

1 LEHMAN COLLEGE

2 The City University of New York

3 Lehman College Senate Meeting Minutes

4 Wednesday, April 19, 2023, at 3:45 PM

5 Carman Hall, B-04

6 **Senators Present:** Akinkuolie-Ibidapo, Oluwatimilehin O.; Alli, Alesha; Amargo, Zef A.; Austin,
7 Laurie; Banks, Ronald; Bettiol, Renato; Brijmohan, Stefanie; Brown, Kimarea; Brownson, Carl;
8 Burton-Pye, Benjamin; Busby, Aziza; Campeanu, Sandra; Clapp, Joseph; Contreras, Maria
9 Guadalupe; Fakhouri, Sameh; Fera, Joseph; Finger, Richard; Forde, Althea; Fulakeza, Steven; Gil,
10 Marianni M.; Gorokhovich, Yuri; Guerrero-Berroa, Elizabeth; Harrison, Elgloria; Holtzman,
11 Benjamin; Kalb Aryeh B.; Latchman, Frederice Y.; Mahon, James; Markens, Susan; Marmolejos,
12 Frankelly; McKenna, Christine; Mills, Pamela; Moalem, Lisa; Mohorcich, Joseph; Murphy, Brian;
13 Murray, Monique; Neumayer, Christine; O’Boy, Deirdre; Oberlin, Douglas; Palacios, Hillary;
14 Parmar, Rene; Payan, Juan Jesus; Pillcorema, Kelly A.; Pitts, Wesley; Prince, Penny; Prohaska,
15 Vincent; Rashid, Emani Z.; Reynoso, Krystal; Rice, Anne; Rivera, Steven J.; Rodrigues, Semia;
16 Roldos, Maria Isabel; Ruiz, Ediltrudys; Samuel, Lalitha; Santiago, Xavier T.; Schlesinger, Kenneth;
17 Seeram, Selina; Sisselman-Borgia, Amanda; Sofianos, Eva; Urquiza Riveroll, Ana Rebeca; Vann,
18 Maurice, Wang, Hsien-Tseng; Waring, Elin; Wills-Jackson, Celestial; Wright, Jermaine; Yavuz,
19 Devrim.

20
21 **Senators Absent:** Aisemberg, Gabriel; Amend, Allison; Baraldi, Carole; Bishop, Shirley; Chen-
22 Hayes, Stuart; Cooper, Wendell; Delgado, Fernando; Di Raimo, Susan; Dominquez, Victoria; Dozier,
23 Ja-el Lucina; Farrell, Robert; Ford, Gary; Gerry, Christopher; Heyaime, Jose Pedro ; Hurley, Dene;
24 Hyman, David; Kareemuddin, Zainab B.; Khatun, Taslima; Kurup, Vasundara; MacDonna, Patricia
25 M.; MacKillop, Jane; Nwosu, Peter; Ohmer, Sarah; Ongley, John; Ramsundar, Sanjay; Rosario,
26 Yvette; Rotolo, Rene; Schwittek, David; Smith, Sunyata; Stein Smith, Sean; Zhao, Liang.

27
28 The meeting was called to order at 3:51 p.m. by Chair of the College Senate, Prof. Joseph Fera.
29 President Fernando Delgado was not present due to a meeting conflict.
30

31 **1. Approval of the Minutes**

32 The minutes of the March 1, 2023, College Senate were approved by unanimous voice vote.
33

34 **2. Announcements and Communications**

35 **a. Report of the President—**

36 There was none.
37
38

39 **b. Student Legislative Assembly—**
40

41 Frankelly Marmolejos presented.

- 42 • Last Monday, there was a successful “Pajama/Pizza” party. Self-care bags were given
- 43 out.
- 44 • Spring Fest is currently going on.
- 45 • SGA elections are currently going on.
- 46 • An “Anonymous Listening Survey” is currently going on. This survey informs
- 47 Lehman College as to what their students are experiencing. The goal is 500 responses.

48

49 **3. REPORTS OF STANDING COMMITTEES**

50 **1. Graduate Studies**

- 51 a. Professor Lalitha Samuel presented proposals for the following departments: Department
- 52 of Counseling, Leadership, Literacy and Special Education, Department of Exercise
- 53 Sciences and Recreation and the Department of Health Promotion and Nutrition
- 54 Sciences. There were no questions and Professor Fera moved for a vote. The proposals
- 55 were approved by a unanimous voice vote.
- 56 b. Informational Item from the Department of Counseling, Leadership, Literacy and Special
- 57 Education, which was discussed and approved by the Graduate Studies Committee.

58

59 The next meeting is scheduled for Wednesday, May 3, 2023, at 11:00 a.m. via Zoom.

60

61 **2. Governance Committee**

62 Professor Joseph Fera presented for the Governance Committee.

- 63 a) Senator At-Large Elections are taking place for faculty (part-time and full-time). The
- 64 Weighted Nomination Round ends as of April 19, 2023, but will be extended an extra
- 65 day. The Governance Committee will reach out to those people who receive enough
- 66 nominations to be on the ballot. Weighted Election Round will be May 1, 2023- May
- 67 15, 2023. This is all done online.
- 68 b) Election of Student Committee Members - Professor Joseph Fera presented the slate
- 69 of students nominated to serve as Student Committee members. Professor Fera opened

70 the floor for additional nominations. There were none. Professor Fera then moved to
71 a vote and all nominees were elected by a unanimous voice vote.

72 c) Proposed Senate Bylaw Amendments – Professor Susan Markens made these
73 announcements. Language-based changes were presented. The Committee was
74 unanimous about the changes and Professor Markens moved for adoption of the
75 proposed amendments to the Bylaws. Professor Fera opened the floor regarding the
76 following articles and lines of the Bylaws: Article 1 (line 4 - 64), Article 2 (line 73 -
77 129), Article 3 (line 155 - 218), Article 4 (line 232 - 568). There were no objections
78 to these articles and lines. Professor Fera moved for a single voice vote to adopt the
79 amendments and changes to the Bylaws. The Bylaws as amended were passed by a
80 unanimous voice vote.

81 d) The Governance Committee meeting for April 20, 2023, was canceled.

82

83 **3. Committee on Admissions, Evaluations, and Academic Standards: Professor Sandra**

84 **Campeanu**

85 Professor Sandra Campeanu presented.

86 • Posthumous degree awarded to Mr. Gregory Hart. He received a Bachelor of Science
87 Degree. Professor Fera made a motion on the floor to approve the resolution to confer
88 posthumously a Bachelor of Science Degree to Mr. Hart. It was approved by a
89 unanimous voice vote.

90 • Change of Academic Standards Policy- There were no comments and Professor Fera
91 made a motion to approve the changes and it was approved by a unanimous voice vote.

92

93 No future meeting was announced.

94

95 **4. Undergraduate Curriculum: Professor Lynn Rosenberg**

96 Professor Yuri Gorokhovich presented proposals which were approved by a unanimous
97 vote. The proposals were from the following departments: Management and Business
98 Innovation Department, Mathematics Department, Speech-Language-Hearing Sciences
99 Department, and the Health Equity, Administration & Technology Department. The

100 proposals were approved by a quorum by the UCC. Prof. Fera moved for a vote for all
101 proposals brought by the UCC. It was all approved by a unanimous voice vote.

102
103 The next meeting is scheduled for Wednesday, May 3, 2023, at 1:00 pm via Zoom.

104 105 **5. Academic Freedom: Professor David Manier**

106 Professor Manier presented.

- 107 • Resolution on Collaboration and Exigency
 - 108 ○ The Resolution needs to be revised. No questions were asked. Professor
 - 109 Manier invited questions to be emailed to him.
- 110 • Resolution on Florida House Bill 999
 - 111 ○ The Resolution needs to be revised. The Lehman Senate has agreed to sign
 - 112 onto this. It is a protest of House Bill 999 in Florida, which restricts academic
 - 113 freedom in Florida regarding teaching the history of black people in the United
 - 114 States and indigenous people in the United States. It essentially gives the board
 - 115 of trustees who are political appointees in Florida the prerogative to censure
 - 116 and otherwise restrict the ability of Florida’s public universities and schools to
 - 117 teach the truth essentially as they see it. Professor Fera moved to amend line
 - 118 1, the word, “President” to “Chair”. It was approved by a unanimous voice
 - 119 vote. There were no questions on the Resolution. Professor Fera moved for
 - 120 approval of the Resolution with the amendment. It was approved by
 - 121 unanimous voice vote.

122
123 No future meeting was announced.

124 125 **6. Library, Technology, and Telecommunications: Mr. Steven Castellano**

126 Mr. Steven Castellano brought announcements.

- 127 a. Library - has extended hours for finals from May 17, 2023 – May 23, 2023. The first
- 128 floor will be open until midnight. Limited library staff will be available during the
- 129 extended hours. The Library invites everyone to attend an upcoming research data
- 130 management workshop. It will be facilitated by Katelyn Angell. This workshop will

131 introduce key skills for organizing, documenting, storing, and sharing data throughout
132 research data lifecycle in the natural and social sciences. The meeting is anticipated to
133 take place on April 23,2023. Visit the Library’s website for more details.

134 b. Information Technology –

- 135 ○ Data systems were down during Spring Break for updates to the college’s
136 emergency systems.
- 137 ○ **Service Now** will be deployed over the summer. It will greatly decrease the
138 time it takes for the college community to have IT issues addressed and to
139 provide IT with a more sophisticated workflow to solve technical problems.
- 140 ○ Blackboard- Faculty can no longer enroll students, guests, or peers in classes
141 on Blackboard due to a FERPA violation.

142 c. Telecommunications–

- 143 i. D2L- CUNY has entered into a contract with Brightspace. It was sent to the
144 Office of the Comptroller for approval. Please visit
145 Cuny.edu/academics/Brightspace-transition for more information. It is not
146 determined what group Lehman will be part of, but it is certain that it will not be
147 group 1.
- 148 ii. Bronx EdTech showcase is taking place on Friday, May 5, 2023. Please visit
149 <https://commons.hostos.cuny.edu/bronxedtech/> for more information.

150
151 The next meeting is scheduled for Wednesday, April 26, 2023, at 11:00 am via Zoom.

152
153 **7. Campus Life and Facilities: Professor John Ongley**

154 Professor Penny Prince had no official report to present but made two announcements for the
155 committee.

- 156 1. The current Covid policy is horrible, and students have missed various
157 classes because of it. As of May 23, 2023, the mandatory vaccination
158 policy will be dropped. However, you can wear a mask if you would like.
- 159 2. The cafeteria prices are too high.

160
161 The next meeting is scheduled for Wednesday, April 26, 2023, at 2:00 pm via Zoom.

163 **8. Budget and Long-Range Planning: Professor Brian Murphy**

164 Professor Brian Murphy had no report to present.

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166 The next meeting is scheduled for Wednesday, April 26, 2023, at 1:00 pm in SH-336.

167

168 **9. Academic Assessment: Professor Devrim Yavuz**

169 Professor Devrim Yavuz had no report to present.

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171 The next meeting will be April 27, 2023, at 1:00 pm via Zoom.

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173 **10. Equity, Inclusion, Accessibility, and Anti-Racism: Professor Mary Phillips**

174 Takiyah Ali and Gabriella Kohler presented with updates.

175

176

177 a. ADA- Gabriella affirmed that Lehman College is in compliance with the ADA, but
178 she wants more accessibility on campus.

179 a. Gabriella suggested a pathway from Carman Hall to the IT Center. One can
180 get through Carman Hall but there are no push buttons for the door, and you
181 also need a pass to get through certain doors.

182 b. The partnership between Panera Bread and the Lehman College Food Insecurity
183 Program has been approved. It will be called “Bakery Goods”.

184

185 The next meeting is scheduled for Tuesday, April 25, 2023, at 11:00 am via Zoom.

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187 **11. University Faculty Senate Report: Professor Dana Fenton**

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189 Professor Fenton was not present to give an update.

190

191 **Unfinished Business**

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193 There was no report.

194

195 **New Business**

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197 There was no report.

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199 **ADJOURNMENT**

200 Professor Fera adjourned the meeting at 4:45 pm.

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Respectfully submitted:

Lalita Hainauth, J.D.

Senate Meeting – April 19, 2023
Proposed Graduate Studies Report

Department of Counseling, Leadership, Literacy and Special Education

- Withdrawal of courses: EDG 711, 712, 715, 716, 717, 718, 723, 727, 728, 730, 733, 999
- New course: EDR 740
- Degree changes: M.S.E.d., Educational Leadership/School Building Leader
- New certificate program: Advanced Certificate, Educational Leadership (leading to School Building Leader Certification)
- Addition of distance education format: Advanced Certificate, Educational Leadership (leading to School Building Leader Certification)

Department of Exercise Sciences and Recreation

- Degree changes: M.S.E.d., Recreation Education
- Addition of distance education format: M.S.E.d., Recreation Education
- Course changes: REC 701, REC 781

Department of Health Promotion and Nutrition Sciences

- Degree changes: M.S., Nutrition
- Addition of distance education format: M.S., Nutrition
- New courses: DFN 521, 547, 622, 645
- Course changes: DFN 520, 610, 620, 637, 791
- Withdrawal of courses: DFN 741, 792, 793, 794, 795

Informational Items:

On behalf of the Graduate Studies Committee, I also would like to notify senators and other attendees of an informational item from the following department, which was discussed and approved by the Graduate Studies Committee

Department of Counseling, Leadership, Literacy and Special Education

- NYSED re-registration application for the M.S.E.d., Educational Leadership/School Building Leader
- All NYS colleges/universities with School Building Leader certification programs are required to reregister their programs to ensure alignment with the new *Professional Standards for Educational Leaders*.

Next meeting: **May 3, 2023, at 11 a.m.** (Any proposals submitted to this meeting will be for the September 2023 senate meeting)

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

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY & SPECIAL EDUCATION

CURRICULUM CHANGE

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

2. **Description:**

EDG 711 Introduction to Counseling Theories
EDG 712 Practicum--Counseling & Human Relations
EDG 715 Introduction to Assessment Theory
EDG 716 Practicum in Assessment
EDG 717 Advanced Vocational Counseling Theory
EDG 718 Advanced Career Development
EDG 723 Seminar in Counseling 7
EDG 727 Alcoholism—Community Problems
EDG 728 Cross-Cultural Counseling
EDG 730 Child Abuse: Counseling & Education
EDG 733 Developmental School Counseling
EDG 999 Masters Comprehensive

3. **Rationale:**

Courses EDG 711-730 are not aligned with the CACREP (accreditation agency) curriculum and have not been offered since 2002. EDG 733 has no longer offered and was replaced eight years ago with EDG 709: College Access Counseling. EDG 999 has not been offered since prior to 1998.

4. **Date of departmental approval:** February 1, 2023

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

CURRICULUM CHANGE

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

2.

Department(s)	CLLSE
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	Literacy Studies
Course Prefix & Number	EDR 740
Course Title	Practicum in Literacy Assessment, Teaching, and Learning
Description	College-supervised practicum in the assessment and instruction of birth-12 th -grade students with varying developmental abilities and from diverse linguistic and cultural backgrounds who are experiencing literacy challenges from birth through 12 th grade. (At least 90 practicum hours are required).
Pre/ Co Requisites	Prerequisites: EDR 701, EDR 711, EDR 721 (with a grade of B or better) and Permission of Coordinator
Credits	6
Hours	6
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

3. Rationale:

The New York State Board of Regents voted in September 2022 to establish a Literacy (all grades) certificate effective September 28, 2022. All existing New York State registered literacy programs will be discontinued on or after September 1, 2026. To keep our current Literacy Studies programs registered with the state, we need to revise existing curricula to meet the Literacy (all grades) registration requirements. This requires a shift in the current practicum hours/experience from two certification programs with a supervised clinical experience in either Birth-6th-grade or 5th-12th grade to clinical experiences in teaching literacy to students at the early childhood and childhood levels AND to students at the middle childhood and adolescent levels. Proposing this new course will meet the new practica requirements of the state as we move forward in submitting the program change application.

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

- Design and adapt evidence-based literacy curricula to meet needs of learners, taking into consideration physical, social, emotional, cultural, and intellectual factors
- Select, develop, administer, and interpret assessments for specific purposes, including monitoring students' progress and analyzing instructional effectiveness
- Communicate assessment purposes, results, student work samples, and implications of results to a variety of audiences, including students, parents, colleagues, and administrators
- Assess students' literacy strengths and areas of need, develop literacy intervention plans, implement instructional plans, create supportive literacy learning environments, and assess impact on student learning in a literacy clinic
- Collaborate with and coach colleagues to develop, reflect on, and study literacy instructional practices and curriculum

5. Date of Departmental Approval: March 1, 2023

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

CURRICULUM CHANGE

Name of Program and Degree Award: Advanced Certificate in Educational Leadership/SBL

Hegis Number: 0827.00

Program Code: TBD

Effective Term: Spring 2024

1. **Type of Change**: Adding a new Advanced Certificate in Educational Leadership/School Building Leader

2. **Description**:

Advanced Certificate in Educational Leadership/School Building Leader

Overview

The Advanced Certificate in Educational Leadership/SBL Program aims to prepare candidates who already hold a Master's degree in education or related field for positions as School Building Leaders (SBL), with an emphasis on social justice and racial equity in urban leadership, and to fulfill the New York State licensure requirements for SBL. The program unites both the development of schools and the development of educational leaders by preparing individuals who can be catalysts for school change and improved student performance.

The program prepares students for positions of leadership (e.g., principals, assistant principals, department chairs, etc.) in urban schools with diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to certification as an SBL. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with school and community agencies, are a central component throughout this program. Candidates develop their skills and capacities as leaders through both on-campus and school-based experiences with current educational leaders, teachers, counselors, other educational staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.

The Advanced Certificate in Educational Leadership/SBL program is committed to preparing candidates who demonstrate the nine essential characteristics of effective leaders, promoted by the New York State Education Department, and are based, in part, on the School of Education's Lehman Urban Transformative Education conceptual

framework, whose mission is to facilitate the development of competent, caring, and qualified educators.

Students wishing to do so may complete the degree program entirely online. Please see Options One and Two listed below. The fully online option provides greater flexibility for candidates while maintaining the same rigorous academic standards as our hybrid/campus-based program. Both options of the Advanced Certificate program can be completed in approximately four semesters.

OPTION ONE: Hybrid/Campus Program

Semester I (fall): (6 credits)

	<u>Credits</u>
<u>EDL 703 Collaborative and Community-Based Leadership</u>	<u>3</u>
<u>EDL 708 Research, Assessment, and Data-Driven Decision Making</u>	<u>3</u>

Semester II (spring): (6 credits)

	<u>Credits</u>
<u>EDL 702 Ethics in School Leadership</u>	<u>3</u>
<u>EDL 704 Instructional and Curriculum Leadership</u>	<u>3</u>

Semester III (summer): (3 credits)

	<u>Credits</u>
<u>EDL 706 Legal and Economic Issues and the Administration of Schools</u>	<u>3</u>

Semester IV (fall): (6 credits)

	<u>Credits</u>
<u>EDL 707 Creating Effective and Supportive Learning Environments for All Students</u>	<u>3</u>
<u>EDL 710 The Leadership Experience I-Building Level</u>	<u>3</u>

Notes:

- Most courses in the first year require that students participate in 50 hours of leadership experiences in schools and/or districts over the course of the semester. This is in addition to the internship course.

OPTION TWO: Online Program (Courses offered as asynchronous or synchronous via video instruction.)

Semester I (fall): (6 credits)

Credits

<u>EDL 703 Collaborative and Community-Based Leadership</u>	<u>3</u>
<u>EDL 708 Research, Assessment, and Data-Driven Decision Making</u>	<u>3</u>

Semester II (spring): (6 credits)

	<u>Credits</u>
<u>EDL 702 Ethics in School Leadership</u>	<u>3</u>
<u>EDL 704 Instructional and Curriculum Leadership</u>	<u>3</u>

Semester III (summer): (3 credits)

	<u>Credits</u>
<u>EDL 706 Legal and Economic Issues and the Administration of Schools</u>	<u>3</u>

Semester IV (fall): (6 credits)

	<u>Credits</u>
<u>EDL 707 Creating Effective and Supportive Learning Environments for All Students</u>	<u>3</u>
<u>EDL 710 The Leadership Experience I-Building Level</u>	<u>3</u>

Notes:

- Most courses in the first year require that students participate in 50 hours of leadership experiences in schools and/or districts over the course of the semester. This is in addition to the internship course.

