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4 **Minutes of**
5 **Lehman College Senate Meeting**
6 **Wednesday, December 6, 2017**
7
8

9 **Senators Present:** Acevedo, J.; Alexander-Street, A.; Ali, T.; Amend, A.; Atif, I.; Austin, L.; Baba,
10 N.; Badillo, D.; Bergmann, R.; Bhuiya, S.; Burt, K.; Burton-Pye, B.; Cabrera, S.; Campeanu, S.; Capote,
11 N.; Cheng, H.; Clark, V.; Conner, P.; Cruz, J.; Eleyinafe, O.; Farrell, R.; Fayne, H.; Feliz, M.; Fera, J.;
12 Finger, R.; Forde, A.; Gerry, C.; Gilles, Z.; Gyeabour, K.; Hyman, D.; Jordan, S.; Latimer, W.;
13 Machado, E.; Magdaleno, J.; Mak, W.; Manier, D.; Marianetti, M.; Markens, S.; Martín, Ó.; McCabe,
14 J.; McKenna, C.; Munch, J.; Phillips, M.; Prince, P.; Prohaska, V.; Rampersaud, W.; Rice, A.; Rivera-
15 McCutchen, R.; Sailor, K.; Salazar, S.; Sarmiento, R.; Sauane, M.; Schlesinger, K.; Scott, K.; Sen, G.;
16 Shanley, D.; Singh, S.; Sisselman, A.; Tananbaum, D.; Valentine, R.; Wangerin, R.; Wynne, B.; Yates,
17 S.
18

19 **Senators Absent:** Alborn, T.; Arias Bueno, M.; Assoumanou, S.; Bayne, G.; Bazile, S.; Budescu, M.;
20 Calderon, P.; Deckman, S.; DiBello, M.; DiRaimo, S.; Doyran, M.; Eshun, Y.; Gomez, E.; Graulau,
21 J.; Jeronimo, C.; Johnson, M.; MacKillop, J.; Marshall, A.; McNeil, C.; Nolli Gasper, S.; Oh, H.;
22 Pettipiece, D.; Rosario, Y.; Sabab Sawonto, M.; Sosnovskiy, O.; Ulysse, V.; Yavuz, D.

23
24
25
26 The meeting was called to order by President José Luis Cruz at 3:34 p.m.
27

28 **1. Approval of the Minutes**
29

30 The minutes of the November 15, 2017 Senate meeting were approved by unanimous voice vote.
31

32 **2. Announcements and Communications**
33

34 **a. Report of the President**

35 Dr. Cruz thanked the attendees for their participation in shared governance. He informed all
36 that he would be sending out an announcement regarding recent activities and the direction
37 of the College, as the College nears the second half of the academic year.
38

39 President Cruz mentioned that Chancellor Milliken would be stepping down at the end of the
40 current academic year and that the related search process would take place in the spring. The
41 Board of Trustees would like to complete the search in the spring, so that a new Chancellor
42 may be seated in August.

43
44 Dr. Cruz relayed that the recent BOT meeting was spent mostly in executive session. A main
45 decision point was the appointment of the new permanent president at City
46 College. Additionally, the hiring of Brigette A. Bryant, to the new position of Vice
47 Chancellor for University Advancement, was announced at that session. The expressed hope
48 is that the new Vice Chancellor will be able to leverage the CUNY mission, to get additional
49 resources.

50
51 At the previous Board of Trustees meeting, the board approved a budget request. Last year
52 CUNY moved toward a 4-year budgeting cycle, with projections to be presented to NYS and
53 NYC (detailed information available at the BOT website). For next year, the budget request
54 calls for an increase of \$135 million, including for mandatory operational costs. There is
55 also a \$55 million request, in consideration of collective bargaining costs. These budget
56 items are subject to legislative action.

57
58 Dr. Cruz spoke regarding potential College implications of the contemplated Tax Cuts and
59 Jobs Act. He indicated that we will need to see results from the congressional conference
60 process. Doubling of the standard deduction would have implications on incentives for
61 charitable contributions, because people currently itemize those, although that might not be
62 an option in the future. State and local taxes, which we all pay in high-tax states like NY,
63 may not be deductible as a result of the subject bill. Similarly, a limit of \$10,000 on
64 property/income tax deductions would place pressure on state legislatures to lower taxes and
65 lower the revenue base for state contributions to higher education. Certain tax exemptions
66 for bonds in public/private partnerships may be repealed. Such a tax proposal may
67 negatively affect our ability to build a Lehman dormitory.

68
69 Reauthorization of Higher Education Act (HEA) has been a less-discussed Federal proposal.
70 President Cruz testified before a congressional committee, in January 2017, on the subject

71 of the HEA. At that time, most related discussions concerned worry about overregulation of
72 higher education. Congressman Fox’s new bill is the PROPSEER Act. That bill includes an
73 increase in interest rates for student loans, limits on borrowing (based on expected earnings,
74 post-graduate school), repeal of gainful employment rules (that have been used to protect
75 students from predatory schools), and performance-based funding (formula that would
76 require colleges to pay back the Federal government for any amount students fail to repay
77 the Federal government). However, the PROSPER Act does contain positive elements,
78 including a plan to simplify FAFSA.

79
80 **b. Student Legislative Assembly—**

81 Mr. Jose Acevedo thanked Chief Librarian, Kenneth Schlesinger, Public Safety Director,
82 Fausto Ramirez, Vice-President of Administration and Finance, Vincent Clark, interim
83 Provost, Harriet Fayne, and President Cruz for having facilitated 24-hour access to the
84 Library during the “mid-term” period. Mr. Acevedo also thanked Vice-President Bergmann
85 and Dr. Fayne for their efforts related to the Lehman 360 application. He also thanked those
86 who had applied to become student representatives.

87
88 Mr. Acevedo noted that there is a student pantry, in room 120 of the Student Life Building,
89 for students in need. He mentioned that he would like to advocate, during the winter, for
90 student resources and stated his goal of keeping students well-informed. Finally, he
91 expressed that he would continue to advocate for permanently-extended library hours.

92
93
94 **REPORTS OF STANDING COMMITTEES –**

95
96 **1. Graduate Studies**

97
98 Professor Janet Desimone presented proposals for curriculum changes in the following
99 departments: Health Sciences, Biological Sciences, and Languages and Literatures. The
100 proposals were approved by unanimous voice vote.

101
102 See Attachment I

103

104 The next meeting was scheduled for February 7, 2018, at 11:00 a.m., in Carman B33.

105

106 **2. Governance Committee**

107 There was no report. Professor Duane Tananbaum conveyed that the Governance Committee
108 would continue to work with the Committee on Admissions, Evaluations and Academic
109 Standards, and others, on issues related to admissions.

110

111 The next meeting was scheduled for January 24, 2018 at 11:00 a.m. in Carman 201.

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

113

114 Professor Penny Prince stated that the committee, traditionally, has presented the undergraduate
115 and graduate students' graduation list, which was received shortly before this meeting, for
116 approval by the Senate. The list was approved by voice vote with one abstention.

117

118 Professor Prince also presented a resolution related to admissions.

119

120 See Attachment II

121

122 Professor Tananbaum expressed his appreciation for the tremendous amount of work, time, and
123 effort that the CAEAS committee, Vice-President Sarmiento, Vice-President Magdaleno, and
124 various other administrators have contributed, in support of shared governance. He urged all to
125 support the resolution presented by Professor Prince.

126

127 The resolution was approved by unanimous voice vote.

128

129 **4. Undergraduate Curriculum**

130

131 Professor Vincent Prohaska presented proposals for curriculum changes in the following
132 departments: Africana Studies, Computer Sciences, Health Sciences, Physics & Astronomy, and
133 Psychology. The proposals were approved by unanimous voice vote.

134

135 A proposal for curriculum changes in the Biological Sciences department was also presented.
136 The proposal was approved by majority voice vote.

137

138 Professor Prohaska also presented one informational item on an experimental course.

139

140 See Attachment III

141

142 The next meeting was scheduled for February 14, at 1:00 p.m., in SC 1405A.

143

144 **5. Academic Freedom**

145

146 There was no report. Professor David Manier offered some brief remarks on the Statement on
147 Academic Freedom. He explained that there had been extensive discussions regarding the
148 statement, which had been publicized to the campus for more than a year. Professor Manier also
149 expressed his belief that the statement should be posted to the Lehman College website, exactly
150 as worded.

151

152 Prof. Manier announced that both he and Robert Farrell have invited Hans-Joerg Tiede, Chapter
153 President of the American Association of University Professors (AAUP), to discuss “academic
154 freedom in the age of Trump.” The event was scheduled for Wednesday, March 21, at 3:30 p.m.
155 The location has yet to be determined.

156

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

158

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

161

162 See Attachment IV

163

164 Chief Librarian, Kenneth Schlesinger, added that a library survey would be circulated for the
165 next two weeks. He encouraged all to participate. He also announced that Professor Stephanie

166 Havelka had been recommended for tenure and promotion, but that Professor Havelka would be
167 moving to New Zealand in January. The Chief Librarian acknowledged Professor Havelka's
168 achievements and contributions, sharing the sentiment that she would be missed as both a friend
169 and colleague.

170

171 **7. Campus Life and Facilities**

172

173 Mr. William Rampersaud mentioned concerns about student parking that had come to the
174 attention of the committee at the last Senate meeting. He explained that student members of the
175 Auxiliary Enterprise Board would be meeting with the administration to discuss possible
176 solutions.

177

178 Mr. Rampersaud also discussed the complaints of which he had become aware, regarding food
179 service and the cafeteria, generally. He explained that a committee would be formed to address
180 these concerns.

181

182 Vice-President of Administration and Finance, Vincent Clark, spoke about those concerns. He
183 acknowledged that there is limited parking on campus, but explained that students are allowed
184 to use the faculty parking lot after 5:15 p.m. He further explained that there was a committee
185 that would be formed to look at this issue in its totality. Regarding the brickwork at Gillet and
186 Davis Hall, Vice-President Clark explained that the project will soon be coming to a close.
187 Lastly, regarding food services, Vice-President Clark explained that there was a committee,
188 made up of faculty, staff, and students, who meet with Metropolitan Food Service Inc. to consider
189 appropriate action on issues of service quality.

190

191 Additional questions were raised regarding campus life and facilities, in relation to enrollment,
192 office space for faculty, and student dorm parking at the College. Mr. Rampersaud thanked all
193 for their input and explained that he would address these concerns at the next meeting.

194

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

196 There was no report.

197

198 The next meeting was scheduled for February 21, at 3:30 p.m., in Shuster 336.

199

200 **9. University Faculty Senate Report**

201

202 Dr. Ayanna Alexander-Street reported on the plenary meeting of the University Faculty Senate
203 (UFS). She explained that the guest speaker was Chancellor James Milliken, who talked about
204 his stepping down as Chancellor and staying on as a faculty member. Dr. Alexander-Street
205 relayed that Chancellor Milliken discussed CUNY in the press, informed that the Inspector
206 General report process was ongoing, and expressed the need for better support and collaboration
207 with other institutions, specifically with the Department of Education. Chancellor Milliken
208 discussed the tax bill, particularly the CUNY exemption from proposed endowment taxes, as
209 the University would not be subject, due to the lack of such funds.

210

211 Dr. Alexander-Street indicated that there would be a focus on the issues of creating a new
212 governance plan for the CUNY School of Professional Studies, changing the way sabbaticals
213 are funded, faculty staffing levels at CUNY, as CUNY is understaffed in comparison to SUNY,
214 drafting a statement on contingent faculty, the RF satisfaction survey, in which professors at
215 City College and Hunter Colleges have refused to participate, “because it is not independent of
216 RF,” and a resolution from the University Student Senate to support the enhanced Maintenance-
217 of-Effort (MOE) bill. Dr. Alexander-Street explained that the bill was approved by the
218 legislature, but that Governor Andrew Cuomo has yet to sign. The USS proposed to formally
219 and publicly call on Governor Cuomo to sign the bill into law.

220

221 The next meeting was scheduled for February 6th at the Graduate Center, in room 9206.

222

223 Student Senator Isaac Atif shared an anecdote about a fellow student’s experience, in terms of
224 the time period within which a decision on accepting an internship offer had to be made. He
225 proposed that the College work on a policy to address the issue. Professor Duane Tananbaum
226 suggested that such a draft proposal be made in writing and submitted to the Governance
227 Committee, which would assign the issue to the appropriate committee.

228

229 Old Business----None.

230

231 New Business----None.

232

233 **ADJOURNMENT**

234 The meeting was adjourned at 4:38 p.m.

235 Respectfully submitted:

236

237 Dennis DaCosta

Senate Meeting – December 6, 2017
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 Advanced Certificate Program in Health Education (18 Credits) (leads to NYS certification in health education)
- Course change: DFN 621

Department of Biological Sciences

- Creation of MS degree from a track in the existing MA degree
- Degree changes: MA, Biology

Department of Languages and Literatures

- New courses: IRI 701 and IRI 781

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

Our next grad studies meeting is Wednesday, February 7, 2018, at 11 a.m. in Carman, B33.

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Biology, MS

Hegis Number: 0401.00

Effective Term: Fall 2018

1. **Type of Change:** Creating MS degree from existing track within MA degree

2. **Description:**

Admission Requirements

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to pursue graduate study successfully - that is, have attained a minimum undergraduate grade average of B in the field selected for the graduate major and a minimum grade average of B- in the undergraduate record as a whole.
- Have completed a major in biology, chemistry, physics, or an allied field.
- With Undergraduate Specialization in Biology:
Candidates whose undergraduate major was in biology must have completed: (1) one year of organic chemistry, with laboratory; (2) one year of college physics; and (3) either one year of calculus or one semester of calculus and a semester of statistics.
- With Undergraduate Specialization in Chemistry, Physics, or Allied Field:
Candidates whose undergraduate major was in either chemistry, physics, or an allied field must have completed: (1) the equivalent of an undergraduate minor in biology; (2) one year of organic chemistry, with laboratory; (3) one year of college physics; and (4) either one year of calculus or one semester of calculus and a semester of statistics.
- In addition, students must submit up to three letters of recommendation and, if conditionally admitted, satisfy the conditions within one year.

Degree Requirements

- All students (matriculated or nonmatriculated) should consult with the Departmental Graduate Adviser regarding their programs.

- A student must complete 30 credits of coursework and complete an independent laboratory research project. A student may elect to substitute 1 to 6 credits in original laboratory research (BIO 799.1, 799.2, and 799.3) for 1 to 6 credits of coursework. When a student is ready to select a research problem, a research advisory committee of faculty members will be established in consultation with his or her thesis adviser* to guide the investigation. A thesis based on this research must be defended satisfactorily in an oral presentation prior to its submission in partial fulfillment of the requirements for the degree of Master of Science. Approved copies of the thesis must be deposited in the Lehman College Library and the Department of Biology.
- *Students who choose a thesis adviser at the New York Botanical Garden or at another institution must have an "in-house" adviser. This individual must be a full-time faculty member of the Department of Biological Sciences at Lehman College and a member of the graduate faculty in biological sciences.

Academic Probation and Continuation

- All graduate students whose GPA falls between 2.7 and 3.0 will be placed on academic probation. See the College's graduate policies and procedures regarding probation and continuation.
- Graduate students in Biological Sciences degree programs whose GPA falls below 2.7 will not be eligible for probation and may only continue in their program upon successful appeal to the Graduate Studies Committee.
- Students who received a failing grade in a course and have a cumulative GPA between 2.7 and 3.0 will only be granted one semester to make sufficient progress towards degree completion and bring the GPA back up to 3.0 or above. Students may not continue in any course for which the failed course is a prerequisite. If the GPA is not raised to a 3.0 or above by the end of the next registered semester the student will be asked to discontinue their program of study.
- Students, who receive two failing grades in any of the courses satisfying the degree curriculum, will not be eligible for probation and will be asked to discontinue their program of study.

3. Rationale:

We are proposing to create a new MS in biology degree, in addition to the current MA in biology degree, to provide an option for students who seek a more rigorous program in biological sciences and would like their degree to reflect their effort. The proposed MS in biology is created from one of the tracks within the existing MA in biology, is

comprised of the exact courses and requirements from this track and is a research-based degree.

The MS has the same requirements (e.g., admission, continuation) as the existing MA degree. Further, no new curriculum is being proposed for the MS degree. The MS will be comprised of existing courses.

It also should be noted that under the above-listed “degree requirements,” it states, “a student may elect to substitute 1-6 credits.” In the MA degree, where this track first existed, the original text stated “3-6 credits.” A change has not been made to this requirement; rather the prior text printed in the catalogue was incorrect, and the requirement listed above is the correct number of credits. Therefore, again, no change in requirements has been made. The proposed MS in biology has the same admission and continuation requirements as the existing MA in biology.

4. **Date of departmental approval:** October 18, 2017

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Biology, MA

Hegis Number: 0401.00

Program Code: 02563

Effective Term: Fall 2018

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

2. **From:**

Master of Arts in Biology

Admission Requirements

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to pursue graduate study successfully - that is, have attained a minimum undergraduate grade average of B in the field selected for the graduate major and a minimum grade average of B- in the undergraduate record as a whole.
- Have completed a major in biology, chemistry, physics, or an allied field.
- With Undergraduate Specialization in Biology:
Candidates whose undergraduate major was in biology must have completed: (1) one year of organic chemistry, with laboratory; (2) one year of college physics; and (3) either one year of calculus or one semester of calculus and a semester of statistics.
- With Undergraduate Specialization in Chemistry, Physics, or Allied Field:
Candidates whose undergraduate major was in either chemistry, physics, or an allied field must have completed: (1) the equivalent of an undergraduate minor in biology; (2) one year of organic chemistry, with laboratory; (3) one year of college physics; and (4) either one year of calculus or one semester of calculus and a semester of statistics.
- In addition, students must submit up to three letters of recommendation and, if conditionally admitted, satisfy the conditions within one year.

Degree Requirements

All students (matriculated or nonmatriculated) should consult with the Departmental Graduate Adviser regarding their programs. The following ~~three tracks toward the Master of Arts degree are available:~~

~~Independent Laboratory Research (Track A). (30 credits)~~

~~A student may elect to substitute 3 to 6 credits in original laboratory research (BIO 799.1, 799.2, and 799.3) for 3 to 6 credits of coursework. When a student is ready to select a research problem, a research advisory committee of faculty members will be established in consultation with his or her thesis adviser,* to guide the investigation. A thesis based on this research must be defended satisfactorily in an oral presentation prior to its submission in partial fulfillment of the requirements for the degree of Master of Arts. Approved copies of the thesis must be deposited in the Lehman College Library and the Department of Biology.~~

~~*Students who choose a thesis adviser at the New York Botanical Garden or at another institution must have an "in-house" adviser. This individual must be a full-time faculty member of the Department of Biological Sciences at Lehman College and a member of the graduate faculty in biological sciences.~~

~~Comprehensive Examination (Track B). (30 credits)~~

~~Students who select this track must complete 30 credits and then must pass a comprehensive examination (which is the CUNY Doctoral Program in Biology's First Examination). Passing this examination will not only meet the requirements for the Master of Arts degree but also qualify the student to proceed into the CUNY Doctoral Program in Biology. A grade of 65 is deemed a passing grade to meet the requirements for the Master of Arts degree, while a grade of 70 is the minimal passing grade that will allow the student to proceed into the CUNY Doctoral Program in Biology (subject to satisfactory meeting of other admission requirements).~~

~~Tutorial (Track C). 34 credits.~~

~~A student must include 4 credits of tutorial (BIO 792.2) as part of 34 credits required in this track. This tutorial is performed under the supervision of a member of the graduate faculty in Biological Sciences. It is intended to involve the student in the performance of a carefully supervised project. The project may involve research in the laboratory, a library review of relevant topics, or a combination of the two. The results of this project will be written and submitted to the Department of Biological Sciences in partial~~

fulfillment of the requirements of the master's degree. This document will become part of the departmental library.

Academic Probation and Continuation

- All graduate students whose GPA falls between 2.7 and 3.0 will be placed on academic probation. See the College's graduate policies and procedures regarding probation and continuation.
- Graduate students in Biological Sciences degree programs whose GPA falls below 2.7 will not be eligible for probation and may only continue in their program upon successful appeal to the Graduate Studies Committee.
- Students who received a failing grade in a course and have a cumulative GPA between 2.7 and 3.0 will only be granted one semester to make sufficient progress towards degree completion and bring the GPA back up to 3.0 or above. Students may not continue in any course for which the failed course is a prerequisite. If the GPA is not raised to a 3.0 or above by the end of the next registered semester the student will be asked to discontinue their program of study.
- Students, who receive two failing grades in any of the courses satisfying the degree curriculum, will not be eligible for probation and will be asked to discontinue their program of study.

3. To:

Master of Arts in Biology

Admission Requirements

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to pursue graduate study successfully - that is, have attained a minimum undergraduate grade average of B in the field selected for the graduate major and a minimum grade average of B- in the undergraduate record as a whole.
- Have completed a major in biology, chemistry, physics, or an allied field.
- With Undergraduate Specialization in Biology:
Candidates whose undergraduate major was in biology must have completed: (1) one year of organic chemistry, with laboratory; (2) one year of college physics; and (3) either one year of calculus or one semester of calculus and a semester of statistics.
- With Undergraduate Specialization in Chemistry, Physics, or Allied Field:

Candidates whose undergraduate major was in either chemistry, physics, or an allied field must have completed: (1) the equivalent of an undergraduate minor in biology; (2) one year of organic chemistry, with laboratory; (3) one year of college physics; and (4) either one year of calculus or one semester of calculus and a semester of statistics.

- In addition, students must submit up to three letters of recommendation and, if conditionally admitted, satisfy the conditions within one year.

Degree Requirements

All students (matriculated or nonmatriculated) should consult with the Departmental Graduate Adviser regarding their program.

A student must complete 34 credits of coursework including 4 credits of tutorial (BIO 792.2). This tutorial is performed under the supervision of a member of the graduate faculty in Biological Sciences. It is intended to involve the student in the performance of a carefully supervised project. The project may involve research in the laboratory, a library review of relevant topics, or a combination of the two. The results of this project will be written and submitted to the Department of Biological Sciences in partial fulfillment of the requirements of the master's degree. This document will become part of the departmental library.

Academic Probation and Continuation

- All graduate students whose GPA falls between 2.7 and 3.0 will be placed on academic probation. See the College's graduate policies and procedures regarding probation and continuation.
- Graduate students in Biological Sciences degree programs whose GPA falls below 2.7 will not be eligible for probation and may only continue in their program upon successful appeal to the Graduate Studies Committee.
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- Students, who receive two failing grades in any of the courses satisfying the degree curriculum, will not be eligible for probation and will be asked to discontinue their program of study.

4. Rationale:

We are removing the comprehensive examination track from the MA degree as this is no longer viable. This option was created when it was possible for students to be invited to take the Ph.D. First examination. With the change in the Ph.D. Program, the option for entering the Ph.D. program was eliminated. Therefore, MA students were no longer invited to take the discipline-based Ph.D. First Examination. Since that time we have stopped offering the comprehensive examination, and the option is no longer part of our Lehman Biology Master's Program. Therefore, it should be removed from our catalogue.

