-oriented food service facilities. Graduates of this Option may take an additional specified course in diet therapy and apply to become certified dietary managers (CDM) via the Association of Nutrition and Foodservice Professionals (**AFNP**).

A minimum GPA of 3.0 is required for admission into the DPD (Option I) and a minimum GPA of 2.5 is required for Option II. These GPAs must be maintained or students will be dropped from the DFN programs. An **online** application to declare the DFN major is required. The application must be submitted by the semester prior to acceptance and entry into the major: December 1st for entry in the Spring semester and April 1st for entry in the Fall semester. Students applying for acceptance into the DPD may be required to take a pre-entry examination to assess aptitude for the program.

All DFN students must act in accordance with the **CUNY Policy on Academic Integrity**, successfully complete a tutorial on plagiarism; and earn and maintain the **ServSafe** credential.

DFN Major

The distribution of courses and credits to be earned by all majors is as follows (33.5 credits):

6 credits in Health Sciences:

		Credits
HSD 240	Nutrition and Health	3
HSD 266	The U.S. Health Care Delivery System	3

16 credits in Dietetics, Foods, and Nutrition:

		Credits
DFN 120	The Nature and Science of Food	3

DFN 220	Foods, Society, and Health	4
DFN 330	Quantity Food Procurement, Production, and Service	3
DFN 341	Nutrition Throughout the Life Cycle	3
DFN 430	Management of Dietetic Services	3

3 credits in Nutrition Education and Counseling:

		Credits
DFN 437	Nutrition Education & Counseling	3

4 credits in Biological Sciences:

		Credits
BIO 230	Microbiology	4

4.5 credits in Chemistry:

		Credits
CHE 114	Essentials of General Chemistry Lecture	3
CHE 115	Essentials of General Chemistry Laboratory	1.5

CHE 114, CHE 115: *These courses also satisfy a General Education requirement.*

Option I: Dietetics, Foods, and Nutrition, ACEND-Accredited (63.5 credits)**Additional courses to be taken (30 credits):****3 credits in Health Sciences:**

		Credits
HSD 269	Fundamentals of Biostatistics for Health Professionals	3

14 credits in Dietetics, Foods, and Nutrition:

		Credits
DFN 445	Advanced Nutrition	4

DFN 348	Nutrition in the Management of Disease	3
DFN 441	Seminar in Professional Practice of Nutrition and Dietetics	2
DFN 448	Nutrition in the Management of Disease II	3
DFN 470	Dietetic Services Field Experience	2
	Or	
DFN 471	Field Experience in Clinical Nutrition	2
	Or	
DFN 472	Field Experience in Community Nutrition	2

4 credits in Biology:

		Credits
BIO 228	Mammalian Physiology	4

BIO 228: BIO 181-BIO 182 (8 credits) may be substituted.

9 credits in Chemistry:

		Credits
CHE 120	Essentials of Organic Chemistry Lecture I	3
CHE 121	Essentials of Organic Chemistry Laboratory II	1.5
	And	
CHE 244	Introduction to Biochemistry	3
CHE 245	Biochemistry Laboratory	1.5
	Or	

DFN 244	Nutritional Biochemistry	3
DFN 245	Nutritional Biochemistry Laboratory	1

To receive a statement verifying completion of the Didactic Program in Dietetics (DPD) accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), students must successfully complete all courses required for Option I, and demonstrate computer literacy. Students must also successfully complete **PSY 166**, which satisfies A General Education Requirement. More information on the Didactic Program in Dietetics can be found in the **DPD Handbook**.

Option II: Food Service and Culinary Nutrition (49.5 Credits)

This option reflects the need for a concentration in foods, foodservice, and culinary nutrition for those students who, while seeking a degree in Dietetics, Foods, and Nutrition, are particularly interested in serving the needs of the foodservice industry as professionals providing nutritious options to restaurants, corporate and community foodservice, and catering facilities.

Additional courses to be taken (16 credits):

2 credits in Dietetics, Foods, and Nutrition:

		Credits
DFN 470	Dietetic Services Field Experience	2

3 credits of an Elective in:

DFN, EXS, HEA, HAS, HSD, REC

8 credits in Biological Sciences:

		Credits
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4

3 credits in Accounting:

		Credits
ACC 185	Introduction to Accounting for Non-Accounting Majors	

3. To: Underline the changes

Dietetics, Foods, and Nutrition, B.S. (49.5-63.5 Credit Major)

The programs in Dietetics, Foods, and Nutrition (DFN) include two options: Option I (Didactic Program in Dietetics or DPD) and Option II (Culinary Nutrition and Food Service) and are designed to prepare students for entry-level employment in nutrition and food-related positions in healthcare facilities, community agencies, cooperative extension, food service operations, culinary or nutrition education, and/or the food industry. Students are also prepared for post-graduate education in nutrition and food-related fields.