Advanced Certificate in Educational Leadership/SBL Program Admission Requirements

Note: Students admitted every fall semester.

1. A Master's degree in education or a related field (e.g., teaching, school counseling, etc.) from an accredited college or university;
2. A minimum 3.0 (B) Grade Point Average from a completed undergraduate degree program;
3. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, school social work, or the equivalent;
4. A minimum of three years of successful P-12 teaching and/or school counseling, school psychology, speech-language pathology or school social work experience;
5. Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a P-12 principal, a second letter must be from either a faculty member from prior studies or a supervisor who can best evaluate the candidate's potential for success as a

- graduate student, and a third letter must be from someone who can best evaluate the candidate's character and work ethic;
6. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
 7. A 1,000-word essay that discusses the following: a) reasons for wanting to pursue a degree and certification as a school building leader; b) candidate's philosophy on excellence in urban educational leadership, including the specific characteristics that contribute to effective leadership; and c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges.
 8. Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.

Advanced Certificate in Educational Leadership/SBL Program Continuation Requirements

1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credits;
2. 15 credits in Educational Leadership courses with a minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the P-12 Internship Site Supervisor, and permission of the Program Coordinator are required prior to placement in EDL 710 (The Leadership Experience I); and
3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based projects.

Advanced Certificate in Educational Leadership/SBL Program Graduation Requirements

1. Completion of 21 approved graduate credits of study in educational leadership;
2. A minimum Grade Point Average of 3.0 (B);
3. Successful completion of 450 internship hours.

Notes:

- In order to receive institutional recommendation by Lehman College for New York State certification in SBL, students must complete all program requirements and confirm that all New York State Education-mandated workshops have been completed.
- Candidates who apply for initial certification in School Building Leader on or after May 1, 2014, will be required to take the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Candidates who applied for certification on or before April 30, 2014, but did not meet all the requirements for an initial certificate on or before April 30, 2014, will also be required to pass the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Please visit the New York State Teacher Certification Examinations website for most updated information about the new tests at <https://www.nystce.nesinc.com/>.

3. Rationale:

- Many of the students seeking the Educational Leadership degree and initial certification already have one or more Master's degree. Offering an advanced certificate option will allow potential candidates to complete the program in four semesters, instead of five. This will save students time and money in the long term. Further, we expect that have this certificate will lead to an increase in enrollment.
- The Advanced Certificate (Option Two – online format) provides greater flexibility for our candidates who hold full-time positions, as leaders, teacher, counselors, etc., in Pre-K-12 schools. Our online candidates are expected to adhere to the same academic standards and requirements as our campus-based candidates. Option One and Option Two programs have the same course descriptions, credits and hour requirements, learning objectives, pre-requisites and all other curricular requirements. This consistency ensures that our online program meets the same rigorous academic standards as our on-campus one, with only the mode of delivery being different.

4. Date of departmental approval: February 1, 2023

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

CURRICULUM CHANGE

Name of Program and Degree Award: M.S.Ed., Educational Leadership - School Building Leader

Hegis Number: 0828.00

Program Code: 31470

Effective Term: Fall 2024

1.Type of Change: Degree changes

2. From:

Educational Leadership, Master of Science in Education (M.S.Ed.) Program (30 Credits) (Campus or Online Options)

M.S.Ed. Program in Educational Leadership (School Building Leader)

Overview

The purpose of the M.S.Ed. Program in Educational Leadership is to prepare candidates for positions as School Building Leaders (SBL), with an emphasis on social justice and racial equity in urban leadership, and to fulfill the New York State licensure requirements for SBL. The program unites both the development of schools and the development of educational leaders by preparing individuals who can be catalysts for school change and improved student performance.

The program prepares students for positions of leadership (e.g., principals, assistant principals, department chairs, etc.) in urban schools with diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to certification as an SBL. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with school and community agencies, are a central component throughout this program. Candidates develop their skills and capacities as leaders through both on-campus and school-based experiences with current educational leaders, teachers, counselors, other educational staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.

The M.S.Ed. Program in Educational Leadership is committed to preparing candidates who demonstrate the nine essential characteristics of effective leaders, promoted by the New York State Education Department, and are based, in part, on the School of

Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring, and qualified educators.

Students wishing to do so may complete the degree program entirely online. Please see Options One and Two listed below. The fully online option provides greater flexibility for candidates while maintaining the same rigorous academic standards as our hybrid/campus-based program. Both options of the M.S.Ed. program can be completed in approximately 5 semesters.

OPTION ONE: Hybrid/Campus Program

Semester I (fall): (6 credits)

	Credits
EDL 701 The Principal as a School Building Leader	3
EDL 703 Collaborative and Community-Based Leadership	3

Semester II (spring): (6 credits)

	Credits
EDL 702 Ethics in School Leadership	3
EDL 704 Instructional and Curriculum Leadership	3

Semester III (summer): (6 credits)

	Credits
EDL 706 Legal and Economic Issues and the Administration of Schools	3
EDL 708 Research, Assessment, and Data-Driven Decision-Making	3

Semester IV (fall): (6 credits)

	Credits
EDL 707 Creating Effective and Supportive Learning Environments for All Students	3
EDL 711 The Leadership Experience II-Building Level	3

Semester V (spring): (6 credits)

	Credits
EDL 709 Case Studies in School Building Leadership	3
EDL 710 The Leadership Experience I-Building Level	3

Notes:

- *Most courses require that students participate in six hours of leadership experiences in schools and/or districts, over the course of the semester, in addition to the internship courses.*

OPTION TWO: Online Program (Courses offered as asynchronous or synchronous via video instruction.)

Semester I (fall): (6 credits)

	Credits
EDL 701 The Principal as a School Building Leader	3
EDL 703 Collaborative and Community-Based Leadership	3

Semester II (spring): (6 credits)

	Credits
EDL 702 Ethics in School Leadership	3
EDL 704 Instructional and Curriculum Leadership	3

Semester III (summer): (6 credits)

	Credits
EDL 706 Legal and Economic Issues and the Administration of Schools	3
EDL 708 Research, Assessment, and Data-Driven Decision Making	3

Semester IV (fall): (6 credits)

	Credits
EDL 707 Creating Effective and Supportive Learning Environments for All Students	3
EDL 711 The Leadership Experience II-Building Level	3

Semester V (spring): (6 credits)

	Credits
EDL 709 Case Studies in School Building Leadership	3
EDL 710 The Leadership Experience I-Building Level	3

Notes:

- *Most courses require that students participate in six hours of leadership experiences in schools and/or districts, over the course of the semester, in addition to the internship courses.*

M.S.Ed. Program in Educational Leadership Admission Requirements

Note: Students admitted every fall semester.

9. A baccalaureate degree in a related field (e.g., teaching, school counseling, etc.) from an accredited college or university;
10. A minimum 3.0 (B) Grade Point Average from a completed undergraduate degree program;
11. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, school social work, or the equivalent;
12. A minimum of three years of successful P-12 teaching and/or school counseling, school psychology, speech-language pathology or school social work experience;
13. Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a P-12 principal, a second letter must be from either a faculty member from prior studies or a supervisor who can best evaluate the candidate's potential for success as a graduate student, and a third letter must be from someone who can best evaluate the candidate's character and work ethic;
14. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
15. A 1,000-word essay that discusses the following: a) reasons for wanting to pursue a degree and certification as a school building leader; b) candidate's philosophy on excellence in urban educational leadership, including the specific characteristics that contribute to effective leadership; and c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges.
16. *Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.*

M.S.Ed. Program in Educational Leadership Continuation Requirements

4. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credits;
5. ~~24~~ credits in Educational Leadership courses with a minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the P-12 Internship Site Supervisor, and permission of the Program Coordinator are required prior to placement in EDL 710 (The Leadership Experience I) ~~and EDL 711 (The Leadership Experience II)~~; and
6. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based projects.

M.S.Ed. Program in Educational Leadership Graduation Requirements

4. Completion of 30 approved graduate credits of study in educational leadership;
5. A minimum Grade Point Average of 3.0 (B);
6. Successful completion of ~~400~~ internship hours.

Notes:

- In order to receive institutional recommendation by Lehman College for New York State certification in SBL, students must complete all program requirements and confirm that all New York State Education-mandated workshops have been completed.
- Candidates who apply for initial certification in School Building Leader on or after May 1, 2014, will be required to take the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Candidates who applied for certification on or before April 30, 2014, but did not meet all the requirements for an initial certificate on or before April 30, 2014, will also be required to pass the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Please visit the New York State Teacher Certification Examinations website for most updated information about the new tests at <https://www.nystce.nesinc.com/>.

3. To:**Educational Leadership, Master of Science in Education (M.S.Ed.) Program (30 Credits) (Campus or Online Options)****M.S.Ed. Program in Educational Leadership (School Building Leader)****Overview**

The purpose of the M.S.Ed. Program in Educational Leadership is to prepare candidates for positions as School Building Leaders (SBL), with an emphasis on social justice and racial equity in urban leadership, and to fulfill the New York State licensure requirements for SBL. The program unites both the development of schools and the development of educational leaders by preparing individuals who can be catalysts for school change and improved student performance.

The program prepares students for positions of leadership (e.g., principals, assistant principals, department chairs, etc.) in urban schools with diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to certification as an SBL. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with school and community agencies, are a central component throughout this program. Candidates develop their skills and capacities as leaders through both on-campus and school-based experiences with current educational leaders, teachers, counselors, other educational staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.

The M.S.Ed. Program in Educational Leadership is committed to preparing candidates who demonstrate the nine essential characteristics of effective leaders, promoted by the New York State Education Department, and are based, in part, on the School of Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring, and qualified educators.

Students wishing to do so may complete the degree program entirely online. Please see Options One and Two listed below. The fully online option provides greater flexibility for candidates while maintaining the same rigorous academic standards as our hybrid/campus-based program. Both options of the M.S.Ed. program can be completed in approximately 5 semesters.

OPTION ONE: Hybrid/Campus Program

Semester I (fall): (6 credits)

	Credits
EDL 703 Collaborative and Community-Based Leadership	3
<u>EDL 708 Research, Assessment, and Data-Driven Decision Making</u>	<u>3</u>

Semester II (spring): (6 credits)

	Credits
EDL 702 Ethics in School Leadership	3
EDL 704 Instructional and Curriculum Leadership	3

Semester III (summer): (6 credits)

	Credits
EDL 706 Legal and Economic Issues and the Administration of Schools	3
<u>EDL 701 The Principal as a School Building Leader, or approved elective</u>	<u>3</u>

Semester IV (fall): (6 credits)

	Credits
EDL 707 Creating Effective and Supportive Learning Environments for All Students	3
<u>EDL 710 The Leadership Experience I-Building Level</u>	<u>3</u>

Semester V (spring): (6 credits)

	Credits
EDL 709 Case Studies in School Building Leadership, <u>or approved elective</u>	3
<u>EDL 705 Technology, Planning, and Managing Resources, or approved elective</u>	<u>3</u>

Notes:

- *Most courses in the first year require that students participate in 50 hours of leadership experiences in schools and/or districts over the course of the semester. This is in addition to the internship course.*

- Where noted, students may register for an approved elective with prior permission from the program coordinator.

OPTION TWO: Online Program (Courses offered as asynchronous or synchronous via video instruction.)

Semester I (fall): (6 credits)

	Credits
EDL 703 Collaborative and Community-Based Leadership	3
<u>EDL 708 Research, Assessment, and Data-Driven Decision Making</u>	<u>3</u>

Semester II (spring): (6 credits)

	Credits
EDL 702 Ethics in School Leadership	3
EDL 704 Instructional and Curriculum Leadership	3

Semester III (summer): (6 credits)

	Credits
EDL 706 Legal and Economic Issues and the Administration of Schools	3
<u>EDL 701 The Principal as a School Building Leader, or approved elective</u>	<u>3</u>

Semester IV (fall): (6 credits)

	Credits
EDL 707 Creating Effective and Supportive Learning Environments for All Students	3
<u>EDL 710 The Leadership Experience I-Building Level</u>	<u>3</u>

Semester V (spring): (6 credits)

	Credits
EDL 709 Case Studies in School Building Leadership, <u>or approved elective</u>	3
<u>EDL 705 Technology, Planning, and Managing Resources, or approved elective</u>	<u>3</u>

Notes:

- Most courses in the first year require that students participate in 50 hours of leadership experiences in schools and/or districts over the course of the semester. This is in addition to the internship course.
- Where noted, students may register for an approved elective with prior permission from the program coordinator.

M.S.Ed. Program in Educational Leadership Admission Requirements

Note: Students admitted every fall semester.

1. A baccalaureate degree in a related field (e.g., teaching, school counseling, etc.) from an accredited college or university;
2. A minimum 3.0 (B) Grade Point Average from a completed undergraduate degree program;
3. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, school social work, or the equivalent;
4. A minimum of three years of successful P-12 teaching and/or school counseling, school psychology, speech-language pathology or school social work experience;
5. Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a P-12 principal, a second letter must be from either a faculty member from prior studies or a supervisor who can best evaluate the candidate's potential for success as a graduate student, and a third letter must be from someone who can best evaluate the candidate's character and work ethic;
6. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
7. A 1,000-word essay that discusses the following: a) reasons for wanting to pursue a degree and certification as a school building leader; b) candidate's philosophy on excellence in urban educational leadership, including the specific characteristics that contribute to effective leadership; and c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges.
8. *Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.*

M.S.Ed. Program in Educational Leadership Continuation Requirements

1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credits;
2. 18 credits in Educational Leadership courses with a minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the P-12 Internship Site Supervisor, and permission of the Program Coordinator are required prior to placement in EDL 710 (The Leadership Experience I); and
3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based projects.

M.S.Ed. Program in Educational Leadership Graduation Requirements

1. Completion of 30 approved graduate credits of study in educational leadership;
2. A minimum Grade Point Average of 3.0 (B);
3. Successful completion of 450 internship hours.

Notes:

- In order to receive institutional recommendation by Lehman College for New York State certification in SBL, students must complete all program requirements and confirm that all New York State Education-mandated workshops have been completed.
- Candidates who apply for initial certification in School Building Leader on or after May 1, 2014, will be required to take the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Candidates who applied for certification on or before April 30, 2014, but did not meet all the requirements for an initial certificate on or before April 30, 2014, will also be required to pass the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Please visit the New York State Teacher Certification Examinations website for most updated information about the new tests at <https://www.nystce.nesinc.com/>.

4. Rationale:

- The updated the course sequence (both campus and online formats) will align with a proposed new Advanced Certificate in Educational Leadership/SBL. This will allow students in both the Master's and Advanced Certificate programs to move through the program as one cohort through the first four semesters.
- EDL 705 was previously removed officially from the MEd/EDL program as a part of restructuring; we are offering it once more as an option to students who want to enhance their skill with technology planning and application in lieu of an approved elective.
- Adding electives allows leadership students greater flexibility in building their skillset in areas where they may need additional development (e.g. instructional strategies for students with disabilities, literacy instruction, counseling, etc.)
- Increasing the embedded leadership experience hours from six to 50 in the first year courses will create greater opportunities for students to engage in practical experiences that are aligned with the course content and theoretical principles. This is aligned with best practices.
- Changing the continuation requirements credit threshold from 24 to 18 allows the program coordinator to assess student performance and disposition at the end of their first year, prior to the inception of their formal internship course, EDL 710, and the final two semesters of the program. This will allow students to make needed adjustments for greater success, or withdraw from the program.
- Increasing the overall total internship and field experience hours to 450 (from 436 hours) puts our program in alignment with NYSED requirements for a sustained leadership internship and with comparable leadership programs.

5. Date of departmental approval: February 1, 2023

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

Name of Program and Degree Award: Recreation Education, MSED

Hegis Number: 0835

Program Code: 33998

Effective Term: Fall 2023

1. **Type of Change:** Degree Requirements; Addition of Distance Education Format

2. **From:**

Recreation Education - M.S.E.d Program

The Master's ~~Program~~ in Recreation Education at ~~Lehman College~~ consists of a 33 – 36 credit ~~Master of Science in Education degree~~, which is designed to prepare individuals for professional employment in the broad field of leisure services.

Requirements

Earn a minimum Grade of B

Earn at least 33 credits

The curriculum for the M.S.Ed. Program in Recreation includes ~~three~~ options:

Option A: Recreation and Park Administration, which prepares individuals for supervisory and administrative roles in public, voluntary, and commercial recreation agencies.

Option B: Therapeutic Recreation Service, which prepares individuals to deliver therapeutic recreation services in hospitals, nursing homes, day-treatment programs, and other institutional and community settings. Students who complete this option have met the therapeutic recreation option requirements for certification as a Certified Therapeutic Recreation Specialist, administered by the National Council for Therapeutic Recreation Certification.

Option C: Physical Education Teacher: This option is open ONLY to students who possess initial certification as a physical education teacher and are pursuing professional certification, for which this degree will qualify them, according to the NYS Education Department.

- All Students in option A, ~~B, and C~~ must meet one of the following graduation requirements: (a) pass a comprehensive exam, or (b) complete a ~~thesis~~. Students who select the ~~thesis~~ option enroll in REC 781 and ~~REC 791~~ in lieu of 6 credits of electives.

National Certification Exam for Certified Therapeutic Recreation Specialist (CTRS)

- Students who want to take the National Certification Exam for Certified Therapeutic Recreation Specialist (CTRS) are required to have completed three undergraduate supportive courses: BIO 181 Anatomy and Physiology I, PSY 234 Abnormal Psychology, and HIN 268 Growth and Development, or equivalent. Students have to take these three courses prior to internship. These three undergraduate courses are not counted as credits for the Recreation Education M.S.Ed. Program.

Additional Comments:

All students, regardless of option, must complete at least 24 credits in recreation courses, ~~3 credits in HEA 600 or equivalent~~, and may complete their additional 6 credits in related areas, with the prior approval of the graduate adviser. A maximum of 12 credits may be transferred from other universities or colleges with the approval of the Graduate Adviser. Upon graduation, all students will have met the academic requirements for certification as a Certified Parks and Recreation Professional, administered by the National Recreation and Parks Association.

Admission Requirements

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the ability to successfully pursue graduate study. (Above-average academic achievement in general is required.)
- Two letters of recommendation.
- If conditionally admitted, make up not more than 12 credits of specified undergraduate coursework, starting in the first semester and finishing in no more than three consecutive semesters.

Departmental Retention Policy

Once admitted into one of the graduate programs, students must maintain a Grade Point Average of B. If a student's average falls below B, he or she will have one semester to bring the average up to the minimum standard. Failure to do so may result in dismissal from the program.

Masters Requirements - Recreation and Park Administration (Option A)

Fulfill ALL of the following requirements:

Recreation Service

Complete ALL of the following Courses:

- ~~HEA 600 – Biostatistics~~
- REC 700 - Recreation and Leisure in Modern Society
- REC 701 - Research Methods and Evaluation in Recreation
- REC 702 - Recreation Program Planning and Leadership
- REC 703 - Administrative Process in Recreation and Parks
- REC 705 - Community Recreation and Park Facilities

Therapeutic Recreation

Earn at least 3 credits from the following:

- REC 640 - Therapeutic Recreation & Disabilities
- REC 704 - Therapeutic Recreation Service
- REC 707 - Therapeutic Recreation in Geriatric Settings
- REC 708 - Therapeutic Recreation in Psychiatric Rehabilitation
- REC 709 - Therapeutic Recreation and Developmental Disability
- REC 710 - Therapeutic Recreation Applications to Social Problems
- REC 711 - Therapeutic Recreation Programs and Physical Disability

Administration Electives

Earn at least 6 credits from the following:

- REC 680 – Special Topics in Recreation
- REC 706 – Outdoor Education and Recreation
- REC 712 – Specialized Programs in Therapeutic Recreation Service
- REC 715 – Clinical Practice and Internship
- REC 790 – Independent Study in Recreation

Note: Students who have not had professional experience in Recreation Services must take REC 715, as part of their option.

