

1 **LEHMAN COLLEGE**

2 **The City University of New York**

3 **Lehman College Senate Meeting Minutes**

4 **Wednesday, May 3, 2023, at 3:45 PM**

5 **Carman Hall, B-04**

6 **Senators Present:** Akinkuolie-Ibidapo, Oluwatimilehin O.; Amargo, Zef A.; Austin, Laurie; Banks,
7 Ronald; Bettioli, Renato; Brijmohan, Stefanie; Brown, Kimarea; Brownson, Carl; Burton-Pye,
8 Benjamin; Busby, Aziza; Campeanu, Sandra; Clapp, Joseph; Contreras, Maria Guadalupe; Cooper,
9 Wendell; Delgado, Fernando; Dominquez, Victoria; Dozier, Ja-el Lucina; Fakhouri, Sameh; Fera,
10 Joseph; Forde, Althea; Fulakeza, Steven; Gil, Marianni M.; Gorokhovich, Yuri; Guerrero-Berroa,
11 Elizabeth; Harrison, Elgloria; Holtzman, Benjamin; Hurley, Dene; Hyman, David; Kalb, Aryeh B.;
12 Kareemuddin, Zainab B.; Khatun, Taslima; Mahon, James; Markens, Susan; Marmolejos, Frankelly;
13 McKenna, Christine; Mills, Pamela; Mohorcich, Joseph; Murphy, Brian; Murray, Monique;
14 Neumayer, Christine; Oberlin, Douglas; O’Boy, Deirdre; Ongley, John; Palacios, Hillary; Parmar,
15 Rene; Pillcorema, Kelly A.; Pitts, Wesley; Prince, Penny; Prohaska, Vincent; Rashid, Emani Z.;
16 Reynoso, Krystal; Rivera, Steven J.; Roldos, Maria Isabel; Rosario, Yvette; Rotolo, Rene; Ruiz,
17 Ediltrudys; Santiago, Xavier T.; Schlesinger, Kenneth; Seeram, Selina; Sisselman-Borgia, Amanda;
18 Sofianos, Eva; Stein Smith, Sean; Urquiza Riveroll, Ana Rebeca; Vann, Maurice; Waring, Elin;
19 Yavuz, Devrim; Zhao, Liang.

20
21 **Senators Absent:** Aisemberg, Gabriel; Alli, Alesha; Amend, Allison; Baraldi, Carole; Bishop,
22 Shirley; Chen-Hayes, Stuart; Di Raimo, Susan; Farrell, Robert; Finger, Richard; Ford, Gary; Gerry,
23 Christopher; Heyaime, Jose Pedro; Kurup, Vasundara; Latchman, Frederice Y.; MacDonna, Patricia
24 M.; MacKillop, Jane; Moalem, Lisa; Nwosu, Peter; Ohmer, Sarah; Payan, Juan Jesus; Ramsundar,
25 Sanjay; Rice, Anne; Rodrigues, Semia; Samuel, Lalitha; Schwittek, David; Smith, Sunyata; Wang,
26 Hsien-Tseng; Wills-Jackson, Celestial; Wright, Jermaine.

27
28 The meeting was called to order at 3:53 p.m. by President Fernando Delgado and Chair of the College
29 Senate, Prof. Joseph Fera. Thank you, Professor Fera, for covering for President Delgado throughout
30 the semester.

31
32 **1. Approval of the Minutes**

33 The minutes of the April 19, 2023, College Senate were approved by unanimous voice vote.

34
35 **2. Announcements and Communications**

36 **a. Report of the President—**

- 37
38 • Executive Vice Chancellor Hensel visited Lehman College this past Monday and she
39 was pleasantly surprised by the engagement of our students. We were second to last
40 among her visits and thus far, her favorite.

41 • Budget has a meeting next week with the Bronx Delegation and there will be a
42 conversation with representative Dinowitz about funding for Lehman College.

43
44 • This summer we have opportunities for lobbyists to write grants. Spread the word.
45

46 **b. Student Legislative Assembly—**

47
48 Frankelly Marmolejos presented.

49 • There was a successful breakfast bash last week.

50 • EVC Hensel came to visit Lehman College. Mr. Marmolejos had the opportunity to
51 discuss various issues with her such as: accessibility, religious prayer space and
52 affordable cafeteria prices.

53
54 • Congratulations to the new SGA President, Khadija Diallo.

55
56 • Good luck with finals.

57

58 **3. REPORTS OF STANDING COMMITTEES**

59 **1. Graduate Studies**

60 There was no report.

61 The next meeting is scheduled for fall.

62

63 **2. Governance Committee**

64 Professor Joseph Fera presented for the Governance Committee.

65 a) Senator At-Large Elections are taking place for faculty (part-time and full-time).

66 Weighted Election Round will be May 1, 2023- May 15, 2023. This is all done online.

67 There are three different rounds. Full-time faculty votes for full-time faculty, part-time
68 faculty votes for part-time faculty and administrative staff votes for administrative
69 staff.

70 b) Thank you, IT, for all the work you have done for us throughout the semester.

71 c) Filling Faculty Vacancies on Standing Senate Committees - Professor Joseph Fera
72 presented the slate of faculty nominated to serve on Standing Senate Committees. He
73 then opened the floor for additional nominations. No additional nominations were

74 made. The slate was closed. Professor Fera moved for a single vote and there was a
75 unanimous voice vote of approval.

76
77 There is no scheduled upcoming Governance Committee meeting.
78

79 **3. Committee on Admissions, Evaluations, and Academic Standards: Professor Sandra**
80 **Campeanu**

81 Professor Sandra Campeanu presented.

- 82 • The Spring 2023 graduation list was presented. This was the first time we had doctoral
83 students on our graduation list. The vote was taken pending the students satisfied their
84 graduation requirements. Professor Fera moved for approval of the graduation list,
85 and it was approved by a unanimous single voice vote.

86
87 No future meeting was announced.
88

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

90 Professor Yuri Gorokhovich presented proposals for the following departments: Psychology
91 Department, Early Childhood & Childhood Education Department, Exercise Sciences and
92 Recreation Department; Adult Degree Program Department, Journalism and Media Studies
93 Department, Languages and Literature Department; Management and Business Innovation
94 Department, History Department; Earth, Environmental, and Geospatial Sciences
95 Department; Social Work Department, Art Department, Health Equity, Administration &
96 Technology Department; Latin American and Latino Studies Department and Department of
97 Health Promotion and Nutrition Sciences.

98
99 Item #6- Language and Literature was brought to the floor for discussion. It was regarding a
100 withdrawal of minors such as CLA (classical culture), GER (German) and HEB (Hebrew).

101 The rationale behind their discontinuance is that they are no longer active classes.

102 Prof. Fera moved for a vote on items 1-14, except for item #6. They were approved by
103 unanimous voice vote. Item #6 was voted on and approved by majority voice vote.

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No future meeting was announced.

5. Academic Freedom: Professor David Manier

Professor Manier presented.

- Resolution on Florida House Bill 999
 - This Resolution was approved at the previous Senate meeting. Lehman College is officially a co-sponsor of the American Historical Association against Florida House Bill 999. The Resolution is a protest of House Bill 999 in Florida, which restricts academic freedom regarding teaching the history of black people and indigenous people in the United States. It essentially gives the board of trustees who are political appointees in Florida the prerogative to censure and otherwise restrict the ability of Florida’s public universities and schools to teach the truth essentially as they see it.
- Financial Exigency
 - A revised resolution concerning financial exigency was brought to the Senate floor for endorsement.
 - Floor rights were given to Bridget Barbera Esq. who explained that several parts of the resolution were in opposition to CUNY policy.
 - In light of this information, the Parliamentarian advised the President to remove the financial exigency resolution from the floor.
 - The President removed the resolution on financial exigency from consideration, but allowed for discussion.
 - The body ultimately approved sending the resolution on financial exigency to the following committees for review: Academic Freedom, Budget and Long-Range Planning, and Undergraduate Curriculum.

No future meeting was announced.

6. Library, Technology, and Telecommunications: Mr. Steven Castellano

Mr. Steven Castellano brought announcements.

- 135 a. Library - has extended hours for finals from May 17, 2023 – May 23, 2023. The first
136 floor will be open until midnight. Limited library staff will be available during the
137 extended hours. Virtual chat is also available.
- 138 b. Blackboard – CUNY has a contract with Brightspace, but the contract is not fully
139 executed. We are awaiting a response from Albany.