The curriculum for the Dietetics, Foods, and Nutrition major Option I complies with the requirements for a DPD and is accredited by **ACEND**, the Accreditation Council for Education in Nutrition and Dietetics which is located at 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995 and can be reached at 800/877-1600, ext. 5400 or by email at **ACEND@eatright.org**. Students fulfilling all requirements for successful completion of the ACEND-accredited DPD are eligible for a Verification Statement and can apply for supervised practice in an ACEND-accredited dietetic internship (DI), which enables the student to take the CDR examination to become a registered dietitian nutritionist (RDN). The DPD Verification Statement also provides the opportunity to take the examination to become a Nutrition and Dietetic Technician, Registered (NDTR). DPD students must comply with the **Code of Ethics** for the Profession of Dietetics adopted by the Academy for Nutrition and Dietetics in order to progress in the program. Students who violate these requirements may be dropped from the program, in addition to any other sanctions that may be imposed by the College or the Profession. Students completing the program are required to take the DPD qualifying examination prior to receipt of the Verification Statement. For further information on the DPD, please see the **DPD Handbook**.

The Culinary Nutrition and Food Service Option (DFN Option II) prepares graduates to work in culinary nutrition education and in nutrition-oriented food service facilities. Graduates of this Option may take an additional specified course in diet therapy and apply to become certified dietary managers (CDM) via the Association of Nutrition and Foodservice Professionals (**AFNP**).

A minimum GPA of 3.0 is required for admission into the DPD (Option I) and a minimum GPA of 2.5 is required for Option II. These GPAs must be maintained or students will be dropped from the DFN programs. An **online** application to declare the DFN major is required. The application must be submitted by the semester prior to acceptance and

entry into the major: December 1st for entry in the Spring semester and April 1st for entry in the Fall semester. Students applying for acceptance into the DPD may be required to take a pre-entry examination to assess aptitude for the program.

All DFN students must act in accordance with the **CUNY Policy on Academic Integrity**, successfully complete a tutorial on plagiarism; and earn and maintain the **ServSafe** credential.

DFN Major

The distribution of courses and credits to be earned by all majors is as follows (33.5 credits):

6 credits in Health Sciences:

		Credits
HSD 240	Nutrition and Health	3
HSD 266	The U.S. Health Care Delivery System	3

16 credits in Dietetics, Foods, and Nutrition:

		Credits
DFN 120	The Nature and Science of Food	3
DFN 220	Foods, Society, and Health	4
DFN 330	Quantity Food Procurement, Production, and Service	3
DFN 341	Nutrition Throughout the Life Cycle	3
DFN 430	Management of Dietetic Services	3

3 credits in Nutrition Education and Counseling:

		Credits
DFN 437	Nutrition Education & Counseling	3

4 credits in Biological Sciences:

		Credits
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BIO 230	Microbiology	4
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4.5 credits in Chemistry:

		Credits
CHE 114	Essentials of General Chemistry Lecture	3
CHE 115	Essentials of General Chemistry Laboratory	1.5

CHE 114, CHE 115: *These courses also satisfy a General Education requirement.*

Option I: Dietetics, Foods, and Nutrition, ACEND-Accredited (63.5 credits)**Additional courses to be taken (30 credits):****3 credits in Health Sciences:**

		Credits
HSD 269	Fundamentals of Biostatistics for Health Professionals	3

14 credits in Dietetics, Foods, and Nutrition:

		Credits
DFN 445	Advanced Nutrition	4
DFN 348	Nutrition in the Management of Disease	3
DFN 441	Seminar in Professional Practice of Nutrition and Dietetics	2
DFN 448	Nutrition in the Management of Disease II	3
DFN 470	Dietetic Services Field Experience	2
	Or	
DFN 471	Field Experience in Clinical Nutrition	2
	Or	