Earn at least 6 credits

- 6 credits related electives from courses in ~~Health Sciences~~, REC, or Education

Masters Requirements – Therapeutic Recreation Service (Option B)

Fulfill ALL of the following requirements:

Recreation Service

Complete ALL of the following Courses:

- ~~HEA 600 – Biostatistics~~
- REC 700 - Recreation and Leisure in Modern Society
- REC 701 - Research Methods and Evaluation in Recreation
- REC 702 - Recreation Program Planning and Leadership
- REC 703 - Administrative Process in Recreation and Parks
- REC 705 - Community Recreation and Park Facilities

Therapeutic Recreation

Earn at least 18 credits from the following:

- REC 640 – Therapeutic Recreation & Disabilities
- REC 704 - Therapeutic Recreation Service
- REC 707 – Therapeutic Recreation in Geriatric Settings
- REC 708 – Therapeutic Recreation in Psychiatric Rehabilitation
- REC 709 – Therapeutic Recreation and Developmental Disability
- REC 710 – Therapeutic Recreation Applications to Social Problems
- REC 711 – Therapeutic Recreation Programs and Physical Disability
- REC 714 - Therapeutic Recreation Program Design
- REC 724 - Advanced Therapeutic Recreation Processes

Administration Electives

Earn at least 6 credits from the following:

- REC 680 – Special Topics in Recreation
- REC 706 – Outdoor Education and Recreation
- REC 712 – Specialized Programs in Therapeutic Recreation Service
- REC 715 – Clinical Practice and Internship
- REC 790 – Independent Study in Recreation

Note: REC 715 is required for only students who do not hold a bachelor's degree in Therapeutic Recreation or do not have professional experience in Therapeutic Recreation Field, consisting of:

- A minimum of 5000 hours of paid work experience that uses the TR process, or
- A minimum of 1500 hours of paid work experience that uses the TR process, if receiving or have received supervision from a CTRS for at least 1 hour for every 10 hours worked each week.

Masters Requirements – Physical Education Teacher for Initial PE Certificants ONLY (Option C)

Fulfill ALL of the following requirements:

Recreation Service

Complete ALL of the following Courses:

- ~~HEA 600 – Biostatistics~~
- REC 700 - Recreation and Leisure in Modern Society
- REC 701 - Research Methods and Evaluation in Recreation
- REC 702 - Recreation Program Planning and Leadership
- REC 703 - Administrative Process in Recreation and Parks
- REC 705 - Community Recreation and Park Facilities

Therapeutic Recreation

Earn at least 3 credits from the following:

- REC 640 - Therapeutic Recreation & Disabilities
- REC 704 - Therapeutic Recreation Service
- REC 707 - Therapeutic Recreation in Geriatric Settings
- REC 708 - Therapeutic Recreation in Psychiatric Rehabilitation
- REC 709 - Therapeutic Recreation and Developmental Disability
- REC 710 - Therapeutic Recreation Applications to Social Problems
- REC 711 - Therapeutic Recreation Programs and Physical Disability

Administration Electives

Earn at least 6 credits from the following:

- REC 680 – Special Topics in Recreation
- REC 706 – Outdoor Education and Recreation
- REC 712 – Specialized Programs in Therapeutic Recreation Service
- REC 715 – Clinical Practice and Internship
- REC 790 – Independent Study in Recreation

Note: Students who have not had professional experience in Recreation Services must take REC 715, as part of their option.

Earn at least 6 credits

- 6 credits related electives from courses in ~~Health Sciences~~, REC, or Education

Additional Comments:

Students who have not had professional experience in Recreation Services must take REC 715, as part of their option.

3. To:

Recreation Education - M.S.E.d Program

The Master's in Education (MSED) in Recreation Education, consists of 33-36 credits and is offered in two formats: (1) on campus and (2) fully online. The delivery format is the only difference between the programs, and both programs are designed to prepare individuals for professional employment in the broad field of leisure services.

Requirements

Earn a minimum Grade of B

Earn at least 33 credits

The curriculum for the M.S.Ed. Program in Recreation includes six options:

Option A: CAMPUS-Recreation and Park Administration, which prepares individuals for supervisory and administrative roles in public, voluntary, and commercial recreation agencies.

Option B: CAMPUS-Therapeutic Recreation Service, which prepares individuals to deliver therapeutic recreation services in hospitals, nursing homes, day-treatment programs, and other institutional and community settings. Students who complete this option have met the therapeutic recreation option requirements for certification as a Certified Therapeutic Recreation Specialist, administered by the National Council for Therapeutic Recreation Certification.

Option C: CAMPUS-Physical Education Teacher: This option is open ONLY to students who possess initial certification as a physical education teacher and are pursuing professional certification, for which this degree will qualify them, according to the NYS Education Department.

Option D: ONLINE- Recreation and Park Administration, which prepares individuals for supervisory and administrative roles in public, voluntary, and commercial recreation agencies.

Option E: ONLINE- Therapeutic Recreation Service, which prepares individuals to deliver therapeutic recreation services in hospitals, nursing homes, day-treatment programs, and other institutional and community settings. Students who complete this option have met the therapeutic recreation option requirements for certification as a Certified Therapeutic Recreation Specialist, administered by the National Council for Therapeutic Recreation Certification.

Option F: ONLINE- Physical Education Teacher: This option is open ONLY to students who possess initial certification as a physical education teacher and are pursuing professional certification, for which this degree will qualify them, according to the NYS Education Department.

All Students in options A through F must meet one of the following graduation requirements: (a) pass a comprehensive exam, or (b) complete capstone project. Students who select the capstone project option enroll in REC 781 in lieu of 3 or 6 credits of electives.

National Certification Exam for Certified Therapeutic Recreation Specialist (CTRS)

- Students who want to take the National Certification Exam for Certified Therapeutic Recreation Specialist (CTRS) are required to have completed three undergraduate supportive courses: BIO 181 Anatomy and Physiology I, PSY 234 Abnormal Psychology, and HIN 268 Growth and Development, or equivalent. Students have to take these three courses prior to internship. These three undergraduate courses are not counted as credits for the Recreation Education M.S.Ed. Program.

Additional Comments:

All students, regardless of option, must complete at least 24 credits in recreation courses and may complete their additional 6 credits in related areas, with the prior approval of the graduate adviser. A maximum of 12 credits may be transferred from other universities or colleges with the approval of the Graduate Adviser. Upon graduation, all students will have met the academic requirements for certification as a Certified Parks and Recreation Professional, administered by the National Recreation and Parks Association.

Admission Requirements

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the ability to successfully pursue graduate study. (Above-average academic achievement in general is required.)
- Two letters of recommendation.
- If conditionally admitted, make up not more than 12 credits of specified undergraduate coursework, starting in the first semester and finishing in no more than three consecutive semesters.

Departmental Retention Policy

Once admitted into one of the graduate programs, students must maintain a Grade Point Average of B. If a student's average falls below B, he or she will have one semester to bring the average up to the minimum standard. Failure to do so may result in dismissal from the program.

Masters Requirements - Recreation and Park Administration (Option A-Campus Program)

Fulfill ALL of the following requirements:

Recreation Service

Complete ALL of the following Courses:

- EXS 501 – Physical Activity, Exercise, and Fitness
- REC 700 - Recreation and Leisure in Modern Society
- REC 701 - Research Methods and Data Analysis in Recreation
- REC 702 - Recreation Program Planning and Leadership
- REC 703 - Administrative Process in Recreation and Parks
- REC 705 - Community Recreation and Park Facilities

Therapeutic Recreation

Earn at least 3 credits from the following:

- REC 640 - Therapeutic Recreation & Disabilities
- REC 704 - Therapeutic Recreation Service
- REC 707 - Therapeutic Recreation in Geriatric Settings
- REC 708 - Therapeutic Recreation in Psychiatric Rehabilitation
- REC 709 - Therapeutic Recreation and Developmental Disability

- REC 710 - Therapeutic Recreation Applications to Social Problems
- REC 711 - Therapeutic Recreation Programs and Physical Disability

Administration and Education Electives

Earn at least 6 credits from the following:

- REC 680 – Special Topics in Recreation
- REC 706 – Outdoor Education and Recreation
- REC 712 – Specialized Programs in Therapeutic Recreation Service
- REC 715 – Clinical Practice and Internship
- REC 790 – Independent Study in Recreation
- EXS 616 Advanced Motor Learning and Performance
- EXS 620 Advanced Statistical Methods in Exercise Science

Note: Students who have not had professional experience in Recreation Services must take REC 715, as part of their option.

Earn at least 6 credits

- 6 credits related electives from courses in EXS, REC, HEA, or Education

Masters Requirements – Therapeutic Recreation Service (Option B-Campus Program)

Fulfill ALL of the following requirements:

Recreation Service

Complete ALL of the following Courses:

- REC 700 - Recreation and Leisure in Modern Society
- REC 701 - Research Methods and Data Analysis in Recreation
- REC 702 - Recreation Program Planning and Leadership
- REC 703 - Administrative Process in Recreation and Parks

Therapeutic Recreation

Earn at least 18 credits from the following:

- REC 640 – Therapeutic Recreation & Disabilities
- REC 704 - Therapeutic Recreation Service
- REC 707 – Therapeutic Recreation in Geriatric Settings
- REC 708 – Therapeutic Recreation in Psychiatric Rehabilitation
- REC 709 – Therapeutic Recreation and Developmental Disability
- REC 710 – Therapeutic Recreation Applications to Social Problems
- REC 711 – Therapeutic Recreation Programs and Physical Disability
- REC 714 - Therapeutic Recreation Program Design
- REC 724 - Advanced Therapeutic Recreation Processes

Administration Electives

Earn at least 6 credits from the following:

- REC 680 – Special Topics in Recreation
- REC 706 – Outdoor Education and Recreation
- REC 712 – Specialized Programs in Therapeutic Recreation Service
- REC 715 – Clinical Practice and Internship
- REC 790 – Independent Study in Recreation

Earn at least 3 credits from elective courses in EXS, REC, HEA, or Education

Earn at least 3 credits in REC 715 – Clinical Practice and Internship

Additional Comments:

- Students who select the capstone project option must take REC 781, as part of their elective option
- REC 715 can be counted as “3 credits related elective” for students who do not select the capstone project option

Note: REC 715 is required for only students who do not hold a bachelor’s degree in Therapeutic Recreation or do not have professional experience in Therapeutic Recreation Field, consisting of:

- A minimum of 5000 hours of paid work experience that uses the TR process, or
- A minimum of 1500 hours of paid work experience that uses the TR process, if receiving or have received supervision from a CTRS for at least 1 hour for every 10 hours worked each week.

Masters Requirements – Physical Education Teacher for Initial PE Certificants ONLY (Option C-Campus Program)

Fulfill ALL of the following requirements:

Recreation Service

Complete ALL of the following Courses:

- EXS 501 – Physical Activity, Exercise, and Fitness
- REC 700 - Recreation and Leisure in Modern Society
- REC 701 - Research Methods and Data Analysis in Recreation
- REC 702 - Recreation Program Planning and Leadership
- REC 703 - Administrative Process in Recreation and Parks
- REC 705 - Community Recreation and Park Facilities

Therapeutic Recreation

Earn at least 3 credits from the following:

- REC 640 - Therapeutic Recreation & Disabilities
- REC 704 - Therapeutic Recreation Service
- REC 707 - Therapeutic Recreation in Geriatric Settings
- REC 708 - Therapeutic Recreation in Psychiatric Rehabilitation
- REC 709 - Therapeutic Recreation and Developmental Disability
- REC 710 - Therapeutic Recreation Applications to Social Problems

- REC 711 - Therapeutic Recreation Programs and Physical Disability

Administration Electives

Earn at least 6 credits from the following:

- REC 680 – Special Topics in Recreation
- REC 706 – Outdoor Education and Recreation
- REC 712 – Specialized Programs in Therapeutic Recreation Service
- REC 715 – Clinical Practice and Internship
- REC 790 – Independent Study in Recreation
- EXS 616 Advanced Motor Learning and Performance
- EXS 620 Advanced Statistical Methods in Exercise Science

Note: Students who have not had professional experience in Recreation Services must take REC 715, as part of their option.

Earn at least 6 credits

- 6 credits related electives from courses in ~~Health Sciences~~, EXS, REC, HEA, or Education

Additional Comments:

- Students who have not had professional experience in Recreation Services must take REC 715, as part of their option
- Students who select capstone project option must take REC 781, as part of their elective option

Masters Requirements - Recreation and Park Administration (Option D-Online Program)

Fulfill ALL of the following requirements:

Recreation Service

Complete ALL of the following Courses:

- EXS 501 – Physical Activity, Exercise, and Fitness
- REC 700 - Recreation and Leisure in Modern Society
- REC 701 - Research Methods and Data Analysis in Recreation
- REC 702 - Recreation Program Planning and Leadership
- REC 703 - Administrative Process in Recreation and Parks
- REC 705 - Community Recreation and Park Facilities

Therapeutic Recreation

Earn at least 3 credits from the following:

- REC 640 - Therapeutic Recreation & Disabilities
- REC 704 - Therapeutic Recreation Service
- REC 707 - Therapeutic Recreation in Geriatric Settings
- REC 708 - Therapeutic Recreation in Psychiatric Rehabilitation
- REC 709 - Therapeutic Recreation and Developmental Disability

- REC 710 - Therapeutic Recreation Applications to Social Problems
- REC 711 - Therapeutic Recreation Programs and Physical Disability

Administration and Education Electives

Earn at least 6 credits from the following:

- REC 680 – Special Topics in Recreation
- REC 706 – Outdoor Education and Recreation
- REC 712 – Specialized Programs in Therapeutic Recreation Service
- REC 715 – Clinical Practice and Internship
- REC 790 – Independent Study in Recreation
- EXS 616 Advanced Motor Learning and Performance
- EXS 620 Advanced Statistical Methods in Exercise Science

Note: Students who have not had professional experience in Recreation Services must take REC 715, as part of their option.

Earn at least 6 credits

- 6 credits related electives from courses in EXS, REC, HEA, or Education

Masters Requirements – Therapeutic Recreation Service (Option E-Online Program)

Fulfill ALL of the following requirements:

Recreation Service

Complete ALL of the following Courses:

- REC 700 - Recreation and Leisure in Modern Society
- REC 701 - Research Methods and Data Analysis in Recreation
- REC 702 - Recreation Program Planning and Leadership
- REC 703 - Administrative Process in Recreation and Parks
- REC 705 - Community Recreation and Park Facilities

Therapeutic Recreation

Earn at least 18 credits from the following:

- REC 640 – Therapeutic Recreation & Disabilities
- REC 704 - Therapeutic Recreation Service
- REC 707 – Therapeutic Recreation in Geriatric Settings
- REC 708 – Therapeutic Recreation in Psychiatric Rehabilitation
- REC 709 – Therapeutic Recreation and Developmental Disability
- REC 710 – Therapeutic Recreation Applications to Social Problems
- REC 711 – Therapeutic Recreation Programs and Physical Disability
- REC 714 - Therapeutic Recreation Program Design
- REC 724 - Advanced Therapeutic Recreation Processes

Administration Electives

Earn at least 6 credits from the following:

- REC 680 – Special Topics in Recreation
- REC 706 – Outdoor Education and Recreation
- REC 712 – Specialized Programs in Therapeutic Recreation Service
- REC 715 – Clinical Practice and Internship
- REC 790 – Independent Study in Recreation

Earn at least 3 credits from elective courses in EXS, REC, HEA, or Education

Earn at least 3 credits in REC 715 – Clinical Practice and Internship

Additional Comments:

- Students who select the capstone project option must take REC 781, as part of their elective option
- REC 715 can be counted as “3 credits related elective” for students who do not select the capstone project option

Note: REC 715 is required for only students who do not hold a bachelor’s degree in Therapeutic Recreation or do not have professional experience in Therapeutic Recreation Field, consisting of:

- A minimum of 5000 hours of paid work experience that uses the TR process, or
- A minimum of 1500 hours of paid work experience that uses the TR process, if receiving or have received supervision from a CTRS for at least 1 hour for every 10 hours worked each week.

Masters Requirements – Physical Education Teacher for Initial PE Certificants ONLY (Option F-Online Program)

Fulfill ALL of the following requirements:

Recreation Service

Complete ALL of the following Courses:

- EXS 501 – Physical Activity, Exercise, and Fitness
- REC 700 - Recreation and Leisure in Modern Society
- REC 701 - Research Methods and Data Analysis in Recreation
- REC 702 - Recreation Program Planning and Leadership
- REC 703 - Administrative Process in Recreation and Parks
- REC 705 - Community Recreation and Park Facilities

Therapeutic Recreation

Earn at least 3 credits from the following:

- REC 640 - Therapeutic Recreation & Disabilities
- REC 704 - Therapeutic Recreation Service
- REC 707 - Therapeutic Recreation in Geriatric Settings
- REC 708 - Therapeutic Recreation in Psychiatric Rehabilitation
- REC 709 - Therapeutic Recreation and Developmental Disability

- REC 710 - Therapeutic Recreation Applications to Social Problems
- REC 711 - Therapeutic Recreation Programs and Physical Disability

Administration Electives

Earn at least 6 credits from the following:

- REC 680 – Special Topics in Recreation
- REC 706 – Outdoor Education and Recreation
- REC 712 – Specialized Programs in Therapeutic Recreation Service
- REC 715 – Clinical Practice and Internship
- REC 790 – Independent Study in Recreation
- EXS 616 Advanced Motor Learning and Performance
- EXS 620 Advanced Statistical Methods in Exercise Science

Note: Students who have not had professional experience in Recreation Services must take REC 715, as part of their option.

Earn at least 6 credits

- 6 credits related electives from courses in Health Sciences, EXS, REC, HEA, or Education

Additional Comments:

- Students who have not had professional experience in Recreation Services must take REC 715, as part of their option
- Students who select capstone project option must take REC 781, as part of their elective option

4. Rationale:

- Adding distance learning format at 100%, and so there are now two-degree formats: (1) on campus and fully online. A distance education format for the REC M.S.E.d degree will not affect the course learning objectives of the program since the delivery mode of the courses is the only change implemented. The distance learning format will allow students to complete the program by taking all courses online.
- Due to a variety of barriers to the actual research, students have selected a comprehensive exam option rather than a thesis option in this program. Therefore, we removed the thesis option and created a capstone project option. This change will encourage more students to engage in a small research project and have more research-related experiences in this program.
- Removal of HEA 600: A thesis is no longer required in this program. Therefore, HEA 600 is not required in this program. Also, given that HEA 600 is removed in the REC M.S.E.D curriculum, REC 701 will cover the concepts of statistical techniques and data analysis. We also added EXS 620 as an elective for students who want to learn advanced statistic techniques.

- EXS 501 Addition: EXS 501 can contribute to building the knowledge of physical activity, exercise, and fitness which is one of the most important parts of Recreation Education. Therefore, we added EXS 501 as one of the requirements in Options A and C.
- 6 credits of administration and education electives: 6 credits of administration were required for Options A and C, but we added education electives such as EXS courses. So, students in Options A and C now will have more options to choose electives in this area (e.g., EXS 616 and 620).
- Elective course: We removed Health Sciences from the elective options because the Department of Health Sciences no longer exists. Now, students can choose the elective options in REC, EXS, HEA, and Education that are relevant to this program. Detailed directions are also added to clarify elective courses.

5. **Date of departmental approval:** 03/14/2023

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION (Formally HEALTH SCIENCES)

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Exercise Sciences and Recreation
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	Recreation Education
Course Prefix & Number	REC 701
Course Title	Research Methods and Evaluation in Recreation
Description	Presentation of research designs, methods, and instruments. Examination of goals and techniques of evaluation in organized recreation service.
Pre/ Co Requisites	Pre-requisite: HEA 600
Credits	3
Hours	3
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

3. To:

Department(s)	Exercise Sciences and Recreation
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	Recreation Education
Course Prefix & Number	REC 701
Course Title	Research Methods and <u>Data Analysis</u> in Recreation
Description	<u>Concepts of research designs, methods, data collection, statistical and interpretative analysis.</u> Examination of goals and techniques of evaluation in organized recreation service.
Pre/ Co Requisites	<u>Department Permission</u>
Credits	3
Hours	3
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:

HEA 600 is no longer required in Recreation Education M.S.E.D. Therefore, the prerequisite requirement of HEA 600 has been removed. Instead, 9 credits in Recreation has been added as prerequisites for REC 701 because the research class requires fundamental knowledge of the field to apply the research methods. Also, given that the statistic class has been removed in the Recreation Education M.S.E.D curriculum, the research methods class will cover the concepts of statistical techniques and data analysis. Therefore, the data analysis has been added in the course title and description.