140

141 The next meeting will be in August.

142

143 **7. Campus Life and Facilities: Professor John Ongley**

144 Professor John Ongley presented.

- 145 a. There is renovation of Carman Hall B-39 taking place. It will be completed
146 before the fall. B-36 will be next on the list.
- 147 b. Renovation of the Nursing Building is still taking place. In the fall they will be
148 moving into the building. Classes should start by Spring 2024.
- 149 c. Leaks are being fixed in the Apex.
- 150 d. Financial Aid – Students are having issues contacting Financial Aid and getting
151 advice. Due to volume, it might take 10 days to get a response. The chat function
152 can give access to a live person.

153

154 The next meeting is TBD.

155

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

157 Professor Brian Murphy presented.

- 158 • Year 2022, we had a shortfall of almost 15 million dollars. Stimulus funds covered this
159 shortfall.
- 160 • We are still in a deficit, but things are slowly improving.

161 See attached report.

162

163 Next meeting TBD.

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

166 Professor Devrim Yavuz presented.

167 a. We have a new assessment system, Watermark.

168 b. Upload your items to Watermark.

169

170 The next meeting TBD.

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

173 Professor Phillips and Takiyah Ali presented with updates.

174

175 a. Resolution to address food insecurity – This is the first time this committee has had a
176 Resolution. A motion was made on the Resolution to change the word “therefore” to
177 “support”. The amendment was adopted by unanimous voice vote.

178

179 b. Resolution for “Wellness Day” – The Resolution was on the floor for discussion. A
180 definition of “Wellness Day” needs to be established. It is unclear if an instruction day
181 will be taken away. There must be 14 days of teaching. Professor Fera moved to
182 amend the Resolution to change the language to, “Lehman supports exploring a
183 Wellness Day”. We lost the quorum before a vote could be taken.

184

185 The next meeting is scheduled for Tuesday, May 9th, 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 There was no report.

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191 **Unfinished Business**

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193 There was no report.

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195 **New Business**

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197 Professor Alan Kluger gave the Ombudsperson report.

198

199 • Lehman’s Ombudsman serves as a confidential investigator in cases of alleged unfairness
200 or maladministration. He is the official spokesperson for all parties.

201 • There is one continued case with a faculty member. This commenced in March of 2020.

202 The faculty member was advised that the issue should be evaluated on the academic side.

203 This faculty member has been unsatisfied with the help he has received and has reached out
204 to union representatives.

- 205 • Thank you, Professor Kluger, for your hard work at Lehman College. You have been with
206 us for about 50 years. Congratulations on your well-deserved retirement.

207

208 **ADJOURNMENT**

209 Professor Delgado adjourned the meeting at 6:04 pm.

210

211 Happy Summer!

212

213 Respectfully submitted:

214

215 Lalita Hainauth, J.D.

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Governance Committee Report May 3rd, 2023

1. Faculty Vacancies
 - a. Three-Step Process (See Flyer)
 - b. Slate Of Nominees Prepared Mindful of Number of Nominations Received and School Balance
 - c. All Nominees Contacted and Have Agreed To Serve
 - d. No Contested Elections Currently
 - e. Any Additional Nominations?
 - f. Move To A Vote

2. Next Governance Committee Meeting: Next Year! TBD

Lehman College Senate Standing Committee Election Process 2023

All Faculty and Staff are asked to contribute nominations to fill Senate Committee faculty member seats that will be vacant as of June 2023

MARCH 1-15
NOMINATION
SOLICITATION

MARCH/APRIL
SLATE PREP

APRIL OR MAY
SENATE MEETING
SENATE VOTES

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

Governance Committee verifies that those nominated are willing to serve; uses the collected solicitations to prepares a slate of candidates tto fill committee vacancies; and attempts to prepare a slate that balances school representation.



**NOMINATIONS
FACULTY AND STAFF VACANCIES
STANDING SENATE COMMITTEES**

Academic Freedom Committee

Members With Continuing Terms

David Manier (PSY)
Mohan Vinjamuri (SWK)

Nominations

Kevin Johnson (MAT)
Diane Auslander (HIS)
Duran A. Fiack (POL)

Assessment Committee

Members With Continuing Terms

Tom Hattori (POL)
Evan Seinreich (SWK)
Devrim Yavuz (SOC)

Nominations

Yaswantie Persaud (SOE)
Katelyn Angell (LIB)
Gary Ford (AAS)

Admissions, Evaluations, and Academic Standards

Members With Continuing Terms

Sandra Campeanu (PSY)
Brenda Hernandez-Acevedo (NUR)
Benjamin Holtzman (HIS)

Nominations

Tanja Haxhoviq (MAT)
Monica Duncan (MMTD)
Andrei Jitianu (CHE)

Budget and Long-Range Planning

Members With Continuing Terms

Rafael Gonzalez (MAT)
Brian Murphy (CS)
Alexander Nunez Torres (ECO BUS)

Nominations

Ruth Wangerin (ANT)
Theresa Lundy (NUR)
Agustina Checa (MMTD)

Campus Life and Facilities

Members With Continuing Terms

Kofi Benefo (SOC)
Penny Prince (MMTD)
Maurice Vann (SWK)

Nominations

Christine Neumayer (SLHS)
Carole Baraldi (NUR)
John Ongley (PHI)

Equity, Inclusion, Accessibility, and Anti-Racism

Members With Continuing Terms

Matt Caprioli (ENG)
Gabriela Kohler (STUD DIS SERV)
Mary Phillips (AAS)

Nominations

Takiyah Ali (GRAD STUD)
Alyssa Lyons (SOC)
Diana Almodovar (SLHS)

Graduate Studies

Members With Continuing Terms

Maryam Bahmshad (BIO)
Justine McGovern (SWK)
Lalitha Samuel (HEA SCI)

Nominations

Janet Desimone (CLLSE)
Liat Seiger (SLHS)
Joseph McElligot (ENG)

Library, Technology, and Telecommunications

Members With Continuing Terms

Stephen Castellano (IT)
Jennifer McCabe (MMTD)
Jennifer Van Allen (CLLSE)

Nominations

Sherry Deckman (MHSE)
Joseph Mohorcich (POL)
Dana Fenton (SOC)

Undergraduate Curriculum Committee

Members With Continuing Terms

Andrea Honig (ECO BUS)
Douglas Oberlin (HEA SCI)
Daniel Stuckart (MHSE)

Nominations

Lynn Rosenberg (SLHS)
Julie Maybee (PHI)
Yuri Gorokhovich (EEGS)

**NOMINATIONS
FACULTY AND STAFF VACANCIES
NON-SENATE STANDING COMMITTEES**

Ombudsperson

Ombudsperson with Expiring Term

Alan Kluger (PSY)

Nominations (Up To 2)

Naomi Zack (PHI)
Kevin Sailor (PSY)

Lehman College Auxiliary Enterprise Corporation

Member with Expiring Term

Katherine Burt (HEA SCI)

Nominations (Up To 2)

Katherine Burt (HEA SCI)
Smee Wang (MMTD)

Lehman College Association

Members with Expiring Terms

James Carney (JMS)
Thomas Conroy (SOC)

Nominations (Up To 4)

James Carney (JMS)
Thomas Conroy (SOC)
Loric Madramootoo (CS)
Martin Downing (PSY)

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

Senate Meeting: May 3, 2023

The committee reviewed graduation lists for undergraduate and graduate students, by email. A quorum of email votes were received and the committee voted unanimously to approve the graduation lists, pending satisfactory completion of all graduation requirements. The committee now brings the graduation lists to the Senate floor for a vote.