We are also removing the thesis track from the MA degree and using it to create a new MS degree. The change will give students the option to complete a tutorial and graduate with an MA degree or complete a research thesis and graduate with an MS degree. We think that the change in degree requirements and degree names would better represent the type of studies students complete to earn those degrees. The proposed changes would enable students to earn an MA by completing 30 credits of formal course work plus a single one semester 4-credit tutorial with a faculty member of the Department of Biological Sciences.

5. Date of departmental approval: October 18, 2017



Change or Adapt a Registered Program¹

Use this form to request program changes that require approval by the State Education Department (see chart on the following page). For **programs that are registered jointly** with another institution, all participating institutions must confirm support for the changes.

This application should **NOT** be used for the following types of requests:

- Proposals for new programs
- Requests for changes to registered programs preparing Teachers, Educational Leaders, and Other School Personnel
- Requests for changes to programs preparing Licensed [Professionals](#); or
- Requests to add the Distance Education Format to a Registered Program

(**Note:** If the only requested change is to add the distance education format to an existing registered program, institutions need only complete and submit the [Application to Add the Distance Education Format to a New or Registered Program](#).)

The application materials for requests for changes to registered programs preparing Teachers, Educational Leaders, and Other School Personnel or Licensed Professionals can be found at:



<http://www.highered.nysed.gov/ocue/aipr/register.html>

For requests to changes to Doctoral programs: please [contact](#) the Office of College and University Evaluation (OCUE).

Directions for submission of request:

1. Create a **single** PDF document that includes the following completed forms:
 - Request to Change or Adapt a Registered Program
 - Master Plan Amendment Supplement and Abstract (if applicable)
 - External Review of Certain Degree Programs and Response (if applicable)
 - [Application to Add the Distance Education Format to a New or Registered Program](#), (if applicable).
2. Create a separate PDF document for any required syllabi (see p. 2 of form, Changes in Program Content)
3. Attach the PDF documents to an e-mail.
4. Send e-mail to OCUEREvAdmin@nysed.gov

When submitting to the mailbox, include the following elements in the subject line of the e-mail:

¹ **CUNY and SUNY** institutions: contact System Administration for Request for Change submission process.

Changes and Adaptations Requiring State Education Department Approval

Changes in Program Content (all programs)

1. Any of the following substantive changes:
 - Cumulative change from the Department's last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)
 - Changes in the program's focus or design (e.g., eliminating management courses in a business administration program), including a change in the program's major disciplinary area
 - Adding or eliminating an option or concentration
 - Eliminating a requirement for completion, including an internship, clinical, cooperative education, or other work-based experience
 - Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of [Regents Rules](#)

Other Changes (all programs)

2. Program title
3. Program award (e.g., change in degree)
4. Mode of delivery (**Note:** if the change involves adding a **distance education format** to a registered program, please complete the [Application to Add the Distance Education Format to a New or Registered Program](#).)
5. Discontinuing a program
6. A format change that alters the program's financial aid eligibility (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)
7. A change in the total number of credits of any certificate or advanced certificate program

Establishing New Programs Based on Existing Registered Programs

8. Creating a dual-degree program from existing registered programs
9. Creating a new program from a concentration/track in an existing registered program

PLEASE NOTE:

Establishing an existing program at a new location requires new registration of the program. If the requested action changes the program's major disciplinary area, master plan amendment may be needed if the revised program represents the institution's first program in that major subject area, at that degree level. If a requested **degree title** is not authorized for an institution chartered by the Board of Regents, charter amendment will be needed.

NEW YORK STATE EDUCATION DEPARTMENT
Office of Higher Education—Office of College and University Evaluation
89 Washington Avenue, Albany, NY 12234
(518) 474-1551 Fax: (518) 486-2779

<http://www.highered.nysed.gov/ocue/>
OCURevAdmin@nysed.gov



Item	Response <i>(type in the requested information)</i>
Institution name and address	<p><i>Additional information:</i></p> <ul style="list-style-type: none"> Specify campus where program is offered, if other than the main campus: Lehman College
Identify the program you wish to change	<p>Program title: Biology</p> <p><u>Award</u> (e.g., B.A., M.S.): M.A.</p> <p>Credits: 34</p> <p><u>HEGIS code</u>: 0401.00</p> <p><u>Program code</u>: 02563</p>
Contact person for this proposal	<p>Name and title: Maryam Bamshad</p> <p>Telephone: 718-960-8646 Fax: 718-960-8236 E-mail: maryam.bamshad-alavi@lehman.cuny.edu</p>
<p>CEO (or designee) approval</p> <p><i>Signature affirms the institution's commitment to support the program as revised.</i></p>	<p>Name and title:</p> <p>Signature and date:</p> <p>Partner institution's name:</p> <p>Name and title of partner institution's CEO:</p> <p>Signature of partner institution's CEO:</p>

² If the partner institution is non-degree-granting, see CEO Memo 94-04 at <http://www.highered.nysed.gov/ocue/documents/ceo94-04.pdf>

- For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.

Check all changes that apply and provide the requested information.

Changes in Program Content (*Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.*)

- Cumulative change from the Department's last approval of the registered program that impacts one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)
- Changes in a program's focus or design
- Adding or eliminating an option or concentration
- Eliminating a requirement for program completion
- Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of [Regents Rules](#)

If new courses are being added as part of the noted change(s), provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

Other Changes (*describe and explain all proposed changes*)

- Program title**
- Program award**
- Mode of Delivery** (**Note:** if the change includes adding a **distance education format** to a registered program, please complete the [Application to Add the Distance Education Format To a New or Registered Program.](#))
- Discontinuing a program:** indicate the date by which the program will be discontinued.³
- Format change** (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)
 - a) Indicate proposed format:
 - b) Describe availability of courses and any change in faculty, resources, or support services:
 - c) Use the Sample Program Schedule in the [Application for Registration of a New Program](#) to show

³ If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.

the sequencing and scheduling of courses in the program.

- d) If the revised program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.
 - e) Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.
-

Establishing New Programs Based on Existing Registered Programs

[] **Creating a dual-degree program** from existing registered programs

- a) Complete the following table to identify the existing programs:

	Program Title	Degree Award	Program Code
Program 1			
Program 2			

- b) Proposed dual-degree program (title and award):⁴
c) Courses that will be counted toward both awards:
d) Length of time for candidates to complete the proposed program:
e) Use Task 3: Sample Program Schedule from [Application for Registration of a New Program](#) to show the sequencing and scheduling of courses in the dual-degree program.

[X] **Creating a new program from a concentration/track in an existing program.**

If the new program is based **entirely** on existing courses in a registered program, provide the current program name, program code, and the following information:

Current program name: Biology, M.A.

Program code: 02563

Note: this abbreviated option applies only if a master plan amendment is NOT required **and** there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

- a) Information from the [Application for Registration of a New Program](#):
- Task 1 and Task 2a
 - Task 3 - Sample Program Schedule
 - Task 4 - Faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)
- b) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program: We are proposing to create a new MS degree in addition to the MA degree that we currently offer to provide an option for students that seek a more rigorous program in biological sciences and would like their degree to reflect their effort. Also, we currently have a BA to MS track in our department, which is an anomaly since we currently do not have an MS degree. The creation of an MS degree will resolve the inconsistencies in our program. The MS is a research-based degree and requires 30 credits of graduate work, of which up to six credits could be earned for thesis research (Three sequential thesis courses, a one- credit, a two-credit and a three-credit course for which the student receives only an SP grade until the student's thesis is written and defended

⁴ Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.

before a research thesis committee consisting of at least three line-faculty of the department). To earn the MS degree, the student must select a thesis mentor and, with the help of our graduate advisor, construct a three-member thesis committee. The student then presents to the committee a formal thesis proposal which must be approved by the thesis committee. When the research is completed, the student writes a thesis, with the guidance of the mentor, and this thesis is presented to the thesis committee and formally defended before this committee. It is only on successful completion of the thesis defense, that the thesis is signed off by the mentor and the committee, and the SP grades for any thesis research courses taken are converted to a letter grade of B or better. The student would then be awarded an MS degree from the College.

- c) Expected impact on existing program: None
- d) Adjustments the institution will make to its current resource allocations to support the program: No adjustments are required.
- e) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program. We made no changes to the admission standards and process and evaluation methods. The specified requirements for the MS degree are the same as those in the existing registered MA degree program.

Note: if the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

Table B: Graduate Program Schedule MA Program

- Indicate academic calendar type: Semester Quarter Trimester Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

Term: Spring			
Course Number & Title	Credits	New	Prerequisite(s)
BIO 501 Genetics	4		One year of College Biology
BIO 502 Economic Botany	4		One Year of College Biology
BIO 503 Topics in Urban Ecology	3		Graduate Adviser's Permission
Term credit total:	11		

Term: Fall			
Course Number & Title	Credits	New	Prerequisite(s)
BIO 635 Neurophysiology	3		One undergraduate course in Animal Physiology, one year of Organic Chemistry
BIO 644 Biological Chemistry	4		CHE 234 & CHE 235
BIO 710 Microbial Physiology	4		Graduate Adviser's Permission
Term credit total:	11		

Term: Spring			
Course Number & Title	Credits	New	Prerequisite(s)
BIO 610 Mammalian Physiology	4		Graduate Adviser's Permission
BIO 642 Molecular Biology	4		BIO 644
BIO 792.2 Tutorial	4		Graduate Adviser's Permission
Term credit total:	12		

Term:			
Course Number & Title	Credits	New	Prerequisite(s)
Term credit total:			

Term:	
Course Number & Title	Credits
Term credit total:	

Term:	
Course Number & Title	Credits
Term credit total:	

Term:	
Course Number & Title	Credits
Term credit total:	

Term:	
Course Number & Title	Credits
Term credit total:	

Program Totals:	Credits: 34	Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable: 4-credit Tutorial (BIO 792.2)
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New = indicate if new course **Prerequisite(s)** = list prerequisite(s) for the noted course

Table B: Graduate Program Schedule MS Program

- Indicate academic calendar type: Semester Quarter Trimester Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

Term: Spring			
Course Number & Title	Credits	New	Prerequisite(s)
BIO 501 Genetics	4		One year of College Biology
BIO 502 Economic Botany	4		One Year of College Biology
BIO 630 Seminar	1		Graduate Adviser's Permission
Term credit total:	9		

Term: Fall			
Course Number & Title	Credits	New	Prerequisite(s)
BIO 635 Neurophysiology	3		One undergraduate course in Animal Physiology, one year of Organic Chemistry
BIO 644 Biological Chemistry	4		CHE 234 & CHE 235
BIO 799.1 Thesis Research	1		Graduate Adviser's Permission
BIO 630 Seminar	1		Graduate Adviser's Permission
Term credit total:	9		

Term: Spring			
Course Number & Title	Credits	New	Prerequisite(s)
BIO 610 Mammalian Physiology	4		Graduate Adviser's Permission
BIO 642 Molecular Biology	4		BIO 644
BIO 799.2 Thesis Research	2		Graduate Adviser's Permission
BIO 799.3 Thesis Research	2		Graduate Adviser's Permission
Term credit total:	12		

Term:			
Course Number & Title	Credits	New	Prerequisite(s)
Term credit total:			

Term:	
Course Number & Title	Credits
Term credit total:	

Term:	
Course Number & Title	Credits
Term credit total:	

Term:	
Course Number & Title	Credits
Term credit total:	

Term:	
Course Number & Title	Credits
Term credit total:	

Program Totals:	Credits: 30	Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable: 5-credit thesis Bio 799.1, 799.2 and 799.3
New = indicate if new course Prerequisite(s) = list prerequisite(s) for the noted course		

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Biology, MS

Hegis Number: 0401.00

Effective Term: Fall 2018

1. **Type of Change:** Creating MS degree from existing track within MA degree

2. **Description:**

Admission Requirements

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to pursue graduate study successfully - that is, have attained a minimum undergraduate grade average of B in the field selected for the graduate major and a minimum grade average of B- in the undergraduate record as a whole.
- Have completed a major in biology, chemistry, physics, or an allied field.
- With Undergraduate Specialization in Biology:
Candidates whose undergraduate major was in biology must have completed: (1) one year of organic chemistry, with laboratory; (2) one year of college physics; and (3) either one year of calculus or one semester of calculus and a semester of statistics.
- With Undergraduate Specialization in Chemistry, Physics, or Allied Field:
Candidates whose undergraduate major was in either chemistry, physics, or an allied field must have completed: (1) the equivalent of an undergraduate minor in biology; (2) one year of organic chemistry, with laboratory; (3) one year of college physics; and (4) either one year of calculus or one semester of calculus and a semester of statistics.
- In addition, students must submit up to three letters of recommendation and, if conditionally admitted, satisfy the conditions within one year.

Degree Requirements

- All students (matriculated or nonmatriculated) should consult with the Departmental Graduate Adviser regarding their programs.
- A student must complete 30 credits of coursework and complete an independent laboratory research project. A student may elect to substitute 1 to 6 credits in original laboratory research (BIO 799.1, 799.2, and 799.3) for 1 to 6 credits of coursework. When a student is ready to select a research problem, a research advisory committee of faculty members will be

established in consultation with his or her thesis adviser* to guide the investigation. A thesis based on this research must be defended satisfactorily in an oral presentation prior to its submission in partial fulfillment of the requirements for the degree of Master of Science. Approved copies of the thesis must be deposited in the Lehman College Library and the Department of Biology.

- *Students who choose a thesis adviser at the New York Botanical Garden or at another institution must have an "in-house" adviser. This individual must be a full-time faculty member of the Department of Biological Sciences at Lehman College and a member of the graduate faculty in biological sciences.

Academic Probation and Continuation

- All graduate students whose GPA falls between 2.7 and 3.0 will be placed on academic probation. See the College's graduate policies and procedures regarding probation and continuation.
- Graduate students in Biological Sciences degree programs whose GPA falls below 2.7 will not be eligible for probation and may only continue in their program upon successful appeal to the Graduate Studies Committee.
- Students who received a failing grade in a course and have a cumulative GPA between 2.7 and 3.0 will only be granted one semester to make sufficient progress towards degree completion and bring the GPA back up to 3.0 or above. Students may not continue in any course for which the failed course is a prerequisite. If the GPA is not raised to a 3.0 or above by the end of the next registered semester the student will be asked to discontinue their program of study.
- Students, who receive two failing grades in any of the courses satisfying the degree curriculum, will not be eligible for probation and will be asked to discontinue their program of study.

3. Rationale:

We are proposing to create a new MS in biology degree, in addition to the current MA in biology degree, to provide an option for students who seek a more rigorous program in biological sciences and would like their degree to reflect their effort. The proposed MS in biology is created from one of the tracks within the existing MA in biology, is comprised of the exact courses and requirements from this track and is a research-based degree.

The MS has the same requirements (e.g., admission, continuation) as the existing MA degree. Further, no new curriculum is being proposed for the MS degree. The MS will be comprised of existing courses.

It also should be noted that under the above-listed "degree requirements," it states, "a student may elect to substitute 1-6 credits." In the MA degree, where this track first existed, the original text stated

“3-6 credits.” A change has not been made to this requirement; rather the prior text printed in the catalogue was incorrect, and the requirement listed above is the correct number of credits. Therefore, again, no change in requirements has been made. The proposed MS in biology has the same admission and continuation requirements as the existing MA in biology.

4. **Date of departmental approval:** October 18, 2017
Date of Senate approval: December 6, 2017

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Biology, MA

Hegis Number: 0401.00

Program Code: 02563

Effective Term: Fall 2018

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

2. **From:**

Master of Arts in Biology

Admission Requirements

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to pursue graduate study successfully - that is, have attained a minimum undergraduate grade average of B in the field selected for the graduate major and a minimum grade average of B- in the undergraduate record as a whole.
- Have completed a major in biology, chemistry, physics, or an allied field.
- With Undergraduate Specialization in Biology:
Candidates whose undergraduate major was in biology must have completed: (1) one year of organic chemistry, with laboratory; (2) one year of college physics; and (3) either one year of calculus or one semester of calculus and a semester of statistics.
- With Undergraduate Specialization in Chemistry, Physics, or Allied Field:
Candidates whose undergraduate major was in either chemistry, physics, or an allied field must have completed: (1) the equivalent of an undergraduate minor in biology; (2) one year of organic chemistry, with laboratory; (3) one year of college physics; and (4) either one year of calculus or one semester of calculus and a semester of statistics.
- In addition, students must submit up to three letters of recommendation and, if conditionally admitted, satisfy the conditions within one year.

Degree Requirements

All students (matriculated or nonmatriculated) should consult with the Departmental Graduate Adviser regarding their programs. ~~The following three tracks toward the Master of Arts degree are available:~~

Independent Laboratory Research (Track A). (30 credits)

A student may elect to substitute 3 to 6 credits in original laboratory research (BIO 799.1, 799.2, and 799.3) for 3 to 6 credits of coursework. When a student is ready to select a research problem, a research advisory committee of faculty members will be established in consultation with his or her thesis adviser,* to guide the investigation. A thesis based on this research must be defended satisfactorily in an oral presentation prior to its submission in partial fulfillment of the requirements for the degree of Master of Arts. Approved copies of the thesis must be deposited in the Lehman College Library and the Department of Biology.

*Students who choose a thesis adviser at the New York Botanical Garden or at another institution must have an "in-house" adviser. This individual must be a full-time faculty member of the Department of Biological Sciences at Lehman College and a member of the graduate faculty in biological sciences.

Comprehensive Examination (Track B). (30 credits)

Students who select this track must complete 30 credits and then must pass a comprehensive examination (which is the CUNY Doctoral Program in Biology's First Examination). Passing this examination will not only meet the requirements for the Master of Arts degree but also qualify the student to proceed into the CUNY Doctoral Program in Biology. A grade of 65 is deemed a passing grade to meet the requirements for the Master of Arts degree, while a grade of 70 is the minimal passing grade that will allow the student to proceed into the CUNY Doctoral Program in Biology (subject to satisfactory meeting of other admission requirements).

Tutorial (Track C). 34 credits.

A student must include 4 credits of tutorial (BIO 792.2) as part of 34 credits required in this track. This tutorial is performed under the supervision of a member of the graduate faculty in Biological Sciences. It is intended to involve the student in the performance of a carefully supervised project. The project may involve research in the laboratory, a library review of relevant topics, or a combination of the two. The results of this project will be written and submitted to the Department of Biological Sciences in partial fulfillment of the requirements of the master's degree. This document will become part of the departmental library.

Academic Probation and Continuation

- All graduate students whose GPA falls between 2.7 and 3.0 will be placed on academic probation. See the College's graduate policies and procedures regarding probation and continuation.
- Graduate students in Biological Sciences degree programs whose GPA falls below 2.7 will not be eligible for probation and may only continue in their program upon successful appeal to the Graduate Studies Committee.

- Students who received a failing grade in a course and have a cumulative GPA between 2.7 and 3.0 will only be granted one semester to make sufficient progress towards degree completion and bring the GPA back up to 3.0 or above. Students may not continue in any course for which the failed course is a prerequisite. If the GPA is not raised to a 3.0 or above by the end of the next registered semester the student will be asked to discontinue their program of study.
- Students, who receive two failing grades in any of the courses satisfying the degree curriculum, will not be eligible for probation and will be asked to discontinue their program of study.

3. To:

Master of Arts in Biology

Admission Requirements

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to pursue graduate study successfully - that is, have attained a minimum undergraduate grade average of B in the field selected for the graduate major and a minimum grade average of B- in the undergraduate record as a whole.
- Have completed a major in biology, chemistry, physics, or an allied field.
- With Undergraduate Specialization in Biology:
Candidates whose undergraduate major was in biology must have completed: (1) one year of organic chemistry, with laboratory; (2) one year of college physics; and (3) either one year of calculus or one semester of calculus and a semester of statistics.
- With Undergraduate Specialization in Chemistry, Physics, or Allied Field:
Candidates whose undergraduate major was in either chemistry, physics, or an allied field must have completed: (1) the equivalent of an undergraduate minor in biology; (2) one year of organic chemistry, with laboratory; (3) one year of college physics; and (4) either one year of calculus or one semester of calculus and a semester of statistics.
- In addition, students must submit up to three letters of recommendation and, if conditionally admitted, satisfy the conditions within one year.

Degree Requirements

All students (matriculated or nonmatriculated) should consult with the Departmental Graduate Adviser regarding their program.

A student must complete 34 credits of coursework including 4 credits of tutorial (BIO 792.2). This tutorial is performed under the supervision of a member of the graduate faculty in Biological Sciences. It is intended to involve the student in the performance of a carefully supervised project. The project may involve research in the laboratory, a library review of relevant topics, or a combination of the two.

The results of this project will be written and submitted to the Department of Biological Sciences in partial fulfillment of the requirements of the master's degree. This document will become part of the departmental library.

Academic Probation and Continuation

- All graduate students whose GPA falls between 2.7 and 3.0 will be placed on academic probation. See the College's graduate policies and procedures regarding probation and continuation.
- Graduate students in Biological Sciences degree programs whose GPA falls below 2.7 will not be eligible for probation and may only continue in their program upon successful appeal to the Graduate Studies Committee.
- Students who received a failing grade in a course and have a cumulative GPA between 2.7 and 3.0 will only be granted one semester to make sufficient progress towards degree completion and bring the GPA back up to 3.0 or above. Students may not continue in any course for which the failed course is a prerequisite. If the GPA is not raised to a 3.0 or above by the end of the next registered semester the student will be asked to discontinue their program of study.
- Students, who receive two failing grades in any of the courses satisfying the degree curriculum, will not be eligible for probation and will be asked to discontinue their program of study.

4. Rationale:

We are removing the comprehensive examination track from the MA degree as this is no longer viable. This option was created when it was possible for students to be invited to take the Ph.D. First examination. With the change in the Ph.D. Program, the option for entering the Ph.D. program was eliminated. Therefore, MA students were no longer invited to take the discipline-based Ph.D. First Examination. Since that time we have stopped offering the comprehensive examination, and the option is no longer part of our Lehman Biology Master's Program. Therefore, it should be removed from our catalogue.

We are also removing the thesis track from the MA degree and using it to create a new MS degree. The change will give students the option to complete a tutorial and graduate with an MA degree or complete a research thesis and graduate with an MS degree. We think that the change in degree requirements and degree names would better represent the type of studies students complete to earn those degrees. The proposed changes would enable students to earn an MA by completing 30 credits of formal course work plus a single one semester 4-credit tutorial with a faculty member of the Department of Biological Sciences.

5. Date of departmental approval: October 18, 2017

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *New Advanced Certification program leading to NYS certification in Health Education*

2. **Description:**

Advanced Certificate Program in Health Education (18 Credits)

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

Admission Requirements:

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

Program of Study:

Content Courses (Total of 3 credits):

Dependent on cohort semester

HEA 671: Teaching Strategies for Psychosocial Wellness	3 credits
HEA 507: Human Sexuality	3 credits

Student Teaching Internship in Health Education (Total 6 credits):

ESC 595: Internship in Classroom Teaching	2 credits
ESC 611: Seminar in Secondary & TESOL Education	1 credit
ESC 708: Project Seminar in Curriculum, Materials, and	

Assessment in Specialized Areas	3 credits
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Elective courses (Total of 9 credits):

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

TOTAL CREDITS FOR CERTIFICATE: 18**3. Rationale:**

There is a growing need for Health Education teachers in New York City and the Bronx in particular. Currently, as the only graduate program in Health Education in CUNY, we receive applications from students who are certified in other subject areas and interested in initial certification in Health Education. To accommodate these students' needs, we typically recommend that students apply to our program as non-matriculated students so that they can take the course work they need to complete their individual pathway leading to certification. By offering the Advanced Certificate program, we will create a formal, systematic, and programmatic path to retain students and increase overall enrollment. Being that Lehman College is the only CUNY college that offers a certification in Health Education. This program will attract graduate students from all other CUNY schools, in particular those that offer a Physical Education Master's program.