5. Date of departmental approval: 03/14/2023

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION (Formally HEALTH SCIENCES)

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Exercise Sciences and Recreation
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	Recreation Education
Course Prefix & Number	REC 781
Course Title	Research Seminar
Description	Students examine published research and develop thesis proposals. Those who receive committee approval of proposals during the semester may begin actual research.
Pre/ Co Requisites	PREREQ: Nine graduate credits in recreation, including REC 700 or 701, and approval of Graduate Adviser.
Credits	3
Hours	3
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

3. To:

Department(s)	Exercise Sciences and Recreation
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	Recreation Education
Course Prefix & Number	REC 781
Course Title	<u>Capstone Project Seminar</u>
Description	<u>An execution of publishable literature review or systematic review on a topic that relates to recreation or therapeutic recreation.</u>
Pre/ Co Requisites	<u>Prerequisite: REC 701 and Graduate Advisor Permission</u>
Credits	3
Hours	3
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:

A thesis is no longer required in the Recreation Education M.S.E.D because students do not choose a thesis option due to a variety of barriers to the actual research. Instead, the capstone project will encourage more students to engage in a small research project and have more research-related experiences in this graduate program.

5. Date of departmental approval: 03/14/2023

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

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Nutrition, MS

Hegis Number: 1306.00

Program Code: 87372

Effective Term: Spring 2024

1. **Type of Change:** *Change in Degree Requirements, Admission Requirements, Addition of Distance Format*

2. **From:**

Subplan INTERN (**erroneously listed on CUNYfirst**)

Subplan CLINICAL (**erroneously listed on CUNYfirst**)

Subplan COMMUNITY (**erroneously listed on CUNYfirst**)

Nutrition, MS

The Master of Science Program in Nutrition prepares students for a wide range of professional positions in either clinical or community nutrition, and for doctoral study in these fields. Graduates of the program may find career opportunities as clinical nutritionists within health-care settings and as nutrition educators in the community. Those graduating from the Dietetic Internship are eligible to sit for the Registration Examination administered by the Commission on Dietetic Registration (CDR) of the Academy of Nutrition and Dietetics to become Registered Dietitians (RD) or Registered Dietitian Nutritionist (RDN).

Admission Requirements

- Bachelor's degree or its equivalent from an accredited college or university.
- Demonstrated ability to successfully pursue graduate study by having achieved a minimum grade average of B (3.0) in the undergraduate record as a whole and in courses most relevant to the graduate discipline.
- Two letters of recommendation.
- Must have completed the following courses and credits (or their equivalents):

In Basic Science:

Courses in physiology:

BIO 181 — Anatomy and Physiology I ————— 4

— And

BIO 182 — Anatomy and Physiology II ————— 4

— Or

BIO 228 — Mammalian Physiology ————— 4

Inorganic chemistry:

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

Organic chemistry:

CHE 120	Essentials of Organic Chemistry Lecture I	3
CHE 121	Essentials of Organic Chemistry Laboratory II	1.5

In Nutrition:**Courses in introductory nutrition:**

HSD 240	Nutrition and Health	3
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Advanced nutrition:

DFN 445	Advanced Nutrition	4
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Diet and disease:

DFN 348	Nutrition in the Management of Disease	3
DFN 448	Nutrition in the Management of Disease II	3

Foods:

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

Deficiencies in undergraduate preparation may be rectified through Lehman's undergraduate program in Dietetics, Foods, and Nutrition ~~which is accredited by the ACEND (Accreditation Council for Education in Nutrition and Dietetics) as a Didactic Program in Dietetics (DPD).~~

<https://www.eatrightpro.org/acend/accreditedprograms/dietetic-internships>.

Degree Requirements

~~Each candidate must complete an approved program of study of at least 37 credits that includes the general core courses and approved elective courses, which may include the courses required for the Dietetic Internship (DI) program. The student may elect either to write a thesis or pass a comprehensive examination for a minimum total of 37 credits. At this time, only the comprehensive exam is being offered.~~

Core Courses:

All students are required to take the following courses and credits (total of ~~25~~ credits):

HEA 600	Biostatistics	3
DFN 637	Nutrition Counseling	3
BIO 610	Mammalian Physiology	4
Or		
BIO 644	Biological Chemistry	4
Or		
DFN 644	Nutritional Biochemistry	4
DFN 610	Nutrition: An Integrated Approach	3
DFN 620	Life Cycle Nutrition	3
DFN 641	Public Health and Community Nutrition	3
DFN 651	Medical Nutrition Therapy	3

~~DFN 791 ————— Research and Evaluation Methods in Nutrition — 3~~

Elective Courses:

Students may select from the following courses and credits for a minimum of ~~12~~ credits:

DFN 510	Food Justice	3	
DFN 520	Food Science		4
DFN 530	Food Service Operations and Management		4
DFN 621	Ethnic and Therapeutic Meal Patterns	4	
DFN 630	Special Topics in Nutrition	1-3	
DFN 642	Sports Nutrition	3	
DFN 661	Food Service Management		3
DFN 692	Independent Study in Clinical Nutrition	3	
DFN 693	Independent Study in Community Nutrition		3
DFN 730	Supervised Professional Practice	3	
DFN 731	Concepts and Methods of Dietetics Practice		3
DFN 741	Workshop in Nutrition Education	3	
DFN 771	Nutritional Support	3	
DFN 792	Practicum in Clinical Nutrition	3	
DFN 793	Practicum in Community Nutrition		3
DFN 794	Thesis Seminar in Clinical Nutrition		3
DFN 795	Thesis Seminar in Community Nutrition	3	
HSD 606	Epidemiology		3
	Other courses		

Other courses: Selected with permission of the Graduate Adviser (total of a minimum of 42 credits).

DFN 730, DFN 731: A maximum of 9 credits from DFN 730 and DFN 731 may be credited toward the requirements for the MS degree for those students completing the DI program.

Admission Requirements to Dietetic Internship Program (DI)

Students who wish to enter the DI must be accepted into Lehman's M.S. in Nutrition Program and then submit an additional application to the DI. ~~Places in the DI are limited and therefore admission into the DI is competitive. Students must conform to the admissions policies of the DI as itemized on the web pages of the DI program (<http://www.lehman.edu/dietetic-internship-program/index.php>), which includes the computerized matching program administered through "D & D Digital Systems."~~

~~Included in the DI application are the following:~~

- ~~• The ACEND internship application form.~~
- ~~• Two recommendations on ACEND forms.~~
- ~~• Original undergraduate and/or graduate transcripts.~~
- ~~• A DPD Verification Statement attesting to the completion of ACEND-approved coursework equivalent to the undergraduate program in Dietetics, Foods, and Nutrition.~~
- ~~• One page personal statement.~~
- ~~• Application fee.~~

~~Applications must be submitted to the DI Director by February 15 for entry into the DI class beginning in the Fall semester.~~

~~Interns must complete the following four graduate courses: DFN 641, DFN 651, DFN 661, and HEA 620, concurrent with the DI.~~

Completion Requirements for Dietetic Internship Program

~~In order to sit for the RD examination, students must be admitted to the M.S. in Nutrition program; submit a separate application to the DI; participate in computer matching; be admitted into the DI; complete four corequisite courses; and complete a minimum of 1200 hours of supervised preprofessional practice (DFN 730 for 3 semesters), and attend the Concepts and Methods of Dietetics Practice seminar (DFN 731) for 3 semesters or until the requirements are fulfilled. The DI is completed over a three-semester period (12 months).~~

~~A verification statement for completion of the DI will be granted following successful completion (with a mean GPA of at least 3.0) of:~~

DFN 641	Public Health and Community Nutrition	3
DFN 651	Medical Nutrition Therapy	3
DFN 661	Food Service Management	3
DFN 730	Supervised Professional Practice	3
HEA 620	Health Counseling	3

~~Completion of the master's program is not required for completion of the Dietetic Internship.~~

**3. To:
Nutrition, MS**

The Master of Science Program in Nutrition prepares students for a wide range of professional positions in either clinical or community nutrition, and for doctoral study in these fields. Graduates of the program may find career opportunities as clinical nutritionists within health-care settings and as nutrition educators in the community. Those graduating from the Dietetic Internship are eligible to sit for the Registration Examination administered by the Commission on Dietetic Registration (CDR) of the Academy of Nutrition and Dietetics to become Registered Dietitians (RD) or Registered Dietitian Nutritionist (RDN).

Admission Requirements

- Bachelor's degree or its equivalent from an accredited college or university.
- Demonstrated ability to successfully pursue graduate study by having achieved a minimum grade average of B (3.0) in the undergraduate record as a whole and in courses most relevant to the graduate discipline.
- Two letters of recommendation.
- Must have completed the following courses: Introductory course in Nutrition, Organic Chemistry with Lab, one year of Anatomy and Physiology, Diet Therapy or Clinical Nutrition, Food Science or Cultural Foods course with labs.

Deficiencies in undergraduate preparation may be rectified through Lehman's undergraduate program in Dietetics, Foods, and Nutrition.

Degree Requirements

Each candidate must complete an approved program of study of at least 33 credits and pass a comprehensive examination. Course and credit requirements are as follows:

Core Courses:

All students are required to take the following courses and credits (total of 24 credits):

DFN 610	Nutrition: An Integrated Approach	3
DFN 620	Life-Cycle Nutrition	3
DFN 637	Nutrition Counseling	3
DFN 641	Public Health and Community Nutrition	3
DFN 645	Nutritional Biochemistry and Pathophysiology	3
DFN 547	Nutrition Assessment and Advanced Diet Therapy	3
Or		
DFN 651	Medical Nutrition Therapy	3
DFN 661	Food Service Management	3
DFN 791	Research and Evaluation Methods in Nutrition	3

Elective Courses:

Students may select from the following courses and credits for a minimum of 9 credits:

DFN 510	Food Justice	3
DFN 520	<u>Food Science and Culture Lab</u>	<u>1.5</u>
DFN 521	<u>Food Science</u>	<u>3</u>
DFN 530	Food Service Operations and Management	4
DFN 621	Ethnic and Therapeutic Meal Patterns	4
DFN 622	Cultural Foods and Foodways	3
DFN 630	Special Topics in Nutrition	1-3
DFN 642	Sports Nutrition	3
DFN 692	Independent Study in Clinical Nutrition	3
DFN 693	Independent Study in Community Nutrition	3
DFN 730	Supervised Professional Practice	3
DFN 731	Concepts and Methods of Dietetics Practice	3
DFN 771	Nutritional Support	3
HSD 606	Epidemiology	3
	Other courses	

Other courses: Selected with permission of the Graduate Adviser (total of a minimum of 9 credits).

DFN 730, DFN 731: A maximum of 9 credits from DFN 730 and DFN 731 may be credited toward the elective requirements for the MS degree for those students completing the DI program.

Admission Requirements to Dietetic Internship Program (DI)

Students who wish to enter the DI must be accepted into Lehman's M.S. in Nutrition Program and then submit an additional application to the DI. Admission requirements

for the DI can be reviewed on the DI website, <https://www.lehman.cuny.edu/dietetic-internship-program/program-description.php>

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

4. **Rationale:**

Deleting subplans:

- To correct an administrative oversight, we are deleting three incorrect subplans that appear in CUNYfirst. These subplans are obsolete and do not impact any learning outcomes or students since no one is enrolled.

Change in prerequisites:

- Pre-requisites are no longer prescriptive to Lehman college's undergraduate DFN curriculum, thus minimizing confusion for external applicants. The changes in pre-requisites for the MS in Nutrition reflect changes in the undergraduate DFN curriculum as well: previously, only students from the Nutrition and Dietetics undergraduate track were eligible for the MS. DFN 347, a diet-therapy course was recently added as required course for the Culinary and Community Nutrition undergraduate track. Addition of a diet therapy course as a pre-requisite will offer an opportunity for students from the Culinary and Community Nutrition undergraduate track to apply for the MS.
- Since students can opt between DFN 651 and DFN 647, DFN 448 (a pre-requisite for DFN 651) is no longer required for admission to the MS.

Addition of DFN 547 as a core course:

- DFN 547 focusses on nutrition assessment and advanced diet therapy and will be offered as a core course for students from the undergraduate Culinary and Community track. DFN 651 will focus on clinical nutrition and will be focused on learning outcomes required by the accredited dietetic internship. The availability of these two options will enable students from different pedagogical skillsets to gain mastery in medical nutrition therapy geared towards different professional settings.

Removal of HEA 600 as a core course:

- Since the past few semesters, relevant course material from HEA 600 has been included in DFN 791, and therefore, HEA 600 will not be needed as a stand-alone course.

Addition of new course DFN 645:

- The new course has been added as knowledge of pathophysiology in tandem with metabolism is a critical component of nutrition counseling and diet/medical nutrition therapy.

Reorganization of DFN 520, 621 and addition of DFN 521 and DFN 622

Lab components from DFN 520 and 621 have been re-organized/combined into DFN 520 to facilitate course scheduling. A new Food Science lecture has been

added with DFN 521. The new course DFN 622 reflects a shift in the dietetics profession toward a greater understanding of the social determinants of health and structural and implicit bias related to foodways and cultural foods.

Removal of DFN 741, 792, 793, 794 and 795

- These courses have not been offered in the past several years and are hence removed from the curriculum for clarity.

Inclusion of DFN 661 as a core course:

- DFN 661 has been included as a core course to give graduates a well-rounded didactic experience in clinical, community and food service nutrition, thereby making the program more competitive. Within the recent semesters, the course has been taken as an elective by almost all students enrolled in the MS program.

Requirement for comprehensive exam:

- Since most students enrolled in the MS take the RD credentialing exam, the requirement for the comprehensive exam will better prepare students for their professional exam. The exam has been a requirement for the past several years.

Removal of information regarding the Dietetic Internship:

- The Dietetic Internship is a stand-alone program and has its own webpage. The information is hence removed from the MS curriculum for clarity.

Adding distance format:

- There will be no change in learning outcomes, with at least 50% of the program being offered online.

5. **Date of departmental approval:** March 15, 2023

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

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Health Promotion and Nutrition Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 521
Course Title	Food Science
Description	Study of the composition, preservation, sensory evaluation and safety of foods. Particular emphasis on the chemical changes and interaction of foods.
Pre/ Co Requisites	Prerequisite: CHE 120, 121 & Departmental Permission
Credits	3
Hours	3
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

3. Rationale:

This new course, DFN 521 will cover the lecture component that is currently being offered in DFN 520 (Food Science course with integrated lecture and lab course). DFN 520 has been modified to be a stand-alone lab course on Food Science and Culture. Offering the lecture and lab components separately helps better manage course scheduling, reduces credit load while integrating learning outcomes. The original alpha-numeric course code of DFN 520 was retained for the lab course as that is connected to the materials fees in CUNYFIRST.

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

- Explain the effect of food composition on food properties and interactions.
- Compare various sensory and objective tests used for food evaluation.
- Explain the concepts of food processing and preservation and their relationship to food safety and quality.
- Explain the role of microorganisms in food safety and food borne illnesses.

5. Date of Departmental Approval: 02/01/2023

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

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Health Promotion and Nutrition Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 547
Course Title	Nutrition Assessment and Advanced Diet Therapy
Description	A comprehensive introduction to the nutrition care process and evaluation of dietary, biochemical, and anthropometric methods for assessing nutritional status, as well as evidence-based practice in prevention and nutritional management of diseases.
Pre/ Co Requisites	Prerequisites: DFN 347 or 348, and Departmental Permission
Credits	3
Hours	3
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

3. Rationale:

DFN 547 will enable students not selected for the dietetic internship to conduct nutritional assessment and provide entry level nutrition care to clients with common disorders that benefit from appropriate nutrition intervention, thereby increasing their chances for employment in clinical and community health settings.

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

- Interpret nutrition assessment data for hypothetical clinical and research situations.
- Formulate and modify diet therapy plans based on nutritional assessment.
- Manage professional communication with all members of the healthcare team.

5. Date of Departmental Approval: March 15, 2023

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

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Health Promotion and Nutrition Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 791
Course Title	Research and Evaluation Methods in Nutrition
Description	Study of the design, methods, and tools used in nutrition research.
Pre/ Co Requisites	Prerequisites: Nine graduate credits in nutrition, plus HEA 600 or its equivalent.
Credits	3
Hours	3
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

3. To:

Department(s)	Health Promotion and Nutrition Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 791
Course Title	Research and Evaluation Methods in Nutrition
Description	Study of the design, methods, and tools used in nutrition research.
Pre/ Co Requisites	Prerequisites: <u>Matriculated in MS, Nutrition Program (NUTR-MS)</u>
Credits	3
Hours	3
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:

Students accepted into the MS (nutrition) will have the required pre-requisites for DFN 791. Hence, the pre-requisites have been eliminated to streamline enrollment through CUNYFIRST.

5. Date of departmental approval: March 15, 2023

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

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Health Promotion and Nutrition Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 645
Course Title	Nutritional Biochemistry and Pathophysiology
Description	A study of the structure, digestion and metabolism of macro- and micro-nutrients in relation to food and nutrition. Nutrient bio-availability, transport and function at biochemical and physiological levels, as well as the role of nutrition in the etiology, pathophysiology, and treatment of common metabolic disorders will be covered.
Pre/ Co Requisites	Pre-requisites: Course work in nutrition, organic chemistry, human anatomy and physiology.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	None
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 new course, DFN 645 integrates principles of biochemistry and pathophysiology with those of medical nutrition/diet therapy.

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

- Understand the biochemical and molecular functions of nutrients.
- Apply how nutrients affect pathogenesis and health.
- Compare nutrient metabolism and regulation in normal and disease states.

5. **Date of Departmental Approval:** 03/15/2023

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

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Course title, description, hours, credits

2. **From:**

Department(s)	Health Promotion and Nutrition Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 520
Course Title	Food Science
Description	Study of the composition, preservation, sensory evaluation and safety of foods. Particular emphasis on the chemical changes and interaction of foods.
Pre/ Co Requisites	CHE 120, 121 & Departmental Permission
Credits	-4
Hours	3 hours lecture, 2 hours laboratory
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

3. To:

Department(s)	Health Promotion and Nutrition Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 520
Course Title	Food Science <u>and Culture Lab</u>
Description	<u>Application of principles of food science and sensory evaluation towards preparation of culturally relevant recipes, with emphasis on food preparation techniques, recipe modification, and meeting nutritional requirements.</u> <u>(Note: not to be taken by students who have previously completed an undergraduate laboratory course in food science and cultural foods.</u>
Pre/ Co Requisites	Prerequisites: CHE 120, 121 & Departmental Permission
Credits	<u>1.5</u>
Hours	3 hours laboratory
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:

Currently, laboratory courses related to Food Sciences and Ethnic Foods are offered separately as DFN 520 and 621 (integrated with their appropriate lecture counterparts). This limits opportunities to integrate food science principles in the context of practical

food preparation. This course will help students develop a practical understanding of application of foods science principles toward preparation of culturally diverse recipes, recipe modification and sensory properties. Further, offering the lecture and lab components separately helps better manage course scheduling, reduces credit load while integrating learning outcomes.

5. **Date of departmental approval:** 02/01/2023

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

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Health Promotion and Nutrition Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 622
Course Title	Cultural Foods and Foodways
Description	An in-depth study of the relationship between cultural foodways and health, with emphasis on health equity, inclusion, and access for marginalized groups.
Pre/ Co Requisites	Prerequisite: Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	None
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 new course, DFN 622 reflects the shift in dietetics profession toward a greater understanding of the social determinants of health and structural and implicit bias related to foodways and cultural foods.

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

- Describe broad foodways and patterns worldwide, particularly related to the predominant immigrant groups in the United States
- Explore how colonialization and power influence cultural bias related to food
- Describe the ways in which culture shapes food and health beliefs, practices, and values
- Recognize the influence of one's own culture in shaping food and health beliefs and biases

5. **Date of Departmental Approval:** 02/01/2023

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

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Health Promotion and Nutrition Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 610
Course Title	Nutrition: An integrated approach
Description	An integration of the study of whole foods, nutrient interactions, food culture, diet and health from an evidence-based perspective.
Pre/ Co Requisites	Pre-requisites: DFN 445, BIO 181 & BIO 182, CHE 244 & CHE 245, or the equivalent.
Credits	3
Hours	3
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

3. To:

Department(s)	Health Promotion and Nutrition Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 610
Course Title	Nutrition: An integrated approach
Description	An integration of the study of whole foods, nutrient interactions, food culture, diet and health from an evidence-based perspective.
Pre/ Co Requisites	Prerequisites: <u>Matriculated in MS, Nutrition Program (NUTR-MS)</u>
Credits	3
Hours	3
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:

Students accepted into the MS (nutrition) will have the required pre-requisites for DFN 610. Hence, the pre-requisites have been eliminated to streamline enrollment through CUNYFIRST.