Senate Meeting – 5/03/23

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. Psychology Department
 - PSY 321-New course
2. Early Childhood Education Department
 - BBE-MIN, EAR-MIN, ELE MIN-Withdrawal of minor
3. Exercise Sciences and Recreation Department
 - Exercise Science BS-Addition of new option
 - REC 240-Title, description
 - REC 360-Alpha code, number, credits, description
 - REC 387-Alpha code, number, description, prerequisite
 - Recreation education B.S.-Add distance format, degree requirements
 - REC 210-Prerequisite
 - REC 302-Prerequisite
 - REC 422-Prerequisite
 - EXS 265-CUNY Common Submission Form Pathways, Syllabus
4. Adult Degree Program Department
 - IBA 480-New course
5. Journalism and Media Studies Department
 - Journalism BA-Degree requirements, name of program (NYSED)
 - JRN 219-New course
 - JRN 221-Title, description
 - JRN 222-Title, description
 - JRN 300-Title description
 - JRN 301-New course
 - JRN 320-Title, description, prerequisite
 - JRN 321-Title, description
 - JRN 355-New course

- JRN 448-New course
 - Multilingual Journalism Minor-(MLJ-MIN) Withdrawal of program Department
6. Languages and Literatures Department
- Classical Culture, German, Hebrew Minors-Withdrawal of minors
7. Management and Business Innovation Department
- BBA-New concentration
 - BBA 313-New course
 - BBA 314-New course
 - BBA 121-Experimental course
 - BBA 122-Experimental course
 - Business Administration BBA-Description
8. History Department
- American Studies minor-Withdrawal of Minor
9. Earth, Environmental and Geospatial Sciences Department
- GEO 170-New course
 - GEO 280-New course
 - GEO 360-New course
 - Minor in Earth Science-Degree requirements
 - BA Earth Science-Degree requirements
 - GEP 205-Prerequisite
 - GEP 321-Prerequisites
10. Social Work Department
- Social Work B.A.-Degree requirements
 - SWK 361-New course
 - SWK 362-New course
 - SWK 363-New course
 - SWK 364-New course
 - SWK 365-New course
 - SWK 366-New course
 - SWK 367-New course
 - SWK 368-New course

- Interdisciplinary Minor (INT-MIN)-Withdrawal of minor
11. Art Department
 - Studio Art Minor-Withdrawal of program
 - ART 211-New course
 12. Health Equity, Administration, and Technology Department
 - HPI 201-New course
 13. Latin American and Latino Studies Department
 - LAC/LTS 332-New course
 14. Health Promotion and Nutrition Sciences Department
 - Dietetics, Foods, and Nutrition B.S.-Degree requirements
 - DFN-200-New course
 - DFN 210-New course
 - DFN 230-New course
 - DFN 250-New course
 - DFN-260-New course
 - DFN 270-New course
 - DFN 280-New course
 - DFN 290-New course
 - DFN 440-New course
 - DFN 447-New course
 - DFN 469-New course
 - DFN 120-Title, description, credits, hours, prerequisites
 - DFN 215-Title description, note, prerequisite, course attribute
 - DFN 220-Title, description, credits, hours, prerequisites
 - DFN 321-Title, description, credits, hours, prerequisites
 - DFN 341-Prerequisite
 - DFN 348-Prerequisite
 - DFN 430-Title, description, prerequisite
 - DFN 441-Prerequisite
 - DFN 445-Title, description, credits, hours, prerequisites, course attribute
 - DFN 472-Title, description, prerequisites

Informational items

Next meeting: TBA

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

ADULT DEGREE PROGRAM

CURRICULUM CHANGE

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

2.

Department(s)	Adult Degree Program
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	Individualized Study
Course Prefix & Number	IBA 480
Course Title	Independent Study
Description	Individual study and research of a specific topic under the direction of a faculty member.
Pre/ Co Requisites	Departmental permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Writing Intensive
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course is needed to provide an alternative method of completing the capstone course (IBA 482) for students in the Bachelor of Liberal and Interdisciplinary Studies (BLIS) major. During the initial years of the major, it is challenging to have the requisite number of students ready to take IBA 482 at the same time. IBA 480 would provide the opportunity for students who have completed most of their major requirements except for the capstone, to work with an individual faculty member to develop a paper, project or presentation equivalent to what is expected in IBA 482. This option would be used primarily for students who are ready to graduate when IBA 482 is not available. IBA 480 would be counted as equivalent to IBA 482.

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

- Identify major themes and key ideas learned through their interdisciplinary studies
- Develop a specific area of focus for the capstone paper, project, or presentation bringing together the two or more areas of interdisciplinary study
- Produce a capstone paper, project or presentation illuminating their interdisciplinary learning including sources from multiple academic disciplines
- Be able to collect, organize, and present data

5. **Date of Departmental Approval:** 3/22/2023

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

DEPARTMENT OF ART

CURRICULUM CHANGE

Name of Program and Degree Award: Studio Art Minor
Effective Term: Fall 2023

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

2. **Description:**

The designation ARTS-MIN is outdated and should not be in used anymore on CUNYFirst or the coursedog bulletin. To declare a studio art minor, students select a different designation in iDeclare and it appears in CUNYFirst as SART-MIN for the Studio Art Minor.

3. **Rationale:**

This is an old and out of date minor designation that should be removed in favor of the new, current one (SART-MIN) for a studio art minor.

4. **Date of departmental approval:** March 21, 2023

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

DEPARTMENT OF ART

CURRICULUM CHANGE

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

2.

Department(s)	Art
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	Art
Course Prefix & Number	ART 211
Course Title	Comics & Cartooning
Description	Cartooning as a form of drawing; development of comics narratives including integration of text and image as well as sequencing and layout.
Pre/ Co Requisites	PREREQ: ART 100 and 101.
Credits	3
Hours	4 (2 lecture/2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required

	<input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **Rationale:**

Cartooning and comics are areas of enormous interest for students in the Art Department, many of whom choose to pursue thesis projects in these areas without having taken a course in them specifically. The visual grammar and structural syntax of comics are deceptively complex in practice, and offering guidance in these in a 200-level course (building on skills developed in Basic Drawing and Introduction to Two-Dimensional Design) will address the needs of interested students earlier and more thoroughly than they currently are. Furthermore, the course will help support the recently added Animation specialization within the BA and BFA programs, since cartooning is a fundamental skill underlying two-dimensional animation, and the skills required to develop narratives in comics can be applied to the practice of storyboarding.

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

Apply elements of design, with a focus on line, shape, value, and space.

Use tools and materials effectively, including pencils, pens, brush, and ink.

Create original objects of art in a specific medium—in this case, cartoons and comics using b&w drawing media on paper.

Analyze artwork within a personal and historical context.

Compare and contrast contemporary works with their historical antecedents.

Demonstrate a step-by-step problem-solving process, including simplifications of forms appropriate to cartooning, as well as thumbnailing to develop narrative sequences, application of linear perspective to create environments, etc.

Defend visual projects through individual and group critiques.

5. **Date of Departmental Approval:** 10/12/2022

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

**DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION
CURRICULUM CHANGE**

Name of Program and Degree Award: Early Childhood and Childhood Education Minors

- Bilingual/Bicultural Education BBE-MIN CIP Code 13.0201
- Early Childhood Education EAR-MIN CIP Code 13.1210
- Elementary Education ELE-MIN CIP Code 13.1202

1. **Type of Change:** Withdrawal of Inactive Minor Programs (BBE-MIN, EAR-MIN, ELE-MIN)

2. **Description:**

The department seeks to remove the following three minors from the undergraduate curriculum:

3. **Rationale:**

These minors are no longer offered, and the courses that were required to meet them are no longer offered. The department replaced these minors with a new minor open to all students on campus (ECE-MIN) and that provides the foundational course work to continue in a Minors to Masters teacher certification program for those who wish to pursue teaching certification.

4. **Date of departmental approval:** March 22, 2023

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

DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Earth, Environmental and Geospatial Sciences
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	Earth Science
Course Prefix & Number	GEO 170
Course Title	Earth Science and Society
Description	Structures and interactions between three main Earth layers: hydrosphere, atmosphere and lithosphere in the context of societal activities.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course is part of the refocused program “Earth Science” in EEGS department. The refocusing objective is to create a major that will help students to seek employment in NASA and other agencies and businesses dealing with global earth data use, collection, interpretation and analysis. This course will introduce students to three main Earth layers and associated modern societal needs driving data collection and analysis.

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

- Demonstrate understanding of main Earth layers, associated societal needs and pressing issues;
- Demonstrate understanding of Earth Science terminology;
- Demonstrate understanding of global earth data;
- Demonstrate understanding of the role and use of global earth data in decision-making.

5. **Date of Departmental Approval:** April 5, 2023

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

DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Earth, Environmental and Geospatial Sciences
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	Earth Science
Course Prefix & Number	GEO 280
Course Title	Earth Observation Information
Description	NASA (National Aeronautics and Space Administration) global earth data portal(s) and other earth science data portals: their content, structure and measured variables.
Pre/ Co Requisites	GEO 170
Credits	3
Hours	4 (2 hours lecture and 2 hours lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

This course is part of the refocused program “Earth Science” in EEGS department. The refocusing objective is to create a major that will help students to seek employment in NASA and other agencies and businesses dealing with global earth data use, collection, interpretation and analysis. This course will introduce students to the largest existing data portal(s) managed by NASA (National Aeronautics and Space Administration). Students will learn portal structure, composition and details of data search, downloading procedures, visualization and simple analysis techniques.