DFN 472	Field Experience in Community Nutrition	2
4 credits in Biology:		
		Credits
BIO 228	Mammalian Physiology	4
<i>BIO 228: BIO 181-BIO 182 (8 credits) may be substituted.</i>		
9 credits in Chemistry:		
		Credits
CHE 120	Essentials of Organic Chemistry Lecture I	3
CHE 121	Essentials of Organic Chemistry Laboratory II	1.5
	And	
CHE 244	Introduction to Biochemistry	3
CHE 245	Biochemistry Laboratory	1.5
	Or	
DFN 244	Nutritional Biochemistry	3
DFN 245	Nutritional Biochemistry Laboratory	1

To receive a statement verifying completion of the Didactic Program in Dietetics (DPD) accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), students must successfully complete all courses required for Option I, and demonstrate computer literacy. Students must also successfully complete **PSY 166**, which satisfies A General Education Requirement. More information on the Didactic Program in Dietetics can be found in the **DPD Handbook**.

Option II: Food Service and Culinary Nutrition (49.5 Credits)

This option reflects the need for a concentration in foods, foodservice, and culinary nutrition for those students who, while seeking a degree in Dietetics, Foods, and Nutrition, are particularly interested in serving the needs of the foodservice industry as

professionals providing nutritious options to restaurants, corporate and community foodservice, and catering facilities.

Additional courses to be taken (16 credits):

2 credits in Dietetics, Foods, and Nutrition:

		Credits
DFN 470	Dietetic Services Field Experience	2

3 credits of an Elective in:

DFN, EXS, HEA, HAS, HSD, REC

8 credits in Biological Sciences:

		Credits
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4

3 credits in Accounting:

		Credits
ACC 185	Introduction to Accounting for Non-Accounting Majors	

BS to MS Dual Credit Opportunity

Second degree students, majoring in Dietetics, Foods, and Nutrition with 90 or more credits and a minimum of a 3.0 cumulative GPA and a minimum GPA of 3.0 in the major may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S. degree in Nutrition. The following graduate courses may be taken in place of related undergraduate courses: DFN520 for DFN120; DFN621 for DFN220; DFN620 for DFN341; and DFN637 for DFN437. The student must receive permission from the department prior to registration.

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

Students seeking to become registered dietitians/nutritionists need to have a graduate degree by January 1, 2024 in order to sit for the qualifying examination. Academically strong second-degree undergraduate students would save time and money by enrolling in up to 12 graduate credits with undergraduate tuition. This option would fulfill the requirements for students' professional accreditation in a timely and cost-effective manner as well as create a pipeline to increase graduate enrollment for the college.

5. Date of departmental approval: 11/18/20

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change**: Change in HEA Program Curriculum Description

2. **From**

Health Education and Promotion, B.S. (48-57.5 Credit Major)

Health education aims primarily to motivate individuals and groups in various settings to assume greater responsibility for their health by learning and adopting behaviors that promote health and prevent disease. This is a rapidly expanding field that has received added impetus from recent Federal legislation emphasizing disease prevention and health promotion as major priorities of national social policy.

The program is designed to prepare students for careers in community health education. Students will be able to develop, manage, and evaluate health education and promotion programs in a variety of settings where such programs are implemented. These include public and community agencies, business and industry, hospitals, and other types of clinical facilities.

The program includes two options, one in community health and the other in community health and nutrition. Satisfactory completion of all program requirements in community health enables students to apply for certification as a Health Education Specialist, awarded by the National Commission for Health Education Credentialing.

Courses to be taken by all program majors (30 credits)

12 credits in Department courses:

	Credits
HSD 240 Nutrition and Health	3
HSD 266 The U.S. Health Care Delivery System	3

HSD 269	Fundamentals of Biostatistics for Health Professionals	3
HSD 306	Epidemiology	3

18 credits in Health Education and Promotion:

		Credits
HEA 249	Foundations of Health	3
HEA 267	Human Behavior and Health	3
HEA 300	Introduction to Public Health	3
HEA 320	Health Counseling	3
HEA 400	Program Planning and Evaluation	3
HEA 437	Strategies in Community Health and Nutrition Education	3

Option 1: Community Health (48-49 credits)

Additional courses to be taken (18-19 credits)

14-15 credits in Health Education and Promotion:

		Credits
HEA 440	Seminar in Community Health	2
HEA 470	Internship in Community Health I	4
HEA	HEA electives	8-9

HEA electives: Chosen in consultation with the adviser.

4 credits in Biological Sciences:

		Credits
BIO 183	Human Biology	4

BIO 183: This course also satisfies a General Education requirement.