5. Date of departmental approval: March 15, 2023

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

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Health Promotion and Nutrition Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 620
Course Title	Life-Cycle Nutrition
Description	Current concepts and principles in human nutrition, with application to the special needs at various stages in the life cycle in meeting nutritional problems. Includes conferences, fieldwork, and evaluation of fieldwork.
Pre/ Co Requisites	Prerequisites: 9 credits in nutrition and 6 credits in anatomy and physiology, or permission of Graduate Adviser.
Credits	3
Hours	3
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

3. To:

Department(s)	Health Promotion and Nutrition Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 620
Course Title	Life-Cycle Nutrition
Description	Current concepts and principles in human nutrition, with application to the special needs at various stages in the life cycle in meeting nutritional problems.
Pre/ Co Requisites	Pre-requisites: <u>Matriculated in MS, Nutrition Program (NUTR-MS)</u>
Credits	3
Hours	3
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:

Students accepted into the MS (nutrition) will have the required pre-requisites for DFN 620. Hence, the pre-requisites have been eliminated to streamline enrollment through CUNYFIRST.

5. Date of departmental approval: March 15, 2023

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

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Health Promotion and Nutrition Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 637
Course Title	Nutrition Counseling
Description	Theory and application of verbal and written communication skills for individual and group-based, client-centered nutrition education and counseling.
Pre/ Co Requisites	Prerequisite: None Corequisite: DFN 644
Credits	3
Hours	3
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

3. To:

Department(s)	Health Promotion and Nutrition Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 637
Course Title	Nutrition Counseling
Description	Theory and application of verbal and written communication skills for individual and group-based, client-centered nutrition education and counseling.
Pre/ Co Requisites	Prerequisites: <u>Matriculated in MS, Nutrition Program (NUTR-MS)</u>
Credits	3
Hours	3
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:

Learning outcomes will not be impacted if DFN 637 and 641 are taken during different semesters. Hence, the co-requisite of DFN 641 has been eliminated to streamline enrollment through CUNYFIRST and facilitate progression through the degree.

5. Date of departmental approval: March 15, 2023

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

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Withdrawal of courses
2. **Description:** DFN 741, 792, 793, 794 and 795
3. **Rationale:**
These courses have not been offered in the past several years and are hence removed from the curriculum for clarity.
4. **Date of departmental approval:** March 15, 2023



Governance Committee Report April 19th, 2023

1. Senator At-Large Elections
 - a. Weighted Nomination Round Finishes Today
 - b. Weighted Election Round: May 1st – May 15th
 - c. New Faculty Senators At-Large Notified Via Email

2. Student Committee Members
 - a. Replacements Nominated By Students, Endorsed By Governance
 - b. Any Additional Nominations
 - c. Move To A Vote

3. Proposed Amendments to the Senate Bylaws
 - a. Process
 - i. Governance Working on Amending Bylaws Since 2019.
 - ii. Today's Proposed Amendments are *Mostly* Language Updates.
 - b. Article V stipulates that Senators receive proposed amendments at least 2 weeks before they are voted on. (Sent via email 4/3)
 - c. Two-Thirds Affirmative Vote of Members Present Needed to Pass Amendment.
 - d. Any Questions or Discussion? Please refer to line number changes.
 - e. Move To a Vote

4. Next Governance Committee Meeting: Thursday, April 20th at 11am via Zoom.

Governance Committee

1. Aryeh Kalb
2. Alesha Alli
3. Frankelly Marmolejos

Admission Evaluations and Academic Standards

1. Taslima Khatua
2. Hillary Palacios
3. Zef Amargo

Undergraduate Curriculum Committee

1. Marianni M. Gil
2. Jose Pedro Heyaime
3. Kimarea Brown

Graduate Studies Committee

1. Patricia MacDonna
2. Selina Seeram
3. Monique Murray

Academic Freedom Committee

1. Oluwatimilehin O. Akinkuolie-Ibidapo
2. Stefanie Brijmohan
3. Zainab B. Kareemuddin

Library, Technology, and Telecommunications Committee

1. Semia Rodrigues
2. Immai
3. Kelly A. Pillcorema

Campus Life and Facilities Committee

1. Aziza N. Busby
2. Vasundara Kurup
3. Maria Contreras

Budget and Long-Range Planning Committee

1. Xavier T. Santiago
2. Steven Rivera
3. Kelly A. Pillcorema

Assessment Committee

1. Joseph Clapp
2. Ja-el Lucine Dozier
3. Monique Murray

Equity Inclusion Acsseabulty and Anti-Racism

1. Kennedy Pazos
2. Krystal Reynoso
3. Anna Rebeca Urquiza Riveroll

E board senators

1. Alesha Alli
2. Oluwatimilehin O. Akinkuolie-Ibidapo
3. Anna Rebeca Urquiza Riveroll
4. Hillary Palacios

Detailed Explanation of Proposed Senate Bylaws Amendments April 19, 2023

The following is a detailed account of proposed amendments to the Lehman College Senate’s Bylaws. These amendments will be presented at the Senate meeting by the Governance Committee on April 19, 2023.

Notes.

- According to the Senate Bylaws (Article V), proposed amendments must be sent to the Senate body at least 2 weeks before they are to be voted on. The vote required shall be two-thirds of the members present.
- Following the table, you will find the Senate Bylaws with the tracked changes.

Line Numbers	Explanation/Justification of Change
Line 4	Updated date.
Line 12	Added word “Lehman” for clarity.
Line 14	Added word “Lehman” for clarity.
Line 19	Added words “The Lehman College Senate” for clarity.
Line 45	Added words “The Lehman College Senate” for clarity.
Line 57	Updated language and added “Provost” for completeness.
Line 64	Added words “The Lehman College Senate” for clarity.
Line 73	Added word “its” for clarity.
Lines 79-84	Clearly defined Instructional Staff and updated the name of the Student Elections Review Board.
Lines 86-90	Faculty Senators At-Large are now elected electronically and not on the Senate floor. So, these elections need not happen by the last Senate meeting; the end of the term is good enough for our purposes. “Odd-number years” was added to make it clear when these elections take place. Committee elections remain unchanged.
Lines 104-106	This is specified in the College Governance Documents (Section I, Item A). For clarity, it was added to the Senate Bylaws.
Lines 107-114	The Chair of the Governance Committee is (arguably) the Senator most familiar with the Senate agenda and in the best position to preside over Senate meetings in the absence of the President. Additionally, the Senate Chair has

	<p>been the same as the Governance Committee Chair for a very long time.</p> <p>Also relabeling item.</p>
Lines 115-124	<p>Language was updated for clarity. No changes to the role of Vice-Chair were made.</p> <p>Also relabeling item.</p>
Lines 125-128	Recording was capitalized. Also relabeling item.
Line 129	Relabeling item.
Lines 155-159	Stated meeting was changed to Regular meeting. Also, it was explicitly spelled out that the Senate does not meet in January.
Lines 162-167	Language was updated for consistency and clarity. No change to process was made.
Lines 173-176	Language was updated for consistency, clarity, and to keep up with the times of electronic communication.
Lines 183-192	Language was updated to keep up with the times of electronic communication.
Lines 207-208	Replaced “stated” with “regular” for meetings.
Lines 212-218	Language was updated to make it easier to read and to keep up with the times of electronic communication.
Lines 232-236	Language was updated for clarity. No change to process or policy was made.
Lines 239-249	Language was updated for clarity. No change to process or policy was made.
Lines 257-274	Language was updated for clarity. No change to process or policy was made.
Lines 276-278	Statement was added to clearly spell out the role of administrative reps on standing committees. No change to current practice was made.
Lines 281-292	This content is incorporated in previous section so it was eliminated.
Lines 294, 301, and 310	Relabeled items.
Lines 317-318	Relabeled item and included the words “Minutes and”
Lines 320-329	<p>Language was added to make sure that committees keep minutes and submit these minutes for Senate records.</p> <p>Language was adjusted for clarity.</p> <p>Committees are now asked to report to the Senate at least once per semester as opposed to once per academic year. This is common practice now.</p>

Line 333	Relabeled item.
Lines 358-359, 376	Relabeled item. Added word "Undergraduate" for clarity of committee's purview.
Lines 380, 402	Relabeled item.
Line 424	Added word "graduate" for clarity.
Line 428	Relabeled item.
Lines 431-435	Updated position titles to what they are currently. No to change to process or policy was made.
Line 444	Updated position title.
Line 447	Added words "Reviews and makes recommendations" to better describe committee's function.
Line 452,469	Relabeled item.
Lines 475-478	Added words "Reviews and makes recommendations" to better describe committee's function. Also added the word "the" for clarity.
Lines 479-481	Added words "Reviews and makes recommendations" to better describe committee's function. Also added the word "faculty" for clarity as this item deals with faculty services.
Line 488	Grammatical correction, singular to plural.
Line 497, 514, 540, 568,	Relabeled items.

1 **BYLAWS OF THE LEHMAN COLLEGE SENATE**

2 Adopted December 22, 1971

3 ~~Last Amended February 8, 2017~~

4 **Last Amended April 19, 2023**

5
6 **Article I. Functions of the Senate**

7
8 (As established in the "Governance Structure of Lehman College,"
9 approved by the CUNY Board of Trustees)

10
11 Subject to the authority and the Bylaws of the CUNY Board of
12 Trustees, the **Lehman** College Senate shall be responsible for the
13 formulation of academic policy and for legislative and advisory
14 functions related to the programs, standards, and goals of the **Lehman**
15 College.
16

17 **Policy**
18 **Functions**

19 Section 1. Policy Functions

20 **§ The Lehman College Senate** shall have the power to
21 formulate policy, to make policy recommendations, and to
22 review the implementation of policy concerning:

- 23 a) Academic affairs, including the development of curricula;
24 degree requirements; interdisciplinary programs;
25 admission and grading practices and standards; and the
26 awarding of credits, degrees and honors;
27 b) Long-range planning to achieve the overall goals of the
28 College, within The City University and the College
29 community, including responsibility for the continued
30 development of the College;
31 c) Campus life and activities which promote the total
32 educational program, including ancillary services within the
33 College, student organizations; alumni and community
34 relations; without regard to race, ethnicity, religion, gender,
35 sexual orientation, age, physical impairment, political and
36 economic differentiations;
37 d) Practices and procedures for protection of academic
38 freedom, the rights and liberties of each member of the
39 Lehman College community, and the equitable settlement
40 of internal campus problems.
41
42

43 **Advisory**

Section 2. Advisory Functions

44
45 # **The Lehman College Senate** shall have the following advisory
46 functions:

47
48 a) To advise on the appointment of the President of the
49 College and full Deans;

50 b) To propose amendments to, and revisions of, the
51 Bylaws of the CUNY Board of Trustees and to recommend
52 action to other bodies with jurisdiction over The City
53 University;

54 c) To assist the College Personnel and Budget Committee
55 in the determination of budgetary priorities within the
56 College,

57 d) **To advise the President, Provost, Deans, and Department**
58 **Chairsmen** concerning the procedures for faculty
59 appointments, reappointments, promotions, tenure awards,
60 and dismissal.

61
62 **Legislative**
63 **Functions**

Section 3. Legislative Functions

64 # **The Lehman College Senate** shall have the following legislative
65 responsibilities:

66
67 a) To carry out by legislation the aforesated policy
68 functions;

69 b) To take such other recommending actions as the
70 Senate may wish.

71 **Article II. Organization of the Senate**

72 **Composition**

Section 1. Composition

73 The Senate shall be constituted and **its** members elected or
74 appointed as provided for in the "Governance Structure of Lehman
75 College."

76
77 **Conduct**
78 **of Elections**

Section 2. Conduct of Elections

79 **a. Faculty-at-large, Part-time faculty representatives, and Non-**
80 **Teaching Instructional Staff (*Higher Education Officers and***
81 ***College Lab Technicians*) elections shall be conducted by the**
82 ***Senate* Committee on Governance. The elections for Student**
83 **Representatives shall be conducted by the Student Elections**
84 **Board. *Review Committee.***

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86 **b. Election of Faculty at-large and Non-Teaching Instructional Staff**

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Representatives *shall be completed no later than Spring Commencement in odd-numbered years. Elections to Senate committees shall be completed no later than the last Senate meeting of the academic year*

Non-members at Meetings

Section 3. Non-members

- a) There shall be no substitutes or proxies in place of absent members.
- b) Meetings of the Lehman College Senate shall be open to all members of the Lehman College community. Floor rights may be granted to non-members by majority vote of the Senate at the request of a member of the Senate.
- c) Chairs of Senate Committees shall be entitled to floor rights to present their reports.

Officers

Section 4. Officers

- a. *President*
The President of the College shall preside over meetings of the Senate
- ba) Chairperson
The Senate shall elect by majority vote from among its members a Chairperson who *Chair of the Governance Committee shall serve as the Chair of the Senate and shall preside in the absence of the President. The Chairperson shall be elected for a one-year term at the first meeting of the Senate each academic year.*
- cb) Vice-Chairperson
The Vice-Chairperson *of the Senate shall be the Chairperson of the Student Legislative Assembly Conference who and shall preside in the absence of the President and the Chairperson of the Senate. In the absence of the President, Chairperson and Vice Chairperson, the Chairperson of the Committee on Governance shall preside.*
- de) Secretary
A *Recording Secretary shall be appointed by the President*
- ed) Parliamentarian
A Parliamentarian shall be appointed by the President

Vacancies and Replacements

Section 5. Vacancies and Replacements

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When Senators-at-large, members of Senate committees, and departmental representatives to the Senate are elected, they shall be notified that if they go on leave during their term of office, they will be considered to have resigned from the Senate or the Senate committee unless they inform the chair of the Governance Committee that they will continue to attend meetings and fulfill their responsibilities as a Senator or committee member.

In the case of a departmental representative, the department shall elect a replacement to serve for the remainder of the term of office to which the original representative had been elected. In the case of a Senator-at-large or a Senate committee member, the vacancy in the Senate or on the committee shall be filled in the usual manner, with the new Senator or committee member serving for the remainder of the term of office to which the original Senator-at-large or committee member had been elected.

Article III. Meetings

Stated

Section 1. Stated **Regular** Meetings

Regular

~~Stated~~ **Regular** meetings of the Senate shall be held once a month during the academic year (**except January**), the times and dates to be announced at the beginning of each academic year.

Special

Section 2. Special Meetings

Special meetings shall be held on the call of the President or the Chairperson of the Senate, or on resolution of the Senate, or on the written or electronic request of fifteen members of the Senate to the Senate Chair. Such meetings shall be held within seven weekdays from the call for such meeting.

Agendas

Section 3. Agendas and Calls to Meeting

a) **Items for inclusion on the agenda of a stated regular meeting, including items for new business, shall be delivered in writing submitted to the Chairperson of the Senate or their designee, no less than eight calendar days before the meeting in order to appear on the published agenda. Items for new business shall be presented in the order received. For special meetings, the agenda shall accompany the call for a meeting.**

b) **The full agenda (including all attachments) for each**

184 meeting shall be *mailed distributed* to each member of the
185 Senate at least one week before the meeting. Published
186 agendas shall be posted on appropriately designated
187 bulletin boards (*the college website*, with full agenda,
188 including all attachments, *and shall also be made* available
189 in the Lehman Library) at least one week before the
190 meeting. Senators are to be privileged to pick up copies of
191 the full agenda with attachments at designated campus
192 offices.

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196 **Rules of Order** Section 4. Rules of Order
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198 In all matters not covered by these Bylaws, the Senate shall be
199 governed by parliamentary rules and usage as set forth in Robert's
200 Rules of Order, latest edition, with the exceptions that the motion to
201 lay on the table shall require a three-fifths, rather than a simple
202 majority, for passage, and no motion "to reconsider and enter on the
203 minutes" shall be entertained.

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205 **Quorum** Section 5. Quorum
206
207 A quorum for both *stated-regular* and special meetings shall
208 consist of a majority of the members of the Senate.

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210 **Minutes** Section 6. Minutes
211
212 Minutes of each meeting shall be distributed to the members of the
213 Senate as soon as practicable after the meeting, but in no case *not*
214 later than seven calendar days following *prior to* the *next* meeting.
215 Copies of the minutes shall *also* be available to interested members
216 of the Lehman College community at designated places *posted on*
217 *the college website and shall be made available at the Lehman*
218 *Library.*

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221 **Article IV. Committees**

222
223 **Functions and** Section 1. Functions and Membership
224 **Membership**
225 a) The primary function of a Senate Committee shall be to
226 study the subjects referred to it by these bylaws or by the
227 specific action of the Senate, to formulate appropriate policies
228 thereon, and to propose such policies to the Senate for action.
229 A standing committee shall maintain a continuing review of
230 policies affecting its area of concern.
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b) Attendance at Committee Meetings: Any interested member of the Lehman College community has the right to be present at any meeting of any committee. ~~Also, interested~~ *Such* persons may request from the committee the right to speak to the order of business of the committee.

~~c) As a general policy, membership in c~~ *Committees* of the Senate shall include faculty (including part-time faculty *and non-teaching instructional staff*), students, and administrators *as voting members of the committee. Except for the Committee on Governance, and, members of Senate committees do not need to be members of the Senate.* ~~shall be open to non-members of the Senate. Representatives of the administration serving on Senate committees shall be voting members and shall be appointed by the President. As a general principle, individuals may not serve on not more than one standing committee of the Senate.~~

All members of standing and ad hoc committees present shall participate fully in the deliberations and balloting procedures involved in discharging the duties assigned. Every reasonable effort shall be exerted to see that all committee members receive adequate notice of all meetings.

d. Members of the Committee on Governance shall be elected at the first Senate meeting of the fall semester. Faculty members of all other standing committees, as hereafter specified, shall be elected by the Senate for staggered terms of two years from nominations received from the Committee on Governance and from the floor; such elections shall be completed no later than the last Senate meeting of the academic year, with the term beginning at the start of the following Fall semester. Members of committees shall be eligible for re-election. Student members of standing committees shall be elected by the Senate for the academic year or for that part of the academic year that remains at the time of their election. In the event more nominations are received than there are positions to be filled, election to standing committees shall be by majority vote. Each member of the Senate shall vote for a number of candidates up to the number of positions to be filled. In the case of ties, there shall be a runoff election winners will be determined by picking names out of a hat or other method of random selection.

e. Representatives of the administration serving on Senate committees shall be voting members and shall be appointed by the President unless otherwise specified in these bylaws.

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Standing Committees Section 2. Standing Committees

e. Faculty members of Standing Committees shall be elected for staggered terms of two years. Student members shall be elected for a term of one year. Members of committees shall be eligible for re-election.
In the event more nominations are received than there are positions to be filled, election to standing committees shall be by majority vote. Each member of the Senate shall vote for a number of candidates up to the number of positions to be filled. In the case of ties, there shall be a runoff election winners will be determined by flipping a coin or other method of random selection

Ad hoc Committees Section 3. Ad hoc Committees

Ad hoc committees may be created by action of the Senate for specific purposes. Ad hoc committees shall be elected or appointed as the Senate may decide in each instance.

Officers Section 4. Officers

Each committee shall elect its chair by secret ballot at its first meeting of the academic year. The chair of the previous year's committee shall convene the first meeting. If necessary, the Committee on Governance shall designate a convener to call the first meeting.

Sub-Committees Section 5. Sub-Committees

Any committee of the Senate, standing or ad hoc, may establish sub-committees for specific purposes. Members of such a sub-committee need not be members of the parent committee. The establishment and membership of each sub-committee shall be reported to the Senate.

Minutes and Reports Section 6. Minutes and Reports

Committee chairs shall ensure that minutes are kept of each committee meeting, and such minutes should be submitted to the Chair of the Governance Committee or their designee for posting on the college website. Each standing committee shall meet at least once each semester and shall *present the committee's report to the Senate* at least once during each academic year *semester*. Such reports may be presented to the Senate orally or in writing. Each special *Ad hoc* committees shall report at least once during its *their* term of service. A

standing committee may be required to report to the Senate at any time by the request of fifteen Senate members.