4. Date of departmental approval: October 18, 2017

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Health Studies
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	Nutrition
Course Prefix & Number	DFN 621
Course Title	Ethnic and Therapeutic Meal Patterns
Description	An in-depth study of ethnic food patterns and their influences on health, with emphasis on scientific principles of food preparation and meal planning for vulnerable population groups and those on medical nutrition therapy regimens, including experiential work preparing ethnic and therapeutic recipes.
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
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. **To:**

Department(s)	Health Studies
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	Nutrition
Course Prefix & Number	DFN 621
Course Title	Ethnic and Therapeutic Meal Patterns
Description	An in-depth study of ethnic food patterns and their influences on health, with emphasis on scientific principles of food preparation and meal planning for vulnerable population groups and those on medical nutrition therapy regimens, including experiential work preparing ethnic and therapeutic recipes.
Pre/ Co Requisites	
Credits	4
Hours	<u>5 (3 lecture, 2 lab)</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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:**

DFN 621 requires both a lecture and lab in order to give students enough time to prepare recipes and engage with the course content, which has been expanded to cover the increasing attention to a wider variety of ethnic groups, foods and dietary-related health conditions.

5. **Date of departmental approval: November 7, 2017**



**Application for the Registration of
Undergraduate and Graduate Programs¹
Leading to an Initial
Classroom Teaching Certificate, Extension or Annotation**

This application is for New York degree-granting institutions seeking to register a new undergraduate or graduate program leading to an **initial classroom teaching certificate, extension or annotation**. Programs approved to award a master's degree would lead to initial and professional certification. If the proposal is for a program at the graduate level for a certification area that is new to the institution an [External Review](#) of the program will be required.



This application should NOT be used for the following types of program proposals:

- Programs Leading to Transitional-B or Transitional-C Certification;
- Programs Leading to Educational Leadership Certification;
- Programs Leading to Pupil Personnel Services Certification
- Revisions to Existing Registered Programs; or
- Programs Preparing Licensed [Professionals](#).

The application materials for those types of proposals can be found at:
<http://www.highered.nysed.gov/ocue/aipr/register.html>

Completing and Submitting Your Application

The Office is committed to a review of proposals within 30 working days of receipt. If a proposal is incomplete, or issues are raised, the contact person identified in the proposal will be informed of the specific questions. Once contacted, institutions have 30 working days to provide a comprehensive electronic response to the questions and resubmit the proposal. If the proposal is not resubmitted within 30 working days or if identified items are not adequately addressed in the resubmission, the proposal will be withdrawn from further consideration.

Detailed information about completing this application can be found within the **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs**: [Word](#) (200KB) [PDF](#) (865 KB)

Directions for submission of proposal:

1. Create a **single** PDF document that includes the following completed forms:
 - CEO (or Designee) Signature Approval Form
 - This Application
 - Master Plan Amendment Supplement and Abstract (if applicable)
 - External Review of Certain Degree Programs and Response (if applicable)
 - Application to Add the Distance Education Format to a New or Registered Programs (if applicable)
2. Create a separate PDF document for any required syllabi or CVs.
3. Attach the PDF documents to an e-mail.
4. Send e-mail to OCUEdapps@mail.nysed.gov

When submitting to the mailbox, include the following elements in the subject line of the e-mail:
Institution Name, Degree Award, and Program Title

¹ CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.

E.g., Subject: AAA College, New Program, Master of Arts in Teaching, Adolescent Education

Program registration is based on standards in the [Regulations](#) of the Commissioner of Education. Section [52.1](#) defines the curricula that must be registered. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the chief means by which the Regents support the quality of college and university programs. Please enter the requested information about the proposed program.

Task 1. Institution and Program Information	
Institution Information	
Institution Name:	Lehman College, CUNY
Institution Code (6 digits):	33200
<i>The name and code of the institution should reflect the information found on the Inventory of Registered Programs</i>	
Institution Address:	Lehman College, City University of New York 250 Bedford Park Boulevard West
City:	Bronx
State/Country:	New York/ United States
Zip:	10468
Regents Regions:	
Specify campus(es) of the institution where program is offered, if other than the main campus: <i>The name and code of the location(s) should reflect the information found on the Inventory of Registered Programs</i>	Lehman College
Specify any other additional campus(es) where the program is offered besides the ones selected above:	NA
If any courses will be offered off campus, indicate the location and number of courses and credits:	NA

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If the program will be registered jointly with another institution, please provide the partner institution's name:	NA
--	----

Program Information for New Programs

Program Title:	Advanced Certificate in Health Education P-12
<u>Degree Award:</u>	Advanced Certificate
<u>HEGIS code:</u>	25951
Number of Credits*:	18

If program is part of a dual degree program, provide the following information:

Program Title:	
<u>Degree Award:</u>	
<u>HEGIS code:</u>	

If the partner institution is non-degree-granting, see [CEO Memo 94-04](#)

Section III. Contact Information	
Name of contact person	Lisa Fusco
Title of contact person:	Lecturer, Program Director of Health Education MSEd
Telephone	718-960-8085
Fax:	718-960-8908
Email:	Lisa.fusco@lehman.cuny.edu

*The CEO/Chancellor/Provost should inform this department in writing when there is a change in the designated person.

Task 2. Program Information and Sample Program Schedule

Please enter the requested information about the proposed program.

1. Program Format

Check all program scheduling and format features that apply: See format [definitions](#).

a) Format: Day Evening Weekend Evening/Weekend Not Full-Time

b) Mode: Standard Independent Study External Accelerated Distance Education

(to register a program with the Distance Education format submit a Distance Education Application for Teacher Education with this proposal)

c) Other: Bilingual Language Other Than English Upper Division Program

2. Program Description and Purpose

a) Provide a brief description of the program as it will appear in the institution's catalog. Include the philosophy, purpose, and specific career objectives of the program.

Answer: This program is designed for candidates who already have a master's degree in any other subject area and who seek New York State certification in Health Education.

[cut and paste the program description from the proposal]

b) Identify each initial or initial/professional certificate title for which the institution would like the authority to recommend as a result of registration of this proposed program. Be specific and identify each certificate title by name, i.e. Biology 7-12 initial/professional; Earth Science 7-12 initial/professional; 5-6 Extension initial/professional.

Answer: Advanced Certificate in Health Education P-12

c) What is the documented need for this program?

Answer: Lehman College is the only CUNY school that offers graduate program leading to NYS Professional Certification in Health Education P-12. The Advanced Certificate program is designed to address the urgent need in Health Education in NYC schools. Specifically, New York City Comptroller Stringer's report (September 14, 2017) found:

Only 57 percent of eighth grade students completed the New York State-mandated requirement of one semester of health taught during the middle school years;

Only 7.6 percent of all health instructors participated in any professional development related to sexual health education within the last two years;

Of all 6-8 middle schools specifically, 28 percent do not have a teacher assigned to teach health;
88 percent of schools that teach students in grades 6-12 (844 schools) have no teacher who is licensed by New York City for health education. This includes:

92 percent of middle schools (398 middle schools)

53 percent of high schools (446 high schools)

Across all grades in New York City, 568 out of 1043 – or 45 percent – of health teachers are not state

certified;

Just 144 of the 4,560 teachers in middle and high schools who were assigned to teach health are actually licensed by the City to do so.

- d)** Provide evidence of formal relationships that the program and its faculty have with partnering schools that illustrate how the institution and partnering schools have collaborated for the purpose of improving the preparation of teachers and or educational leaders including the field, student teaching and educational leadership internship experiences. For the proposed program, provide prospective plans for how the faculty intend to collaborate with partnering schools and how the partnering schools could benefit from this relationship.

Answer: Professional development network in the School of Education will be used to make connections to partner schools.

Submit examples of existing agreements and plan for collaboration for the proposed program as an addendum to the application.

NA

- e)** What are the anticipated Year 1 *through* Year 5 enrollments?

Answer: 5-10 each cohort

3. Sample Program Schedule

- a)** Complete the Undergraduate Program Schedule Table (for undergraduate programs) or the Graduate Program Schedule Table (for graduate programs).
See page 7

- b)** If the program will be offered through a nontraditional schedule, provide an explanation of the schedule, including its impact on financial aid eligibility.

Answer: NA

- c)** Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.

X Yes No If no, explain:

- d)** **Only for master's degree programs**, as required under §52.2(c)(8), research or a comparable occupational or professional experience shall be a component of each master's degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable.

Answer:

Undergraduate Program Schedule Table - NA

- Indicate **academic calendar** type: Semester Quarter Trimester Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term:		Credits per classification								
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)					
				<input type="checkbox"/>						
				<input type="checkbox"/>						
				<input type="checkbox"/>						
				<input type="checkbox"/>						
				<input type="checkbox"/>						
Term credit total:										
Term:		Credits per classification								
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)					
				<input type="checkbox"/>						
				<input type="checkbox"/>						
				<input type="checkbox"/>						
				<input type="checkbox"/>						
				<input type="checkbox"/>						
Term credit total:										
Term:		Credits per classification								
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)					
				<input type="checkbox"/>						
				<input type="checkbox"/>						
				<input type="checkbox"/>						
				<input type="checkbox"/>						
				<input type="checkbox"/>						
Term credit total:										
Term:		Credits per classification								
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)					
				<input type="checkbox"/>						
				<input type="checkbox"/>						
				<input type="checkbox"/>						
				<input type="checkbox"/>						
				<input type="checkbox"/>						
Term credit total:										
Term:		Credits per classification								
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)					
				<input type="checkbox"/>						
				<input type="checkbox"/>						
				<input type="checkbox"/>						
				<input type="checkbox"/>						
				<input type="checkbox"/>						
Term credit total:										
Term:		Credits per classification								
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)					
				<input type="checkbox"/>						
				<input type="checkbox"/>						
				<input type="checkbox"/>						
				<input type="checkbox"/>						
				<input type="checkbox"/>						
Term credit total:										
Program Totals:		Credits:			Liberal Arts & Sciences:		Major:		Elective & Other:	

Cr: credits LAS: [Liberal Arts and Sciences](#)

Maj: major requirement

New: new course

Prerequisite(s): list prerequisite(s) for the noted courses

Graduate Program Schedule Table

- Indicate **academic calendar** type: Semester Quarter Trimester Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term: FALL 1				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
HEA 507	3	<input type="checkbox"/>				<input type="checkbox"/>	
ELECTIVE I	3	<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:	6			Term credit total:			
Term: SPRING 1				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
ELECTIVE II	3	<input type="checkbox"/>				<input type="checkbox"/>	
HEA 672	3	<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:	6			Term credit total:			
Term: FALL 2				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
ESC 595	2	<input type="checkbox"/>				<input type="checkbox"/>	
ESC 611	1	<input type="checkbox"/>				<input type="checkbox"/>	
ESC 708	3	<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:	6			Term credit total:			
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
Program Totals:	Credits:18						

New: indicate if new course **Prerequisite(s):** list prerequisite(s) for the noted courses

Task 3. Faculty

Complete the faculty tables that describe Full-Time Faculty Table, Part-Time Faculty Table, and/or Faculty to be Hired Table, as applicable. If the proposed programs are to be offered at multiple campuses, please submit the faculty tables for each campus. Please see the **Guidance Document** regarding faculty qualifications : [Word](#) (200KB) [PDF](#) (865 KB)

SEE PAGE 9

a) Submit individual faculty curricula vitae for each instructor in the proposed program as an addendum to this application. SEE APPENDIX B

b) What is the institution's definition of "full-time" faculty?

Answer: Fully employed faculty under contract with Lehman College, CUNY

Full-Time Faculty Table

Note: Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field.

Faculty Member Name and Title (include and identify Program Director)	List All Earned Degrees & Disciplines (include College/University). Disciplines must be identified.	Additional Qualifications: list related certifications/ licenses; professional experience; scholarly contributions, etc.	Program Courses (Course Number and Title) Must be Listed	Percent Time to Program
<i>Example:</i> Jonathan Smith, Assistant Professor Program Director	<i>Example:</i> Ph.D. in Curriculum and Instruction, Syracuse University M.A. in Special Education, College of Saint Rose B.A. in English, University at Albany	<i>Example:</i> Special Education N-12 certificate Smith, J. (2011) Teaching Students with Special Needs. <i>Journal of Special Needs</i> , 3 (6), 226-241.	<i>Example:</i> EDU 301: Teaching Students with Disabilities	<i>Example:</i> 60%
Lisa Fusco, Lecturer Program Director Health Education MEd	B.A., Hofstra University; M.A., Adelphi University, Ed.D., Columbia Univ.	Health Education N-12 certificate	HEA 509 HEA 671 HEA 672 HEA 673 HEA 680 ESC 708	50%
Craig Demmer, Professor Program Director, Health Education MA	B.S.S., Univ. of Natal (South Africa); M.A., Brooklyn Coll.; Ed.D., Columbia Univ.		HEA 507 HEA 602 HEA 620 HEA 636 HEA 680	40%
Danna Ethan, Assistant Professor Program Director Department Chair	B.A., Franklin & Marshall Coll.; M.S.W., New York Univ.; M.A., Ed.D., Columbia Univ.		HEA 603	10%

Part-Time Faculty Table

Note: Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	List All Earned Degrees & Disciplines (include College/University). Disciplines must be identified.	Additional Qualifications: list related certifications/ licenses; professional experience; scholarly contributions, etc.	Program Courses (Course Number and Title) Must be Listed
<i>Example:</i> Jonathan Smith, Assistant Professor Program Director	<i>Example:</i> Ph.D. in Curriculum and Instruction, Syracuse University M.A. in Special Education, College of Saint Rose B.A. in English, University at Albany	<i>Example:</i> Special Education N-12 certificate Teaching Students with Special Needs. <i>Journal of Special Needs</i> , vol. 3, no. 6, 226-241, 2011.	<i>Example:</i> EDU 301: Teaching Students with Disabilities
Edward Diller, Adjunct Professor	B.A. History, University at Albany Master's in Public Health (MPH) Columbia University, School of Public Health	Professional Experience - Professor of Health Education at both the graduate and undergraduate level since 1996.	Queensborough CC: HE 102: Health, Behavior and Society; IS 151: Health of the Nation; HE 104: Addiction and Dependency. At Lehman College: ESC-595: Internship in classroom teaching; ESC 611: Seminar in Secondary Education; Nassau CC: HED 251: Family Living and Human Sexuality; HED 200: Concepts of Healthful Living and Stress Management
Michael A. Buscemi, Adjunct Lecturer	M.S. in School Administration & Supervision, Touro College M.S. in Community Mental Health Counseling, Long Island University B.A. in English, Adelphi University	Certificate: School Administrator/Supervisor New York City Department of Education trainer of health education teachers Certificate: CASAC (Credentialed Alcoholism and Substance Abuse Counselor) Trainer	HEA 249: Foundations of Health HEA 309: Alcohol, Tobacco & Other Drugs merged with HEA 509: Drugs & Substance Abuse HEA 671: Teaching Strategies for Health; Psychosocial Wellness
Joseph Sasiela, Adjunct Lecturer	M.S. in School Administration, Manhattan College B.B.A. in Marketing Pace University Member of Kappa Delta Phi	Certification in School Administration Certification in teaching Earth and General Science, and Driver Education University Consultant Science	ESC 470 Student Teaching in the Middle and High School Grades (undergraduate) ESC 595 Internship in Classroom Teaching ESC 596 Student Teaching in the Middle and High School

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Faculty Member Name and Title (include and identify Program Director)	List All Earned Degrees & Disciplines (include College/University). Disciplines must be identified.	Additional Qualifications: list related certifications/ licenses; professional experience; scholarly contributions, etc.	Program Courses (Course Number and Title) Must be Listed
	<i>Graduate Honor Society</i>	<i>Teaching Fellows Program at Lehman College and St. John's University School Leader, The Riverdale Academy</i>	<i>Grades (graduate) ESC 611 Teaching Internship Seminar in Secondary Education ESC 612 Seminar in Secondary Student Teaching ESC 506 Special Needs Education in TESOL and Secondary Settings ESC 789 Independent Study in Curriculum Development</i>
<i>Michael Gulino, Adjunct Lecturer</i>	<i>Professional Diploma School District Administrator, LIU-CW Post MS Ed, School Health Education & Promotion, Lehman College MA, Physical Education: Applied Physiology, Teachers College BS, Physical Education, Manhattan College</i>	<i>NYS Physical Education K-12, Health Education K-12 certification. NYS School District Administrator certificate. Certified Athletic Administrator, National Teaching Faculty, National Interscholastic Athletic Administrators Association. NYS Coordinator of Action for Healthy Kids NYS Dignity for All Students Act 6-hour course instructor President, 3 Dimensional Leadership Consultants, LLC</i>	<i>HEA 249: Foundations of Health HEA 267: Human Behavior and Health HEA 437: Strategies in Community Health & Nutrition Educat</i>

Faculty to be Hired Table - NA

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date

Task 4. Resources

Resources, Facilities and Academic Support Services

a) Complete the New Resources Table. If no new resources are identified as needed for the proposed program, describe why none are needed.

Answer:

b) What library resources will be added to support this program?

Answer:

c) Describe the academic support services provided by the institution and highlight those services specifically designed for students within this program to ensure their success.

Answer:

New Resources Table

List **new** resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

New Expenditures	Year 1	Year 2	Year 3
Personnel			
Library			
Equipment			
Laboratories			
Supplies & Expenses (Other Than Personal Service)			
Capital Expenditures			
Other			
Total all			

Task 5. Admissions and General Education and Content Cores

1. Admissions

- a) List all program admission criteria and provide the program's checklist or other documentation the institution uses to verify these requirements are met. Be specific. This checklist may be pasted into the answer below. For graduate level programs commencing on or after July 1, 2016 the following minimum admission criteria must be applied; a minimum score on the GRE or a substantially equivalent admission examination and a minimum cumulative grade point average of 3.0 in the applicant's undergraduate program.*

Answer:

- Possess a master's degree in a related field.
- Demonstrate the ability to successfully pursue graduate study by having a master's Grade Point Average of 3.0 or better.
- Submit two (3) letters of recommendation and a 500-word essay on career goals.
- Submit NYS Professional certification in any subject area.
- Meet additional Departmental, divisional, and New York State requirements, if any.
- If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.

*Pursuant to the law, each program is entitled to exempt up to 15 percent of its incoming class from these admission requirements based on the exempted student's demonstrated potential to positively contribute to the teaching profession. A program shall report to the Department the number of students admitted pursuant to such exemption and the selection criteria used for such exemptions

- b) Describe the process for evaluating exceptions to these requirements.

Answer: Transcript review

- c) Complete only if the proposed program leads to a **Literacy Birth -6 or Literacy 5-12 certificate**. Please check that the program meets the following requirement:
- The program requires candidates to have completed the requirements for an initial classroom teaching certificate in another certificate title, as a pre-requisite for admission.
 - The program leads to a master or doctorate degree.

2. General Education Core in the Liberal Arts and Sciences.

- a) Verify that the program has ensured that candidates are prepared with knowledge, understanding, and skills in the liberal arts and sciences, including but not limited to each of the following (please check) and that the program can provide evidence of this verification process upon request.

- | | | |
|--|--|--|
| <input type="checkbox"/> artistic expression | <input type="checkbox"/> a language other than English | <input type="checkbox"/> Information retrieval |
| <input type="checkbox"/> humanities | <input type="checkbox"/> written analysis and expression | <input type="checkbox"/> communication |
| <input type="checkbox"/> concepts in history and social sciences | <input type="checkbox"/> scientific and mathematical processes | |

- b) Explain how the Liberal Arts and Sciences School Faculty were involved in the development of this proposal. Explain and provide evidence of on going collaboration with the Liberal Arts and Sciences and Education Faculties to ensure that the liberal arts and science curriculum is aligned with the NYS Learning Standards and Common Core Curriculum to support the candidate's content knowledge

preparation for P-12 instruction. This information may be pasted into the answer below or it may be submitted as an addendum to this application.

Answer: Require a Master's degree and NYS teaching license.

3. Content Core

a) List the liberal arts and sciences majors or concentrations that meet the content core requirements. If the program leads to more than one certificate title, as in Adolescent Education, clearly associate the major the institution will accept for each certificate title.

Answer: Require a Master's degree

b) Complete only if the proposed program leads to the **Social Studies grade 5-9 or 7-12 certificate**. Please check that the acceptable major(s) meet(s) the following requirement:

The program shall ensure the acceptable major(s) include(s) study in economics, government, and a total of at least 21 semester hours of study in the history and geography of the United States and the world.

NA

c) Indicate how the program ensures that candidates are prepared with a content knowledge base for assisting students in meeting the State Learning Standards.

Answer: SEE PEDIGOGICAL CORE TABLE

d) Complete only if the proposed program leads to a **Teaching Students with Disabilities 7-12 Generalist certificate**. Indicate how the program meets the following requirements: the program shall ensure that the candidate has completed a minimum of six semester hours in each of the following subject areas (total 24 semester hours): mathematics, English language arts, social studies and science;

Answer: NA

and

the candidate has sufficient pedagogical skills to teach these subjects (mathematics, English language arts, social studies and science).

Answer:

e) Complete only if the proposed program leads to a **Teaching Students with Disabilities 7-12 Subject Area Extension**. Indicate how the following requirement is met for each proposed extension:

- At least 18 semester hours of study or its equivalent in the subject area of the extension sought.

Answer: NA

- For the Students with Disabilities Social Studies extension, the candidate shall complete the 18 semester hours through a combination of study in United States history, world history and geography.

Answer:

f) Complete only if the program leads to the Bilingual Education Extension. Indicate the target language(s) for the bilingual extension and how the candidate's language proficiency is evaluated.

Answer: NA

Task 6. Pedagogical Core Coursework

a) The Pedagogical Core Courses Table is designed to illustrate how the pedagogical course work in the proposed program meets the pedagogical core requirements outlined in Commissioner's Regulations Section 52.21 for program registration. It can be used for a program leading to a **single certificate or to multiple classroom teaching certificates**. The Department reviews this table to ensure that the pedagogical requirements of Commissioner's Regulations have been met.

Follow the steps outlined below to complete the Pedagogical Core Courses Table. For a more detailed explanation, view the power point "[How to Complete the Pedagogical Core Course Table](http://www.highered.nysed.gov/ocue/ajpr/documents/pedcoreinstruct.pdf)" at <http://www.highered.nysed.gov/ocue/ajpr/documents/pedcoreinstruct.pdf>.

Step 1: LISTING PEDAGOGICAL COURSES

In the first four columns, identify each pedagogical course by course number, title, number of credits, required (R) or elective (E), and the instructor(s)/status (full-time or part-time). See example on Pedagogical Core Courses Table.

Step 2: IDENTIFYING CERTIFICATION AREA CODES

Use the Certification Area Code/s listed below to identify the teaching certification area/s the program leads to. Insert the associated certification area code/s (01-24) in the Program-Specific PCR Cert code column/s. For example, if a program prepares candidates for certification in Childhood Education 1-6 and Teaching Students with Disabilities Childhood 1-6, mark 02 and 06 in the Program-Specific PCR Cert Code columns. See the example in the [Sample Pedagogical Core Courses Table](#).