Option 2: Community Health and Nutrition (57.5 credits)

Additional courses to be taken (27.5 credits)

12 credits in Dietetics, Foods, and Nutrition:

	Credits
DFN 120 The Nature and Science of Food	3
DFN 220 Foods, Society, and Health	4
DFN 341 Nutrition Throughout the Life Cycle	3
DFN 472 Field Experience in Community Nutrition	2

3 credits in Exercise Science:

	Credits
EXS 264 Introduction to Exercise Science	3
EXS 265 Behavioral Aspects of Physical Activity	3

4.5 credits in Chemistry:

	Credits
CHE 114 Essentials of General Chemistry Lecture	3
CHE 115 Essentials of General Chemistry Laboratory	1.5

CHE 114, CHE 115: These courses also satisfy a General Education requirement.

8 credits in Biological Sciences:

	Credits
BIO 181 Anatomy and Physiology I	4
BIO 182 Anatomy and Physiology II	4

BIO 181, BIO 182: These courses also satisfy a General Education requirement.

3. To:**Health Education and Promotion, B.S. (48-57.5 Credit Major)**

Health education aims primarily to motivate individuals and groups in various settings to assume greater responsibility for their health by learning and adopting behaviors that promote health and prevent disease. This is a rapidly expanding field that has received added impetus from recent Federal legislation emphasizing disease prevention and health promotion as major priorities of national social policy.

The program is designed to prepare students for careers in community health education. Students will be able to develop, manage, and evaluate health education and promotion programs in a variety of settings where such programs are implemented. These include public and community agencies, business and industry, hospitals, and other types of clinical facilities.

The program includes two options, one in community health and the other in community health and nutrition. Satisfactory completion of all program requirements in community health enables students to apply for certification as a Health Education Specialist, awarded by the National Commission for Health Education Credentialing.

Courses to be taken by all program majors (30 credits)

12 credits in Department courses:

	Credits
HSD 240 Nutrition and Health	3
HSD 266 The U.S. Health Care Delivery System	3
HSD 269 Fundamentals of Biostatistics for Health Professionals	3
HSD 306 Epidemiology	3

18 credits in Health Education and Promotion:

	Credits
HEA 249 Foundations of Health	3
HEA 267 Human Behavior and Health	3

HEA 300	Introduction to Public Health	3
HEA 320	Health Counseling	3
HEA 400	Program Planning and Evaluation	3
HEA 437	Strategies in Community Health and Nutrition Education	3

Option 1: Community Health (48-49 credits)

Additional courses to be taken (18-19 credits)

14-15 credits in Health Education and Promotion:

		Credits
HEA 440	Seminar in Community Health	2
HEA 470	Internship in Community Health I	4
HEA	HEA electives	8-9

*HEA electives: Chosen in consultation with the adviser.**4 credits in Biological Sciences:*

		Credits
BIO 183	Human Biology	4

BIO 183: This course also satisfies a General Education requirement.

Option 2: Community Health and Nutrition (57.5 credits)

Additional courses to be taken (27.5 credits)

12 credits in Dietetics, Foods, and Nutrition:

		Credits
DFN 120	The Nature and Science of Food	3
DFN 220	Foods, Society, and Health	4

DFN 341	Nutrition Throughout the Life Cycle	3
DFN 472	Field Experience in Community Nutrition	2

3 credits in Exercise Science:

		Credits
EXS 264	Introduction to Exercise Science	3
EXS 265	Behavioral Aspects of Physical Activity	3

4.5 credits in Chemistry:

		Credits
CHE 114	Essentials of General Chemistry Lecture	3
CHE 115	Essentials of General Chemistry Laboratory	1.5

CHE 114, CHE 115: These courses also satisfy a General Education requirement.

8 credits in Biological Sciences:

		Credits
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4

BIO 181, BIO 182: These courses also satisfy a General Education requirement.

Dual Credit Option

Undergraduate students majoring in Health Education and Promotion with 90 or more credits and a minimum of a (3.0) cumulative index and (3.0) index in the major may be permitted to enroll in up to 12 credits of graduate coursework for the College's Online M.A. degree in Health Education and Promotion. The following graduate courses may be taken in place of these undergraduate courses: HEA 623 (for HEA 400), HEA 675 (for HEA 437), and two HEA 500-level electives (for two HEA 300-level electives). Written permission from both the academic undergraduate and graduate advisors must be secured by the student prior to registration.