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

- Demonstrate understanding of the main global earth data portal(s) and its structure;
- Demonstrate the ability to navigate and download data;
- Demonstrate ability to link global earth data and the context in which they can be applied (e.g. natural hazards, food security, etc.);
- Demonstrate understanding of earth data analytical tools and methods they use.

5. Date of Departmental Approval: April 5, 2023

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

DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Earth, Environmental and Geospatial Sciences
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	Earth Science
Course Prefix & Number	GEO 360
Course Title	Earth Data Models and Analysis
Description	Earth data models and analytical techniques with Geographic Information Systems (GIS) software.
Pre/ Co Requisites	GEO 170
Credits	3
Hours	4 (2 hours lecture and 2 hours lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course is part of the refocused program “Earth Science” in EEGS department. The refocusing objective is to create a major that will help students to seek employment in NASA and other agencies and businesses dealing with global earth data use, collection, interpretation and analysis. This course will introduce students to analytical methods from Geographic Information Systems (GIS) software. GIS software is very effective in solving practical problems related to societal interaction with three main earth layers: hydrosphere, atmosphere and lithosphere.

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

- Demonstrate understanding of the earth data types (e.g. precipitation, soil moisture, soil type, etc.) and their representation in digital form (vector, raster);
- Demonstrate effective application of GIS analytical techniques to earth data
- Demonstrate understanding of spatial analytical tools
- Demonstrate understanding of the contexts in which GIS analytical tools can be applied.

5. **Date of Departmental Approval:** April 5, 2023

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

DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Earth Science Minor
Effective Term: Spring 2024

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

2. **From:** ~~Strikethrough~~ the changes
Earth Science Minor

Complete ALL of the following Courses:

~~GEO 101—Dynamic Earth~~

~~GEO 102—Dynamic Earth Laboratory~~

~~GEO 245—Earth Materials~~

~~Electives: Two Earth Sciences courses: At the 300 or 400 level.~~

3. **To:** Underline the changes
Earth Science Minor

Complete ALL of the following Courses:

GEO 170 Earth Science and Society (3 credits)

GEP 204 Basic Mapping: Applications and Analysis (3 credits)

GEO 360 Earth Data Models and Analysis (3credits)

GEP 321 Introduction to Remote Sensing (4 credits)

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

The proposed modifications of the current Minor in Earth Science will benefit primarily students from Computer Science and/or Math, as well as from other departments. This modification stems from the change in the focus of the Earth Science BA program from traditional “earth science as geologic science” to “earth science as data science” structure which is more in demand in the modern era of computer science and informatics. Because of this refocusing of the Earth Science program it should attract Computer Science and/or Math students by providing them with a domain for their technical skills. Restructuring should also help to seek funding from NASA, specifically MUREP (The Minority University Research and Education Project) program targeting minority serving institutions, including Historically Black Colleges and Universities, Hispanic Serving Institutions, etc. We intend to use NASA funding to finance Earth Science minors to stimulate an interest of students from Computer Science and Math in Earth Science.

5. **Date of departmental approval:** April 5, 2023

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

DEPARTMENT OF EARTH ENVIRONMENTAL AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Earth Science, BA

Hegis Number: 1914.00

Program Code: 34028

Effective Term: Spring 2024

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

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

EARTH SCIENCE, BA (30 CREDITS)

~~This program is recommended for teacher education students. The required credits are distributed as follows:~~

~~26 Credits in required courses~~

~~GEO 101 Dynamic Earth (3 credits)~~

~~GEO 102 Dynamic Earth Lab (1 credit)~~

~~GEO 167 Earth Evolution (3 credits)~~

~~GEO 168 Earth Evolution Lab (2 hours, 1 credits)~~

~~GEO 228 Weather and Climate (3 hours, 3 credits)~~

~~GEO 229 Weather and Climate Lab (2 hours, 1 credits)~~

~~GEO 245 Earth Materials (5 hours, 4 credits)~~

~~GEO 345 Environmental Hydrology (5 hours, 4 credits)~~

~~GEO 4500 Topics in Earth Science (2 hours, 2 credits)~~

~~AST 117 Astronomy of Stellar Systems (5 hours, 4 credits)~~

~~4 Credits to be chosen from the following:~~

~~GEO 236 Environmental Geology (5 hours, 4 credits)~~

~~GEO 340 Natural Hazards and Disasters (3 hours, 3 credits) and GEO 341
Natural Hazards and Disasters (2 hours, 1 credit)~~

~~GEO 350 Regional Field Geology and Mapping Techniques (5 hours, 4
credits)~~

~~GEO 448 Plate Tectonics (5 hours, 4 credits)~~

~~GEO 490 Honors Geology (5 hours, 4 credits)~~

~~(Other courses may be substituted with department permission.)~~

3. **To:** Underline the changes
EARTH SCIENCE, BA (38 CREDITS)

The Interdisciplinary Program in Earth Science, B.A. is a 38-credit major recommended for earth data users, analysts, programmers and developers. The core of the interdisciplinary undergraduate program in Earth Science is a sequence of basic and advanced courses from EEGS and Computer Science and Math.

The Interdisciplinary Program in Earth Science offers courses to prepare students: (1) for the use and analysis of the earth (lithosphere, hydrosphere and atmosphere) data; (2) to meet the demands of local, state, and federal governmental agencies, private consulting, and industry in using earth data to solve societal problems, such as climate change, impact of natural hazards, agriculture, water supply and many others; (3) to pursue advanced degrees in earth data science and information technology.

26 Credits in required courses

GEO 170 Earth Science and Society (new) (3 credits)

GEO 280 Earth Observation Information (new) (3 credits)

(PREREQ GEO 170)

GEO 360 Earth Data Models and Analysis (new) (3 credits)

(PREREQ GEO 170)

GEP 204 Basic Mapping: Applications and Analysis (3 credits)

GEP 321 Introduction to Remote Sensing (4 credits)

(PREREQ: GEP 204)

MAT 128 Foundations of Data Science (Python) (3 credits)

MAT 328 Techniques in Data Science (Python) (4 credits)

(PREREQ: MAT 128)

SOC 348 - Reasoning with Data (R) (3 credits)

(PREREQ: MAT 128)

12 Credits (at least 3 credits must be 300-level or above) to be chosen from the following:

GEO 101 Dynamic Earth (Lec) (3 credits)

GEO 102 Dynamic Earth (Lab) (1 credit)

GEO 228 Weather and Climate (Lec) (3 credits)

GEO 229 Weather and Climate (Lab) (1 credits)

GEO 340 Natural Hazards and Disasters (Lec) (3 credits)

GEO 341 Natural Hazards and Disasters (Lab) (1 credit)

GEO 345 Environmental Hydrology (4 credits)

GEO 490 Honors Geology (4 credits)

GEO3750 Data Acquisition and Integration (3 credits)