Certification Area Codes (Cert codes)

01. Early Childhood Education (B-2)
02. Childhood Education (1-6)
03. Middle Childhood Education (5-9)
04. Adolescence Education (7-12)
05. Teaching a Special Subject (all grades) (dance, family and consumer science, health education, music, physical education, technology education, theater, or visual arts)
06. Teaching Students with Disabilities in Early Childhood and Childhood (B-2 or 1-6)
07. Teaching Students with Disabilities 7-12 Generalist
08. Teaching Students Who are Deaf or Hard-of-Hearing (all grades)
09. Teaching Students Who are Blind or Visually Impaired (all grades)
10. Teaching Students with Speech and Language Disabilities (all grades)
11. Teaching English to Speakers of Other Languages (all grades)
12. Literacy (B-6) or (5-12)
13. Teaching the Career Field of Agriculture or Business and Marketing (all grades)
14. Teaching a Specific Career and Technical Subject (7-12)

- 15. Library Media Specialist (all grades)
 - 16. Educational Technology Specialist (all grades)
 - 17. Bilingual Education Extensions*
 - 18. Bilingual Education Extensions**
 - 19. Grades 5 and 6 Subject Area Extensions
 - 20. Grades 7 through 9 Subject Area Extensions
 - 21. Gifted Education Extensions
 - 22. Coordination of Work-based Learning Programs Extensions
 - 23. Teaching Students with Disabilities 7-12 Subject Area Extensions: Mathematics; English Language Arts; Biology; Chemistry; Earth Science; Physics; Social Studies; and Language other than English
 - 24. Annotations for Teaching Students with Severe or Multiple Disabilities for Teachers of SWD in B-2, 1-6, 5-9 and 7-12 Generalist; Students Who are Deaf or Hard of Hearing; Blind or Visually Impaired; or With Speech and Language Disabilities
- * Bilingual education extensions for all with exception of library media specialist and educational technology specialist.
- ** Bilingual education extensions for library media specialist and educational technology specialist.

Step 3: IDENTIFYING GENERAL AND PROGRAM SPECIFIC REQUIREMENTS MET BY COURSE WORK

Go to <http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html> and click the link for the Certification Area Code that the proposed program will lead to. Review the program requirements identified on the certification area code sheet. Pedagogical core requirements are listed as either General or Program-Specific. Each requirement is identified by a Roman numeral. Identify the General and Program-Specific Pedagogical Core Requirements that are addressed by each course. Complete the chart by entering the associated Roman numeral of the identified requirement into the General or Program-Specific PCR column in the row of the course that meets that requirement. See the example in the [Sample Pedagogical Core Courses Table](#). Additional instructions are found in the Guidance Document: [Word](#) (200KB) [PDF](#) (865 KB) and in the power point at: <http://www.highered.nysed.gov/ocue/aipr/documents/pecoreinstruct.pdf>.

NOTE: The Roman numerals listed in the Certification Area Code sheets reflect general and program specific regulatory requirements for each certificate title. These Roman numerals will not always align with the Roman numerals in Commissioner’s Regulations Section 52.21. To complete the Pedagogical Core Courses Table, use the Roman numerals listed on the Certification Area Code sheets.

b) Provide a description of each existing pedagogical course for this program as it appears in the college catalog. The course description of each existing pedagogical course for this program should be pasted in the “Answer” below.

NOTE: Each course that has been identified as meeting a general or program-specific requirement(s) of the pedagogical core must have a course description which reflects alignment with the regulatory requirements.

Answer:

c) Submit syllabi for each **new** course as an addendum to this application. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources and the basis for determining grades

NOTE: Each course that has been identified as meeting the general/program-specific requirement(s) of the pedagogical core must have a course description which reflects alignment with the regulatory requirements.

d) Graduate level programs preparing candidates for a second certificate sometimes waive specific general pedagogical core requirements because the requirement was met in a previous teacher preparation program. If waiving such requirements, identify by Roman numeral from the Certification Area Code table, those being waived.

Roman numerals:

Additionally, please provide the criteria used, and applied uniformly to determine if the general pedagogical core requirements may be waived.

Answer:

Sample Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
EDU 620: Literacy Methods in the Inclusive Classroom	3	R	J. Smith / FT	(iv); (v); (vi);	02 (ii);	06 (vi); (vii); (viii);		

Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed					
				General PCR*	Program-Specific PCR				
					Cert Code	Cert Code	Cert Code	Cert Code	Cert Code
HEA 672: TEACHING STRATEGIES FOR HEALTH; HEALTH PROMOTION BEHAVIORS	3	R	FUSCO/FT	i,ii, iii, iv, v, vi, vii, viii, ix, x, xi, xii, xiii	05				
HEA 673: TEACHING STRATEGIES FOR HEALTH; DISEASE AND DISABILITY	3	R	FUSCO/FT	i,ii, iii, iv, v, vi, vii, viii, ix, x, xi, xii, xiii					
HEA 507: HUMAN SEXUALITY	3	R	DEMME/FT	i, vi, xii, xiii					
HEA 509: DRUGS AND SUBSTANCE ABUSE	3	R	FUSCO/FT BUSCEMI/PT	i, vi, xii, xiii					
HEA 636: PERSPECTIVES ON DEATH AND DYING	3	R	DEMME/FT	vi					
HEA 640: NUTRITION AND CHRONIC DISEASE	3	R	FT/PT	vi					
HEA 680: SPECIAL TOPICS IN	3	R	DEMME/FT FUSCO/FT	i, vi, xii, xiii					

HEALTH									
ESC 595: INTERNSHIP IN CLASSROOM TEACHING	2	R	DILLER/PT SASIELA/PT	i,ii, iii, iv, v, vi, vii, viii, ix, x, xi, xii, xiii	i				
ESC 611: SEMINAR IN SECONDARY & TESOL EDUCATION	1	R	DILLER/PT SASIELA/PT	vi	i				
ESC 708: PROJECT SEMINAR IN CURRICULUM, MATERIALS, AND ASSESSMENT IN SPECIALIZED AREAS	3	R	FUSCO/FT	i,ii, iii, iv, v, vi, vii, viii, ix, x, xi, xii, xiii					

*Based on regulations, General Pedagogical Core Requirements (PCR) are applicable to all programs with exception of a) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and b) programs leading exclusively to extensions/annotations.

Task 7. Field Experience and Student Teaching

a) Please check that each requirement for field experience, student teaching and practica meet the following regulatory requirements:

is consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

is accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences; and

provides candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners and students with disabilities.

b) List courses that require field experiences*:

Course Number	Course Title	Instructor	Grade Level	Clock Hours

*Based on regulations, field experiences are not applicable to programs leading exclusively to the following extensions: 1) 5-6 extensions; 2) 7-9 extensions; and 3) coordination of work-based/discipline-specific and diversified learning programs extensions. **Note: The students meet the field experience requirement because this program requires prior certification and a Master's Degree in Education.**

c) List courses that require college-supervised student-teaching experiences*:

Course Number	Course Title	Instructor	Grade Level	No. of Full School Days
ESC 595	INTERNSHIP IN CLASSROOM TEACHING	DILLER/PT SASIELA/PT	P-12	70 Days

*Based on regulations, student-teaching experiences are not applicable to programs leading exclusively to extensions/annotations.

APPENDIX A
CATALOG COURSE DESCRIPTION OF COURSES IN PROGRAM

Appendix A Course Descriptions

HEA 671 Teaching Strategies for Health: Psychosocial Wellness

The theme of this course is *Dimensions of Wellness* with a special emphasis on Psychosocial Wellness (this incorporates mental, emotional, family and social health). Credits: 3

PREREQ: Open only to MS Ed Health Teacher students or department permission.

ESC 595 Internship in Classroom Teaching

(May be re-elected once, with advisor's permission). Designed for graduate students who teach full-time, the course provides on-site supervisory visits. Assigned in-school activities are required.

Credits: 1-3

Prerequisite: An average grade of B or better in the Content Area Teaching Methods course(s); an overall index of at least 3.0; Departmental permission; and approval from the Professional Development Coordinator.

Corequisite: ESC 611

Offered: Fall-Spring

ESC 611 Teaching Internship Seminar in Secondary Education

Analysis of problems or practices in secondary school teaching. Weekly seminar and assigned in-school activities required. Required state teacher certification assessments supported through the course.

Credits: 1

Prerequisite: Departmental permission.

Corequisite: ESC 595.

Offered: Fall-Spring

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

Development of a culminating curriculum project in candidates' field that includes an analysis of contextual factors; integration of prior coursework and research; theoretical foundations of the discipline; learning goals; assessment plan; design of instruction; technology; analysis of student learning and reflection on teaching practice.

Credits: 3

Prerequisite: Departmental permission.

Offered: Fall-Spring

HEA 507 Human Sexuality

(Closed to students who have taken [HEA 307](#) or equivalent.) Physiological, psychological, and social aspects of human sexual development and function.

Credits: 3

Offered: Fall-Spring

HEA 509 Drugs and Substance Abuse

(Closed to students who have taken [HEA 309](#) or equivalent.) Emphasis on physiological, psychological, and social effects of drug abuse.

Credits: 3

Offered: Fall-Spring

HEA 636 Perspectives on Death and Dying

Study of death, dying, and bereavement from psychological, social, and cultural perspectives. Topics including end of life care, the effects of different types of death on the grief process, children and bereavement, and grief counseling. Implications for health services delivery. (Closed to students who have taken an undergraduate course in death and dying or equivalent.)

Credits: 3

Offered: Fall-Spring

HEA 640 Nutrition and Chronic Diseases

The relationship of diet to health promotion and disease prevention and management. Emphasis on current dietary patterns in the United States and other industrialized nations and the high

incidence of degenerative diseases, such as arteriosclerosis, diabetes mellitus, diverticulosis, and cancer. (Closed to students who have taken HSD 240 or equivalent.)

Credits: 3

Offered: Fall-Spring

HEA 680 Special Topics in Health

(May be reelected for credit when the topic changes.) Consideration of recent developments in the field of health, with special emphasis on interdisciplinary contributions.

Credits: 3

Prerequisite: Graduate Adviser's permission.

Offered: Fall-Spring

**APPENDIX B
FULL TIME FACULTY CURRICULUM VITAE**

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MA Program Director
Health Education and Program

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EDUCATION

- 2006 *Doctor of Philosophy – Social Work*
University of KwaZulu-Natal (South Africa)
- 1998 *Doctor of Education - Health Education*
Columbia University Teachers College
- 1994 *Master of Arts – Health and Nutrition Science (Community Health)*
Brooklyn College, City University of New York
- 1984 *Bachelor of Social Science (Honours) - Applied Social Sciences*
University of Natal (South Africa)
- 1983 *Bachelor of Social Science – Psychology, Economic History*
University of Natal (South Africa)

PROFESSIONAL EXPERIENCE

- 2009- *Lehman College, City University of New York*
Tenured Full Professor of Health Sciences
- 2004 - 2008 *Lehman College, City University of New York*
Tenured Associate Professor of Health Sciences
- 1998 - 2003 *Lehman College, City University of New York*
Assistant Professor of Health Services
- 2003 - 2004 *Teachers College, Columbia University*
Adjunct Associate Professor, Department of Health and Behavior Studies
- 1999 - 2002 *Teachers College, Columbia University*
Adjunct Assistant Professor, Department of Health and Behavior Studies
- 1997 - 1998 *University Consultation and Treatment Center, Bronx, NY*
Director of AIDS Services
- 1994 - 1996 *University Consultation and Treatment Center, Bronx, NY*

Program Director, AIDS Housing Program

1988 - 1994 Young Adult Institute/National Institute for Disabilities
Counselor, Supervisor, Senior Supervisor,

LICENSURE

2007- present: Licensed Social Worker (LSW),
Commonwealth of Pennsylvania

2016: Master Certified Health Education Specialist (MCHES)

2003-2006: Certified in Thanatology (CT)
American Association for Death Education and Counseling

1999-2003: Certified Grief Therapist (CGT)
American Association for Death Education and Counseling

AWARDS

2002: Early Career Award, Public Health Education and Health Promotion section, American
Public Health Association (APHA)

GRANTS

2007-2010: NIH 1R21 NR010423-01 (Principal Investigator): Improving care for dying children
and their families.

2004: PSC-CUNY Award. AIDS-related Bereavement in KwaZulu-Natal, South Africa.

2003: Shuster Award. Manuscript "The First Year of Bereavement"

2002: Shuster Award. Study of Bereavement Services provided by Hospices

2002: Grant from the Health Professions Institute. Study of Complementary Therapy Use among
Hospice Patients

2001: PSC-CUNY Award. Study of HIV treatment Adherence

2000: Shuster Award. Study of AIDS-related grief in South Africa

1998: PSC-CUNY Award. Study of Attitudes and Risk Behaviors Among HIV-infected People in
New York City

1998: Shuster Award. Study of HIV Caregivers

PROFESSIONAL SERVICE

2007-2014: Editorial Board Member, International Social Work Journal

2007: Editorial Advisory Board, Scientific Journals International (SJI)

2002-present: Review Board, American Journal of Health Behavior

Ad hoc reviewer for the following journals:

British Medical Journal

Psychosomatics: The Journal of Consultation and Liaison Psychiatry

Health Psychology

African Journal of AIDS Research

Journal of School Health

International Social Work Journal

Cancer Control: Journal of the Moffitt Cancer Center

Death Studies

AIDS Care

AIDS & Behavior

American Journal of Health Education

Medical Science Monitor

Psychological Reports

Scientific Journals International (SJI)

Sahara J: Journal of Social Aspects of HIV/AIDS

Reviewer of Conference Abstracts (Annual Scientific Meetings):

2007: 8th Annual Scientific Meeting of the American Academy of Health Behavior

2000-2001: 128th Annual Meeting of the APHA (2000), 129th Annual Meeting of the APHA (2001)

2007: Chair, International Membership Survey Committee, Association for Death Education

1999-2003: Editorial Board, News & Views, National Society for Public Health Education (SOPHE)

1999-2003: Treasurer, Greater New York Society for Public Health Education (GNYSOPHE)

1998-2000: HIV/AIDS Work Group of the American Public Health Association (APHA)

Reviewer of textbook manuscripts for:

Thomson/Wadsworth Publishing

Allyn & Bacon

McGraw-Hill

NIH panel member:

2002: NIH, National Institute on Alcohol Abuse and Alcoholism (NIAAA), Special Emphasis Panel (HIV and Alcohol research grants)

2001: National Institutes of Health, Center for Scientific Review, Special Emphasis Panel (Small Business Innovation Research grants)

2000: National Institutes of Health, Center for Scientific Review, Special Emphasis Panel (Small Business Innovation Research grants)

1999: National Institutes of Health, Center for Scientific Review, Special Emphasis Panel (Small Business Innovation Research grants)

PUBLICATIONS

(Refereed Journal Articles):

Demmer, C., & Rothschild, N. Bereavement among South African adolescents following a sibling's death from AIDS. *African Journal of AIDS Research*, 10 (1), 15-24, 2011.

Demmer, C. Experiences of families caring for a child with HIV/AIDS in KwaZulu-Natal, South Africa: A qualitative study. *AIDS Care*, 23(7), 873-9, 2011.

Demmer, C. Experiences of women who have lost young children to AIDS in KwaZulu-Natal, South Africa: a qualitative study. *Journal of the International AIDS Society*, 13:50, 2010.

O'Connor, M., Abbott, J., Payne, S. & Demmer, C. A comparison of bereavement services provided in hospice and palliative care settings in Australia, the UK and the US. *Progress in Palliative Care*, 17 (2), 69-74, 2009.

McDermott, S. & Demmer, C. Analysis of end-of-life content in selected introductory health education textbooks. *Illness, Crisis & Loss*, 16(3), 237-257, 2008.

Demmer, C. & Burghart, G. Experiences of AIDS-related Bereavement in the United States and South Africa: A Comparison. *International Social Work*, 51(3), 360-370, 2008.

Oneschuk, D., Balneaves, L., Verhoef, M., Boon, H., Demmer, C., Chiu, L. The status of complementary therapy services in Canadian palliative care settings. *Supportive Care in Cancer*, 15(8), 939-947, 2007.

Demmer, C. Coping with AIDS-related bereavement in KwaZulu-Natal, South Africa. *AIDS Care*, 19(7), 866-870, 2007.

Demmer, C. Responding to AIDS-related bereavement in the South African context. *Death Studies*, 31(9), 821-843, 2007.

Demmer, C. AIDS and palliative care in South Africa. *American Journal of Hospice and Palliative Medicine*, 24(1), 7-12, 2007.

Demmer, C. Grief is a luxury: AIDS-related loss among the poor in South Africa. *Illness, Crisis & Loss*, 15(1), 39-51, 2007.

Demmer, C. Confronting AIDS-related loss and grief: An exploratory study of professional

- caregivers in KwaZulu-Natal, South Africa. *African Journal of AIDS Research*, 5(2), 97–107, 2006.
- Demmer, C. Caring for a loved one with AIDS: A South African perspective. *Journal of Loss & Trauma*, 11(5), 439-455, 2006.
- Villa, D.P. and Demmer, C. Exploring the Link between AIDS-Related Grief and Unsafe Sex. *Illness, Crisis, & Loss*, 13(3), 219-233, 2005.
- Demmer, C. Burnout: The Health Care Worker as Survivor. *The AIDS Reader*, 14 (10), 522-523, 528-530, 535-537, 2004.
- Demmer, C. AIDS and Bereavement in South Africa. *Social Work/Maatskaplike Werk*, 40 (3), 296-318, 2004.
- Demmer, C. A Survey of Complementary Therapy Services Provided by Hospices. *Journal of Palliative Medicine*, 7 (4), 510-516, 2004.
- Demmer, C. Treatment Adherence among Clients in AIDS Service Organizations. *Journal of HIV/AIDS & Social Work*, 2 (3), 33-47, 2003.
- Demmer, C. A National Survey of Hospice Bereavement Services. *Omega, Journal of Death and Dying*, 47 (4), 327-341, 2003.
- Demmer, C. Relationship with Health Care Provider and Adherence to HIV Medications. *Psychological Reports*, 93 (2), 494-496, 2003.
- Demmer, C. Attitudes toward HIV Protease Inhibitors and Medication Adherence in an Inner-City Population. *AIDS Patient Care and STDs*, 17 (11), 575-580, 2003.
- Demmer, C. HIV Prevention in the Era of New Treatments. *Health Promotion Practice*, 4 (4), 449-456, 2003.
- Demmer, C. Use of Complementary Therapies with Terminally Ill Patients: The Need for More Research. *Illness, Crisis, & Loss*, 11 (3), 281-291, 2003.
- Demmer, C. Renewing HIV Prevention Efforts among Youth. *American Journal of Health Education*, 33(6), 322-328, 2002.
- Demmer, C., & Sauer, J. Assessing Complementary Therapy Services in a Hospice Program. *American Journal of Hospice & Palliative Care*, 19 (5), 306-314, 2002.
- Demmer, C. Loss and Grief following the Death of a Patient with AIDS. *Home Care Consultant: Home Care Medicine*, 19-23, 2002.
- Demmer, C. Stress and Satisfaction among employees of AIDS Service organizations in New York. *Evaluation & the Health Professions*, 25 (2), 225-38, 2002.

Demmer, C. Stressors and Rewards for Workers in AIDS Service Organizations. *AIDS Patient Care and STDs*, 16 (4), 179-87, 2002.

Demmer, C. Impact of Improved Treatments on Perceptions about HIV and Safer Sex among Inner-city HIV-infected Men and Women. *Journal of Community Health*, 27 (1), 63-73, 2002.

Demmer, C. Quality of Life and Risk Perception among predominantly heterosexual, minority individuals with HIV/AIDS. *AIDS Patient Care and STDs*, 15 (9), 481-490, 2001.

Demmer, C. & Caroleo, O. College Students' Perceptions of Advances in HIV Treatment and the Need for Safer Sex Practices. *Psychological Reports*, 88, 431-442, 2001.

Demmer, C. Nonadherence to HIV Treatment: Implications for Health Educators. *American Journal of Health Education*, 32 (1), 16-23, 2001.

Demmer, C. Dealing with AIDS-Related Loss and Grief in a Time of Treatment Advances. *American Journal of Hospice & Palliative Care*, 18 (1), 35-41, 2001.

Demmer, C. The Relationship between Death-Related Experiences, Death Anxiety, and Patient Care Attitudes among AIDS Nursing Staff. *Journal of Nursing Staff Development*, 16 (3), 118-123, 2000.

Demmer, C. Grief and Survival in the Era of HIV Treatment Advances. *Illness, Crisis, & Loss*, 8 (1), 5-16, 2000.

Demmer, C. Coping of Staff in AIDS Nursing Facilities. *AIDS Patient Care and STDS*, 13 (10), 609-614, 1999.

Demmer, C. A Personal Perspective: Caring for Homeless People with AIDS. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, 76 (3), 375-379, 1999.

Demmer, C. AIDS Attitudes and Attitudes Toward Caring for Dying Patients. *Death Studies*, 23(5), 433-442, 1999.

Demmer, C. Death-Related Experience and Professional Support among AIDS Nursing Staff. *Omega: Journal of Death and Dying*, 39 (2), 123-132, 1999.

Demmer, C. Death Anxiety, Coping Resources, and Comfort with Dying Patients among Nurses in AIDS Care Facilities. *Psychological Reports*, 83, 1051-1057, 1998.

Book Chapters:

Demmer, C. Children and Infectious Diseases (pp. 131-146). In D. Balk and C. Corr (Eds), *Children Encounters with Death, Bereavement, and Coping*. New York: Springer Publishing Company (2010).

Demmer, C. Adolescents and HIV/AIDS (pp. 99-114). In. D. Balk and C. Corr (Eds), *Adolescent Encounters with Death, Bereavement, and Coping*. New York: Springer Publishing Company,

2009.

Other Publications:

Demmer, C. Review of Caregiving in Dementia: Research and Applications, Vol 4 B.M.L. Miesen and G.M.M. Jones (eds) (2006) . Abingdon: Routledge. *International Social Work*, 53: 137-139, 2010.

Demmer, C. Review of Shattered Dreams? An Oral History of the AIDS Epidemic in South Africa by G. Oppenheimer & R. Bayer (2007). *Death Studies*, 33 (4), 388-394, 2009.

Demmer, C. Review of Handbook of Social Work in Health and Aging by B. Beckman (2006). *International Social Work*, 51, 113-115, 2008

Demmer, C. Review of AIDSAFARI: A Memoir of My Journey with AIDS by A. Levin (2005), Positively Alive, by A. Brand (2005), and Witness to AIDS by E. Cameron (2005) , *Journal of Loss & Trauma*, 12, 295-302, 2007.

Demmer, C. Review of Stiff: The Curious Lives of Human Cadavers by M. Roach (2003). *Death Studies*. 28 (2), 177-180, 2004.

Demmer, C. Attitudes toward HIV Protease Inhibitors and Medication Adherence in an Inner-City Population (pp. 175-180). In: Laurence, J. (Ed.), *Medication Adherence in HIV/AIDS*, Larchmont, NY: Mary Ann Liebert, Inc, 2004.