4. Rationale: The College is seeking to increase graduate student enrollment. The addition of an HEA dual credit option would permit high-performing undergraduate students in this major to take up to 12 graduate credits that would apply towards the HEA Online M.A. degree under the same tuition conditions. This option would therefore

create a pipeline for HEA students to enroll in a graduate program in the Department of Health Sciences while reducing tuition costs and number of credits needed for the M.A. degree.

5. Date of departmental approval: March 4, 2020

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

DEPARTMENT OF HISTORY

CURRICULUM CHANGE

Name of Program and Degree Award: MHC-American Studies, B.A.

Hegis Number: 0312.00

Program Code: 38634

Effective Term: Fall 2021

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

2. **Description:**

None

3. **Rationale:**

The MHC-American Studies, B.A. program cannot stand on its own since the American Studies, B.A. program has been deleted.

4. **Date of departmental approval:** 11/30/2020

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

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

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 435
Course Title	Advanced Acting: Shakespeare and Company
Description	Explores Shakespeare and his classical contemporaries in playwriting and performance, Christopher Marlowe, Ben Jonson, and John Webster, and their respective characters, language and rhythms, in the rehearsing and presenting of classical monologues and duologues.
Pre/ Co Requisites	THE 331 and Permission of Instructor.
Credits	3
Hours	3
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 435
Course Title	Advanced Acting
Description	Explores Shakespeare and contemporaries <u>like Marlowe, Jonson, Webster in juxtaposition with contemporary work from AfroCaribbean theatre artists such as Derek Walcott, August Wilson, Suzan-Lori Parks, Nilo Cruz, Maria Irene Fornes, and Luis Alfaro. Focusing on performance of non-realistic and poetic texts both classical and contemporary</u> in the rehearsing and presenting of monologues and duologues.
Pre/ Co Requisites	THE 331 or (departmental permission)
Credits	3
Hours	3
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

General Education Component	<input checked="" type="checkbox"/> Not Applicable
	<input type="checkbox"/> Required
	<input type="checkbox"/> English Composition
	<input type="checkbox"/> Mathematics
	<input type="checkbox"/> Science
	<input checked="" type="checkbox"/> Flexible
	<input type="checkbox"/> World Cultures
	<input type="checkbox"/> US Experience in its Diversity
	<input type="checkbox"/> Creative Expression
	<input type="checkbox"/> Individual and Society
<input type="checkbox"/> Scientific World	

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

In an effort to respond to the growing need for diversity and inclusion in performance programming in the theatre program in the Department of Music, Multimedia, Theatre & Dance, and to increase the reach of Renaissance popular theatre in performance, showing the influence and connections both historically and conceptually in addition to increasing skills and performance tools that can be employed by students to enhance their critical thinking and performance skillset. This will be achieved by using classical acting techniques in tandem with contemporary work from African-American, Latinx, and Afro-Caribbean theatre artists such as Derek Walcott, August Wilson, Suzan-Lori Parks, Nilo Cruz, Maria Irene Fornes, and Luis Alfaro, all of whom engage in language as sound, rhythm, physical theatre, and poetry as dialogue, and have openly advocated for and been influenced by Renaissance performance and playwriting. Students can directly see and experience the links between past and present through Western European classical performance and contemporary African-American, Latinx, and AfroCaribbean performance, and their confluence and juxtapositions. This training will prepare them for the complex acting performance and critical-thinking landscape necessary to navigate a career in performance on stage, film, tv, voice-acting, and streaming video which currently dominates the entertainment industry on an international scale.

Therefore it was deemed necessary by performance faculty in theatre and multimedia performing arts to change the course named to “Advanced Acting” to reflect the focus of the course away from exclusively Renaissance performance, and to have the course description inform students of this new and current connection and focus of the course.

5. Date of departmental approval: 11/20/2020

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** Change in cross listing

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

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 308 (ENW-308)
Course Title	Playwriting
Description	The theory and practice of writing the one-act play.
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	WRIC
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 308
Course Title	Playwriting
Description	The theory and practice of writing the one-act play.
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	WRIC
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

After consultation with the English Department Chair and Curriculum Committee, the course of THE 308 Playwriting will no longer be cross listed with ENW 308, as ENW 308 will have a new course title and course description in the course catalogue by the English Department. Therefore the courses of THE 308 and ENW 308 will no longer be cross listed as per agreement with Theatre Program and English Department.