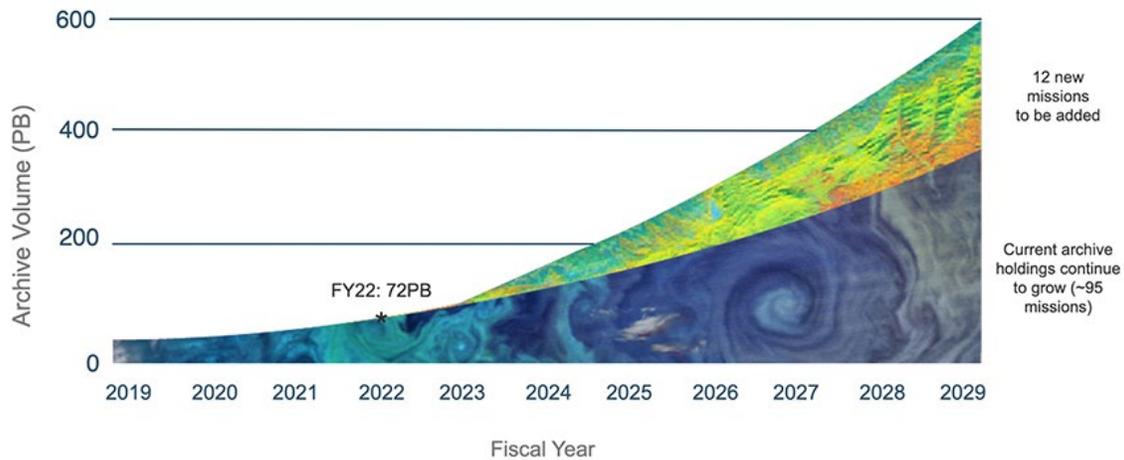
Methods for GIS Analysis (PREREQ: GEP 204)	
<u>GEP 205 Principles of Geographic Information Science</u>	<u>(3 credits)</u>
<u>GEP 330 Spatial Statistics and Advanced</u>	<u>(3 credits)</u>
<u>Quantitative Methods in Geography</u> (PREREQ: GEP 204 or GEP 205)	
<u>GEP 350 Special Projects in Geographic</u>	<u>(4 credits)</u>
<u>Information Systems</u> (PREREQ: GEP 205)	
<u>CMP 167 Programming Methods I (Java)</u>	<u>(3 credits)</u>
<u>(Corequisite: CMP157)</u>	
<u>CMP 157 Programming Methods I Lab</u>	<u>(1 credit)</u>
<u>CMP 158 Programming Methods II Lab</u>	<u>(1 credit)</u>
<u>CMP 168 Programming Methods II (Java)</u>	<u>(4 credits)</u>
<u>(Corequisite: CMP 158 Programming Methods II Lab.</u>	
<u>CMP 338 Data Structures and Algorithms I</u>	<u>(4 credits)</u>
<u>(PREREQ: CMP 232 and CMP 326 or CMP 168)</u>	
<u>CMP 415 Machine Learning</u>	<u>(4 credits)</u>
<u>(PREREQ: CMP 158, CMP 168, MAT 313)</u>	
<u>CMP 414 Artificial Intelligence</u>	<u>(4 credits)</u>
<u>(PREREQ: CMP 338)</u>	
<u>CMP 343 Full Stack Web Development</u>	<u>(4 credits)</u>
<u>(PREREQ: CMP 158, CMP 168)</u>	
<u>CIS 333 Network Security</u>	<u>(4 credits)</u>
<u>CMP 128 Programming through Web Development</u>	<u>(3 credits)</u>

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

This change in degree requirements shifts the focus of the Earth Science BA program from traditional “earth science as geologic science” to “earth science as data science” structure which is more in demand in the modern era of computer science and informatics. Earth data collection increases every year due to technological progress and societal needs; this data has specific terminology, digital representation and wide use. Therefore, the access to the earth data and its analysis requires not only knowledge of information technology but also knowledge of terminology and understanding of earth processes. Our future graduates will satisfy this criterion.

One of the most rapidly growing earth data acquisition technologies is satellite data collection by NASA. Currently, the main NASA Earthdata portal (<https://www.earthdata.nasa.gov/esds/esds-highlights/2022-esds-highlights>) is growing, see below.

Earth Science Data Archive Growth Projection



Every year satellite data become more advanced and improved; they are widely used to solve many societal problems at the confluence of three main earth layers (hydrosphere, atmosphere and lithosphere), including processes related to climate change, natural hazards and disasters, water issues, desertification, deforestation, agriculture, etc. List below shows subjects of NASA data collection.

Features	Aerosols	Ionosphere/Magnetosphere	Sea Ice
Subject	Air Quality	Dynamics	Sea Surface Topography
Measurement	Altitude	Land Surface/Agriculture	Sensor Characteristics
Source	Atmospheric Chemistry	Indicators	Snow/Ice
Processing Level	Atmospheric Pressure	Land Use/Land Cover	Soils
Project	Atmospheric Radiation	Microwave	Solar Activity
Temporal Resolution	Atmospheric Temperature	Natural Hazards	Solar Energetic Particle Flux
Spatial Resolution	Atmospheric Water Vapor	Ocean Chemistry	Solar Energetic Particle Properties
	Atmospheric Winds	Ocean Heat Budget	Sun-Earth Interactions
	Atmospheric/Ocean Indicators	Ocean Optics	Surface Radiative Properties
	Clouds	Ocean Pressure	Surface Thermal Properties
	Ecological Dynamics	Ocean Temperature	Surface Water
	Ecosystems	Ocean Winds	Tectonics
	Frozen Ground	Paleoclimate Indicators	Topography
	Glaciers/Ice Sheets	Platform Characteristics	Ultraviolet Wavelengths
	Ground Water	Precipitation	Vegetation
	Infrared Wavelengths	Protists	Visible Wavelengths
		Public Health	
		Radar	

Refocused Earth Science program will provide its majors with an opportunity to learn practical skills in data science, information technology and digital data analysis related to earth science field. This fits into recent initiative to establish Data Science majors and

tracks across Lehman College. As an interdisciplinary program, it will allow Earth Science majors to acquire technical skills in Computer Science and Math also allow Computer Science and Math majors to complete a minor (15 credits) in Earth Science.

Moreover, the refocusing of the Earth Science program will help to get NASA funding through MUREP (The Minority University Research and Education Project) program targeting minority serving institutions, including Historically Black Colleges and Universities, Hispanic Serving Institutions, etc. We intend to use NASA funding to finance Earth Science minors to stimulate an interest of students from Computer Science and Math in Earth Science.

Date of departmental approval: April 5, 2023

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

DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

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

2. **From:** ~~Strike through~~ the changes

Department(s)	Earth, Environmental, and Geospatial Sciences (EGGS)
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	Geography
Course Prefix & Number	GEP 205
Course Title	Principles of Geographic Information Science
Description	The use of Geographic Information Systems for conducting research and spatial analysis in the natural and social sciences. The use of computer mapping and spatial analysis technologies for studying the physical and human components of the earth's environment.
Pre/ Co Requisites	GEO 101 OR GEH 101 OR Departmental Permission
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. **To:** Underline the changes

Department(s)	Earth, Environmental, and Geospatial Sciences (EGGS)
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	Geography
Course Prefix & Number	GEP 205
Course Title	Principles of Geographic Information Science
Description	The use of Geographic Information Systems for conducting research and spatial analysis in the natural and social sciences. The use of computer mapping and spatial analysis technologies for studying the physical and human components of the earth's environment.
Pre/ Co Requisites	
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Completing GEO 101 or GEH 101 is not necessary to successfully complete this course. The learning outcomes of the department and major will not be affected by this change in course pre-requisite, but removing the pre-requisite will add flexibility to degree completion.

5. **Date of departmental approval:** April 5, 2023

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

DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

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

2. **From:** ~~Strike through~~ the changes

Department(s)	Earth, Environmental, and Geospatial Sciences (EGGS)
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	Geography
Course Prefix & Number	GEP 321
Course Title	Introduction to Remote Sensing
Description	Fundamental of remote sensing, energy interactions between the sun, atmosphere and features on the earth surface. Structure of raster data, cell size, and both passive and active remote sensing. Spatial, spectral, radiometric and temporal resolution characteristics of different multispectral remotely sensed data using specialized image analysis software.
Pre/ Co Requisites	GEP 204 OR GEP 205 OR GEP/ENV 251
Credits	4
Hours	5
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. To: Underline the changes

Department(s)	Earth, Environmental, and Geospatial Sciences (EGGS)
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Geography
Course Prefix & Number	GEP 321
Course Title	Introduction to Remote Sensing
Description	Fundamental of remote sensing, energy interactions between the sun, atmosphere, and features on the earth surface. Structure of raster data, cell size, and both passive and active remote sensing. Spatial, spectral, radiometric and temporal resolution characteristics of different multispectral remotely sensed data using specialized image analysis software.
Pre/ Co Requisites	<u>GEP 204 OR GEP 205 OR GEP/ENV 251 OR GEP 3750 OR GEH 320 OR GEH 240 OR have completed at least one course using GIS</u>
Credits	4
Hours	5
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):**

Prior experience with Geographic Information Systems software has proven fundamental to the successful completion of this course. Additional courses providing this foundation have been added to the pre-requisites. The learning outcomes of the department and major will not be affected by this change in course pre-requisites and would add more flexibility to degree completion.