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Committee on Governance

Section 67. Committee on Governance

- a. Membership:
Nine senators as follows: five elected faculty; three elected students; and one administrator

- b. Functions:
 - i. Serves as the Executive Committee of the Senate;
 - ii. Sets the agenda, prepares the calendar of the Senate meetings and consults with the President concerning Senate business;
 - iii. Reviews the operation of and recommends changes to the Senate committee system;
 - iv. Reviews and makes recommendations on all proposed changes to Senate Bylaws;
 - v. Resolves questions of committee jurisdiction;
 - vi. Nominates candidates to committees, soliciting nominations and presenting slates of nominations to the Senate no later than the last Senate meeting of the academic year;
 - vii. Administers the election of the at-large faculty and Non-Teaching Instructional Staff representatives to the Senate.

Committee on Undergraduate Admissions, Evaluation and Academic Standards

Section 78. Committee on **Undergraduate** Admissions, Evaluation and Academic Standards

- a) Membership:
Ten members as follows: six elected faculty members; three elected students; and one administrator.

- b) Functions:
 - i. Reviews and recommends policies and procedures regarding: undergraduate admission, readmission, and retention;
 - ii. Reviews and recommends policies and procedures regarding; the evaluation of undergraduate student academic progress including the evaluation of transfer credits; academic advisement; course equivalencies, waivers, and grade

374 appeals; degree requirements, certification, academic
375 requirements;
376 iii. Hears appeals from individual **undergraduate**
377 students, taking care to safeguard the confidentiality of
378 individual cases.

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**Undergraduate
Curriculum
Committee**

Section **89**. Undergraduate Curriculum Committee

a) Membership:

Ten members as follows; six elected faculty members; three
elected students; and one administrator.

b) Functions:

- i. Resolves questions of curricular responsibility among
departments of the College;
- ii. Reviews existing curricular organization at the undergraduate
level;
- iii. Considers proposed changes in the existing undergraduate
curriculum and programs;
- iv. Reviews, on an annual basis, the General Education
requirements of the College;
- v. Maintains the stipulated principle that no undergraduate
course shall be dropped from the curriculum of the College
without prior reference to the Committee and the relevant
department as required by the Bylaws of the CUNY Board of
Trustees.

402 **Committee on**
403 **Graduate**
404 **Studies**

Section **940**. Committee on Graduate Studies

a) Membership:

Ten members as follows: six elected faculty; three elected
students at least one of whom is a graduate student; and one
administrator.

b) Functions:

- i. Evaluates and reviews graduate programs and recommends
additions, revisions, terminations, and/or other modifications
as required;
- ii. Considers proposed changes in the existing graduate
curriculum and programs;
- iii. Reviews and recommends policies and procedures
regarding: graduate admission, readmission, and retention;
- iv. Maintains the stipulated principle that no graduate course

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420 shall be dropped from the curriculum of the College without
421 prior reference to the Committee and the relevant
422 department as required by the Bylaws of the CUNY Board of
423 Trustees.
424 v. Hears appeals from individual **graduate** students,
425 taking care to safeguard the confidentiality of individual
426 cases.

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428 **Library,** Section **10**41. Library, Technology and Telecommunications
429 **Technology and** Committee
430 **Telecommunications**
431 **Committee**

- 432 a) **Membership:**
433 Eleven members as follows: six elected faculty; three elected
434 students; *and* the Chief Librarian and the **Director of the Vice**
435 **President for Information Technology Resources Department**
436 **or their designees.**
437 b) Functions:
438 i. Reviews and recommends educational policies relating to the
439 Library and Information Technology Center recognizing the
440 Library and Information Technology Center as major
441 educational resources of the College;
442 ii. Advises the Chief Librarian regarding the administrative
443 operation of the Library;
444 iii. Advises the **Director of the Vice President of** Information
445 Technology **Resources Department** regarding the administrative
446 operation of the Information Technology Center;
447 iv. **Advises Reviews and makes recommendations to** the Senate
448 on matters regarding the integration of technology including the
449 development of computing and telecommunications services into
450 the educational support service structure of the College.

451
452 **Budget and** Section **11**42. Budget and Long Range Planning Committee
453 **Long Range**
454 **Planning**
455 **Committee**

- 456 a) **Membership:**
457 Ten members as follows: six elected faculty; three elected
458 students; and one administrator.
459 b) **Functions:**
460 i. Receives complete and timely information from the College
461 Administration regarding the college's budget;
462 ii. Advises the Senate and the College Administration regarding
463 the College's budgetary priorities and strategies;
464 iii. Meets jointly with the P&B Subcommittee on the Budget for
465 the purposes of exchange of information and joint
466 deliberation;
467 iv. Reviews, on an ongoing basis, the long range plans of the
College.

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**Committee on
Campus Life and
Facilities**

Section 1243. Committee on Campus Life and Facilities

a) Membership:

Ten members as follows: six elected faculty; three students; and one administrator.

b) Functions:

i. Advises Reviews and makes recommendations to the Senate on issues regarding the delivery of services to students, including financial aid, personal counseling, registration, food service, and the bookstore;

ii. Advises Reviews and makes recommendations to the Senate on issues regarding the delivery of services to faculty, including the faculty dining room, payroll services, use of facilities;

iii. Reviews, recommends and reports to the Senate on the maintenance of offices, classrooms, sanitary facilities and common areas of the College;

iv. Advises in the development of security policies for the College and recommends measures to ensure safety and wellbeing on the campus community;

v. Recommends a plans for the physical development of the College, including the identification of renovation needs, recommends the physical location of new structures and other physical enhancements of the campus;

vi. Recommends parking and transportation policies;

vii. Advises in the development of policies and issues related to insuring full and equal participation in College programs and activities.

**Committee on
Academic
Freedom**

Section 1344. Committee on Academic Freedom

a) Membership:

Nine members as follows: five elected faculty; three elected students; and one administrator.

b) Functions:

i. Investigates allegations of infringement of academic freedom and makes recommendation(s) to the appropriate individuals;

ii. May report to the Senate on such allegations, and may, with their consent, identify the parties involved;

iii. Recommends procedures and guidelines for the settlement of internal campus problems and may, with Senate approval, establish review mechanisms appropriate to that responsibility.

Committee on

Section 1445. Committee on Assessment

- 515 **Assessment** a) Membership:
516 Ten members as follows: six elected faculty; three elected
517 students; and one administrator
518
519 b) Functions:
520 i. Reviews the Institutional Effectiveness Plan, reports to the
521 Senate, and recommends policies regarding the institutional
522 effectiveness of academic and administrative affairs of the
523 College;
524 ii. Reviews academic assessment information at the
525 institutional, program and course levels, including General
526 Education and Institutional Learning Outcomes (ILOs);
527 iii. Reviews assessment information from Administrative,
528 Educational, and Student Support (AES) units;
529 communicates assessment findings to the Senate;
530 iv. Reviews the use of assessment tools and results for
531 continuous improvement in Lehman College's governance,
532 planning, resource allocation, program-level and institutional
533 learning outcomes;
534 v. Disseminates information on best practices in assessment;
535 vi. Advises and recommends on the development of broader
536 assessment policies, practices, and technology to promote
537 student achievement and improvement in curricular,
538 pedagogical, administrative, and support services.
539

- 540 **Committee on** Section 1546. Committee on Equity, Inclusion, Accessibility and Anti-Racism
541 **Equity, Inclusion,**
542 **Accessibility and**
543 **Anti-Racism** a) Membership:
544 Ten members as follows: six elected faculty; three elected
545 students; and one administrator.
546
547 b) Functions:
548 i. Reviews and recommends policies, procedures, and
549 language to create and promote an inclusive, equitable,
550 accessible and antiracist community;
551 ii. Reviews and recommends strategies, policies, and tools to
552 attract and retain a more diverse faculty and staff;
553 iii. Reviews the College's inclusion-oriented activities and
554 efforts, including but not limited to heritage and history
555 month events programming, and recommends opportunities
556 for improvement and expansion;
557 iv. Reviews and recommends campus-wide initiatives relating
558 to equity, inclusion, accessibility and anti-racism, including
559 but not limited to training, workshops, and professional
560 development;
561 v. Assists with recommendations for more inclusive and anti-
562 racist curricula;

563 vi. Reports on successful Lehman initiatives to promote and
564 sustain an inclusive, equitable, accessible and antiracist
565 community, as well as areas where such efforts are lacking.
566
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568 **Ombudsperson** Section ~~16~~15. Ombudsperson

569 The Lehman College Ombudsperson shall serve as a confidential
570 investigator in cases of alleged unfairness or maladministration. The
571 Ombudsperson shall be the impartial spokesperson for all parties
572 involved in such cases. The services of the Ombudsperson shall be
573 available to all members of the Lehman College community.

574 The Ombudsperson shall be a tenured member of the faculty who
575 shall serve as Ombudsperson for a term of two years, and who shall
576 be eligible for re-election. The Ombudsperson shall be elected by the
577 Senate.

578 Nominations shall take place in the Spring semester of odd-
579 numbered years by procedures regularly used in Senate elections. In
580 case of a vacancy, the same procedures shall be used in choosing a
581 successor for the unexpired term. The Ombudsperson shall report to
582 the Senate during the Spring semester on their activities during the
583 academic year

584
585 **Article V. Amendments**

586 An amendment to these Bylaws, including the establishment of a new
587 standing committee, may be adopted at a regular or special meeting of
588 the Senate provided that a copy of the proposed amendment is sent to
589 each Senate member at least two weeks before it is to be voted upon.
590 The vote required shall be a two-thirds affirmative vote of the members
591 present.

592

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

Senate Meeting: April 19, 2023

The CAEAS committee met on Tuesday, April 4, 2023, at 11am-12noon. A quorum was present.

The committee heard a proposal for a posthumous degree conferral from the Department of Computer Science. The committee voted unanimously to approve the proposal and now brings it to the Senate floor for a vote.

The committee then heard a proposal for a new academic standard policy to replace the current policy regarding probation and dismissal of students. The committee voted to unanimously approve the academic standard policy change, pending the specification of a later dismissal date to account for winter/summer courses. The committee now brings this policy change to the Senate floor for a vote.

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

DIVISION OF ENROLLMENT MANAGEMENT

POLICY CHANGE

Name of Program and Degree Award: N/A

Hegis Number: N/A

Program Code: N/A

Effective Term: N/A

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

2. **From:**

Academic Standards Policy

~~Students are expected to achieve and maintain a minimum GPA requirement during their enrollment at Lehman College. In order to remain in good academic standing, students must attain a minimum GPA of 1.5 for the first 12 attempted credits, 1.75 for the first 24 attempted credits, and a 2.0 cumulative index thereafter.~~

~~Total number of credits attempted include Lehman College Fs, FINs, Ws, WFs, WUs, Ps, NCs, Rs, WDs, WNs, or their equivalents, and all transfer credits.~~

Total Credits Attempted	Minimum Lehman College Cumulative Indices
0-12	1.5
>12-24	1.75
>24	2.00

~~Students who fail to meet the required cumulative index are automatically placed on probation warning until the end of the following spring semester. During this warning period, students maintain their academic standing with the College. Students who still do not meet the minimum requirements following the probationary warning period will be dismissed from the College. Students may appeal their dismissal to the Committee on Admission and Standing for consideration of readmission.~~

~~Dismissed students whose appeals are granted will be placed on either part-time probation (fewer than 12 credits) or full-time probation (maximum of 16 credits) for the following academic year. The designation of part-time or full-time probation, as well as the determination of allowable credit load therein, will be at the discretion of the Committee on Admission and Standing.~~

~~Students on probation are expected to regain good academic standing by the end of the academic year. Students who achieve a semester index of at least 2.3 for each semester of probation but who still do not meet the minimum retention standard by the~~

~~end of the year will be permitted to extend their probationary period for the following academic year.~~

~~Students who do not meet either of the conditions stated above will be dismissed once again from the College and may choose to submit another appeal.~~

**3. To:
Academic Standards Policy**

Students are expected to achieve and maintain a minimum GPA requirement during their enrollment at Lehman College. In order to remain in good academic standing, students must attain a minimum GPA of 1.5 for the first 12 attempted credits, 1.75 for the first 24 attempted credits, and a 2.0 cumulative GPA thereafter.

Total number of credits attempted include all indexable grades (A-F and FIN) as well as CR, INC, NC, P, R, W, WA, WD, WF, WN, WU*, and all transfer credits.

*WU grades earned prior to Fall '21 are punitive indexable credits that negatively impact the GPA

Total Credits Attempted	Minimum Lehman College Cumulative GPA
0-12	1.50
>12-24	1.75
>24	2.00

Students who fail to meet the required cumulative GPA are automatically placed on academic warning for the following semester. During the academic warning semester, students may register without credit restriction.

Students who do not meet the required cumulative GPA by the end of the academic warning semester will be placed on either full-time or part-time probation for the following semester. The determination of full-time or part-time probation status is based on students' performance during the academic warning semester:

- Full-Time Probation: Cumulative GPA <2.0, term index > 2.3
- Part-Time Probation: Cumulative GPA <2.0, term index < 2.3

In order to regain good academic standing, students must meet the required cumulative GPA by the end of a probation semester.

- Students on full-time probation who do not meet the required cumulative GPA but who meet the required term index (2.3) will remain on full-time probation for the following semester.
- Students on full-time probation who do not meet either the required cumulative GPA or the required term index (2.3) will be placed on part-time probation for the following semester.
- Students on part-time probation who do not meet the required cumulative GPA but who meet the required term index (2.3) will remain on part-time probation for the following semester.

- Students on part-time probation who do not meet either the required cumulative GPA or the required term index (2.3) will be dismissed.

Students who are dismissed will not be permitted to continue their studies at Lehman College for a minimum of one semester and will be dropped from the following semester courses (not including winter or summer session courses). Students will be permitted to enroll for the winter or summer sessions immediately following their dismissal in an attempt to regain good academic standing. Students who choose to enroll for the winter or summer sessions will not have their courses dropped until five business days prior to the start of the upcoming semester.

Students may appeal their dismissal to the Committee on Admission and Standing for consideration of readmission. Dismissed students may only be readmitted for the Fall or Spring semesters and must successfully complete an assigned and approved academic intervention prior to their return.

Dismissed students who have met the readmission conditions will be placed on a part-time probation status (maximum of 8 credits). Students will be required to maintain the minimum term index of 2.3 for every semester thereafter until they regain good academic standing. Students who fail to meet the 2.3 term index will be placed on final dismissal. Students placed on final dismissal are subject to the readmission in accordance with the Lehman College Fresh Start policy.

This new academic standing policy will take effect as of the Fall '23 semester and will impact students on academic warning as of that semester. Students whose academic standing was determined under the prior policy will remain under its terms until they either regain good academic standing or are dismissed.

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

There are several issues with Lehman's current Academic Standing policy. In the current policy, probation is a reactive status, the dismissal status does not convey appropriate significance as appeals are routinely granted, and students who proactively withdraw from a term are needlessly dismissed or subject to the appeal process upon readmission. The proposed policy addresses these issues while also allowing students additional time to improve their GPA as long as they progress in regaining good academic standing without fearing dismissal.

5. Date of departmental approval: Approved by CAEAS on 4/4/23.



www.lehman.edu

DEPARTMENT OF
COMPUTER SCIENCE

Gillet Hall, 211C
250 Bedford Park Blvd West

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Fax: 718-960-8969
Bronx, NY 10468

Resolution: Posthumous Degree - Mr. Gregory Hart

WHEREAS, Herbert H. Lehman College of The City University of New York shares with the family and friends in the loss and memory of Mr. Gregory Hart; and

WHEREAS, Gregory Hart was a senior Computer Information Systems major at Lehman College who was in good standing; and

WHEREAS, the faculty of the Department of Computer Science have requested that Gregory Hart be awarded a posthumous degree; and

WHEREAS, the Chair of the Department of Computer Science and the Dean of the School of Natural and Social Sciences have recommended that Gregory Hart be awarded a posthumous degree; and

WHEREAS, the Provost has reviewed the recommendation and supports the granting of a posthumous degree to Gregory Hart; and

WHEREAS, the Committee on Admissions, Evaluation and Academic Standards has reviewed the recommendations and support awarding a posthumous degree to Gregory Hart, therefore it be

RESOLVED, that the Herbert H. Lehman College Senate comprised of faculty, students, and administrators, hereby recommends that President Fernando Delgado confer a posthumous Bachelor of Science Degree to Mr. Gregory Hart.



Senate Meeting -4/19/23

Undergraduate Curriculum Committee (UCC) Report

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

1. Management and Business innovation Department
 - BBA 341-Prerequisite, note
2. Mathematics Department
 - MAT 313-Description
 - Mathematics Minor-Degree requirements
3. Speech language hearing Sciences Department
 - Post-Baccalaureate Certificate in Speech Language Pathology-Degree requirements
 - SPV 400-New course
4. Health Equity, Administration & Technology Department
 - HPI 101-Pathways designation, general education component

Informational items

Next meeting:5/03/23

**CUNY Common Core
Course Submission Form**

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

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	HPI 101
Course Title	US Healthcare: Careers in a Unique System
Department(s)	Health Equity Administration & Technology Department
Discipline	Health Services Administration
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	
Co-requisites (if none, enter N/A)	
Catalogue Description	Study of practice and interprofessional relationships of various healthcare professions, such as clinical (MD, DO, PA, TR, PharmD), nursing (LPN, RN, BSN, NP), rehabilitation (PT, OT, Speech), other (lab tech, social work) non-clinical (public health, health administration, health education) and Vet/tech. Impact of historical and current trends such as health care reform and reimbursements on the various healthcare professions.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus is attached.

Indicate the status of this course being nominated:

X **current course** revision of current course a new course being proposed

CUNY COMMON CORE Location

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

<p>Required</p> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	<p>Flexible</p> <input type="checkbox"/> World Cultures and Global Issues <input checked="" type="checkbox"/> Individual and Society <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World <input type="checkbox"/> Creative Expression
<p align="center">Waivers for Math and Science Courses with more than 3 credits and 3 contact hours</p> <p>Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of “Mathematical and Quantitative Reasoning” and “Life and Physical Sciences.” Three credit/3-contact hour courses must also be available in these areas.</p>	
<p>If you would like to request a waiver please check here:</p>	
<p>If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.</p>	
<p>If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.</p>	
<p align="center">Learning Outcomes</p> <p align="center">In the left column explain the course assignments and activities that will address the learning outcomes in the right column.</p>	
<p>B. Individual and Society</p> <p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
<p>Course content is based upon a text book, the standards as indicated by the National Health Care Skills Standards which provides foundational information on the various health care professions. Students demonstrate that they can gather, interpret, and communicate the course content via weekly homework, weekly quizzes, and a midterm and final exam with questions taken directly from the course content. Additionally, student select career, complete the research, and provide an oral presentation of the career he or she has selected.</p> <p>Sample assignment: <u>There are two short reflection papers and two case studies. The research papers require students to</u></p>	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.

<p><u>identify a topic, gather three peer-reviewed references, interpret the information, and provide their personal reflection on the different sources. The two case studies present realistic examples of health care scenarios where different individuals arrive at opposing decisions about how to proceed. Students summarize the different points of view and assess what they would do if they were a member of the patient's care team. These activities help students learn to evaluate diverse opinions and formulate their interpretations and conclusions in short written assignments.</u></p>	
<p>Students evaluate data comparing health the various health care professions in the US. health care system and compare the educational, professional examination, state licensing, and continuing educational requirements across the various disciplines.</p> <p>Sample assignment:</p> <p>A homework assignment that requires students to create a table, comparing and contrasting several health care professions and indicate their findings in a paragraph following the table. <u>Students are analytically reviewing different states' requirements (ie., certification, licensure, education and continuing education, residency/internship, etc) along with their personal lived experience and interests to plan their academic and professional journey to a health care career. Students may face many obstacles in their health care career trajectory and this assignment helps students critically evaluate the steps they will need to take to achieve their goals.</u></p>	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
<p>Students are required to submit either a 5-page final paper or give a 10-minute final presentation on a select career in the U.S. Health Care System. Students will be required to added information regarding the type of health care conditions this health care profession treats</p> <p>A detailed rubric will be provided for their research project: APA format will be required, a TurnItIn score <25%, (or another plagiarism software) a minimum of five peer-reviewed scholarly citations (websites and secondary sources are allowed but do not count toward the five-citation requirement). Students who give a presentation will also be required to generate a short visual presentation either with PowerPoint or a visual of their choice.</p>	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.