5. **Date of departmental approval:** 11/20/2020

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite, cross listing

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

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 408 (ENG-330)
Course Title	Advanced Playwriting Workshop
Description	The goal of this course is the writing of a full-length play.
Pre/ Co Requisites	THE 308 or ENW-308 _Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	WRIC
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

	<input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre & Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 408
Course Title	Advanced Playwriting Workshop
Description	The goal of this course is the writing of a full-length play.
Pre/ Co Requisites	THE 308 <u>or</u> Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	WRIC
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

After consultation with the English Department Chair and Curriculum Committee, the course of THE 408 Advanced Playwriting Workshop will no longer include a prerequisite of ENW 308 (as that cross listing was dropped for THE 308) nor will it be cross listed with ENW 330, as ENW 330 Advanced Playwriting Workshop will be dropped from the course catalogue by the English Department.

5. **Date of departmental approval:** 11/20/2020

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF PHILOSOPHY
DISABILITY STUDIES STEERING COMMITTEE

CURRICULUM CHANGE

Name of Program and Degree Award: Disability Studies Minor
Effective Term: Fall 2021

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

2. **From:**
Disability Studies Minor

Students will satisfy the College requirement of a minor field by taking four courses (12-13 credits), at least two of which must be at the 300-level or higher.

9-10 credits In Disability Studies, any three DST courses

3 credits An elective chosen from the following list of courses:

REC 324	Introduction to Therapeutic Recreation Service
REH 220	Introduction to Developmental Disabilities
REH 240	Psychiatric Rehabilitation
POL 318	The Politics of Health
SOC 305	Sociology of Health Care
SPV 230	Survey of Speech and Hearing Problems

3. **To:**
Disability Studies Minor

Students will satisfy the College requirement of a minor field by taking four courses (12-13 credits), at least two of which must be at the 300-level or higher.

9-10 credits In Disability Studies, any three DST courses

3 credits An elective chosen from the following list of courses:

REC <u>221</u>	Introduction to Therapeutic Recreation Service
REH 220	Introduction to Developmental Disabilities
REH 240	Psychiatric Rehabilitation
POL 318	The Politics of Health
SOC 305	Sociology of Health Care

<u>SPV 101</u>	<u>Introduction to American Sign Language I</u>
<u>SPV 102</u>	<u>Introduction to American Sign Language II</u>

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

Recreation renumbered REC 321 to REC 221. We are therefore mirroring this change on our list of approved elective courses in the DST minor.

Speech, Language and Hearing Pathology no longer offers SPV 230. We are therefore eliminating the course from our list of approved electives for the DST minor.

Students have often asked us to add Lehman's sign language courses to the list of electives in the minor, and so we are doing so. Most students would probably take SPV 101, but for those students who are qualified to take SPV 102, they could count it toward the minor instead.

5. **Date of Steering Committee approval:** November 3, 2020

Date of departmental approval: November 5, 2020

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

**DEPARTMENT OF PHILOSOPHY
DISABILITY STUDIES STEERING COMMITTEE**

CURRICULUM CHANGE

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

2.

Department(s)	Philosophy
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Disability Studies
Course Prefix & Number	DST 382
Course Title	Fictions of Disability
Description	Representations of disability in literature, memoir, critical and theoretical publications, popular texts. Challenging common negative or idealizing stereotypes; understanding how storytelling shapes ideas about disability; analyzing the intersection of disability with other tropes of human disqualification, including race, gender, and sexuality.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	____ Scientific World
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3. **Rationale:**

“Fictions of Disability” has been offered at Lehman College for several years now as a special topics class (DST 365). It was recently added as a permanent course to the English Department’s curriculum (as ENG 382). We would like to add a mirror course to the DST curriculum. The course is of interest to Disability Studies and English majors who will teach and go on to work with people with disabilities. This course would also attract students in social work and education.

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

- Understand the interrelationship of reading, writing, rhetoric, and social action through analysis of literary and cultural texts about disabilities.
- Demonstrate an understanding of the experiences of people with disabilities as represented in a variety of literary and cultural texts.
- Identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines through study of disabilities.
- Analyze the literary representation of disabilities experiences in a variety of cultural, social, and political contexts.