5. **Date of departmental approval:** April 5, 2023

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

Name of Program and Degree Award: Exercise Science, BS

Hegis Number: 1299.30

Program Code: 32639

Effective Term: Fall 2024

1. **Type of Change:** Addition of new option

2. **From:**
Exercise Science B.S. (60.5 – 68 Credit Major)

Lehman College BS in Exercise Science program offers two tracks: Pre-physical Therapy, and Exercise and Movement Science. The program utilizes the Human Performance Laboratory with its state-of-the-art equipment and the additional resources of the APEX facility, including the fitness and weight training centers.

Exercise science, the study of physiological and functional adaptations to movement, encompasses a wide variety of disciplines including, but not limited to: Exercise Physiology, Sports Nutrition, Sport Psychology, Motor Control/Development, and Biomechanics. The study of these disciplines is integrated into the academic preparation of exercise science professionals. Exercise science professionals work in health services and the fitness industry and are skilled in evaluating health behaviors and risk factors, conducting fitness assessments, writing appropriate exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors for health promotion. They conduct these activities in health care, university, corporate, commercial and community settings where their clients participate in health promotion and fitness-related activities.

Career opportunities for individuals graduating with an undergraduate degree in exercise science are numerous. Common career tracks range from the exercise practitioner in fitness and/or clinical settings to that of a test technologist in a clinical setting. Additionally, career opportunities in residential spas (defined as facilities that include a fitness and nutrition component) include fitness director, health and fitness instructors, and personal trainers.

Also, students often pursue graduate degrees in exercise science, leading to management level positions in fitness or wellness settings or as research assistants. In addition, other disciplines find it helpful to include coursework in the exercise sciences. A degree in exercise science is also a very appropriate background for those going into fields such as medicine, sports medicine, physical therapy, athletic training, occupational therapy or exercise physiology.

Aside from the workplace, the exercise science professional may seek employment opportunities in wellness settings including schools, medical sites, YMCAs, YWCAs, Boys and Girls Clubs, and community centers. Additional wellness opportunities can be found in nursing homes, recreation departments, aquatic centers, health management systems, and lifestyle management organizations.

Alternative wellness careers include massage therapy, aromatherapy, reflexology, herbology, osteopathy, and yoga, to name a few.

Honors in Exercise Science

Departmental honors in Exercise Science may be awarded to a student who has maintained an index of 3.5 in a minimum of 45 credits in all courses required for the major.

Option 1: Exercise and Movement Science

Major Requirements (60.5 credits). The major field requirements include the completion of 45 credits in Exercise Science core courses; 12.5 credits in science courses; and 3 credits in a Major Elective course.

a. Exercise Science Courses (45 credits):

		Credits
EXS 240	Nutrition and Health	3
EXS 264	Introduction to Exercise Science	3
EXS 265	Behavioral Aspects of Physical Activity	3
EXS 315	Kinesiology and Biomechanics	3
EXS 316	Motor Learning	3
EXS 323	Exercise Physiology I	3
EXS 326	Exercise Testing and Prescription	3
EXS 342	Sports Nutrition	3
EXS 423	Exercise Physiology II	3
EXS 424	Princ.& Prac. of Fitness & Wellness Programming	3

EXS 425	Theory and Methods of Strength and Conditioning	3
EXS 427	Application of Training Principles	3
EXS 430	Research Methods and Statistics in Exercise Science	3
EXS 470	Pre-Internship Seminar in Exercise Science	3
EXS 471	Internship in Exercise Science	3

b. Science Courses (12.5 credits)

		Credits
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4
CHE 114	General Chemistry I	3
CHE 115	General Chemistry Laboratory I	1.5

- c. Major Electives (3 credits) Select from EXS, REC, REH and THR, courses with approval of the adviser.

GENERAL ELECTIVES:

Sufficient credits to reach a total of 120 credits required for graduation.

BS to MS Dual Credit Opportunity

Undergraduate students majoring in Exercise Science with 60 or more credits and a minimum of a (3.0) cumulative index and (3.0) index may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S in Human Performance & Fitness. The following graduate courses may be taken in place of related undergraduate courses: EXS 504 for EXS 326; EXS 505 for EXS 342; EXS 615 for EXS 315; EXS 616 for EXS 316. The student must receive permission from the department prior to registration.

Option 2: Pre-Physical Therapy

Major Requirements (62-68 credits). The major field requirements include the completion of 33 credits in Exercise Science core courses; 29 credits in science courses.

Pre-requisites (4-6 credits):

MAT 172; or MAT 171 and MAT 108; or placement into calculus (MAT 175) is required in order to enroll in several courses required for the major. MAT 171 or MAT 172 can be used to fulfill the College Mathematical and Quantitative Reasoning Requirement.

a. Exercise Science Courses (33 credits):

		Credits
EXS 264	Introduction to Exercise Science	3
EXS 265	Behavioral Aspects of Physical Activity	3
EXS 315	Kinesiology and Biomechanics	3
EXS 316	Motor Learning	3
EXS 323	Exercise Physiology I	3
EXS 326	Exercise Testing and Prescription	3
EXS 423	Exercise Physiology II	3
EXS 425	Theory and Methods of Strength and Conditioning	3
EXS 430	Research Methods and Statistics in Exercise Science	3
EXS 470	Pre-Internship Seminar in Exercise Science	3
EXS 471	Internship in Exercise Science	3

b. Science Courses (29 credits)

		Credits
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4
CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5
CHE 168	General Chemistry II	4
CHE 169	General Chemistry Laboratory II	1.5
PHY 166	General Physics I	5
PHY 167	General Physics II	5

GENERAL ELECTIVES:

Sufficient credits to reach a total of 120 credits required for graduation.

BIO 166 and BIO 167, MAT 172, PSY 166 and PSY 217 are recommended electives.

BS to MS Dual Credit Opportunity

Undergraduate students majoring in Exercise Science with 60 or more credits and a minimum of a (3.0) cumulative index and (3.0) index may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S in Human Performance & Fitness. The following graduate courses may be taken in place of related undergraduate courses: EXS 504 for EXS 326; EXS 505 for EXS 342; EXS 615 for EXS 315; EXS 616 for EXS 316. The student must receive permission from the department prior to registration.

3. To:

Exercise Science B.S. (60.5 – 68 Credit Major)

Lehman College BS in Exercise Science program offers two tracks: Pre-physical Therapy, and Exercise and Movement Science. The program utilizes the Human Performance Laboratory with its state-of-the-art equipment and the additional resources of the APEX facility, including the fitness and weight training centers.

Exercise science, the study of physiological and functional adaptations to movement, encompasses a wide variety of disciplines including, but not limited to: Exercise Physiology, Sports Nutrition, Sport Psychology, Motor Control/Development, and Biomechanics. The study of these disciplines is integrated into the academic preparation of exercise science professionals. Exercise science professionals work in health services and the fitness industry and are skilled in evaluating health behaviors and risk factors, conducting fitness assessments, writing appropriate exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors for health promotion. They conduct these activities in health care, university, corporate, commercial and community settings where their clients participate in health promotion and fitness-related activities.

Career opportunities for individuals graduating with an undergraduate degree in exercise science are numerous. Common career tracks range from the exercise practitioner in fitness and/or clinical settings to that of a test technologist in a clinical setting. Additionally, career opportunities in residential spas (defined as facilities that include a fitness and nutrition component) include fitness director, health and fitness instructors, and personal trainers.

Also, students often pursue graduate degrees in exercise science, leading to management level positions in fitness or wellness settings or as research assistants. In addition, other disciplines find it helpful to include coursework in the exercise sciences. A degree in exercise science is also a very appropriate background for those going into fields such as medicine, sports medicine, physical therapy, athletic training, occupational therapy or exercise physiology.

Aside from the workplace, the exercise science professional may seek employment opportunities in wellness settings including schools, medical sites, YMCAs, YWCAs, Boys and Girls Clubs, and community centers. Additional wellness opportunities can be found in nursing homes, recreation departments, aquatic centers, health management systems, and lifestyle management organizations.

Alternative wellness careers include massage therapy, aromatherapy, reflexology, herbology, osteopathy, and yoga, to name a few.

Honors in Exercise Science

Departmental honors in Exercise Science may be awarded to a student who has maintained an index of 3.5 in a minimum of 45 credits in all courses required for the major.