<p>A course in this area <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Students in HPI 101 are introduced to a brief history and evolution of the provision of and funding for health care in the U.S. to set the context for the evolution of the many health care professions in the US health care system and how many came to be. Students will demonstrate an understanding of the concept of interdisciplinary and its importance among health care clinicians. Students will demonstrate that they have achieved this objective and understand the provision of health care in the US via the test your knowledge quizzes that are introduced at the end of the weekly modules on Blackboard. Finally, this is reinforced by a midterm and a final examination.</p> <p>The quizzes, midterm, and final exam moves from lower to higher taxonomy level multiple choice or answer questions as the content moves from lower to higher complex information. Higher taxonomy level questions are also asked, examples include short answer questions.</p>	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
<p>Students learn to analyze and explain a specific health care professions in the U.S. and the requirements to enter the profession. Concept of health disparities and how this impact members of our society who are underrepresented. Students will explain the importance of educating health clinicians from underrepresented populations who are prepared to provide care to a vulnerable population.</p> <p>Sample homework assignment:</p> <p>Students listen to you-tube video on various professions and then reflect on the content of these videos with respect to the health care system; for example, in module 5 on BB, a video depicting nursing as a key to innovation in clinical setting and students write a short essay on the interdisciplinary nature of nursing as innovators.</p>	<ul style="list-style-type: none"> Examine how an individual's place in society affects experiences, values, or choices.
<p>The Conscientious Clinician Program: There are 5 workshops presented in the last 5 weeks of the course, providing students with the real-life experience of a healthcare clinician. These workshops are provided by Black Health in an effort to increase cultural sensitivity in healthcare providers. <u>At the end of each workshop, there is a detailed post-assessment survey. The survey measures knowledge learned from the workshops, including how well students developed respectful responses to the diverse perspectives expressed by workshop actors pretending to be patients from different religion, cultures</u></p>	<ul style="list-style-type: none"> Articulate and assess ethical views and their underlying premises.

<p><u>and racial/ethnic backgrounds. Students must be able to articulate the mission, vision, and values of their health care employer and the ethical code of conduct of their health care profession while respecting the patients' identity-based norms and values.</u></p> <p>Sample course activities: There are 5 workshops that will be presented in the last 5 weeks of the course that will discuss the ethical views of healthcare providers, health care disparities of at-risk population, and how this is observed in a clinical setting.</p>	
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
<p>Students engage in-class discussion of the various healthcare professions, national and global trends of practice across the United States. Student learned that distribution of health care professions is unevenly distributed, i.e. rural vs. urban, vs. suburban. Students also learn that the racial make up of many professions are unevenly distributed.</p> <p>Homework assignment: In module 7 critical thinking discussion question provides the students with four different health care professions to research and learn the similarities and the differences between the professions. Students work in groups and report out their findings.</p>	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
	<ul style="list-style-type: none"> • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

LEHMAN COLLEGE CITY UNIVERSITY OF NEW YORK
HEALTH SERVICES ADMINISTRATION PROGRAM
US Healthcare: Careers in a Unique System - **HPI 101**

FALL 2022

SYNCHRONOUS- FRIDAY 9AM to 11:50 AM
Class will meet Virtually via ZOOM

Course Rationale and Description:

Description:

Study of practice and interprofessional relationships of various healthcare professions, such as clinical (MD, DO, PA, TR, PharmD), nursing (LPN, RN, BSN, NP), rehabilitation (PT, OT, Speech), other (lab tech, social work) non-clinical (public health, health administration, health education) and Vet/tech. Impact of historical and current trends such as health care reform and reimbursements on the various healthcare professions.

Rationale:

This course provides student with an introduction to many healthcare careers with a focus on healthcare programs at Lehman College. The course will introduce students to safety procedures, interpersonal communications, and basic medical terminology. The course will enable students to receive initial exposure to healthcare science skills, attitudes applicable to healthcare including the concepts of health, wellness, and preventative care; and the responsibilities of health providers. Students will be introduced to career pathways that lead to a productive healthcare career. The pathways are therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Goal:

The goal of this course is to identify essential functions of healthcare clinicians and non-healthcare clinician using the National Health Care Skill Standards. A secondary goal of this course is to describe healthcare careers that offer rewarding and meaningful professions. A final goal of the course is to introduce and explain the basic structure of the US Health Care System and the role of healthcare clinicians and non-healthcare clinicians within the system.

Student Learning Objectives:

Upon the successful completion of this course, you will be able to:

- Explain the general structure of the US Health care system, including its historical development from westward expansion through the Affordable Care Act.
- Distinguish among the variety of health care professionals and identify differences between licensure and certification.
- Examine the difference between practitioners, technologist, technician, assistants.
- Examine how an individual's place in society affects experiences, values, or choices.
- Articulate and assess ethical views and their underlying premises.
- Articulate ethical uses of data and other information resources to respond to problems and questions.

Student Digital Learning Outcomes

During this course, students will demonstrate the following digital literacy skills:

- Ability to conduct effective search strategies using various search engines found within the internet for research, data, and media information.
- Proficiency in the use of the digital information technology
- Correctly site references that avoids plagiarism
- Critically assess findings and effectively discuss and distribute information to audience using platforms such as social media (twitter, facebook, or others)
- Develop critical thinking skills using digital technology and show evidence of an independent thinker
- Create digital learning strategies that prepare for employment or professional schools upon completion of degree
- Communicate and collaborate with others in the virtual environment
- Demonstrate awareness of digital technology security and safety

Required Text/Materials:

1) Stanfield's Introduction to Health Professions (8th Ed.):

2) Supplemental articles, YouTube videos are provided within course content from each instructor and uploaded to the Blackboard site for discussion within each module.

Prerequisite: College-Level Standing

Course Requirements:

Blackboard tutorial is available for those new to Blackboard Learning Management System Click on the link to the tutorial to get started:

<http://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/user-guides/student/>

Computer Technology: All courses at the Lehman College stress the importance of computer uses and technology. Assignments require the use of a computer. Each student will need to check Blackboard once per day and especially prior to attending each class for information, instruction, and messages (Student Learning Activities)

<https://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/helpsupport/>

Written Assignments: All written work submitted as scheduled and typed in a word document format. Formal American English used in your written communications. (Student Learning Objectives 1-7)

National Health Care Core Knowledge

- Academic foundation
- Employability skills
- Legal Responsibilities
- Ethics
- Safety practices

Blackboard Discussion Forum: Blackboard discussion board develops critical thinking skills where you engage with classmates to discuss a relevant topic. Discussion board also fosters teamwork

National Health Care Core Knowledge

- Team work

Oral Presentation Assignments: Oral Presentations are a requirement in this course. Professionals in any field must learn to be a good public speaker. Your presentation will be done via voice thread (Student Learning Objectives 1-7)

National Health Care Core Knowledge

- Communication system

Research: Each of the topics that you research contain information and supporting data. The time spent researching your topic, would help you develop the language used by members of the health care team. There will be dedicated class time spent reviewing the mechanics of researching a topic. You are encouraged to use both the Lehman library and online search engines to complete the research (**Student Learning Objectives 1-7**)

Mapping the course to the Student Learning Objectives/Outcomes

Learning Objective/Outcome	How will your learning for this objective/outcome be measured?	Points	When is this due
1. SLO 1, 6 and 7 Academic foundation, Employability skills, Legal Responsibilities, Ethics, Safety practices	1a. Test your knowledge quiz 1b. Homework Assignment #1	20 points 30 points	Sunday 9/11/2022
2. SLO 1, 6, and 7 Academic foundation, Employability skills, Legal Responsibilities, Ethics, Safety practices	Assignments: 2a. Test your knowledge quiz 2b. Homework Assignment #2 Case study	20 points 10 points	Sunday 9/18/2022
3. SLO 2, 3, 4, & 5 Academic foundation, Employability skills, Legal Responsibilities, Ethics, Safety practices, Teamwork	Assignments: 3a. Test your knowledge quiz 3b. Module 3 Discussion Board: IT 3c. Practice Draft resume & cover letter	20 points 30 points 0 points	Sunday 9/25/2022
4. SLO 2, 3, 4, & 5 Academic foundation, Employability skills, Legal Responsibilities, Ethics, Safety practices, Teamwork	Assignments: 4a. Test your knowledge quiz 4b. Module 4 Discussion Board	20 points 30 points	Sunday 10/02/2022
5. SLO 2, 3, 4, & 5 Academic foundation, Employability skills, Legal Responsibilities, Ethics, Safety practices, Teamwork, Communications	Assignments: 5a. Test your knowledge quiz 5b. Homework Assignment #3 5c. Voice Thread Practice Session	20 points 10 points 0 points	Sunday 10/09/2022
6. SLO 2, 3, 4, & 5 Academic foundation, Employability skills, Legal Responsibilities, Ethics, Safety practices,	Assignments: 6a. Mid-term examination	100 points	Sunday 10/16/2022

7. SLO 2, 3, 4, & 5 Academic foundation, Employability skills, Legal Responsibilities, Ethics, Safety practices,	7a. Test your knowledge quiz	20 points	Sunday 10/23/2022
8. SLO 2, 3, 4, & 5 Academic foundation, Employability skills, Legal Responsibilities, Ethics, Safety practices, Teamwork	8a. Test your knowledge quiz 8b. Blackboard Discussion	20 points 30 points	Sunday 10/30/2022
9. SLO 2, 3, 4, & 5 Academic foundation, Employability skills, Legal Responsibilities, Ethics, Safety practices, Teamwork, Communications	9a. Test your knowledge quiz 9b. Workshop Post Survey 9c. Voice Thread Practice Session	20 points 20 points 0 points	Sunday 11/06/2022
10. SLO 2, 3, 4, & 5 Academic foundation, Employability skills, Legal Responsibilities, Ethics, Safety practices	10a. Test your knowledge quiz 10b. Workshop Post Survey	20 points 20 points	Sunday 11/13/2022
11. SLO 2, 3, 4, & 5 Academic foundation, Employability skills, Legal Responsibilities, Ethics, Safety practices, Teamwork	11a. Test your knowledge quiz 11b. Workshop Post Survey 11c. Final Resume and Cover Letter	20 points 20 points 100 points	Sunday 11/20/2022
12. Thanksgiving Week	12a. Thanksgiving Holiday Week	11/21-27/22	
13. SLO 1,2, 3, 4, 5, 6 & 7 Academic foundation, Employability skills, Legal Responsibilities, Ethics, Safety practices, Teamwork, Communications	13a. Workshop Post Survey	20 points	Sunday 12/04/2022
14. SLO 1,2, 3, 4, 5, 6 & 7 Academic foundation, Employability skills, Legal Responsibilities, Ethics, Safety practices, Teamwork, Communications	14a. Workshop Post Survey 14b. Final Oral Presentation Upload	20 points 100 points	Sunday 12/11/2022
14. SLO 1,2, 3, 4, 5, 6 & 7 Academic foundation, Employability skills, Legal Responsibilities, Ethics, Safety practices, Teamwork, Communications	15a. Final Examination 15b. Final Reflection 15c. Final Discussion Oral Presentation Critique	100 50 30	Sunday 12/18/2022
Total Points for the Course: 10% of the points cover the pathway student learning outcomes		930 points	
Earn Extra 70 points –found in the Extra Folder on BB—graded at the end of the semester only			

Grading Criteria:

1. Grades calculated using a point accumulation method.
2. The total number of possible points in the course is based on the total number of assignments given.

3. Each assignment has a point value.
4. Lehman College requires that instructors to verify attendance within the first two weeks of the semester and to provide students with a mid-term assessment. The university requires each teacher to assess student's progress at mid-point.
5. The actual letter grade will be determined by using the following Grading Scale: The final grade will be based upon the successful completion of all assignments, participation in class discussion either live or through BB discussion board and test grades. You will receive the grade you earn.

Grades are defined as follows:

A = 900-930	A- = 899-879	
B+ = 878-858	B = 857-837	B- = 836-800
C+ = 770-799	C = 730-760	C- = 700-720
D+ = 670-690	D = 600-660	
F = < 600		

Course Policies:

All students are to read and adhere to the Lehman Student Code of Conduct (see the Lehman Student Handbook).

Instruction Methodology

Synchronous course

This course is synchronous and will meet once per week on Friday from 9am to 11:50am. All courses will be taught remotely in a 100% online environment. Additionally, the class will require Blackboard discussions in the discussion board forum, where students are required to participate in the discussion. There will be break-out session for those attending the synchronous sessions. There are several ways that materials will be introduced, to include you-tube, instructor made videos, online website training modules, and other media materials designed to facilitate course mastery.

Students will be assigned supplemental readings in addition to the required text for reading and will be expected to complete assigned reading and writing tasks independently and in a timely manner and prepare to answer questions in the discussion forum. The course places a strong emphasis on independent inquiry, critical thinking and research and students are expected to engage in all assigned research activities as well as conduct their own research. Although the online environment offers student flexibility, there is an expectation that student will participate in the class discussion and submit all written assignments on time.

Class Recording and On Camera requirements:

Presence on camera will be REQUIRED and participation in the class breakout sessions will be required. For assignments that require an oral presentation, (there are two assignments), you will be required to complete this assignment with your camera on.

I will record a summary of the weekly lessons so you can review the material at a later time. Each week regardless you attend online synchronous, you will be required to take the Test Your Knowledge Quiz, complete the homework, and participate in the discussion board. The dates for the quizzes will be provided on the link itself, in the directions, and in your My Grade folder.

Remember: This is not a distance learning course, so it requires your participation.

Assessment: There are multiple means of assessing your course work in this class. You will have many opportunities to show that you are mastering the course work and will be guided by rubrics. Rubrics help you as a student determine how your work will be graded by the instructor. Below list the graded assignments that will be required in this course.

Graded Assignments

The graded assignments for this course consist of active class participation on the Blackboard discussion board site, completing the written assignments and submission to Blackboard, one midterm and one final examination, development of a Resume and Cover Letter, three homework assignments, five workshop post surveys, one final course reflection, and one final oral presentation that will be presented using Voice-thread and uploaded to the Blackboard Discussion forum to receive written feedback from the students' peers.

Class participation: There are 15 weeks in this course and of this 15 week you will complete 10 Test Your Knowledge Quizzes. TYK quizzes will demonstrate your attendance. Test your knowledge quizzes must be done in the week the quiz is due. The second way to measure attendance is through active participation in all blackboard class discussion. Regular Blackboard participation is important, and you must keep up with your course work. Do not leave everything for the week before a test, the week before your project presentation or the last week of the semester. Active participation means you demonstrate the ability to apply the concepts introduced in class, the ability to research a subject, and the ability to work in a group, these are all part of the learning process. I welcome your comments and feedback, and hope that we can establish an atmosphere in which you feel safe to explore ideas and ask questions.

Test Your Knowledge quizzes—There are 10 short quizzes. These are short quizzes designed to help you recall concepts learned from the chapter or chapters. These are multiple choice and will be graded automatically by the system. These will be timed for 60 minutes. Once the 60 minutes is up, the quiz will automatically submit to the instructor and you will receive a grade.

Written assignments: There are several short writing assignments that you will be required to complete. Below explains each of these short writing assignments.

Two Case Studies: You will be required to read the case study and answer questions related to the case student in your breakout group session. This will help you to demonstrate your critical thinking skills and your ability to determine the problem and provide a solution.

Three homework assignments—these are designed to help you critically think about concepts discussed in the course:

Mid-term Examination will be multiple choice, short answers and matching and will cover Chapters 1-14, 23, 25, 31. The questions are taken directly from the text.

Final Examination will be multiple choice, short answers and matching and will cover Chapters 9 through 31. The questions are taken directly from the text.

Final resume and cover letter with an oral presentation: Student will develop his or her final research on his or her chosen profession, develop a resume and cover letter, and develop a

power-point slide to make an oral presentation. The student will use VoiceThread media to construct the oral presentation.

Final Reflections Students will reflect on their own learning in this course and determine what he or she found to be the most important skill learned in this course.

Presentation—Oral presentation is a valued skill required of all professionals. Each student will present an overview of his research project via video and submit to the class for review and to the instructor for grading.

The Conscientious Clinician Program: There are 5 workshops that will be presented in the last 5 weeks of the course that will provide students with a real-life experience of a healthcare clinician. These workshops are provided by Black Health in an effort to increase cultural sensitivity and ethically sound healthcare providers.

Feedback—It is my policy and practice to provide timely feedback. For most assignments, the feedback will be provided within **48 hours upon** closing of the assignments. Assignments such as the Case studies, Reflection Papers, Blackboard discussion, Final Research paper, feedback will be provided within 72 hours. You will be given an opportunity to present a draft of your resume/cover letter for early comments. This will allow you to make changes to your final document before you submit.

Late assignment policy—This policy applies to **any assignment worth 50 points** are more. Late papers will be accepted up to **five (5) days following the submission deadline**. Late papers will be subject to a 15-point reduction regardless of the reason for the late submission. This would mean a late paper that is received within the 5-day grace period can earn no higher than 85 points.

Note: **Any Assignments worth 49 points are less** will not be accepted late for any reason. While online provides you with flexibility, the deadlines for the assignments are firm. Deadlines must be adhered to in order to receive timely feedback from the instructor.

CHEATING/PLAGIARISM STATEMENT:

Students enrolled at the Lehman College are obligated to maintain standards of academic integrity. Violations of academic obligations include unethical practices and acts of academic dishonesty such as cheating, plagiarism, falsification and the facilitation of such acts. Cheating includes the actual giving or receiving of aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work.

Plagiarism is the use of another's ideas or words, or both, as if they were one's own. However, ideas or direct quotations from others are acceptable with appropriate citation of sources.

Students with Disabilities

Lehman College is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). In general, University policy calls for reasonable accommodations to be made for students with disabilities on an individualized and flexible

basis. It is the responsibility of students, however, to seek available assistance at the University and to make their needs known.

Any student with a documented disability (physical, cognitive [intellectual], or emotional) who requires academic accommodations should contact the Disability Resource Center at _____ as soon as possible to request an official letter outlining authorized accommodations. This letter must be given to each Instructor during the first week of class.

Failure to submit by the first week of class may forfeit your opportunities later in the semester.

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

DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

1. **Type of Change:** *pre-requisite, note*

2. **From:**

Department(s)	Management and Business Innovation
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Business
Course Prefix & Number	BBA 341
Course Title	Marketing Applications in a Digital World
Description	Principles and theories of marketing are applied through the use of digital marketing tools in social media advertising, marketing research, product design, supply chain management and other marketing functions.
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	3
Liberal Arts	[] 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

3. **To:** Underline the changes

Department(s)	Management and Business Innovation
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Business
Course Prefix & Number	BBA 341
Course Title	Marketing Applications in a Digital World
Description	Principles and theories of marketing are applied through the use of digital marketing tools in social media advertising, marketing research, product design, supply chain management and other marketing functions. <u>NOTE: If a student does not have BBA 332, they can request departmental permission.</u>
Pre/ Co Requisites	<u>BBA 332</u>
Credits	3
Hours	3
Liberal Arts	[] 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 (Explain how this change will impact the learning outcomes of the department and Major/Program):**

This course requires a familiarity with the basic principles of marketing. BBA 332 provides students the basic concepts of marketing. Therefore, students should have

taken BBA 332 before taking this course. If a student does not have BBA 332 (e.g., transferring students), they can request departmental permission.

5. **Date of departmental approval:** January 25, 2023

**LEHMAN COLLEGE
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DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

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

2.

Department(s)	Management and Business Innovation
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Business
Course Prefix & Number	BBA 121
Course Title	Introduction to Sports and Entertainment Venues Management
Description	Real estate acquisition, development, financing, management and operations of sports and entertainment venues, including local policy and partnerships.
Pre/ Co Requisites	
Credits	1
Hours	1
Liberal Arts	[] 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

3. Rationale:

The sports and entertainment venue sector employ over 100,000 people across 6,000 plus venues in New York City, with an average salary of over \$80,000. This is a very dynamic sector of the New York City and U.S. economy. The course will help prepare students for various opportunities in the sector covering real estate development, management, and operations by introducing them to the demand for these venues and experiences, and the process of development ranging from site selection, entitlement, design, construction, management, and operations.