5. **Date of Steering Committee Approval:** November 3, 2020

Date of Departmental Approval: November 5, 2020



Library Technology and Telecommunications Committee Report

Meeting Date: January 24, 2021

Next Meeting: February 24th 2021 @ 11 AM

Location: ZOOM

Attendance: Stephen Castellano, John Delooper, Sherry Deckman, Michelle Ehrenpreis, Jennifer McCabe, Jennifer Van Allen, Nadine Zerphrey; Student Senator Representatives: Caleb Kim and Kayme Marcelino

Library

- Due to our limited budget and physical access to the Leonard Lief Library – we respectfully request that faculty utilize our current collection of eBooks for accessing course materials for the Spring 2021 semester: <https://libguides.lehman.edu/ebooks>
- If faculty are unable to find a comparable eBook in our collection - please submit request directly to us: <https://forms.gle/yk68gfu4YNCsvRjX6>
- However – while many textbooks are available digitally to individuals – academic libraries are not permitted to license and distribute this online content: <http://www.lehman.edu/library/documents/Course-Materials-Statement.pdf>
- If the Library is not successful in identifying an appropriate eBook equivalent – we can offer limited scanning services of existing print textbooks – provided this falls within appropriate copyright guidelines.
- Library invites the college community to a virtual reading by Mila Burns' Dona Ivone Lara's *Sorriso Negro (Black Smile)* February 9th, 1:00 – 2:00 PM. Please contact: Stacey Katz via e-mail to register.
- Library and The Office of Research and Sponsored Programs invite faculty to a webinar: Introduction to Open Access will be held on February 25th from 11:30-12:30. This online Webinar will cover the basics of Open Access publishing: what it is and how it started. You'll leave with practical tips for locating freely available research produced by others - as well as finding quality Open Access venues to share your own work. To register: orsp@lehman.cuny.edu. Please register by the 24th

Information Technology

- The e-mail migration project is in the home stretch. Most email accounts have been migrated to Office 365 and we hope that you are enjoying a more contemporary collaboration platform. The IT division is now in the final phase of migrating remaining accounts for retirees, office accounts, etc.
- IT is in the final stages of the process of upgrading the telephone technology on campus to digital technology.
- The Call for Student Tech Fee Proposals will be sent shortly. Please keep an eye on your email and note the due dates for submissions to Chairs, Deans, and VPs.

Blackboard

- Bb Upgrade took place on December 27th-December 28th. The upgrade was a back-end upgrade and there are no changes to the user interface. The Bb Upgrade went very smooth. And the system was back up to speed well before the announced time,
- Camtasia and Snagit are now available to faculty. These platforms will provide faculty to lecture directly to a powerpoint presentation while showing the instructor's image on screen. Camtasia is a screen recording platform. Snagit will provide instructors with the ability to capture images from the internet and insert them in their classes. Please feel free to e-mail me and I will provide the license key and download location.

Online Education

- Online Education announces the first in a new series of faculty workshops. The first virtual workshop: *Creating an Engaged and Investigative Learning Environment—Even Online!* took place on January 28th and was led by Julie Maybee.

Our Next Committee Meeting is: February 24th @ 11 AM via ZOOM

Academic Assessment Committee Report

Lehman College, The City University of New York

Victor M. Brown, Ph.D., M.B.A., Associate Provost for Academic Programs and Educational Effectiveness

Assessment Management System

- Nuventive abandoned its effort to complete the CUNY procurement process.
- Lehman College will need to pursue an alternative. Watermark's *Planning & Self-Study*, which was the second choice, could offer that alternative.
- Dropbox will be used for 2022 AY plans and reports.

2021 AY Assessment Plan Submission

Submissions are still underway

- General Education: Two ILOs: 'Critical Thinking' and 'Multicultural Perspective'
 - ✓ Cover Required Core, Flexible Core and College Option
 - ✓ ~27 courses; Over 17 faculty
- Academic Departments: 90% submitted plans
- AES Units: 87% submitted plans
- All plans are being reviewed and feedback provided

Assessment for 2021AY

Academic Assessment Council is collaborating with Assessment Liaisons to develop:

- ✓ Outcomes that are specific, clear, and concise
 - ✓ Outcomes that are measurable
 - ✓ Pre-determined targets for success
 - ✓ Guidance material on the writing of assessment outcomes
- Provide additional support in upcoming workshops

AAC Meeting of December 8, 2020:

Review of Assessment Plans: Common Issues

- ✓ Outcomes not specific, clear, and/or concise
 - ✓ Lack of pre-determined targets for success
 - ✓ Viability questions for some expected outcomes
 - ✓ Not all outcomes were measurable
- Information will shape upcoming workshops