Demmer, C. Grief Can Unite Us. *Bereavement: A Magazine of Hope and Healing*. Jan/Feb, 30-31, 2003.

Demmer, C. The Twilight Zone: AIDS in South Africa. *The Forum - Association for Death Education and Counseling*, 29 (4), 1,3, 2003.

Demmer, C. (Sunday Tribune, Perspectives) (Durban, South Africa). Real intent and dialogue the key. January 12, 2003.

Demmer, C. Review of Children of AIDS: Africa's Orphan Crisis by E. Guest (2001). *Illness, Crisis, & Loss*, 10 (3), 270-272, 2002.

Demmer, C. Homicide Survivors Have Rights, Too. *Bereavement: A Magazine of Hope and Healing*, Jan/Feb, 32-33, 2002.

Demmer, C. (The Daily News, Letters to the Editor) (Durban, South Africa). We must take AIDS seriously. January 18, 2002.

Demmer, C. Review of The Orphaned Adult by A Levy. *Journal of Loss & Trauma*, 6 (4), 343-345., 2001.

Demmer, C. Review of Parting Company: Understanding the Loss of a Loved One by C. Pearson and M. L. Stubbs. *Hospice Journal*, 15 (4), 57-59, 2001.

Demmer, C. (The New York Times, Letters to the Editor). AIDS in South Africa. March 23, 2000, A 26.

Demmer, C. Stress and Job Satisfaction among AIDS Service Providers in New York, International AIDS Conference Abstract Book, Abstract # WePeD4516, pg 186, 2000.

Demmer, C. Risk Perception and Quality of Life among HIV-infected Men and Women in New York City, International AIDS Conference Abstract Book, Abstract # WePeD4659, pg 215, 2000.

Demmer, C. AIDS-Related Loss and Grief in the Era of Treatment Advances, American Public Health Association 128th Annual Meeting Book of Abstracts , Abstract # 3116, pg 85, 2000.

Demmer, C. Review of Special Issue: Women's Health, Patient Education, and Counseling, March, 1998. The Journal of Family and Community Health, 22 (3), 94-95, 1999.

Demmer, C. Review of Lessons of Loss: A Guide to Coping by R. Niemeyer (1998). The Journal of Personal and Interpersonal Loss, 4 (4), 383-385, 1999.

Demmer, C. (The New York Times, Letters to the Editor). Life Skills for the Homeless, September 16, 1998, A 32.

Demmer, C. AIDS in the inner city: Coping with life and death. The Forum - Association for Death Education and Counseling, 24 (1), 9-12, 1998.

COURSES TAUGHT

HEA 211/680 Perspectives on AIDS
HSD 266 US Health Care Delivery System
HEA 267 Human Behavior and Health
HEA 310/680 Health and Aging
HEA 360/636 Perspectives on Death and Dying
HEA 602 Research Methods
HEA 620 Health Counseling
HEA 307/507 Human Sexuality
HEA 685 Independent Study
HEA 691/2 Thesis Advisement

Danna Ethan, EdD, MSW
Chair, Department of Health Sciences
Undergraduate Director, Health Education and Promotion Program
Gillet Hall 431C
Lehman College, CUNY
danna.ethan@lehman.cuny.edu

HIGHER EDUCATION

A. DEGREES

Institution	Dates Attended	Degree & Major	Date Conferred
Teachers College, Columbia University	9/04-2/08	Ed.D. Health Education	2/08
Teachers College, Columbia University	1/00-5/01	M.A. Health Education	5/01
NYU School of Social Work	9/95-5/97	M.S.W.	5/97
Franklin and Marshall College	9/90-5/94	B.A., Anthropology	5/94

B. Additional Higher Education and/or Education in Progress

EXPERIENCE

A. Teaching

Institution	Dates	Rank	Department
Lehman College, CUNY	9/10-present	Assistant Professor and Undergraduate Program Director, Health Education and Promotion	Health Sciences
Borough of Manhattan Community College, CUNY	9/08-8/10	Assistant Professor	Health Education
Borough of Manhattan Community College, CUNY	9/04-8/08	Instructor	Health Education

B. Other (continued)

Institution	Dates	Rank	Department
The New York Academy of Medicine	9/00-8/04	Project Director	Office of School Health

ACADEMIC AND PROFESSIONAL HONORS

CUNY Academy for the Humanities and Sciences' Feliks Gross Endowment Award Nominee (2013-14)

Lehman College's Excellence in Teaching Award Nominee (2013)

Teachers College Policy and Research Fellowship (2006-07)

Elihu Rose Fellowship (2001)

Salzburg Fellow (2001)

Kappa Delta Pi (International Education Honor Society) (2001)

PUBLICATIONS (last five years only)

Mongiovi, J., Hillyer, G.C., Basch, C.H., **Ethan, D.** & Hammond, R. Characteristics of medication advertisements found in US women's fashion magazines. *Health Promotion Perspectives*. 2017;7(1):28-33.

Ethan, D., Basch, C.H., Johnson, G.D., Hammond, R.H., Chow, C.M. & Varsos, V. An analysis of technology-related distracted biking behaviors and helmet use among cyclists in New York City. *Journal of Community Health*. 2016;41(1):138-145.

Ethan, D., Basch, C.H., Berdnik, A. & Sommervil, M. Dietary supplements advertised in muscle enthusiast magazines: A content analysis of marketing strategies. *International Journal of Men's Health*. 2016;15(2):194-202.

Ethan, D., Basch, C.H., Hillyer, G.C., Berdnik, A. & Huynh, M. An analysis of weight loss articles and advertisements in mainstream women's health and fitness magazines. *Health Promotion Perspectives*. 2016;6(2):80-84.

Basch, C.H., **Ethan, D.** & Kecojevic, A. Comparing health-related news articles to original research studies: A lesson for research methods. *Pedagogy in Health Promotion*. E-publication ahead of print: August 2, 2016.

Basch, C. H., Mongiovi, J., Hillyer, G. C., **Ethan, D.**, Hammond, R. An Analysis of Electronic Cigarette and Cigarette Advertising in US Women's Magazines. *International Journal of Preventive Medicine*. 2016;7:103.

Fullwood, M.D., Mongiovi, J., Hillyer, G., Basch, C.H., **Ethan, D.** & Hammond, R. An advertisement analysis of alcohol products in popular women's magazines. *Frontiers in Women's Health*. 2016;1(1):6-8.

Basch, C.H., Mongiovi, J., Hillyer, G.C., Fullwood, M.D., **Ethan, D.** & Hammond, R. An

advertisement and article analysis of skin products and topics in popular women's magazines: Implications for skin cancer prevention. *Health Promotion Perspectives*. 2016;5(4):261-268.

Ethan, D., Basch, C.H., Samuel, L., Quinn, C. & Dunne, S. An examination of product packaging marketing strategies used to promote pediatric multivitamins. *Journal of Community Health*. 2015;40(3):564-568.

Basch, C.H., **Ethan, D.**, Zybert, P. & Basch, C.E. Pedestrian behavior at five dangerous and busy Manhattan intersections. *Journal of Community Health*. 2015;40(4):789-792.

Basch, C.H., Roberts, K.J., **Ethan, D.** & Samayoa-Kozlowsky, S. An examination of marketing techniques used to promote children's vitamins in parenting magazines. *Global Journal of Health Science*. 2015;7(3):171-176.

Basch, C.H., **Ethan, D.**, Zybert, P., Afzaal, S., Spillane, M. & Basch, C.E. Public bike sharing in New York City: Helmet use behavior patterns at 25 Citi Bike™ Stations. *Journal of Community Health*. 2015;40(3):530-533.

Basch, C.H., Hillyer, G.C., **Ethan, D.**, Berdnik, A. & Basch, C.E. Tanning shade gradations of models in mainstream fitness and muscle enthusiast magazines: Implications for skin cancer prevention. *American Journal of Men's Health*. 2015;9(4):301-306.

Basch, C.H., Mongiovi, J. Hillyer, G.C., Fullwood, M.D., **Ethan, D.** & Hammond, R. An advertisement and article analysis of skin products and topics in popular women's magazines: Implications for skin cancer prevention. *Health Promotion Perspectives*. 2015;5(4): 261-268.

Ethan, D., Basch, C.H., Rajan, S., Samuel, L. & Hammond, R.N. A comparison of nutritional quality of food products on circulars for grocery stores in highest- versus lowest-income NYC zip codes. *International Journal of Environmental Research and Public Health*. 2014;11:537-547.

Ethan, D., Rennis, L., Samuel, L., Seidel, E.J. & Basch, C.H. A review of college-level health textbooks for coverage of type 2 diabetes, prediabetes, and metabolic syndrome. *Health Education Journal*. 2014;73(2):217-227.

Basch, C.H., **Ethan, D.**, Hillyer, G.C. & Berdnik, A. Skin cancer prevention coverage in popular women's health and fitness magazines: An analysis of advertisements and articles. *Global Journal of Health Science*. 2014; 6(4):42-48.

Samuel, L., Basch, C.H., **Ethan, D.** & Hammond, R. An analysis of sodium, total fat and saturated fat contents of packaged food products advertised in Bronx-based supermarket circulars. *Journal of Community Health*. 2014;39:775-782.

Samuel, L., **Ethan, D.**, Basch, C. & Samuel, B. A comparative study on the sodium content and calories from sugar in toddler foods sold in low- and high-income New York

City supermarkets. *Global Journal of Health Science*. 2014;6(5):22-29.

Basch, C.H., Hammond, R.N., **Ethan, D.** & Samuel, L. Food advertisements in two popular parenting magazines: Results of a five-year analysis. *Global Journal of Health Science*. 2014; 6(2):175-182.

Basch, C.H., **Ethan, D.**, Samuel, L. & Zagnit, E. Nutritional content of meal items and beverages promoted at a popular fast food chain in New York City. *Annals of Public Health and Research*. 2014;1(1):1-4.

Basch, C.H., **Ethan, D.**, Rajan, S. & Basch, C.E. Technology-related distracted walking behaviors in Manhattan's most dangerous intersections. *Injury Prevention*. 2014; 20(5):343-346.

Basch, C.H., **Ethan, D.**, Rajan, S., Samayoa-Kozlowsky, S. & Basch, C.E. Helmet use among users of the Citi Bike bicycle-sharing program: A pilot study in New York City. *Journal of Community Health*. 2014;39(3):503-507.

Basch, C.H., Zagnit, E., Rajan, S., **Ethan, D.**, Basch, C. Helmet use among cyclists in New York City. *Journal of Community Health*. 2014;39(5):956-958.

Ethan, D., Samuel, L. & Basch, C.H. An analysis of Bronx-based online grocery store circulars for nutritional content of food and beverage products. *Journal of Community Health*. 2013; June; 38(3):521-528.

Ethan, D., Samuel, L., Basch, C.H. & Hammond, R. Disparate advertising of sugary drinks: An analysis of beverages promoted in circulars from grocery stores in high- and low-income New York City zip codes. *Journal of Community Medicine and Health Education*. 2013;4:e1.

Basch, C.H., **Ethan, D.** & Rajan, S. Price, promotion, and availability of nutrition information: A descriptive study of a popular fast food chain in New York City. *Global Journal of Health Science*. 2013;5(6):73-80.

Basch, C.H., Samuel, L. & **Ethan, D.** Obesity, diabetes and heart disease: Consequences of globalization on population health and the importance of social change. *International Journal of Health Promotion and Education*. 2013;51(4):185-197.

Ethan, D., Basch, C.H. & Rajan, S. Promoting healthy vision in children through the use of social marketing. *Journal of Mass Communication*. 2013; 3:e140.

Ethan, D. & Seidel, E. On the front lines of student crisis: Urban community college professors' experiences and perceived role in handling students in distress. *Student Affairs Journal*. 2013; 31(1):15-26.

Seidel, E., **Ethan, D.** & Basch, C.H. Using social media to connect college students

with mental health services. *Journal of Mass Communication and Journalism*. 2013;4:e1.

Ethan, D. & Basch, C.H. Using social marketing as a tool to increase helmet use among bicycle-share riders in urban settings. *Journal of Mass Communication and Journalism*. 2013;3:e7.

Rajan, S, Basch, C.H. & **Ethan, D.** Observational data collection of environmental and behavioral characteristics: Strengths, limitations, and implications for health communication. *Journal of Mass Communication and Journalism*. 2013;3:e141.

Conference Abstracts Accepted:

Ethan, D., Johnson, G. & Basch, C.H. Obstructions in popular bike lanes in New York City: Implications for policy. Poster, *Society of Behavioral Medicine's 37th Annual Meeting & Scientific Sessions*, (April 2016, Washington, DC).

Ethan, D., Samuel, L., Basch, C. & Berdnik, A. *Dietary Supplement Ad Strategies in Muscle Enthusiast Magazines*. Poster, International Conference on Masculinities: Engaging Men and Boys for Gender Equality (March 2015, New York, NY).

Ethan, D., Basch, C. & Hammond, R. *Exploring the Prevalence of Health-Related Content in Women's Magazines: An Ethnically Diverse Form of Health Communication*. Poster, Seventh Annual Health Disparities Conference, Teachers College, Columbia University (March 2015, New York, NY).

Samuel, L., Basch, C.H., **Ethan, D.**, Dunne, S., Quinn, S. *Using Nutrition Labels of Pediatric Multi-Vitamin Supplements to Identify Risk of Over-Exposure to Fat-Soluble Vitamins*. Poster, Annual Conference for the Society of Nutrition Education and Behavior (June 2015, Pittsburgh, PA).

Basch, C., **Ethan, D.** & Hammond, R. *Assessing the Prevalence and Type of Medication Advertisements in Ethnic-Focused Magazines*. Poster, Seventh Annual Health Disparities Conference, Teachers College, Columbia University (March 2015, New York, NY).

MacDonald, Z., Basch, C., **Ethan, D.** & Hammond, R. *An Advertisement Analysis of Skin Products in Ethnically Diverse Magazines: Implications for Skin Cancer Prevention*. Poster, Seventh Annual Health Disparities Conference, Teachers College, Columbia University (March 2015, New York, NY).

Berdnik, A., Basch, C., **Ethan, D.** & Hammond, R. *E-Cigarette and Cigarette Advertising in Women's Magazines*. Panel, Seventh Annual Health Disparities Conference, Teachers College, Columbia University (March 2015, New York, NY).

Samuel, L., Basch, C.H., **Ethan, D.**, Hammond, R. & Chaiezzese, K. *The Need for Consumer Nutrition Education to Identify High-Sodium Processed Foods Advertised in*

Bronx-based Supermarket Circulars. Poster, Society for Nutrition Education and Behavior 2014 Annual Conference (June 2014, Milwaukee, WI).

Samuel, L., **Ethan, D.**, Basch, C.H., Samuel, B. *The Need for Nutrition Education among Parents Purchasing Toddler Foods in New York City Supermarkets*. Poster, Society for Nutrition Education and Behavior 2014 Annual Conference (June 2014, Milwaukee, WI).

Ethan, D., Basch, C. & Samuel, L. *Marketing Children's Multivitamins: An Analysis of Labels for Graphics and Language that Enhance Product Appeal*. Poster, Society of Behavioral Medicine's 35th Annual Meeting, (April 2014, Philadelphia, PA).

Ethan, D. *Food Product Placement and Pricing as Environmental Determinants: A Presentation of the Research and Innovative Strategies to Address Nutrition-Related Health Disparities*. Presenter, "The Obesity Epidemic and Health Disparities" Panel, Sixth Annual Health Disparities Conference, Teachers College, Columbia University (March 2014, New York, NY).

Samuel, L., **Ethan, D.**, Basch, C.H., Hammond, R. & Chaiezzese, K. *Disparate Prevalence of Sweetened Toddler Foods in Supermarkets Located in Low-Income Neighborhoods of New York City*. Poster, Sixth Annual Health Disparities Conference, Teachers College, Columbia University (March 2014, New York, NY).

Hammond, R., **Ethan, D.**, Basch, C. & Samuel, L. *Disparities in Food Marketing in New York City Grocery Stores: Results of a Pilot Study*. Poster, Sixth Annual Health Disparities Conference, Teachers College, Columbia University (March 2014, New York, NY).

Seidel, E.J. & **Ethan, D.** *Faculty Response to Emotionally Distressed Students: Supporting College Student Wellness Beyond the Counseling Center Walls*. Poster, American Counseling Association Conference & Expo (March 2014, Honolulu, Hawaii).

Zagnit, E., Basch, C., **Ethan, D.**, Rajan, S. & Samuel, L. *A New York City Fast Food Chain in High- and Low-Income Neighborhoods: Analyzing and Comparing the Nutritional Content of Promoted Meal Items and Beverages*. Poster, Sixth Annual Health Disparities Conference, Teachers College, Columbia University (March 2014, New York, NY).

Rajan, S., Basch, C. & **Ethan, D.** *Redefining the School Food Environment: Pricing and Promotions at a Fast-Food Chain in NYC and Implications for Adolescent Health*. Poster, Society for Research on Adolescence Conference (March 2014, Austin, TX).

Kunhart, T., DeLaCruz, N., Samuel, L., **Ethan, D.** & Basch, C. *Children's Multivitamin Supplements: A Pilot Study Exploring the Potential for Excess Consumption of Fat-*

Soluble Vitamins. Poster, Lehman College's 6th Annual Undergraduate Research and Scholarship Day (April 2014, Bronx, NY).

PH.D. THESIS TITLE

A Vision for Success: Implementing and Evaluating a School-based Program to Improve Childhood Vision.

PUBLICATIONS (Prior to “last five years”)

Ethan, D., Basch C, Platt R, Bogen E, Zybert P. Implementing and evaluating a school-based program to improve childhood vision. *Journal of School Health*. 2010 Jul; 80(7):340-5.

Ethan, D., Basch, C. Promoting healthy vision in students: Progress and challenges in policy, programs and research. *Journal of School Health*. 2008 Aug; 78(8):411-6.

UNPUBLISHED WORK (Supported by Evidence)

- a. Works accepted for publication
- b. Works submitted for publication
- c. Work in progress

An analysis of nutrient facts label of pediatric multi-vitamin and mineral supplements: Is there a risk of overexposure? [**Second author**]. [Progress: Rejected from *Maternal and Child Nutrition*. Working on revisions for resubmission to nutrition-focused peer-reviewed journal.]

An analysis of advertisements on New York City LinkNYC structures: A pilot study. [**Second author**]. [Progress: In data collection phase. To be submitted to *Journal of Community Health*.]

GRANTS RECEIVED

- a. Multiple

Completed Grants:

Award from CUNY Office of the University Dean for Health and Human Services (February, 2012) for “*On the Front Lines of Student Crisis: Increasing the Capacity of CUNY Faculty and Staff to Support Students in Distress.*”

Total: \$16,600 (\$8,200 to Danna Ethan, Lehman College; \$8,400 to Erica Seidel, Borough of Manhattan Community College).

b. Individual

Completed Grants:

PSC-CUNY Round 45 Traditional B Research Award (2014-15): “*A Proposal to Assess Distracted Biking Behaviors in New York City.*”

Total: \$5,998.65.

Shuster Award (2014-15): “*A Proposal to Assess Distracted Biking in New York City.*”

Total: \$1,098.

PSC-CUNY 44 Traditional B Research Award (2013-14): “*Analyzing Online Grocery Store Circulars for Nutritional Content of Food and Beverage Products in Disparate New York City Neighborhoods.*”

Total: \$5,747.20.

Faculty Travel Grant (December, 2015).

Total: \$849.

William Stewart Travel Award (2014).

Total: \$300.

PSC-CUNY 41 Research Award (March, 2010): “*Implementing the American College Health Association’s National College Health Assessment (NCHA) at the Borough of Manhattan Community College, City University of New York.*”

Total: \$5,610.

Borough of Manhattan Community College Faculty Development Grant (Summer, 2010):

“*Assessing Urban Community College Professors’ Perceived Role in Responding to Students in Emotional Distress.*”

Total: \$3,000.

Teachers College 2006-07 Dean’s Grant.

Total: \$2,000.

Grants Not Funded:

Lehman College Student Technology Fee Funding Proposal (2014-15): “*Technology Request for Study of Distracted Biking Behaviors in New York City.*”

Total amount requested: \$902.

SERVICE TO THE COLLEGE

Department:

- Chair, Department of Health Sciences (Summer, 2017 – Present)
- HEA Undergraduate Program Director (student advisement and recruitment, coordination, outreach and site development for Community Health Internship Program, course scheduling, liaison between adjuncts and Department, develop and maintain curriculum and resource materials for students) (2010 – Present)
- Teach/have taught the following courses (2010 – Present):
 - Graduate:
 - History and Philosophy of Health Education & Promotion* (classroom and online)
 - Program Planning and Evaluation in Health Education* (classroom)
 - Field Experience in Health Education*
 - Undergraduate:
 - Foundations of Health* (classroom and online)
 - Program Planning and Evaluation* (classroom)
 - Seminar in Community Health*
 - Internship in Community Health*
 - Special Projects*
 - Honors*
- Member, Curriculum Committee, Department of Health Science (2010 – Present)
- “Advisement Basics” Coordinator, Health Sciences Department (Spring, 2017). Responsible for coordinating and developing a departmental advisement tool for the Office of the Dean of Health Sciences, Human Services, and Nursing
- Member, Health Services Administration Search Committee for new faculty member (Spring, 2017)
- Chair, Health Sciences Search Committee for new faculty member (B.S., Public Health) (Spring, 2016)
- Member, MPH Search Committee for new faculty member (Fall, 2015)
- Member, Recreation Education Program Search Committee for new faculty member (Spring, 2014)
- Supervise Dietetics, Food & Nutrition graduate students on research rotation and manuscript development for submission to peer-reviewed journals (2014 – 2016)

- Health Education & Promotion Program Representative, Specialized Academic Information Session for Prospective Students (February 23, 2016)
- Health Education & Promotion Program Representative, New Graduate Student Orientation (January 21, 2015)
- Department Representative, Health Science Transfer Fair (November 4, 2014)
- Department Representative, Majors and Minors Fair (October 20, 2014)
- Department Representative, Majors and Minors Fair (October 23, 2013)
- Presented Career Services workshop on Health Education and Promotion major and career opportunities (October 24, 2012)

College:

- Moderator, *Meet the Firms* Panel. “Healthcare Night” hosted by Career Exploration & Development Center (February 9, 2017)
- Member, Interdisciplinary Minor in Aging Steering Committee (Spring, 2016-Present)
- Member, Undergraduate Curriculum Committee (Spring, 2015-Present)
- Member, School of Health Sciences, Human Services, and Nursing (HS2N) Dean’s Task Force on Research Collaboration. Responsible for creating survey instrument for distribution to HS2N faculty and developing recommendations for enhancing collaborative and grant-driven research. Designed and implemented School-wide Research Day (Feb 9, 2016). (Spring, 2015 – Present)
- Chair, Faculty Elections Committee. Responsible for running elections for 1) General Faculty Executive Committee, and 2) University Faculty Senate. Spearheaded and designed online voting mechanism for both elections. (Aug, 2014 – Aug, 2017)
- Responsible for all aspects of developing and submitting Prioritization Reports for Health Education & Promotion major and minor. (Fall, 2014)
- Assisted Prof. Demmer, Director of the Graduate Health Education and Promotion Program, on development of Prioritization Report for Health Education & Promotion graduate majors. (Fall, 2014)
- Member, College’s Tobacco Policy Implementation Working Group (2011-2013)

- Member, Faculty Elections Committee (2010 – Spring, 2014)
- Responsible for all aspects of NCATE reaccreditation for the B.S., N-12 Health Teacher Program. This major undertaking included: revising all undergraduate syllabi, working with faculty in tailoring all assignments to adhere to AAHE Standards, collecting and analyzing data, working with the Division of Education to obtain institutional data and to ensure that everything was being done correctly, and writing a Program Report. Final Program Report was submitted to NCATE in February, 2013.
- Worked with Prof. Demmer, Director of the Graduate Health Education and Promotion Program, on NCATE reaccreditation for the M.S. Ed Health Teacher Program.
- Featured in The Office of Research and Sponsored Programs' Newsletter, *Research Matters*:

“RU PAYING ATTENTION? Health Sciences Professor's Study on Texting and Walking Informs Proposed Legislation.” (Summer, 2016).
- Featured in *Lehman Today* magazine:

“Lehman Health Sciences Professors Publish Study About Technology Related Distracted Bicycling and Helmet Use Among Manhattan Cyclists.” (November 2, 2015). <http://wp.lehman.edu/lehman-today/2015/11/lehman-health-sciences-professors-publish-study-about-technology-related-distracted-driving-and-helmet-use-among-manhattan-cyclists/>

“Study Co-Authored by Lehman Professor Featured in the New York Daily News.” (March 10, 2015). <http://wp.lehman.edu/lehman-today/2015/03/study-co-authored-by-lehman-professor-cited-in-washington-post/>

“The City That Never Sleeps... Or Wears a Helmet: Professor Danna Ethan on the Helmet Habits of Citi Bike Riders.” (November 25, 2013). <http://wp.lehman.edu/lehman-today/2013/11/the-city-that-never-sleeps-or-wears-a-helmet/>

“Supermarket Flyers Promote Less Healthful Foods According to New Study.” (March 20, 2013). <http://wp.lehman.edu/lehman-today/2013/03/supermarket-flyers-promote-less-healthful-foods-according-to-new-study/>
- School of Health Sciences, Human Services, and Nursing Representative, Health Science Transfer Fair, LaGuardia College (November 4, 2014)
- Interviewer, Minority Association for Pre-Health Students Club event (April 9, 2014)
- School of Natural and Social Sciences Representative, CUNY Graduate Programs Fair (March 31, 2014)
- Member, Search Committee for Director, Wellness Education and Promotion (Spring, 2012)

- Completed Mental Health First Aid Instructor Course (Washington, DC; May, 2012)
- Participated in WAC's Writing-in-the-Majors (WIM) Guidelines Review Day (May 25, 2011)

SERVICE TO THE UNIVERSITY

Member, CUNY Council of Chairs for Health and Physical Education (2011-Present)

Completed two-week workshop, "*Preparation for Teaching Online: A Foundational Workshop for CUNY Faculty.*" (June 13-26, 2016).