Option 1: Exercise and Movement Science

Major Requirements (60.5 credits). The major field requirements include the completion of 45 credits in Exercise Science core courses; 12.5 credits in science courses; and 3 credits in a Major Elective course.

b. Exercise Science Courses (45 credits):

		Credits
EXS 240	Nutrition and Health	3
EXS 264	Introduction to Exercise Science	3
EXS 265	Behavioral Aspects of Physical Activity	3
EXS 315	Kinesiology and Biomechanics	3
EXS 316	Motor Learning	3
EXS 323	Exercise Physiology I	3
EXS 326	Exercise Testing and Prescription	3
EXS 342	Sports Nutrition	3
EXS 423	Exercise Physiology II	3
EXS 424	Princ.& Prac. of Fitness & Wellness Programming	3
EXS 425	Theory and Methods of Strength and Conditioning	3
EXS 427	Application of Training Principles	3
EXS 430	Research Methods and Statistics in Exercise Science	3
EXS 470	Pre-Internship Seminar in Exercise Science	3
EXS 471	Internship in Exercise Science	3

b. Science Courses (12.5 credits)

		Credits
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4
CHE 114	General Chemistry I	3
CHE 115	General Chemistry Laboratory I	1.5

- d. Major Electives (3 credits) Select from EXS, REC, REH and THR₁ courses with approval of the adviser.

GENERAL ELECTIVES:

Sufficient credits to reach a total of 120 credits required for graduation.

BS to MS Dual Credit Opportunity

Undergraduate students majoring in Exercise Science with 60 or more credits and a minimum of a (3.0) cumulative index and (3.0) index may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S in Human Performance & Fitness. The following graduate courses may be taken in place of related undergraduate courses: EXS 504 for EXS 326; EXS 505 for EXS 342; EXS 615 for EXS 315; EXS 616 for EXS 316. The student must receive permission from the department prior to registration.

Option 2: Pre-Physical Therapy

Major Requirements (62-68 credits). The major field requirements include the completion of 33 credits in Exercise Science core courses; 29 credits in science courses.

Pre-requisites (4-6 credits):

MAT 172; or MAT 171 and MAT 108; or placement into calculus (MAT 175) is required in order to enroll in several courses required for the major. MAT 171 or MAT 172 can be used to fulfill the College Mathematical and Quantitative Reasoning Requirement.

b. Exercise Science Courses (33 credits):

		Credits
EXS 264	Introduction to Exercise Science	3
EXS 265	Behavioral Aspects of Physical Activity	3
EXS 315	Kinesiology and Biomechanics	3
EXS 316	Motor Learning	3
EXS 323	Exercise Physiology I	3
EXS 326	Exercise Testing and Prescription	3
EXS 423	Exercise Physiology II	3
EXS 425	Theory and Methods of Strength and Conditioning	3
EXS 430	Research Methods and Statistics in Exercise Science	3
EXS 470	Pre-Internship Seminar in Exercise Science	3
EXS 471	Internship in Exercise Science	3

b. Science Courses (29 credits)		Credits
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4
CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5
CHE 168	General Chemistry II	4
CHE 169	General Chemistry Laboratory II	1.5
PHY 166	General Physics I	5
PHY 167	General Physics II	5

GENERAL ELECTIVES:

Sufficient credits to reach a total of 120 credits required for graduation.

BIO 166 and BIO 167, MAT 172, PSY 166 and PSY 217 are recommended electives.

BS to MS Dual Credit Opportunity

Undergraduate students majoring in Exercise Science with 60 or more credits and a minimum of a (3.0) cumulative index and (3.0) index may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S in Human Performance & Fitness. The following graduate courses may be taken in place of related undergraduate courses: EXS 504 for EXS 326; EXS 505 for EXS 342; EXS 615 for EXS 315; EXS 616 for EXS 316. The student must receive permission from the department prior to registration.

Option 3: Pre- Occupational Therapy

Major Requirements (63.5-68 credits). The major field requirements include the completion of 33 credits in Exercise Science core courses; 21.5 credits in Science courses; and 9 credits in Psychology courses.

Pre-requisites (4-6 credits):

MAT 172; or MAT 171 and MAT 108; or placement into calculus (MAT 175) is required in order to enroll in several courses required for the major. MAT 171 or MAT 172 can be used to fulfill the College Mathematical and Quantitative Reasoning Requirement.

c. Exercise Science Courses (33 credits):**Credits**

EXS 240	Nutrition and Health	3
EXS 264	Introduction to Exercise Science	3
EXS 265	Behavioral Aspects of Physical Activity	3
EXS 315	Kinesiology and Biomechanics	3
EXS 316	Motor Learning	3
EXS 323	Exercise Physiology I	3
EXS 326	Exercise Testing and Prescription	3
EXS 425	Theory and Methods of Strength and Conditioning	3
EXS 430	Research Methods and Statistics in Exercise Science	3
EXS 470	Pre-Internship Seminar in Exercise Science	3
EXS 471	Internship in Exercise Science	3

b. Science Courses (21.5 credits)

		Credits
BIO 166	Principles of Biology: Cells and Genes	4
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4
CHE 114	Essentials of General Chemistry I	3
CHE 115	Essentials of General Chemistry Laboratory I	1.5
PHY 166	General Physics	5

c. Psychology courses (9 Credits)

		Credits
PSY 166	General Psychology	3
PSY 217	Child Psychology	3
PSY 234	Abnormal Psychology	3

GENERAL ELECTIVES:

Sufficient credits to reach a total of 120 credits required for graduation. SOC 166 and PSY 219 are recommended electives.

BS to MS Dual Credit Opportunity

Undergraduate students majoring in Exercise Science with 60 or more credits and a minimum of a (3.0) cumulative index and (3.0) index may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S in Human Performance & Fitness. The following graduate courses may be taken in place of related undergraduate courses: EXS 504 for EXS 326; EXS 505 for EXS 342; EXS 615 for EXS 315; EXS 616 for EXS 316. The student must receive permission from the department prior to registration.

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

The curriculum and the total credits required for option I and Option II stay the same since only a new option is added to the existing program. Occupational therapy degrees

are in such high demand and the job growth is expected to grow more than 16%, much faster than average. Pre-occupational therapy is a way to enter the occupational therapy field. It's the educational stepping stone to advance to become an occupational therapist since a Master of Science in occupational therapy is needed. This option will give this opportunity to our students since there is a high demand among our students to study and to become an occupational therapist.

5. **Date of departmental approval:** 3/28/2023

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

1. **Type of Change:** Title and description

2. **From:** ~~Strike through~~ the changes

Department(s)	Exercise Sciences and Recreation
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Recreation Education
Course Prefix & Number	REC 240
Course Title	Inclusive Recreation
Description	Overview of basic concepts, processes, resources, and settings as they relate to inclusive programming for individuals with disabilities. Administrative concerns, moral and legal issues, trends, challenges, accessibility guidelines and practices in regard to inclusion will be addressed.
Pre/ Co Requisites	
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

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3. **To:** Underline the changes

Department(s)	Exercise Sciences and Recreation
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Recreation Education
Course Prefix & Number	REC 240
Course Title	Inclusive Recreation <u>Service</u>
Description	Overview of basic concepts, processes, resources, and settings as they relate to <u>inclusion</u> for individuals with disabilities. Administrative concerns, moral and <u>ethical</u> issues, <u>legislation</u> , trends, challenges, accessibility guidelines and practices in regard to inclusion will be addressed.
Pre/ Co Requisites	
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 aims to introduce students to the fundamental principles of inclusion in recreation service, including barriers, resources, ethics, legislation, and facility accessibility guidelines relevant to recreation involvement. Therefore, the new title, Inclusive recreation service is more appropriate to cover broader concepts in this field.

In the course description, we remove “programming” and add “inclusion” because the course covers broader concepts of inclusion rather than specific programming. Also, this class covers ethical issues, and legislation, and therefore they are added in the course description.

5. **Date of departmental approval:** 3/14/2023

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

1. **Type of Change:** Number, description, credits

2. **From:** ~~Strike through~~ the changes

Department(s)	Exercise Sciences and Recreation
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Recreation Education
Course Prefix & Number	REC 360
Course Title	Selected Topics in Recreation
Description	Consideration of recent developments in recreation
Pre/ Co Requisites	
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)	Exercise Sciences and Recreation
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Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Recreation Education
Course Prefix & Number	REC <u>260</u>
Course Title	Selected Topics in Recreation
Description	<u>Exploration of new trends in leisure and recreation services</u>
Pre/ Co Requisites	
Credits	3 (<u>May be repeated for a maximum of 6 credits if the topics are different</u>)
Hours	3
Liberal Arts	[] Yes [X] 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):

Selected topics in recreation is an exploratory course allowing students to investigate a variety of topics in recreation and leisure service. Therefore, it is more suitable as an entry-level course, so the 200 level would be a good fit rather than 300 level.