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

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

1. Discuss the various types of sports and entertainment venue developments, the process, and key players involved in the acquisition and disposition of sports venues;
2. Use analytical tools to determine the valuation of an asset and estimate the profitability and investment returns from developing sports and entertainment venues;
3. Describe the steps of the sports and entertainment venue development process, including the role of policy, partnerships and community; the role of the general contractor; and the construction budgeting process
4. Identify the various funding instruments of the real estate capital markets and their appropriateness in financing sports venue real estate projects;
5. Explain the fundamentals of sports venue operations and property management, list and apply key metrics and tools to measure annual and long-term asset performance.

5. Date of Departmental Approval: November 15, 2022

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

DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

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

2.

Department(s)	Management and Business Innovation
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Business
Course Prefix & Number	BBA 122
Course Title	Introduction to Project and Construction Management
Description	Basics of managing and executing a real estate and construction project.
Pre/ Co Requisites	
Credits	1
Hours	1
Liberal Arts	[] 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

3. **Rationale:**

Job opportunities for project managers continue to grow at a rate of 1.5 million opportunities per year in all sectors – including information technology, healthcare, manufacturing, finance, energy, construction and business services. Increasing complexity of business operations and global marketplaces demand faster, better, cheaper solutions for clients that meet ever-increasing performance expectations. Project managers make this happen. They lead teams, manage the expectations of clients and management, and interact with stakeholders of all levels, internal and external, to an organization. This holds true also for real estate projects and construction management. By introducing students to the basics of project and construction management, this course will help students gain knowledge and a better understanding of this area of real estate.

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

- (1) Discuss project management planning and construction scheduling basics
- (2) Explain successful project execution from beginning to completion
- (3) Explain the role and responsibilities of construction team members during construction
- (4) Describe contract administration and contract management
- (5) Identify and describe what goes into cost estimating and value engineering
- (6) Discuss implementation steps to projection completion

5. **Date of Departmental Approval:** November 15, 2022

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

DEPARTMENT OF MATHEMATICS

CURRICULUM CHANGE

1. **Type of Change:** Description

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

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 313
Course Title	Elements of Linear Algebra
Description	Vector spaces, systems of linear equations, determinants, linear transformations, and matrices.
Pre/ Co Requisites	MAT 176. With Department permission, MAT 176 may be taken as a COREQ.
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] 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

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3. **To:** Underline the changes

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 313
Course Title	Elements of Linear Algebra
Description	<u>Systems of linear equations, matrices, determinants, eigenvectors and eigenvalues, vector spaces and linear transformations.</u>
Pre/ Co Requisites	MAT 176. With Department permission, MAT 176 may be taken as a COREQ.
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] 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 (Explain how this change will impact the learning outcomes of the department and Major/Program):**

The course description was reorganized to better reflect the order in which topics are covered in the class. Two important topics (eigenvectors and eigenvalues) have always been in the course syllabus, but have been mistakenly missing from the course description. The proposed change corrects this erroneous omission.

5. **Date of departmental approval:** February 6, 2023

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

DEPARTMENT OF MATHEMATICS

CURRICULUM CHANGE

Name of Program and Degree Award: Mathematics Minor
Effective Term:

1. **Type of Change:** Change in Degree requirements
2. **From:** Strikethrough the changes

Mathematics Minor (~~12~~ credits)

General requirement:

~~12 credits at the 200 level or above, with at least 6 at the 300 level or above.~~
All grades must be C- or better.

Students not majoring in Computer Science must include:

	Credits
MAT 226 Vector Calculus	4
MAT 313 Elements of Linear Algebra	4

~~Students majoring in Computer Science, who elect to have a minor in Mathematics, must include:~~

	Credits
MAT 320 Analysis I	4

~~Cannot include any courses used to satisfy the Computer Science major.~~

3. **To:** Underline the changes

Mathematics Minor (14-24 credits)

Required courses:

8-16 credits

	Credits
<u>MAT 175* Calculus I</u>	<u>4</u>
<u>MAT 176* Calculus II</u>	<u>4</u>

MAT 226	Vector Calculus	4
MAT 313	Elements of Linear Algebra	4

6-8 credits in two additional MAT courses of which at least 3 credits must be at the 300-level or higher.

The following courses **CANNOT** be used towards the Math minor:

	<u>Credits</u>	
<u>MAT 231</u>	<u>Statistics for Biologists</u>	<u>4</u>
<u>MAT 300</u>	<u>Mathematical Models in the Social Sciences</u>	<u>3</u>
<u>MAT 301</u>	<u>Applied Statistics and Computer Analysis for Social Scientists</u>	<u>3</u>
<u>MAT 348</u>	<u>Mathematical Methods for Management</u>	<u>4</u>

All grades must be C- or better.

*MAT 175 and MAT 176 are prerequisites to all advanced MAT courses. They do not count against the total number of credits a student must take independent of their major.

4. **Rationale:**

The current Math minor requirements are more restrictive for Computer Science majors only. The proposed changes make the math minor requirements uniform and, hence, more equitable for all students. Additionally, the proposed changes make MAT 226 and MAT 313 required coursework for all students as they cover important foundational content in the areas of analysis, geometry, and algebra. This content is necessary for any continued study in Mathematics and should be taken by any student with an academic credential in Mathematics. Given that MAT 226 and MAT 313 are gateway courses to more advanced content work and now required, an additional elective course was added to the program requirements. The new math minor requirements now prepare students for additional mathematical study post-graduation; they also better prepare them for a job education or industry. Prerequisite courses are also included for more transparency.

5. **Date of departmental approval:** February 6, 2023

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

DEPARTMENT OF SPEECH LANGUAGE AND HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Post-Baccalaureate Certificate in Speech-Language Pathology

Hegis Number: 1220

Program Code: 41760

Effective Term: Spring 2024

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

2. **From:**

Post-Baccalaureate Certificate in Speech-Language Pathology

This certificate provides the necessary prerequisite courses for students who have earned a bachelor's degree in another field and wish to apply to graduate school in Speech-Language Pathology. The certificate consists of six courses ~~of three credits each~~ that are commonly required by graduate programs.

Admissions:

The admission requirement for the certificate program is an earned bachelor's degree with a major other than communication sciences and disorders (or synonymously, speech-language pathology and audiology). Students who do not hold a bachelor's degree from a college where the language of instruction is English must earn a TOEFL (Test of English as a Foreign Language) score of at least 500 for admission.

Certificate Requirements:

Completion of the following courses are required in the order listed below.

SPV 228	Introduction to Audiology	3
SPV 245/LNG 245	Articulatory Phonetics	3
SPV 247/LNG 247	Anatomy and Physiology of the Speech Mechanism	3
SPV 321	Language Acquisition	3
SPV 349	Speech and Hearing Sciences	3
SPV 327	Speech Pathology: Organic Disorders	3
	Or	
SPV 326	Speech Pathology 1: Functional Disorders	3

~~SPV 326: Prerequisite SPV 321.~~

3. **To:** Underline the changes

Post-Baccalaureate Certificate in Speech-Language Pathology

This certificate provides the necessary prerequisite courses for students who have earned a bachelor's degree in another field and wish to apply to graduate school in Speech-Language Pathology. The certificate consists of six courses that are commonly required by graduate programs.

Admissions:

The admission requirement for the certificate program is an earned bachelor's degree with a major other than communication sciences and disorders (or synonymously, speech-language pathology and audiology). Students who do not hold a bachelor's degree from a college where the language of instruction is English must earn a TOEFL (Test of English as a Foreign Language) score of at least 500 for admission.

Certificate Requirements:

Completion of the following courses are required in the order listed below.

SPV 228	Introduction to Audiology	3
SPV 245/LNG 245	Articulatory Phonetics	3
SPV 247/LNG 247	Anatomy and Physiology of the Speech Mechanism	3
SPV 321	Language Acquisition	3
SPV 349	Speech and Hearing Sciences	3
<u>SPV 400</u>	<u>Communication Disorders Across the Life Span</u>	<u>3</u>

SPV 400: Prerequisite SPV 321.

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

SPV 400 is a new course added to the certificate in lieu of 326 or 327. SPV 400 encompasses salient material from both courses. In the SLP major, students are required to take 2 survey courses (SPV 327 Organic Disorders and SPV 326 Functional Disorders), which cover functional and neurogenic disorders in speech, language, communication and swallowing disorders. In the post baccalaureate certificate, in which only 6 prerequisite courses are required (for students graduating with their BA in another field and are interested in pursuing a master's degree in SLP), students are asked to choose between SPV 327 and SPV 326 and are not required to take both. By choosing only one course, students lack the knowledge and skills covered in the course not chosen and are ill prepared for the graduate program. The new course, SPV 400, will combine the essential material covered in both SPV 326 and SPV 327 courses.

5. **Date of departmental approval:** 12/2/2022

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

DEPARTMENT OF SPEECH LANGUAGE HEARING SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	SLHS
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	Speech Language and Hearing Sciences
Course Prefix & Number	SPV 400
Course Title	Communication Disorders Across the Life Span
Description	Nature, etiology, assessment, and treatment of speech disorders (specifically articulation, fluency, cleft palate, and cerebral palsy), pediatric and adult language disorders, voice disorders and swallowing disorders, across the lifespan. Working with culturally and linguistically diverse populations NOTE: This course is available only for students enrolled in the Post baccalaureate certificate program.
Pre/ Co Requisites	Prerequisites Either SPV 228 and 245 and 247 or SPV 321
Credits	3
Hours	3
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

	Scientific World
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3. Rationale:

In the SLP major, students are required to take 2 survey courses (SPV 327 Organic Disorders and SPV 326 Functional Disorders), which cover functional and neurogenic disorders in speech, language, communication and swallowing disorders. In the post baccalaureate certificate, in which only 6 prerequisite courses are required (for students whose major was in a discipline other than speech pathology and audiology and are interested in pursuing a master's degree in SLP), students elect to enroll in either SPV 327 or SPV 326 and are not required to take both. We realize that by doing so, students lack the knowledge and skills covered in the course not chosen. The new course, SPV 400, will combine the essential material covered in both SPV 326 and SPV 327 courses.

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

1. Demonstrate development of basic knowledge of the biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases of basic human communication and swallowing processes.
2. Demonstrate development of knowledge of the etiologies and characteristics of speech, language, communication and swallowing disorders.
3. Demonstrate development of knowledge of the general principles of prevention, assessment, and intervention of speech, language, communication, and swallowing disorders.
4. Demonstrate a basic understanding of the general principles and practices of evidence-based practice, theoretical models, and their clinical applications.
5. Integrate basic knowledge of neurological, acoustic, psychological, developmental, linguistic, and cultural bases of basic human communication disorders and swallowing processes into written clinical observation reports and/or writing assignments.
6. Formulate and develop a reasoned positioned response based on research of the current literature on human communication development and disorders and/or swallowing.
7. Present evidence-based oral/written presentations, projects, and papers, using appropriate terminology and concepts applicable to the discipline of speech-language pathology and audiology.

5. Date of Departmental Approval: 12/2/2022

**Academic Freedom Committee
Lehman College
Resolution on Collaboration and Exigency
March 12, 2023**

Whereas, in recent years, American institutions of higher education have sometimes cut faculty and staff, even leading to the closure of programs that should be part of any serious educational institution's curricular portfolio, and have implemented policies that erode the ranks of faculty and staff and the principles of shared governance,

Now therefore be it resolved that, to preserve shared governance and consultation, stakeholders represented in the Lehman Senate (students, staff, and faculty) must be involved in consultation and deliberation at every stage of such decisions, beginning with a determination that a state of financial exigency exists; and

Be it further resolved that before any proposals for program discontinuance on financial grounds are made or entertained, the Lehman Senate should have the opportunity to render an assessment on the institution's financial condition; and

Be it further resolved that the Senate should have access to, at minimum, five years of audited financial statements, current and following-year budgets, and detailed cashflow estimates for future years; and

Be it further resolved that, in order to make informed proposals about the financial impact of cuts and program closures, the Senate needs access to detailed program, department, and administrative-unit budgets; and

Be it further resolved that the Senate should determine whether all feasible alternatives to cuts and closures have been pursued, including (*inter alia*) expenditure of one-time money or reserves as bridge funding, deferral of nonessential capital expenditures, and cuts to noneducational programs and services, including expenses for administration; and

Be it further resolved that faculty and staff in a program being considered for discontinuance because of financial exigency should be informed in writing that it is being so considered and given at least thirty days in which to respond. Tenured, tenure-track, and contingent faculty members, as well as students and staff, should be involved.

And be it further resolved that a condition of financial exigency can legitimately be declared only when the determination of the institution's financial health is guided by generally accepted accounting principles. But financial exigency is not a plausible complaint in case the College has shifted resources from its primary missions of teaching and research toward the employment of increasing numbers of administrators or toward unnecessary capital expenditures. Programs may be cut in case of severe financial exigency, but only if the Lehman Senate is involved in the decision-

making process, beginning with the determination of whether the College is experiencing bona fide financial exigency.

Adapted from: AAUP (2013), “The Role of Faculty in Conditions of Financial Exigency,” retrieved from <https://www.aaup.org/report/role-faculty-conditions-financial-exigency>

Academic Freedom Committee
Lehman College
Resolution on Florida House Bill 999
March 12, 2023

Be it resolved that the President of the Lehman Senate shall convey to the American Historical Association¹ (AHA) that the Lehman Senate has voted to sign on to the following statement:

AHA Statement Opposing Florida House Bill 999, Approved by AHA Council, March 3, 2023²

HB 999, filed in the Florida House of Representatives on February 21, 2023, merits attention and comment.

The American Historical Association has been monitoring the genre of legislation commonly referred to as “divisive concepts” bills for two years. Normally we do not engage with what gets fed into the hopper; we wait until legislation is viable, generally when a bill emerges from committee. But HB 999 is different, and we consider it imperative to speak out immediately and forcefully. What has previously best been characterized as unwarranted political intervention into public education has now escalated to an attempt at a hostile takeover of a state’s system of higher education.

We express horror (not our usual “concern”) at the assumptions that lie at the heart of this bill and its blatant and frontal attack on principles of academic freedom and shared governance central to higher education in the United States. Florida’s legislature has on its agenda a dagger to the heart of an American institutional framework that has long been the envy of the world (and a source of billions of dollars in revenue from international students).

What would implementation of this legislation look like? Consider history education.

HB 999 allows political appointees unprecedented oversight of day-to-day educational decisions. Universities and departments will face consequences should unelected partisan actors decide that any “general education core courses” somehow “suppress or distort significant historical events.” All history teachers “suppress” some events; everything has a history, and no course can include all histories. It is up to the teacher, within reasonable state guidelines, to select what is most important and most useful to students in a particular class. All else is “suppressed.”

The bill also gives to boards of trustees the authority to determine if and when teachers of a mandated set of core courses have “define[d] American history as contrary to the creation of a new nation based on the universal principles stated in the Declaration of Independence.” Is it illegal for a faculty member to suggest that the US Constitution, rather than the Declaration of Independence, created the political framework for the new nation? Given that HB 999 would empower boards of regents to review the

¹ American Historical Association, 400 A Street SE, Washington, DC 20003, Phone: 202.544.2422, Email: info@historians.org

² Retrieved from [https://www.historians.org/news-and-advocacy/aha-advocacy/aha-statement-opposing-florida-house-bill-999-\(march-2023\)](https://www.historians.org/news-and-advocacy/aha-advocacy/aha-statement-opposing-florida-house-bill-999-(march-2023))

tenure status of any faculty member, such legitimate (and pedagogically useful) interpretive disagreements could have dire implications for all instructors, even faculty best protected by traditional norms of governance and procedure.

This is not merely an escalation of the “history wars” that have ebbed and flowed across the American landscape—and indeed, in other nations as well; the United States is hardly exceptional in this regard. Like the proponents of more conventional “divisive concepts” legislation, advocates of this particular assault especially fear the implications of the state’s youth learning that slavery and racism have enduring legacies. The idea that racism is a central aspect of American historical development—and its enduring presence in institutions, cultures, and practices—is well within the mainstream of historical scholarship, however much we might disagree about dynamics, relationships, and models of change. Notably, HB 999 mentions “critical race theory” more often than the words “democracy,” “freedom,” and “liberty” combined. This legislation aims to incite and divide, rather than to establish a healthy foundation for civic understanding.

The AHA does not disagree with HB 999’s premise that the mission of the state university system should be “education for citizenship of the constitutional republic [and] . . . the state’s existing and emerging workforce needs.” Employers look for applicants who have learned how to think, rather than what to think. Using evidence and deciding what facts matter is vital to being a successful engineer, doctor, or teacher. Would we want heart surgeons whose coursework or choice of tools had been dictated by political appointees? As for the viability of our constitutional republic, it is neither possible nor desirable to forge unity by refusing to acknowledge and understand division; instead, the very language of this legislation sows and perpetuates division. An informed citizenry requires the skills of historical literacy and the ability to test ideas, which is the core of history education.

This is not only about Florida. It is about the heart and soul of public higher education in the United States and about the role of history, historians, and historical thinking in the lives of the next generation of Americans.



Library Technology and Telecommunications Committee Report

Library

- Library with cooperation from Public Safety is pleased to announce Extended Hours for Finals Week coming up May 17th to May 23rd. Library First floor will be open until Midnight during exams. Limited Library staff will be available during the Extended Hours. Round the clock Virtual Chat will be available. Library appreciates support of Administration and Finance and Public Safety for making these Extended Hours possible to the college community
- Library and Sociology facilitated a Reading and Discussion with Devrim Yavuz. Professor Yavuz read and led a discussion from his book *Democracy and Capitalism in Turkey*. The event took place on Tuesday, April 18th from 1:00 – 2:00 PM. Please visit the Library Homepage for more details and to register.
- Library invites you to attend a *Research Data Management Workshop* facilitated by Katelyn Angell. This Workshop will introduce key skills for organizing, documenting, storing, and sharing data throughout the research data lifecycle in the natural and social sciences. The workshop is Tuesday, April 23rd from 2:00 – 3:00 PM. Please visit the Library homepage for more details and to register.

Information Technology

- Over Spring Break Electrical work was performed to the college emergency systems. The work required power to be shut down in certain areas and campus data systems were impacted on the following three days April 5th, 6th and 13th. We are pleased to report that the work on the emergency systems was successful and normal operations resumed as planned.
- The Tech Fee Committee has met two times - The first meeting was an introductory meeting to acquaint new committee members to the Tech Fee process. The second meeting was held on Monday afternoon and the process of reviewing proposals from Arts and Humanities started. Additional meetings will be held through the rest of April to continue the review of proposals. The committee recommendations will be forwarded to President Delgado for his review and approval before sending the Tech Fee plan to CUNY.
- A new IT Service Management System will be deployed early Summer. The new system called SERVICE NOW will greatly decrease the time that it takes for the college community to have IT issues addressed and provide the IT Division will a more sophisticated workflow to solve your technical issues. The college community will be learning more about Service Now as we approach deployment.

Blackboard

- You may have noticed that faculty can no longer enroll students/guests in classes on Bb. We had to disable this feature because the University was out of FERPA compliance. FERPA stands for Family Educational Rights and Privacy Act. If you need to have someone enrolled in your course, please contact me and I will do the enrollment for you.
- Transition to D2L Update: CUNY has entered into a contract with Brightspace. The Contract was executed on March 21 and will now be sent to the Office of the State Comptroller for approval. CUNY has launched a website officially announcing the transition from Bb to D2L - Brightspace. The website is: <https://www.cuny.edu/academics/brightspace-transition/> The Transition Timeline, Governance and other information can be found on the website. We have not identified which group we will be part of. However, it will not be Group 1.
- The Bronx Ed Tech Showcase is coming up on May 5th at Bronx Community College. Please join us for a day of technology presentations from colleagues at the three Bronx CUNY campuses. The program is open to the college community. To register - please GOOGLE - Bronx Ed Tech Showcase and click on the REGISTER button.

Online Education

- Course Design Institute is being offered between March 15th and August 20th. For More Information, please contact the Office of Online Education



EIAAR (Equity, Inclusion, Accessibility, and Anti-Racism)

Committee Report | Senate Meeting: April 19, 2023

Committee Updates

Major topics of developments

Subgroup updates:

- Wellbeing and food accessibility
 - Partnership with Panera Bread for food pantry (1st donation will begin on April 19th)
 - Accessibility Tour Update

Next Meeting:

April 25, 2023, from 11am to 12:30p
Zoom Meeting ID: 885 7202 4752
Passcode: 643185

Respectfully Submitted,

Mary and Takiyah