Next Meeting

February 2nd at 2:00 PM

Lehman College Senate
2/3/21 Senate Session
New Business Item: Class Size Resolution
Presenter: Music, Multimedia, Theatre, and Dance Representative, Professor Wendell Cooper

WHEREAS, the optimal size of both online and on-campus classes is a pedagogical matter best left to faculty; and

WHEREAS, different academic disciplines hold different expectations for class sizes, and, in some disciplines, disciplinary professional organizations recommend optimal class sizes for different levels of instruction; and

WHEREAS, research recommends online class sizes much smaller than current practice [3]; and

WHEREAS, the return to on-campus instruction is anticipated to necessitate smaller classes for safe social distancing; therefore be it

RESOLVED, by the Lehman College Senate that each academic department and program has the authority to set minimum and maximum class-size limits for best pedagogical practice with its own course offerings, both online and on-campus, in accordance with all applicable city, state, and federal statutes.

[1] “There is consensus that the single greatest predictor of positive self-reported student learning is instructor-student interaction. Teacher immediacy (timely and personal responsiveness) is one of the key drivers of student satisfaction (Bonnell, Ludwig, & Smith, 2008; Keeton, 2004; Schutt, Allen, & Laumakis, 2009). Citing student-to-student interactions/activities are also predictive of reported learning, but at a level half that of instructor-student interaction (Bernar et al., 2004; Keeton, 2004; Marks, Sibley, & Arbaugh, 2005). A third driver of student learning and satisfaction is ease of use of technology.” (Taft, Susan H., et al. “A Framework for Evaluating Class Size in Online Education.” *Quarterly Review of Distance Education*, vol. 12, no. 3, 2011.)

[2] “The online literature consistently indicates that online education benefits student access but is not more efficient; that is, the workload and intensity of effort for faculty are in general heavier for online education than for classroom-based education. (Ascough, 2002; Drago & Peltier, 2004; Fjermestad, Hiltz, & Zhang, 2005; Parry, 2009).” (Taft, Susan H., et al. “A Framework for Evaluating Class Size in Online Education.” *Quarterly Review of Distance Education*, vol. 12, no. 3, 2011.)

[3] See, for example, Tomei, Lawrence A, and Douglas Nelson, “The Impact of Online Teaching on Faculty Load—Revisited: Computing the Ideal Class Size for Traditional, Online, and Hybrid Courses.” *International Journal of Online Pedagogy and Course Design*, vol. 9, no. 3, 2019.

Lehman College Senate

RESOLUTION REGARDING SENATE ENDORSEMENT OF THE LEHMAN COLLEGE: MISSION, VISION, AND VALUES STATEMENT

WHEREAS, Lehman College wishes to revise its institutional mission statement in order to provide the various constituencies, both within the College and the community, with the institution's defined core values and goals; AND

WHEREAS, Lehman College seeks the Senate's endorsement of the revised Mission, Vision, and Values Statement;

Therefore, be it resolved that the Lehman College Senate endorses the Lehman College: Mission, Vision, and Values Statement, which will be part of Lehman College's Strategic Plan:

Lehman College: Mission, Vision, and Values

MISSION

Lehman College, an urban public institution and economic and cultural catalyst in the Bronx, is a national engine for social mobility, providing a transformative educational experience while advancing equity, inclusion, and social justice.

VISION

Lehman College will be a nationally recognized leader in educational attainment, expanding knowledge through innovative curriculum, pedagogy, scholarship, and enhanced digital solutions. The College will be a model of engaged citizenship and an advocate for a just and sustainable world.

VALUES

Inspired by the life of our namesake, Herbert H. Lehman, we are committed to:

- o *Social Justice*: Advocating for human rights, honoring differences and working towards equality and equity for all.
- o *Excellence*: Pursuing innovative teaching, research, and scholarship to produce a diverse pipeline of leaders and change agents committed to novel and sustainable solutions and igniting new possibilities.
- o *Ethics*: Upholding the principles of academic freedom, and demonstrating honesty, integrity, respect, and care in our interactions with others.
- o *Diversity and Inclusion*: Fostering a campus environment that respects and values diverse perspectives and identities and where all members of the Lehman community experience a remarkable sense of belonging.
- o *Service*: Empowering the community through the increased engagement of faculty, staff, students and alumni in outreach and partnerships contributing to individual achievement, economic development, and the common good.