Featured in *University Faculty Senate* Blog: "Improving faculty participation in the election process through online voting: One professor's story." (December 17, 2015).

<https://sites.google.com/site/universityfacultysenatecuny/UFS-blog/improvingfacultyparticipationintheelectionprocessthroughonlinevotingoneprofessorsstory>

Featured in *CUNY Newswire*: "Study co-authored by Lehman professor featured in the New York Daily News." (March 16, 2015). <http://www1.cuny.edu/mu/forum/2015/03/16/study-co-authored-by-lehman-professor-featured-in-the-new-york-daily-news/>

SERVICE TO THE PROFESSION

External Reviewer (First Reviewer), Nassau Community College Health Studies A.S. Degree Program (April, 2017).

Participant, New York City Mayor's Office Vision Zero's *Research on the Road*. (October 18, 2016).

Reviewer of manuscripts in areas of health promotion, school health, and nutrition education for following peer-reviewed journals: *Preventing Chronic Disease; Journal of School Health; Injury Prevention; International Journal of Health Promotion and Education; Health Education Journal; Public Health Nutrition; Eating and Weight Disorders; Journal of Child & Adolescent Substance Abuse; Behavioral Medicine; Therapeutic Advances in Gastroenterology; The American Journal of Clinical Nutrition.*

National Commission for Health Education Credentialing (NCHEC) Ambassador for Lehman College. (March, 2016 – Present)

Chapter Reviewer, "Inclusion: The Dream and The Reality in Special Education." (Rowman and Littlefield, Lanham, MD) (September, 2015).

Attended webinar, "Prevention and Population Health Education Across the Health Professions: A Healthy People 2020 Spotlight on Health." (September 9, 2014)

Attended conference, “Bringing Policy to the Table: New Food Strategies for a Healthier Society.” (Teachers College, Columbia University, New York, NY, February 14, 2013)

Attended conference, “Fifth Annual Health Disparities Conference.” (Teachers College, Columbia University, New York, NY, March 15, 2013)

COMMUNITY SERVICE

Lehman College Health Sciences Liaison, Bronx #Not62 Campaign (Spring, 2016 – Present).

Rutgers S.A.F.E.T.Y. (Sports Awareness For Educating Today’s Youth) Clinic Certified (March, 2015).

Red Cross Certified in Adult and Pediatric First Aid/CPR/AED (June 4, 2014).

Health activities volunteer for Maplewood, New Jersey elementary school (2010-Present).

MEDIA CONTRIBUTIONS

Guest on *Public Health Minute*, produced and hosted by Dr. William Latimer, Dean, Lehman College School of Health Sciences, Human Services, and Nursing: “Helmet use among bike sharers” (January 16, 2015). <http://wp.lehman.edu/public-health-minute-with-william-latimer/danna-ethan-edd-msw-lehman-college-cuny-helmet-use-among-bike-sharers-2/>

National and international press coverage of study, “Pedestrian behavior at five dangerous and busy Manhattan intersections” (*Journal of Community Health*):

- *Fox5NY*: “Could New Jersey outlaw texting while walking?” (March 18, 2016). <http://www.fox5ny.com/news/109440639-story>
- *ABC Eyewitness News 7*: “New Jersey lawmaker introduces bill to criminalize texting while walking.” (March 20, 2016). <http://abc7ny.com/politics/new-jersey-lawmaker-introduces-bill-to-criminalize-texting-while-walking/1252308/>
- *Daily News*: “Texting while walking in New Jersey could mean jail time, \$50 fine.” (March 27, 2016). <http://www.nydailynews.com/news/crime/walking-texting-nj-land-jail-article-1.2579363>
- *Self.com*: “You could end up in jail for texting while walking.” (March 23, 2016). <http://www.self.com/trending/2016/03/you-could-end-up-in-jail-for-texting-while-walking/>
- *Philly Voice*: “New Jersey lawmaker proposes ban on texting while walking.” (March 19, 2016). <http://www.phillyvoice.com/nj-lawmaker-proposes-ban-texting-while-walking/>
- *Lawyer Herald*: “New Jersey texting while walking could sentence offenders to 15 days and pay \$50 fine.” (March 21, 2016).

<http://www.lawyerherald.com/articles/39615/20160321/new-jersey-texting-walking-sentenced-offenders-15-days-pay-50.htm>

- *Fox News First*: "Texting and Walking: Should it be illegal?" (March 18, 2016). <http://www.myfoxzone.com/story/31513795/texting-and-walking-should-it-be-illegal>

- *Mahwah Patch*: "Texting While Walking Could Become Illegal In N.J. Under Proposed Bill." (March 16, 2016). <http://patch.com/new-jersey/mahwah/nj-lawmaker-trying-crack-down-texting-while-walking-0>

- *Local 12.com WKRC Cincinnati*: "Walking and texting could soon be against the law in New Jersey." (March 21, 2016). <http://local12.com/news/around-the-web/walking-and-texting-could-soon-be-against-the-law-in-new-jersey-03-21-2016>

- *700WLW NewsRadio*: "Blazer and Bangert: Listen live on iHeartRADIO." (March 27, 2016). <http://www.700wlw.com/media/play/26851915/>

- *News.com.au*: "Politician in New Jersey is proposing issuing fines to pedestrians who text while walking." (March 24, 2016). <http://www.news.com.au/technology/gadgets/mobile-phones/politician-in-new-jersey-is-proposing-issuing-fines-to-pedestrians-who-text-while-walking/news-story/764de3d9abea8ac02f5d9e2f6ba17260>

- *RT News*: "New Jersey bill could criminalize texting while walking." (March 19, 2016). <https://www.rt.com/usa/336308-text-walk-bill-pedestrians/>

- *Daily News*: "Nearly half of pedestrians at busy Manhattan intersections distracted by devices while crossing: Study." (March 14, 2015). <http://www.nydailynews.com/new-york/nyers-distracted-devices-crossing-streets-study-article-1.2149015>

- *The Washington Post*: "Nearly half of NYC walkers ignoring 'Don't Walk' signals were distracted, study finds." (February 25, 2015). <https://www.washingtonpost.com/news/dr-gridlock/wp/2015/02/25/nearly-half-of-nyc-walkers-ignoring-dont-walk-signals-were-distracted-study-finds/>

- *NJ.com*: "Distracted walking? Thanks to cellphones, that's now a thing." (February 28, 2015). http://blog.nj.com/health_and_fitness_multiblog/print.html?entry=/2015/02/distracted_walking_thanks_to_cellphones_thats_now.html

- *CBS New York*: "University researcher studies prevalence of distracted walking." (February 26, 2015). <http://newyork.cbslocal.com/2015/02/26/university-researcher-studying-prevalence-of-distracted-walking/>

- *NJTVOnline.org*: "The dangers of distracted walking." (March 31, 2015). <http://www.njtvonline.org/news/video/the-dangers-of-distracted-walking/>

- *Safe Kids Worldwide*: "Teens on the Move." (October, 2014).

http://www.safekids.org/sites/default/files/documents/ResearchReports/skw_pedestrian_study_2014_final.pdf

- Alan M. Voorhees Transportation Center for New Jersey Department of Transportation: "Potential solutions to address distracted driving and walking in New Jersey."

http://njbikeped.org/wp-content/uploads/2015/03/Final_Distracted_Driving_Report_3-18-15.pdf

MEMBERSHIP IN PROFESSIONAL SOCIETIES (last five years only)

Member of SOPHE (Society for Public Health Education)

American Council on Education (ACE) Women's Group, Lehman College Chapter

Lisa Fusco, Ed.D.
Program Director, MEd Health Education
Lecturer, Health Education and Promotion
Department of Health Sciences

Lehman College, City University of New York
250 Bedford Park Boulevard West
Bronx, New York 10468
Office: Gillet Hall 336
Phone: 718-960-8085

HIGHER EDUCATION

1.	Institution	2.	Dates Attended	3.	Degree & Major	4.	Date Conferred
5.	Teachers College, Columbia University	6.	9/2012 – 5/2-16	7.	Health Education, Ed.D.	8.	5/2016
9.	Adelphi University	10.	1/2006 – 5/2008	11.	Health Studies, M.A.	12.	5/2008
13.	Hofstra University	14.	9/2001 – 5/2005	15.	Public Relations, B.A.	16.	5/2005

EXPERIENCE

A. Teaching

17.	Institution	18.	Dates	19.	Rank	20.	Department
21.	Lehman College	22.	9/2016 – Present	24.	Doctoral Lecturer	26.	Health Sciences
		23.	1/2013-8/2016	25.	Lecturer		
27.	Adelphi University	28.	9/2010 – 1/2013	29.	Adjunct Professor	30.	Health Studies
31.	Paul D. Schreiber HS, Port Washington UFSD	32.	9/2008 – 8/2010	33.	Teacher	34.	Health Education
35.	The Mary Louis Academy	36.	9/2005 – 8/2008	37.	Teacher	38.	Health & Physical Education

B. Others

39. Institute	40. Dates	41. Rank	42. Department
43. Adelphi University	44. 9/2010 - 1/2013	45. Health Educator	46. Health Services

ACADEMIC AND PROFESSIONAL HONORS

- 2012 National Residence Hall Honor Society Recognition Award Faculty/Staff, Adelphi University
- 2011 New York State College Health Association Recognized Student Group, Adelphi University Peer Educators
- 2008, 2010 – 2012 Health Nets Conference Planning Committee, Adelphi University
- NYS Professional Teaching Certification in Health Education (K-12)
- SOPHE Member 2010 -2013
- AAPHERD Member 2010 -2013
- ACHA Member 2010-2013
- Certified American Red Cross Instructor 2005 – Current
- Certified American Heart Association Instructor 2008 – Current
- Adelphi University Graduate Assistant, Health Studies Department
- Eta Sigma Gamma, National Honor Society for Health Education, Graduate Member
- Alpha Phi Sorority, Alumna, Past Executive Board Member

PRESENTATIONS (in reverse chronological order)

- 2014 Health New Conference Presenter, “Life Skills for the Classroom” – Adelphi University
- 2010 Health Nets Conference Presenter, “Adaptable Activities for the Modern Health Teacher” – Adelphi University

Ed.D. THESIS TITLE:

The Design, Implementation and Evaluation of an E-Health Video for Women under Age Forty Not Eligible for Mammograms: Predictors of a High Rating of the Video

SERVICE TO THE DEPARTMENT

- Search Committee Member: Recreation Education and Therapeutic Recreation (REC), Spring 2017
- Program Director: MS Ed Health Teacher Program, September 1, 2016 - Present
 - student advisement, recruitment, liaison between department and the School of Education, coordination for all Student Internship in various schools and

classrooms, develop and maintain resources for students, administrator of the program Blackboard Organization, application review)

- Website Coordinator for the Department of Health Sciences, Fall 2016- Present
- Search Committee Member: Health Services Administration (HSA), Fall 2016
- Department Representative; Majors & Minors Fair Health Sciences, October 19th 2016
- Search Committee Member: Public Health (PHE), Spring 2016
- Student Teaching Coordinator, 2013 - Present
- Department Representative: Majors & Minors Fair Health Sciences, October 21, 2015
- Department Representative: Health Sciences & Nursing Information Session, May 12, 2014
- Department Representative: Majors & Minors Fair, October 20, 2014
- Curriculum Design and Development: Student Internship Program and Courses, Fall 2013 – Present
 - *Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas*
 - *Internship in Classroom Teaching*
 - *Student Internship Seminar in Health Education*
- Teaching/have taught the following courses: January 2013- Present
 - Undergraduate:
 - *Foundations of Health*
 - *Strategies in Community Health and Nutrition Education*
 - *Women and Health*
 - *Alcohol, Tobacco, and Other Drugs*
 - Graduate:
 - *Teaching Strategies in Health; Psychosocial Wellness*
 - *Teaching Strategies in Health; Health Promotion Behaviors*
 - *Teaching Strategies in Health; Disease and Disability*
 - *Women and Health*
 - *Alcohol, Tobacco, and Other Drugs*
 - *Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas*

SERVICE TO SCHOOL

- MS Ed Health Teacher Program Liaison to School of Education 2013 - present
- Prepared Quarterly Reports for NCATE/CAEP for MS Ed Program – Full Accreditation Awarded 2016
- Invited Speaker, Women’s Studies Lecture Series October 2017
- Member: Integrative Learning Council at Lehman College Spring 2015 - present
- Committee Member: Educator Preparation Policy Council (EPPC) of the School of Education 2014 - present

SERVICE TO THE PROFESSION

- Certified American Red Cross Instructor 2005 – present
- Certified American Heart Association Instructor 2008 – present
- Eta Sigma Gamma, National Honor Society for Health Education, Graduate Member

COMMUNITY SERVICE

- Susan G. Komen Race for the Cure, Greater NYC Participant and Fundraiser 1998 – 2017
- Susan G. Komen Survivor of the Year 2011 & 2015
- Susan G. Komen Race for the Cure, Greater NYC Survivor Chairperson and Committee Member 2012
- Creator of Lisa's Pink Party, a benefit to raise funds for SGK Breast Cancer Research Foundation www.lisaspinkparty.com
- Relay for Life, American Cancer Society Organizing Committee Volunteer, Adelphi University 2012
- Relay for Life, American Cancer Society Organizing Committee Volunteer, Port Washington UFSD 2009 & 2010
- Past Vice President, Director of Marketing, Academic Advisor, and Sister of Alpha Phi Sorority 2002 – present
- Special Olympics Volunteer, Hofstra University 2002 & 2003
- Planned, Implemented and Organized event "Eat Your Heart Out" fundraiser for Cardiac Care 2004-2006
- Participation and Organization of fundraising for the SJK Foundation 2002-2006

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *New Advanced Certification program leading to NYS certification in Health Education*

2. **Description:**

Advanced Certificate Program in Health Education (18 Credits)

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

Admission Requirements:

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

Program of Study:

Content Courses (Total of 3 credits):

Dependent on cohort semester

HEA 671: Teaching Strategies for Psychosocial Wellness	3 credits
HEA 507: Human Sexuality	3 credits

Student Teaching Internship in Health Education (Total 6 credits):

ESC 595: Internship in Classroom Teaching	2 credits
ESC 611: Seminar in Secondary & TESOL Education	1 credit
ESC 708: Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3 credits

Elective courses (Total of 9 credits):

HEA 509: Drugs and Substance Abuse	3 credits
------------------------------------	-----------

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

TOTAL CREDITS FOR CERTIFICATE: 18

3. Rationale:

There is a growing need for Health Education teachers in New York City and the Bronx in particular. Currently, as the only graduate program in Health Education in CUNY, we receive applications from students who are certified in other subject areas and interested in initial certification in Health Education. To accommodate these students' needs, we typically recommend that students apply to our program as non-matriculated students so that they can take the course work they need to complete their individual pathway leading to certification. By offering the Advanced Certificate program, we will create a formal, systematic, and programmatic path to retain students and increase overall enrollment. Being that Lehman College is the only CUNY college that offers a certification in Health Education. This program will attract graduate students from all other CUNY schools, in particular those that offer a Physical Education Master's program.

4. Date of departmental approval: October 18, 2017

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

DEPARTMENT OF LANGUAGES & LITERATURES

CURRICULUM CHANGE

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

2.

Department(s)	Languages & Literatures
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	Old Irish
Course Prefix & Number	IRI 701
Course Title	Special Topics in old Irish
Description	In-depth study of various topics in Old Irish. (For specific topics and sections each semester, consult the Department.)
Pre/ Co Requisites	None
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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:** The Department of Languages and Literatures has previously offered Old Irish. The course attracted graduate students enrolled in degree programs with a medieval study focus. We plan to offer the course again in fall 2018 and continue to offer it in other semesters, with new topics. English and French also have 700 level courses for similar offerings, ENG 703 Studies in Old English Language and Literature and FRE 741 Old French.

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

- acquire a competent reading knowledge of Old Irish to enable them to comprehend basic texts in original manuscript versions and research publications
- interpret short literary texts in Old Irish
- aurally comprehend and read out-loud short passages in Old Irish with approximated pronunciation. They will demonstrate successful use of these skills in classroom discussions, lectures, and conference presentations
- make original contributions to interpretations of Old Irish texts and present the results of such research to classmates, to students, and to fellow conference participants

5. **Date of Departmental Approval:** November 8, 2017

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

DEPARTMENT OF LANGUAGES & LITERATURES

CURRICULUM CHANGE

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

2.

Department(s)	Languages & Literatures
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	Irish language
Course Prefix & Number	IRI 781
Course Title	Independent Study
Description	Independent study in Irish language under the guidance of a faculty adviser. (May be repeated for credit with change of topic.)
Pre/ Co Requisites	None
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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:** Graduate students have enrolled in Irish language courses to complement their graduate research. Having IRI 781 would permit such research students to pursue individual study in this area and to acquire linguistic research tools as needed in the

area of their graduate studies. About ten graduate students from a variety of departments have already enrolled in Irish language courses at Lehman College with similar needs.

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

- acquire a competent reading knowledge in a field of Irish language studies to enable them to comprehend texts in original manuscript versions and research publications
- interpret literary texts in the field of Irish language studies
- aurally comprehend and read out-loud passages in the language
- make original contributions to interpretations of texts in the language and present the results of such research to classmates, to students, and to fellow conference participants

5. **Date of Departmental Approval:** November 8, 2017

Senate Meeting – December 6, 2017

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on November 15, 2017 (8 of 10 members in attendance):

1. Africana Studies
 - New course AAS 356
 - New course AAS 328
 - New course AAS 354
2. Biological Sciences
 - New course BIO 175
3. Computer Sciences
 - New course CMP 430
4. Health Sciences
 - Change minor recreation
5. Physics & Astronomy
 - Change pre-req AST 306
 - Change pre-req PHY 306
 - New certificate digital tech & elect
 - New minor digital tech & elect
 - New course PHY 165
 - Change title, desc, pre-req PHY 305
 - New course PHY 315
 - New course PHY (CMP) 320
 - New course PHY 487
6. Psychology
 - Change pre-req PSY 307
 - Change pre-req PSY 430

Informational Items:

1. Experimental course BIO 411

Next meeting: February 14, 2018, 1 p.m., SC 1405A

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

DEPARTMENT OF AFRICANA STUDIES

CURRICULUM CHANGE

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

2.

Department(s)	Africana Studies
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Literature
Course Prefix & Number	AAS 328
Course Title	Prison Narratives
Description	Literary and media representations of US prison systems in the 20 th and 21 st centuries.
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:

This course has been offered as a general topics course since 2012 with successful enrollment. This course also addresses a critical topic in African American Studies.

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

- interpret and critically evaluate prison narratives encompassing various genres, forms, and historical periods.

- write analytically about prison narratives from several historical periods and in several different media. In formal writing assignments, they will develop a clear claim of interpretation and support this claim with close reading and specific textual evidence.

- describe, in discussions and writing, a range of literary techniques and rhetorical strategies used in a variety of texts and media, including their relationship to audience, purpose, and cultural contexts/constraints.

- locate and critically evaluate print and electronic sources.

- integrate primary and secondary sources into their writing, and include and analyze quantitative data that provides valuable context for evaluating literary texts.

- follow the formatting and documenting conventions of the MLA style.

5. Date of Departmental Approval: October 18, 2017

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

**DEPARTMENT OF AFRICANA STUDIES AND WOMEN'S STUDIES AND
HISTORY**

CURRICULUM CHANGE

1. **Type of Change:** New Course with Cross-listing

2.

Department(s)	Africana Studies, Women's Studies, History
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Africana Studies
Course Prefix & Number	AAS (WST, HIU) 354
Course Title	Black Panther Women and Gender Politics
Description	Analysis of the history, political development, praxis, platform, and decline of the Black Panther Party for Self-Defense from 1966 to 1982.
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:** This course will enhance and broaden the offerings to Lehman students interested in learning about social movements within the Black Freedom Struggle, specifically the Black Panther Party. As one of the leading organizations that defined Black Power, had chapters nationwide and internationally and inspired similar organizations from Australia to India, the Black Panther Party provides a unique window into American politics and culture in the 1960s and 70s.

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

- Analyze women's participation and experiences across rank and leadership positions
- Demonstrate knowledge on topics including intersectionality; queer politics; feminism; gender and sexual politics within the Black Panther Party
- Describe the intellectual and political contributions, coalition-building initiatives, and global dynamics of women's work in the Black Panther Party
- Demonstrate familiarity as it relates to gendering men, non-conforming gender practices, and collective living

AAS LEARNING GOALS

Goal I: Demonstrate knowledge of the Black Panther Party in the context of Africana Studies and Black Women's Studies

To achieve this goal, students will be able to:

- Explain the ways in which the history of the Black Panther Party directly links to Africana Studies and the Feminist Movement
- Analyze the collaborative work of women's groups and the Black Panther Party on a host of issues
- Employ methodologies and theoretical frameworks within Africana Studies and Black Women's Studies

HIS LEARNING GOALS

Goal I: Explain the history, evolution of women's history in the Black Panther Party

To achieve this goal, students will be able to:

- Explain the history, complexities, key events, turning points, theoretical foundations, and legacy of the Black Panther Party
- Analyze primary and secondary literature
- Contextualize the Black Panther Party within the larger context pre-and post-the Black Freedom Movement
- Defend ideas and arguments through in-class debates, dialogues, oral presentations, and written analysis

5. **Date of departmental approval:** Africana Studies: October 18, 2017;
Women's Studies: November 16, 2017; History: November 17, 2017

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

DEPARTMENT OF AFRICANA STUDIES

CURRICULUM CHANGE

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

2.

Department(s)	Africana Studies
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	African American Studies
Course Prefix & Number	AAS 356
Course Title	Afrofuturism
Description	Development and analysis of expressions of imagination, characterization, and mischaracterization of color through a variety of genres including science-fiction, fantasy, horror, short stories, memoirs, novels, prose, poetry, drama, narrative film, essay, art, and music.
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:** This course will enhance the offerings to Lehman students interested in African American history, culture, and artistic movements and the expression of color through literature, film, music, art, and religion. It will be an upper level course that can be taken by AAS majors and minors and other students with an interest in how people of color have “carved out” works in the genres of science-fiction, fantasy, and horror because they have been created by, or feature characters of, black and brown heritage, when they have become dissatisfied with the manner in which mainstream art, music, film, and literature of their time have ignored, misunderstood or mischaracterized them. Through the lens of these works, students will examine what it means to be a minority in this world, in this time, and what history teaches us about the past and the present. They will explore the hopes and dreams of the minority for the future and discuss whether there is a space for people of color in the mythical past or if they have been written out of folklore and history as effectively as they have been written out of science, medicine, and other areas.

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

- a. Analyze African American history and culture from different perspectives
- b. Be knowledgeable about Afrofuturism as an artistic movement with a purpose
- c. Demonstrate familiarity with methods of literary criticism
- d. Gather, interpret, and assess information from a variety of sources and points of view and evaluate arguments critically
- e. Demonstrate advanced discussion and writing skills
- f. Produce well-reasoned essays and pieces of research using evidence to support conclusions and demonstrating an ability to express complex ideas
- g. Write a synopsis, research a topic, create a thesis sentence, and complete a bibliography and a paper in MLA style
- h. Perform a critical analysis of a work of art in essay and discussion formats

AAS LEARNING GOALS

Goal I Understand the history and culture of people of African descent in the U.S. through an appreciation of their experiences from slave ancestors to the present and their reaction to the status quo and negative portrayals of them in literature, film, music, and religion

To achieve this goal, students will be able to:

- a. Describe major social, cultural, and artistic movements in the U.S.
- b. Compare and contrast the manner in which people of color have been characterized and mischaracterized in traditional works of literature, film, music, and art with film, music, art, and works of literature in the genres of science-fiction, fantasy, and horror that have been created by, or feature characters of black and brown heritage
- c. Examine literary clichés that led to the Afrofuturism movement

- d. Examine the overreliance on Christian imagery and Celtic, Norse, and Germanic mythology in fantasy novels and the demonization of all things dark, eastern and southern
- e. Examine racial stereotypes of black and brown characters in film and fiction

Goal II Analyze information critically using African and African American studies' theories and concepts

To achieve this goal, students will be able to:

- a. Collect and analyze qualitative data
- b. Use data to explain the impact on social, cultural, and economic experiences of people of African descent in the U.S.
- c. Compare and contrast different theories and research methods that have been used to explain the experiences of people of African descent in the U.S.

Goal III Communicate effectively in oral and written form about their knowledge of key concepts in African and African American studies

To achieve this goal, students will be able to:

- a. Demonstrate knowledge of research techniques, evaluation of evidence, documentation, organization, style and mechanics of writing;
- b. Write a cohesive argument demonstrating knowledge of research techniques, documentation, organization, and the mechanics of writing;
- c. Defend a cohesive argument before an audience of peers

Goal IV Demonstrate knowledge of the interdisciplinary, cross-cultural, and global nature of African and African American Studies.

To achieve this goal, students will be able to:

- a. Apply African and African American centered theories, approaches and concepts, and research to various disciplines including history, literature, culture, politics, media, and legal studies
- b. Identify and critique national and global forces that have shaped the perspective of others towards people of African descent.

5. **Date of departmental approval:** October 18, 2017

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 411
Course Title	Principles of Virology
Description	An introduction to the science of virology that explores the structure and function of viruses, their lifestyle, their evolved pathways, and their positive as well as negative effects on human population.
Pre/ Co Requisites	BIO 166, BIO 167, BIO 238, and BIO 331
Credits	2
Hours	2
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:

The course will enhance students' knowledge of biological organisms that are causes of numerous diseases and yet play an important role in maintaining the ecosystem of our planet. The course will fulfill the mission of the program by guiding students to practice thinking critically about biological processes.

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

1. identify viral structural components.
2. define the stages of virus replication.
3. explain methods of virus pathogenesis.
4. evaluate the role of viruses.
5. demonstrate the ability to think critically about viral mechanisms through in class discussions and small group activities.
6. apply their attained knowledge to generate a written report and oral presentation.

5. Date of Departmental Approval: October 31, 2017

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Biology
Course Prefix & Number	Bio 175
Course Title	Explorations in Biology Media
Description	Fundamental biological concepts and communication of those and other complex scientific ideas to the public using a variety of multimedia digital platforms. Evaluate scientific claims using quantitative literacy skills; explore how science informs policy making; and, assess how the impact of science on society influences life in the U.S. and globally.
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:** This course will provide a survey of fundamental biological concepts as well as hands-on training in a variety of multimedia tools that will enable students to effectively communicate these concepts and promote science literacy on a variety of media forums. Students will also acquire the training necessary to effectively navigate the evolving landscape of science communications in the 21st century. There is a pressing demand for workers skilled in science communication. Experiential learning: Students will create original scientific-based media content to upload to Lehman College community websites. Students will be exposed to scientific professional and career opportunities through tours and interviews with Bronx academic, research and historical institutions. Students will receive exposure to professional journalism practices by partnering with local media outlets and CUNY campuses (News12 and CUNY School of Journalism/CUNY Graduate Center).

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

- Be conversant on a broad range of topics in Biology and Biomedicine and be skilled in translating complex scientific concepts to a broad audience.
- Be able to apply quantitative literacy skills in analysis of scientific claims, and effectively communicate these analyses.
- Have learned the basics of science communication, including fundamental elements of writing, producing, interviewing, and communicating to the public.
- Organize ideas for written and oral communication
- Extract and assimilate key concepts in science and technology from a literary source

5. **Date of Departmental Approval:** October 18, 2017

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

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

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

2.

Department(s)	Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 430
Course Title	Mobile Programming
Description	Design and implementation of applications running on a mobile platform such as smart phones and tablets. Learn programming languages and development tools for mobile SDKs. Writing code to exercise important features of mobile devices. (May be re-elected for credit as often as the topic changes.)
Pre/ Co Requisites	Prerequisite CMP 338
Credits	4 (may be repeated for a maximum of 8 credits)
Hours	4
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <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:

Mobile devices (Smart Phones, Tablets, Watches, etc...) have become ubiquitous in our daily lives. Learning to program these devices would be a valuable source of employment and/or entrepreneurial opportunities for our Computer Science graduates. Since many colleges have now added similar courses to their Computer Science course offerings, this course would help our majors remain competitive on the job market.

There are several platforms for mobile development. Currently, the two most dominant platforms for mobile devices are Apple's iOS and Google's Android. Since each of these platforms can fill an entire semester, students should be able to repeat the course for credit in order to offer them the opportunity to learn both platforms

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

- Use the platform specific development environment to develop mobile apps.
- Design and develop apps using the Model View Controller (MVC) and other design patterns.
- Program apps in the language of choice for a particular platform. Examples: Java, Objective-C, and/or Swift.
- Ability to design apps that navigate between multiple views.
- Learn to develop applications in an environment with constrained resources, such as screen size, memory, battery, etc.
- Uses Object oriented paradigms in the development of mobile apps.

5. Date of Departmental Approval: October 17, 2017

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Recreation Education, Minor
Effective Term: Fall 2018

1. **Type of Change:** Change in requirements for the minor

2. **From:**

Recreation Minor

Students may complete a minor field with one of the following options:

- a. Recreation
REC 300 History and Philosophy of Recreation
REC 320 Recreation Leadership

AND

Two of the following:

- REC 321 Introduction to Therapeutic Recreation
- REC 360 Special Topics in Recreation
- REC 361 Camp Leadership and Outdoor Recreation
- REC 401 Administration of Recreation Services
- REC 422 Program Planning in Recreation

- b. Therapeutic Recreation
REC 320 Recreation Leadership
REC 321 Introduction to Therapeutic Recreation

AND

Two of the following:

- REC 324 Therapeutic Recreation for Children and Youth
- REC 325 Therapeutic Recreation in Long-term Care
- REC 421 Programs in Therapeutic Recreation Service
- REC 425 Processes and Techniques of Therapeutic Recreation

3. **To:**

Recreation Minor

Students may complete a minor field with one of the following options:

- a. Recreation
 - REC 300 History and Philosophy of Recreation
 - REC 320 Recreation Leadership

AND

Two of the following:

- REC 321 Introduction to Therapeutic Recreation
- REC 360 Special Topics in Recreation
- REC 361 Camp Leadership and Outdoor Recreation
- REC 401 Administration of Recreation Services
- REC 422 Program Planning in Recreation

- b. Therapeutic Recreation
 - REC 320 Recreation Leadership
 - REC 321 Introduction to Therapeutic Recreation

AND

Two of the following:

- REC 324 Therapeutic Recreation for Children and Youth
- REC 325 Therapeutic Recreation in Long-term Care
- REC 421 Programs in Therapeutic Recreation Service
- REC 425 Processes and Techniques of Therapeutic Recreation

c. Special Topics:

This option is available to students who have an interest in a particular area not covered by the above options. Option C must be approved by the Recreation Major Adviser or the coordinator of the Recreation Program.

4. **Rationale:**

Option C Special Topics was erroneously left out of the previous proposal and this new proposal corrects the error.

5. **Date of departmental approval:** April 5, 2017

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

DEPARTMENT OF PHYSICS AND ASTRONOMY

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Astronomy
Course Prefix & Number	AST 306
Course Title	Astrophysics
Description	Selected topics from celestial mechanics and stellar dynamics; stellar energy sources, pulsars, quasars, black holes, and relativistic cosmology.
Pre/ Co Requisites	PREREQ: Either AST 116 or AST 136 ; either PHY 167 or 169; PHY 300 recommended but not required.
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)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Astronomy
Course Prefix & Number	AST 306
Course Title	Astrophysics
Description	Selected topics from celestial mechanics and stellar dynamics; stellar energy sources, pulsars, quasars, black holes, and relativistic cosmology.
Pre/ Co Requisites	PREREQ: <u>MAT 175</u> ; either PHY 167 or 169; PHY 300 recommended but not required.
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:

The previous catalog description listed as a prerequisite a course which no longer exists, AST 116. The prerequisites have been adjusted to meet current needs. In particular calculus has been added to ensure that students have an adequate math background.

5. Date of departmental approval: August 30, 2017

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

DEPARTMENT OF PHYSICS AND ASTRONOMY

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Astrophysics
Course Prefix & Number	PHY 306
Course Title	Astrophysics
Description	Selected topics from celestial mechanics and stellar dynamics; stellar energy sources, pulsars, quasars, black holes, and relativistic cosmology.
Pre/ Co Requisites	PREREQ: Either AST 116 or AST 136 ; either PHY 167 or 169; PHY 300 recommended but not required.
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)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Astrophysics
Course Prefix & Number	PHY 306
Course Title	Astrophysics
Description	Selected topics from celestial mechanics and stellar dynamics; stellar energy sources, pulsars, quasars, black holes, and relativistic cosmology.
Pre/ Co Requisites	PREREQ: MAT 175; either PHY 167 or 169; PHY 300 recommended but not required.
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:

The previous catalog description listed as a prerequisite a course which no longer exists, AST 116. The prerequisites have been adjusted to meet current needs. In particular calculus has been added to ensure that students have an adequate math background.

5. Date of departmental approval: August 30, 2017

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

**DEPARTMENT OF COMPUTER SCIENCE
DEPARTMENT OF PHYSICS AND ASTRONOMY**

CURRICULUM CHANGE

Name of Program and Degree Award: Digital Technology and Electronics, Certificate
Effective Term: Spring 2019

1. **Type of Change:** New Certificate Program

2. **Certificate in Digital Technology and Electronics**

The Certificate in Digital Technology and Electronics consists of 23 course credits covering electronics and computer programming and organization. The courses, offered by the Department of Physics and Astronomy and the Department of Computer Science, lead to a culminating internship or research experience. The Certificate is intended for

- Science majors, especially those interested in experimental science who need a working knowledge of electronic technology
- Computer science majors who want hands-on experience with electronic circuits and their use in computer architecture and engineering
- Students in the sciences and in other fields interested in careers involving digital technology and electronic devices

The Certificate provides students with a working knowledge of analog and digital circuit design, computer architecture and engineering, and both high-level and machine-level computer programming. Students are given the hands-on experience of working in teams to design, construct and program a functioning computer system.

Seven required courses (23 credits total)

Six courses (20 credits) in required physics and computer science courses:

PHY 165*	Applied Physics (5 hours, 4 credits)
PHY 305	Analog Circuits (4 hours, 3 credits)
PHY 315	Digital Circuits and Systems (4 hours, 3 credits)
CMP 167	Programming Methods I (4 hours, 3 credits)
CMP 267	Programming Methods II (4 hours, 3 credits)
CMP 334	Computer Organization (4 hours, 4 credits)

*Students may take PHY 167 or PHY 169 in place of PHY 165.

One course (3 credits) in experiential learning:

either	CMP 487	Internship in Computer Science (3 credits)
or	PHY 487	Internship in Physics (3 credits)
or	PHY 489	Honors Course (for 3 credits)

3. Rationale:

Lehman has seen significant growth in the number of students interested in STEM fields. This growth has occurred across the board, in physics and the natural sciences but most strikingly in computer science. There has also been a steady increase in the number of Lehman students who wish to pursue engineering degrees. This Certificate program takes a step towards addressing the educational needs and career objectives of many of these students, since digital electronics is foundational for computer science, much of modern engineering and almost all contemporary science experiments. The Certificate provides opportunities for hands-on learning and incorporates an internship or research experience. It opens up career paths involving digital technology and electronics by combining the theory and practice of electronics and digital technology and providing the foundational career-readiness skills of team problem-solving and complex task management. Note: CMP 334 has as prerequisites CMP 167 and CMP 232 or departmental permission. CMP 232 has not been included in the certificate since much of the discrete math it covers is not required for electronics. Students will be granted departmental permission as needed so they do not have to take CMP 232.

4. Date of departmental approval:

Computer Science: October 17, 2017

Physics and Astronomy: August 30, 2017

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

DEPARTMENT OF PHYSICS AND ASTRONOMY

CURRICULUM CHANGE

Name of Program and Degree Award: Digital Technology and Electronics, Minor
Effective Term: Spring 2018

1. **Type of Change:** New Minor

2. **Minor in Digital Technology ad Electronics**

The Minor in Digital Technology and Electronics consists of 20 course credits covering electronics and computer programming and organization. The courses are offered by the Department of Physics and Astronomy and the Department of Computer Science.

The Certificate is intended for

- Science majors, especially those interested in experimental science who need a working knowledge of electronic technology
- Computer science majors who want hands-on experience with electronic circuits and their use in computer architecture and engineering
- Students in the sciences and in other fields interested in careers involving digital technology and electronic devices

The Minor provides students with a working knowledge of analog and digital circuit design, computer architecture and engineering, and both high-level and machine-level computer programming. Students are given the hands-on experience of working in teams to design, construct and program a functioning computer system.

Six required courses (20 credits total)

PHY 165*	Applied Physics (5 hours, 4 credits)
PHY 305	Analog Circuits (4 hours, 3 credits)
PHY 315	Digital Circuits and Systems (4 hours, 3 credits)
CMP 167	Programming Methods I (4 hours, 3 credits)
CMP 267	Programming Methods II (4 hours, 3 credits)
CMP 334	Computer Organization (4 hours, 4 credits)

*Students may take PHY 167 or PHY 169 in place of PHY 165.

4. **Rationale:**

Lehman has seen significant growth in the number of students interested in STEM fields. This growth has occurred across the board, in physics and the natural sciences but most strikingly in computer science. There has also been a steady increase in the number of Lehman students who wish to pursue engineering degrees. This Minor takes a step towards addressing the educational needs and career objectives of many of these students, since digital electronics is foundational for computer science, much of modern engineering and almost all contemporary science experiments. The Minor

provides opportunities for hands-on learning. It will open up career paths involving digital technology and electronics by combining the theory and practice of electronics and digital technology and providing the foundational career-readiness skills of team problem-solving and complex task management. The Minor will complement the proposed Certificate in Digital Technology and Electronics. The Certificate differs by including a capstone internship experience. Thus the Minor will provide flexibility to students who for whatever reason are not able to embark on an internship.

5. **Date of departmental approval:** August 30, 2017

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

DEPARTMENT OF PHYSICS AND ASTRONOMY

CURRICULUM CHANGE

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

2.

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Physics
Course Prefix & Number	PHY 165
Course Title	Applied Physics
Description	A one-semester calculus-based survey of physics and its applications. Motion, force and energy. Electrostatic force, electric potential and simple electrical circuits. Note: intended for students who need basic training in physics but are not planning to major in the physical sciences.
Pre/ Co Requisites	MAT 175
Credits	4
Hours	5 (3 lecture, 2 lab)
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:

This course is intended for students who would benefit from a rigorous one-semester survey of physics and its applications. This includes students in applied mathematics and computer science who need a basic grounding in physical laws. It prepares these students to address problems involving basic physical phenomena.

4. Learning Outcomes:

Students will be expected to formulate and solve basic physical problems involving mechanics, electricity and electrical circuits using calculus as the appropriate mathematical tool. Students will conduct laboratory experiments to carry out measurements and gain hands-on experience with these physical phenomena.

5. Date of Departmental Approval: August 30, 2017

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

DEPARTMENT OF PHYSICS AND ASTRONOMY

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Physics
Course Prefix & Number	PHY 305
Course Title	Digital electronics
Description	Design of digital electronic circuits. Binary, octal, and hexadecimal number systems, Boolean algebra and logic gates, combinational logic (adders, subtractors, etc.), synchronous sequential logic, registers, counters, memory units, digital integrated circuits.
Pre/ Co Requisites	PREREQ: CMP 230 or CIS 166 or permission of the Department.
Credits	3
Hours	4 (2 lecture, 2 lab)
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 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)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Physics
Course Prefix & Number	PHY 305
Course Title	<u>Analog circuits</u>
Description	<u>Principles of analog electrical and electronic circuits. Circuit analysis, RC and LC circuits, filters, diodes, transistors and op amps.</u>
Pre/ Co Requisites	PREREQ: <u>PHY 165 or PHY 167 or PHY 169</u>
Credits	3
Hours	4 (2 lecture, 2 lab)
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:

Electronics have become pervasive in modern society. They provide the foundation for all modern computing and communication devices and they are used extensively in all contemporary scientific experiments. The existing one-semester format for this course is not adequate to cover the material. So this course is being re-designed to form a two-course sequence in electronics in conjunction with PHY 315. PHY 305 will cover analog circuits and PHY 315 will go on to introduce digital circuits and systems. These courses are intended to serve majors in physics, computer science and other fields who require familiarity with electronics for their majors or as preparation for their future careers.

5. Date of departmental approval: August 30, 2017

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

DEPARTMENT OF PHYSICS AND ASTRONOMY

CURRICULUM CHANGE

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

2.

Department(s)	Physics and Astronomy
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	Digital electronics
Course Prefix & Number	PHY 315
Course Title	Digital Circuits and Systems
Description	The design and construction of digital electronic systems. Combinational logic, sequential logic, arithmetic and memory units, computer systems design.
Pre/ Co Requisites	Prereq: PHY 305 and CMP 334 or departmental permission.
Credits	3
Hours	4 (2 lecture, 2 lab)
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:** Digital electronics have become pervasive in modern society. They provide the foundation for all modern computing and communication devices and they

are used extensively in all contemporary scientific experiments. This course is designed to extend and deepen understanding of material begun in PHY 305, the pre-req, to form a two-course sequence in digital electronics. This course is intended to serve majors in physics, computer science and other fields who require familiarity with digital electronics for their majors or as preparation for their future careers.

4. **Learning Outcomes:**

Students will:

- Demonstrate familiarity with the components of modern digital electronic systems and with the methodologies used to design them.
- Design, build and test a variety of digital electronic systems, from simple logic circuits to a microcomputer.
- Demonstrate ability with common laboratory equipment used in testing electronic circuits.

5. **Date of Departmental Approval:** August 30, 2017

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

**DEPARTMENT OF PHYSICS AND ASTRONOMY
DEPARTMENT OF COMPUTER SCIENCE**

CURRICULUM CHANGE

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

2.

Department(s)	Physics and Astronomy, Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Quantum information science and quantum computing
Course Prefix & Number	PHY 320 (CMP) 320
Course Title	Quantum Computer Science
Description	An elementary introduction to quantum information science and quantum computing for majors in computer science, physics, and mathematics. The linear algebra of quantum mechanics, bits versus qubits, quantum cryptography, quantum teleportation, quantum gates and quantum computing, the Grover search algorithm.
Pre/ Co Requisites	MAT 313
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 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:** Quantum information science and computing is a field that has burgeoned into prominence over the past two decades, an interdisciplinary field combining elements of physics, computer science, and mathematics. There is increasing curiosity about this field among undergraduates in the above mentioned fields, and this course is designed to fulfill and further stimulate that curiosity. Several colleges and universities have already introduced undergraduate courses in this subject, but Lehman would be the first to do so at CUNY.

Since the subject matter is by its nature interdisciplinary, and since the course material is relevant to students in both computer science and physics, we propose to cross-list the course as both PHY 320 and CMP 320.

The required elements of quantum mechanics will be included as part of the course. Hence there will be no quantum physics pre-requisite.

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

Students will come to understand the unique features and advantages of quantum information processing as compared to what is possible by standard information technology. Students will be able to mathematically describe the operation and outcomes of various processes and be able to solve elementary problems pertaining to these outcomes.

5. **Date of Departmental Approval**

Computer Science: October 17, 2017

Physics and Astronomy: August 30, 2017

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

DEPARTMENT OF PHYSICS AND ASTRONOMY

CURRICULUM CHANGE

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

2.

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Physics
Course Prefix & Number	PHY 487
Course Title	Internship in Physics
Description	On-the-job training in a public or private institution. NOTE: Not allowed for credit toward the B.A. in Physics.
Pre/ Co Requisites	Prior approval of Department Chair.
Credits	3 (maximum of 6 credits)
Hours	
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:**

Internships provide valuable training that complements classroom learning. They can help students refine their career goals and can open up new career pathways. This

course enables students to receive academic credit while carrying out an internship under faculty supervision.

4. Learning Outcomes:

Students will gain real-world experience by conducting an internship at a public or private institution. They will use their classroom knowledge and will develop new skills required to successfully complete their internship. The exact nature of these skills will depend on the internship. Student learning outcomes will be evaluated by the faculty supervisor at the completion of the internship, based on (i) a log of activities kept by the student, (ii) a report written by the student at the completion of the internship, (iii) a report submitted by the student's work supervisor.

5. Date of Departmental Approval: August 30, 2017

Instructor: Dan Kabat
office: Gillet 131, office phone x8773
email: daniel.kabat@lehman.cuny.edu

Office hours: Monday and Wednesday, noon – 1pm

Textbooks:

Douglas Giancoli, *Physics*, seventh edition

Package options in the bookstore for Giancoli 7e + Mastering:

Looseleaf Book + Mastering Physics (ISBN 9780321929013): \$221.25

Hardback Book + Mastering Physics (ISBN 9780321625915): \$310.25

Online-only options (www.masteringphysics.com):

Mastering Physics + eBook: \$115.95 (good for 24 months)

Mastering Physics without eBook: \$68.95 (good for 24 months)

Lab manual – available in the department office, or available on-line at
<http://www.lehman.cuny.edu/faculty/kabat/manuals.html>

Grading: midterms 45%
 final exam 25%
 homework 10%
 laboratory 20%

Midterms: there will be three midterm exams, tentatively scheduled for

Feb. 29 – March 30 – May 9

Exams are closed book and closed notes. You can bring one $8\frac{1}{2} \times 11$ sheet with formulas on it. Each midterm counts for 15% of your grade. There are no make-up exams except for documented medical emergencies.

Final: there will be a comprehensive final exam, date to be announced.

I expect you to do your own work on exams. It's not acceptable to copy someone else's work, or to let someone else copy from you. Calculators are allowed, but cell phones, laptops and all other devices are prohibited.

Homework: will be done through an online system called Mastering Physics. You'll probably save some money if you buy a book that comes with a Mastering Physics access code, rather than purchase the access code separately. I usually assign homework on Thursdays, due Sunday the following week. Homework is due on the date assigned. I don't accept late homework.

Laboratory: attendance at the weekly laboratory is mandatory. Department policy is that students who are absent from more than two labs will fail the course. Labs can only be made up for documented medical emergencies, and only during the week they're originally scheduled. If you miss a lab let me and your lab instructor know as soon as possible.

Grading policy

Letter grades will be assigned according to the guidelines

A = 90 – 100

B = 80 – 90

C = 65 – 80

D = 50 – 65

F = below 50

The cutoffs for +’s and –’s will be decided at the end of the semester.

Tutoring

Tutoring is available in the Science Learning Center, Gillet 133. Textbooks and study questions are available. Hours for this course will be posted on the door.

Supplemental Instruction

Hyrjana Dibra will be providing supplemental instruction for this course. Hyrjana will provide more information about the SI program.

Learning objective

This course provides a one-semester survey of physics and its applications. It emphasizes the basic concepts of motion and energy and develops the techniques needed to understand electrical circuits. After taking this course you’ll be able to analyze and solve quantitative physics problems involving mechanics, or objects in motion, and you’ll be able to analyze and solve simple electrical circuits. In the associated laboratory you will work in groups to carry out experiments and make measurements to reinforce your understanding of the material.

Course outline and schedule

Here's a tentative schedule for the semester.

dates	topic	chapter	sections
2/1, 2/3	math review, units	1	1,3,4,5,6
2/8, 2/10, 2/17	velocity and acceleration	2	1,2,3,4,5,6,7
2/22, 2/24	vectors, projectile motion	3	1,2,4,5,6
2/29	exam 1	–	–
3/2, 3/7, 3/9, 3/14	Newton's laws	4	1,2,3,4,5,6,7,8
3/16, 3/21, 3/28	work and energy	6	1,3,4,6,7,8,10
3/30	exam 2	–	–
4/4, 4/6	electric charge, Coulomb's law	16	1,2,3,5,6,7,8
4/11, 4/13	electric potential	17	1,2,5,7,8,9
4/18, 4/20	current, Ohm's law	18	2,3,4,5
5/2, 5/4	circuits	19	2,3,6
5/9	exam 3	–	–
5/11, 5/16, 5/18	motion in 3-D	–	–

No class on 2/15, 3/23, 4/25, 4/27.

Attendance will be taken at each class. A sign-up sheet will be passed around.

Physics 305 - Electronics (Fall 2016)

December 13, 2016

1 Instructor and class times

Thomas Paul
thomas.paul@lehman.cuny.edu
Office : Gillet 335
Office hours : Monday 2-3 PM, or by appointment.

Classes are held Tuesdays from 2:00 - 2:50 and Fridays from 2:50-4:30 in Gillet 331. (Friday is nominally the lab day, since we have more time then.)

2 Course format

This is the first part of a 2-semester hybrid lecture/laboratory 2-semester course in electronics for the sciences. The course is meant to be suitable for undergraduate physics majors, students from other scientific disciplines who require some electronics background and students in fields that require computer programming who could benefit from a better understanding of what is “under the hood” of the devices they work with. The goal is to approach the subject in a no-nonsense style, focusing on practical ways to understand and design analog and digital electronics circuits. The first semester focuses mostly on analog devices, and the second focuses on digital electronics, including interfacing analog and digital devices. In principle, it’s possible to take just the analog or just the digital section, though following the digital section alone will be more difficult without doing the analog section first. There won’t be much emphasis on formal analysis of AC circuits or power engineering, since nowadays the most quickly evolving application of electronics is in dealing with information.

The idea is to proceed incrementally from rudimentary circuit design up to construction of a functioning microcomputer on a breadboard by the second semester, complete with communication between analog and digital devices. The course should also (eventually) make you comfortable with common laboratory equipment like oscilloscopes, function generators, power supplies, and so forth. You’ll also get plenty of experience with common electronic components.

Though there is no way to treat the material with the rigor one would apply several terms of electrical engineering studies, the course should still provide you

with the tools needed to understand and design actual, useful circuits. Topics of purely academic interest will be avoided, in favor of focus on the types of analog and digital electronics circuits used by practicing scientists and engineers.

A course of this type can be rather time-consuming. You'll find yourself spending a fair amount of time pushing things into breadboards – but on the positive side, this can sometimes be welcome therapy after pondering a difficult problem. One of the skills a course like this usually helps to develop is troubleshooting capacity. Except for the simple circuits, nothing is going to work on the first try. You should work on developing a systematic approach to isolating problems. This kind of troubleshooting skill is also useful in debugging complex computer programs.

3 Text

The required text is “Learning the Art of Electronics” by Thomas C. Hayes (ISBN-13: 978-0521177238), which lists on Amazon for \$64.59. This book is reasonably self-contained, with both explanations of the concepts as well as worked problems and the laboratory exercises we're planning to follow. If you want to really dig into the details, you could also consider picking up a copy of the colossal “The Art of Electronics” by Paul Horowitz and Winfield Hill (either the 2'nd or 3'rd edition). You might be able to get an inexpensive used copy of the 2'nd edition. The authors of these books have vast experience in the field and appear to know everything there is to know about electronics. The text “Practical Electronics for Inventors” by Paul Scherz and Simon Monk also has concise explanations of many of the concepts relevant to the course.

4 Grades

Grades will be based on two midterm exams (20% each) a final exam (30%), weekly homework assignments (15%) and a “general impression” grade (15%) which will depend on how dilligent you are trying the labs, and will involve keeping a lab notebook. See section 5 for more details on the lab notebook. Although this “general impression” counts only for 15% of the grade, you will have to actually show up on lab days and try the labs to actually pass the course.

If you have a serious conflict with the date of the final exam, you'll have to let me know at least 1 month prior in order to make arrangements for that.

5 Labs

Laboratory work should be conducted in groups of 2 to 3 students. Formal lab reports aren't required, since in practice scientists and engineers typically record notes about their day-to-day field work in a notebook, not a publication. Instead of lab reports, each student should keep a lab notebook with drawings of

the circuits built, brief explanations of the circuits and answers to the questions posed in the lab text. It doesn't need to be a work of art, but it should be coherent enough to go back to as your future self in case you need to remind yourself how a circuit works. I'd suggest buying a hatch-ruled notebook to record your notes. You can get one at the Lehman bookshop for about \$4.

If possible, we'll have an open-door policy to the lab, such that you will be able to access the lab space if other classes are not in session there.

Your electronic equipment will be stored in the classroom. You should label you and your partner's breadboard, as some labs build on previous ones, and you may not necessarily want to disassemble all your circuitry at the end of each lab period.

It is absolutely imperative that you do your part to keep the lab space tidy. This classroom is used by other groups, so you cannot leave an unreasonable mess.. Components that you remove from your breadboards must be returned to the *correct* cabinet drawer, as a common courtesy. I know it's hard, but it must be done.

6 Approximate schedule

The course will nominally comprise one lecture and one lab per one-week period. Since some labs take longer than others, it might be necessary to shift the schedule to accommodate this. However the following deadlines always apply :

- Homework will be handed out on the lecture day and is due 1 week later. Late homework won't be graded.
- Exams can only be made up in case of an emergency. If you have to miss an exam, please notify me an advance if possible.

The provisional schedule is below. Note that during the class we might have to make a few course corrections depending on which labs/concepts are found to be more difficult or easy than expected. The goal is more to learn something than to stick exactly to the proposed schedule.

Analog Circuits (1'st semester)

Week 1	Friday	25 August	Course organization, introduction, voltage, current, resistance, voltage divider, input and output impedance, Thévenin equivalent
	Tuesday	29 August	Continuation of introductory material
	Friday	1 September	Lab
Week 2	Tuesday	5 September	capacitors and RC circuits, filters, coupling
	Friday	8 September	Lab

Week 3	Tuesday Friday	12 September 15 September	diodes, rectifiers, LC circuits Lab
Week 4	Tuesday Friday	19 September 22 September	bipolar transistors 1: emitter follower, input/output impedance, common emitter amplifier NO CLASS
Week 5	Tuesday Friday	26 September 29 September	Lab NO CLASS
Week 6	Tuesday Friday	3 October 6 October	bipolar transistors 2 : Ebers-Moll model, difference amplifier Lab
Week 7	Tuesday Friday	10 October 13 October	review midterm 1
Week 8	Tuesday Friday	17 October 20 October	Op amps 1 : golden rules, negative feedback, amplifiers Lab
Week 9	Tuesday Friday	24 October 27 October	Op Amps 2 : op amp imperfections, integrator, differentiator, difference amplifier Lab
Week 10	Tuesday Friday	31 October 2 November	Op Amps 3 : Positive feedback, relaxation oscillator, Schmitt trigger, 555 oscillator Lab
Week 11	Tuesday Friday	7 November 10 November	Lab catchup (op amps) Lab catchup (op amps)
Week 12	Tuesday Friday	14 November 17 November	PID motor control Lab
Week 13	Tuesday Friday	21 November 24 November	MOSFETS NO CLASS
Week 14	Tuesday Friday	28 November 1 December	Lab Lab
Week 15	Tuesday Friday	5 December 8 December	review Midterm 2
Week 16	Tuesday Friday	12 December NO CLASS	review
Week 17	14-20	Finals week	

Physics 315 - Electronics (Spring 2017)

December 13, 2016

1 Instructor and class times

Thomas Paul
thomas.paul@lehman.cuny.edu
Office : Gillet 335
Office hours : Monday 2-3 PM, or by appointment.

Classes are held Tuesdays from 2:00 - 2:50 and Fridays from 2:50-4:30 in Gillet 331. (Friday is nominally the lab day, since we have more time then.)

2 Course format

This is the second part of a 2-semester hybrid lecture/laboratory 2-semester course in electronics for the sciences. The course is meant to be suitable for undergraduate physics majors, students from other scientific disciplines who require some electronics background and students in fields that require computer programming who could benefit from a better understanding of what is “under the hood” of the devices they work with. The goal is to approach the subject in a no-nonsense style, focusing on practical ways to understand and design analog and digital electronics circuits. The first semester focuses mostly on analog devices, and the second focuses on digital electronics, including interfacing analog and digital devices. In principle, it’s possible to take just the analog or just the digital section, though following the digital section alone will be more difficult without doing the analog section first. There won’t be much emphasis on formal analysis of AC circuits or power engineering, since nowadays the most quickly evolving application of electronics is in dealing with information.

The idea is to proceed incrementally from rudimentary circuit design up to construction of a functioning microcomputer on a breadboard by the second semester, complete with communication between analog and digital devices. The course should also (eventually) make you comfortable with common laboratory equipment like oscilloscopes, function generators, power supplies, and so forth. You’ll also get plenty of experience with common electronic components.

Though there is no way to treat the material with the rigor one would apply several terms of electrical engineering studies, the course should still provide you

with the tools needed to understand and design actual, useful circuits. Topics of purely academic interest will be avoided, in favor of focus on the types of analog and digital electronics circuits used by practicing scientists and engineers.

A course of this type can be rather time-consuming. You'll find yourself spending a fair amount of time pushing things into breadboards – but on the positive side, this can sometimes be welcome therapy after pondering a difficult problem. One of the skills a course like this usually helps to develop is troubleshooting capacity. Except for the simple circuits, nothing is going to work on the first try. You should work on developing a systematic approach to isolating problems. This kind of troubleshooting skill is also useful in debugging complex computer programs.

3 Text

The required text is “Learning the Art of Electronics” by Thomas C. Hayes (ISBN-13: 978-0521177238), which lists on Amazon for \$64.59. This book is pretty self-contained, with both explanations of the concepts as well as worked problems and the laboratory exercises we're planning to follow. If you want to really dig into the details, you could also consider picking up a copy of the colossal “The Art of Electronics” by Paul Horowitz and Winfield Hill (either the 2'nd or 3'rd edition). You might be able to get an inexpensive used copy of the 2'nd edition. The authors of these books have vast experience in the field and appear to know everything there is to know about electronics. The text “Practical Electronics for Inventors” by Paul Scherz and Simon Monk also has concise explanations of many of the concepts relevant to the course.

4 Grades

Grades will be based on two midterm exams (20% each) a final exam (30%), weekly homework assignments (15%) and a “general impression” grade (15%) which will depend on how dilligent you are trying the labs, and will involve keeping a lab notebook. See section 5 for more details on the lab notebook. Although this “general impression” counts only for 15% of the grade, you will have to actually show up on lab days and try the labs to actually pass the course.

If you have a serious conflict with the date of the final exam, you'll have to let me know at least 1 month prior in order to make arrangements for that.

5 Labs

Laboratory work should be conducted in groups of 2 to 3 students. Formal lab reports aren't required, since in practice scientists and engineers typically record notes about their day-to-day field work in a notebook, not a publication. Instead of lab reports, each student should keep a lab notebook with drawings of

the circuits built, brief explanations of the circuits and answers to the questions posed in the lab text. It doesn't need to be a work of art, but it should be coherent enough to go back to as your future self in case you need to remind yourself how a circuit works. I'd suggest buying a hatch-ruled notebook to record your notes. You can get one at the Lehman bookshop for about \$4.

If possible, we'll have an open-door policy to the lab, such that you will be able to access the lab space if other classes are not in session there.

Your electronic equipment will be stored in the classroom. You should label you and your partner's breadboard, as some labs build on previous ones, and you may not necessarily want to disassemble all your circuitry at the end of each lab period.

It is absolutely imperative that you do your part to keep the lab space tidy. This classroom is used by other groups, so you cannot leave an unreasonable mess.. Components that you remove from your breadboards must be returned to the *correct* cabinet drawer, as a common courtesy. I know it's hard, but it must be done.

6 Approximate schedule

The course will nominally comprise one lecture and one lab per one-week period. Since some labs take longer than others, it might be necessary to shift the schedule to accommodate this. However the following deadlines always apply :

- Homework will be handed out on the lecture day and is due 1 week later. Late homework won't be graded.
- Exams can only be made up in case of an emergency. If you have to miss an exam, please notify me an advance if possible.

The provisional schedule is below. Note that during the class we might have to make a few course corrections depending on which labs/concepts are found to be more difficult or easy than expected. The goal is more to learn something than to stick exactly to the proposed schedule.

Digital Circuits and Systems

Week 1	Tuesday Friday	30 January 3 February	Organization, MOSFET switches Lab
Week 2	Tuesday Friday	7 February 10 February	Logic gates Lab
Week 3	Tuesday Friday	14 February 17 February	NO CLASS NO CLASS
Week 4	Tuesday Friday	21 February 25 February	Counters Lab
Week 5	Tuesday Friday	28 February 3 March	Memory Lab

Week 6	Tuesday Friday	7 March 10 March	review Midterm 1
Week 7	Tuesday Friday	14 March 17 March	Analog to Digital, PLL Lab
Week 8	Tuesday Friday	20 March 24 March	Microprocessors 1 Lab
Week 9	Tuesday Friday	27 March 31 March	Microprocessors 2, I/O Lab
Week 10	Tuesday Friday	4 April 7 April	Microprocessors 3, timers, PWM Lab
Week 11	Tuesday Friday	11 April 14 April	NO CLASS NO CLASS
Week 12	Tuesday Friday	18 April 21 April	NO CLASS Lab open for catch up
Week 13	Tuesday Friday	25 April 28 April	Microprocessors 4, interrupts, ADC and DAC Lab
Week 14	Tuesday Friday	2 May 5 May	Microprocessors 5, serial busses Lab
Week 15	Tuesday Friday	9 May 12 May	review midterm 2
Week 16	Tuesday Friday	16 review 19 NO CLASSES	
Week 17	20-26 May	Finals week	

Phy 487 – Internship in Physics – Spring 2016

This course gives academic credit for carrying out an internship under faculty supervision.

PLEASE NOTE: you must meet with the internship coordinator, and you must have an approved internship lined up, before you will be given permission to register for this course.

Internship coordinator

Dan Kabat
office: Gillet 131, office phone x8773
email: daniel.kabat@lehman.cuny.edu
office hours: Monday and Wednesday, noon – 1pm

Grading

A grade will be assigned at the end of the course based on the following three components.

1. Students are required to maintain a daily log in which they keep a brief record of their work activities, including problems encountered and progress achieved.
2. A written report from the student is due at the end of the semester. A template for the report can be found on the next page.
3. At the end of the semester a written evaluation report will be solicited from your work supervisor.

Learning objective

In this course you gain real-world experience by conducting an internship at a public or private institution. You will make use of your classroom knowledge and you will develop the new skills required to successfully carry out your internship.

A typed written report is due at the end of the semester. It must be at least two pages long and must address the following topics.

1. Describe the location and job duties of your internship.
2. What did you achieve during your internship? What problems did you encounter?
3. What did you learn from your internship?
4. How has the internship affected your future plans?

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

DEPARTMENT OF PSYCHOLOGY

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Psychology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Psychology
Course Prefix & Number	PSY 307
Course Title	Research in Social Psychology
Description	Use of laboratory and field techniques in the investigation of social psychological topics such as attitudes, conformity, social interaction, altruism, and ethics of research. Individual and group research projects in the laboratory and in the community where possible.
Pre/ Co Requisites	PSY 226 and PSY 330
Credits	4
Hours	6
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)	Psychology
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	Psychology
Course Prefix & Number	PSY 307
Course Title	Research in Social Psychology
Description	Use of laboratory and field techniques in the investigation of social psychological topics such as attitudes, conformity, social interaction, altruism, and ethics of research. Individual and group research projects in the laboratory and in the community where possible.
Pre/ Co Requisites	PSY 226 and PSY <u>260</u>
Credits	4
Hours	6
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

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

PSY 330 was changed to PSY 260.

5. Date of departmental approval: October 16, 2017

**LEHMAN COLLEGE
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DEPARTMENT OF PSYCHOLOGY

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Psychology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Psychology
Course Prefix & Number	PSY 430
Course Title	Seminar in Social Psychology
Description	Examination of the application of psychological concepts and research to contemporary social and cultural issues.
Pre/ Co Requisites	PSY 330
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)	Psychology
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	Psychology
Course Prefix & Number	PSY 430
Course Title	Seminar in Social Psychology
Description	Examination of the application of psychological concepts and research to contemporary social and cultural issues.
Pre/ Co Requisites	PSY <u>260</u>
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

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

PSY 330 was changed to PSY 260.

5. Date of departmental approval: October 16, 2017

CAEAS Resolution for Senate Session December 6, 2017

Resolved, that in service of our mission at Lehman College to serve the Bronx and surrounding region, and to provide undergraduate studies in the liberal arts and sciences and professional areas, the Division of Enrollment Management and the Senate Committee on Admissions, Evaluation and Academic Standards commit to continuous and frequent consultation in order to examine quantitative and qualitative data concerning all admissions vehicles available to CUNY institutions;

Resolved, that progress reports reflecting data on Regular Admissions; Search for Education, Elevation and Knowledge; and Opportunities for Student Success vehicles be shared with the Senate throughout the year;

Resolved, that CAEAS will work with the Administration to formulate clear admissions policies and criteria which reflect our 90 x 30 mission, ensuring shared governance and resulting in practices which best support all of our students, to be presented to the Senate for its approval by December, 2018.



Library Technology and Telecommunications Senate Committee Meeting

Meeting Date: November 27, 2017

Attendance: Ron Bergmann, Stephen Castellano, Sherry Deckman, Raymond Diaz, Michelle Ehrenpreis, Stefanie Havelka, Stacy Katz, Anna Luerssen, Kenneth Schlesinger, Olena Zhadko

Student Senator Representatives: No Student Senators Present at Meeting of 11/27/2017

Excused: Vincent Sandella, Assistant VP/ITR, Edi Ruiz

Library Report:

Library recently acquired [Sage Research Methods](#) as new resource in database offerings. Centered around research design and methods, it guides users from beginning to end in research process using books, videos, reference materials, datasets, and project planners.

Library announces 24-Hour Study Hall during Final Exams from December 6-20.

Library Amnesty will be available December 15-31, where Overdue Books may be returned without fines.

Final Reading of semester will be Brad Schoenfeld's *Science and Development of Muscle Hypertrophy*, Wednesday, December 13, 1:00 - 2:00 PM in Library Treehouse.

Division of Information Technology:

CUNY IT Conference – Several Lehman presentations were made by Lehman at the CUNY-wide IT Conference held at John Jay College on November 30th and December 1st. Presentations included the Student Success Dashboard, and Lehman 360 among others. I am proud to announce that Lehman 360 received the CUNY Excellence in Technology Award for Collaboration. Lehman 360 is currently available to students and will be launched today for Faculty.

The Student Tech Fee call for proposals was sent two weeks ago. Proposals are being developed now with divisional submissions to the Tech Fee Committee due in February.

Blackboard Report

Blackboard Upgrade will take place on December 28th @ 12:01am-December 29th @ 5pm. During the Upgrade, Bb will be UNAVAILABLE to the community. Please plan accordingly. The Registrar reports that Final Grades for the Fall semester are due on December 27th.

Online Education

Faculty are invited to participate in the Online Course Readiness Review Program for Online and Hybrid Courses. Please keep an eye on your e-mail for additional details coming soon.

Respectfully submitted,

Stefanie Havelka and Stephen Castellano
Co-Chairs