A detailed description was added for a better understanding of this course.

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

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

1. **Type of Change:** Number, description, and prerequisite

2. **From:** ~~Strike through~~ the changes

Department(s)	Exercise Sciences and Recreation
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Recreation Education
Course Prefix & Number	REC 387
Course Title	Research and Evaluation in Recreation Service
Description	Basic concepts of research and evaluation applied to the operation of recreation and park programs. Explores techniques of measurement and methods of analyzing and interpreting data.
Pre/ Co Requisites	6 credits in Rec courses
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)	Exercise Sciences and Recreation
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Recreation Education
Course Prefix & Number	REC <u>407</u>
Course Title	Research and Evaluation in Recreation Service
Description	<u>Concepts of research and evaluation applied to the operation of recreation and park programs. Explores techniques of measurement and methods of analyzing and interpreting data.</u>
Pre/ Co Requisites	<u>REC: Prerequisite or co-requisite: REC 302</u> <u>THR: Prerequisites: THR 322</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):**

Research class requires basic and principal knowledge of recreation and leisure service to apply the measurement techniques to the operation of recreation and park programs. Therefore, 400 level is more suitable, requiring 300 level pre- or co- requisites.

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

**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, B.S.

Hegis Number: 0835

Program Code: 02593

Effective Term: Spring 2024

1. **Type of Change:** Add Distance Format; degree requirements

2. **From:**
Recreation Education, B.S. (45 Credit Major)

The program in Recreation Education leads to the B.S. degree and is designed to prepare students for entry into the parks, recreation, and leisure services profession. Recreation and leisure services are provided in a variety of settings serving people of all ages in carefully planned and organized recreation programs. Students may concentrate in ~~therapeutic recreation~~, recreation management, or exercise and sport.

~~Students in the therapeutic recreation concentration are employed in health and human service settings, such as hospitals, nursing homes, adult day care, youth agencies, drug treatment centers, and homeless shelters; they work with people with a variety of disabilities and health conditions.~~

Students in the recreation management concentration are employed in public park and recreation agencies, not-for-profit organizations, community recreation centers, camps, and sports associations.

Students in the exercise and sport concentration can work as programmers, fitness trainers, group exercise leaders or coaches, in sports and fitness programs in a variety of settings. Students are prepared to obtain various fitness certifications from several national organizations.

Fieldwork and internship experiences are important components of the major, which give students the opportunity to apply theory to practice in an actual work setting under the supervision of a qualified professional.

Students in this major that have met the academic requirements, upon graduation, and complete at least 1 year of full-time experience in the field are eligible to

sit for the national certifying examination for the Certified Park and Recreation Professional (CPRP), administered by the National Recreation and Park Association.

Honors in Recreation Education:

Departmental honors in Recreation Education may be awarded to a student who has maintained an index of 3.5 in a minimum of 24 credits in all courses required for the major.

The required courses and credits are distributed as follows (45 credits):

21 credits in Recreation Education:

Credits

REC 200	History and Philosophy of Recreation	3
REC 210	Recreation Leadership	3
REC 302	Administration of Recreation Service	3
REC 330	Inclusive Recreation	3
REC 360	Selected Topics in Recreation	3
REC 387	Research and Evaluation in Recreation Service	3
REC 422	Programming and Planning in Recreation	3

12 credits in one of ~~three~~ concentrations:

~~Therapeutic Recreation:~~

		Credits
THR 221	Introduction to Therapeutic Recreation	3
THR 325	Therapeutic Recreation in Long-Term Care	3
THR 421	Programs in Therapeutic Recreation Service	3
THR 425	Processes and Techniques of Therapeutic Recreation	3

Recreation Management:

		Credits
REH 330	Management of Youth Serving Organizations	3
REC 361	Outdoor Recreation and Sustainable Management	3
REC 405	Facility Management in Recreation Service	3
REC 410	Advanced Finance and Human Resources Management in Recreation Service	3

Exercise and Sport:

		Credits
EXS 264	Introduction to Exercise Science	3

EXS 265	Behavioral Aspects of Physical Activity	3
EXS 304	Coaching and Team Sports	3
EXS 424	Principles and Practices of Fitness and Wellness Programming	3

6 credits selected from:

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

6 credits in Recreation Internship:

Credits		
REC 470	Recreation Education Internship	3-6

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

Undergraduate students majoring in Recreation Education with 90 or more credits and a minimum of a (3.0) cumulative index and (3.0) index in the major may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S.Ed. in Recreation Education Option A: Recreation and Park Administration. The following graduate courses may be taken in place of these undergraduate courses: REC 702 (in place of REC 422), 706 (in place of REC 361), 680 (in place of 360), and 680 (in place of any other 300-level elective). The student must receive permission from both the academic undergraduate and graduate advisors

3. To:

Recreation Education, B.S. (45 Credit Major)

The program in Recreation Education leads to the B.S. degree and is designed to prepare students for entry into the parks, recreation, and leisure services profession. Recreation and leisure services are provided in a variety of settings serving people of all ages in carefully planned and organized recreation programs. Students may concentrate in recreation management or exercise and sport.

Students in the recreation management concentration are employed in public park and recreation agencies, not-for-profit organizations, community recreation centers, camps, and sports associations.

Students in the exercise and sport concentration can work as programmers, fitness trainers, group exercise leaders or coaches, in sports and fitness programs in a variety of settings. Students are prepared to obtain various fitness certifications from several national organizations.

Fieldwork and internship experiences are important components of the major, which give students the opportunity to apply theory to practice in an actual work setting under the supervision of a qualified professional.

Students in this major that have met the academic requirements, upon graduation, and complete at least 1 year of full-time experience in the field are eligible to sit for the national certifying examination for the Certified Park and Recreation Professional (CPRP), administered by the National Recreation and Park Association.

Honors in Recreation Education:

Departmental honors in Recreation Education may be awarded to a student who has maintained an index of 3.5 in a minimum of 24 credits in all courses required for the major.

The required courses and credits are distributed as follows (45 credits):

21 credits in Recreation Education:

Credits

REC 200	History and Philosophy of Recreation	3
REC 210	Recreation Leadership	3
REC 302	Administration of Recreation Service	3
REC 330	Inclusive Recreation	3
REC 360	Selected Topics in Recreation	3
REC 387	Research and Evaluation in Recreation Service	3
REC 422	Programming and Planning in Recreation	3

12 credits in one of two concentrations:

Recreation Management:

Credits

REH 330	Management of Youth Serving Organizations	3
REC 361	Outdoor Recreation and Sustainable Management	3
REC 405	Facility Management in Recreation Service	3
REC 410	Advanced Finance and Human Resources Management in Recreation Service	3

Exercise and Sport:

Credits

EXS 264	Introduction to Exercise Science	3
EXS 265	Behavioral Aspects of Physical Activity	3
EXS 304	Coaching and Team Sports	3
EXS 424	Principles and Practices of Fitness and Wellness Programming	3

6 credits selected from:

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

6 credits in Recreation Internship:

Credits		
REC 470	Recreation Education Internship	3-6

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

Undergraduate students majoring in Recreation Education with 90 or more credits and a minimum of a (3.0) cumulative index and (3.0) index in the major may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S.Ed. in Recreation Education Option A: Recreation and Park Administration. The following graduate courses may be taken in place of these undergraduate courses: REC 702 (in place of REC 422), 706 (in place of REC 361), 680 (in place of 360), and 680 (in place of any other 300-level elective). The student must receive permission from both the academic undergraduate and graduate advisors

Students may complete 100% of courses online

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

As to the removal of the Therapeutic Recreation concentration from the B.S. in Recreation Education major - There is a B.S. in Therapeutic Recreation already and Therapeutic Recreation majors are required to sit for the Certification for Therapeutic Recreation Specialist (CTRS) exam upon graduation, if they wish to obtain gainful employment. Therefore, it would be more beneficial for students to major in Therapeutic Recreation rather than majoring in Recreation Education with a concentration in Therapeutic Recreation if they wish to enter the Therapeutic Recreation field because those students would not be able to sit for the CTRS exam. There are very little opportunities for students who graduate with a B.S. in Recreation Education concentrating in Therapeutic Recreation. In addition, we cannot convert all TR courses which are requirements for both TR B.S and REC B.S. (TR concentration) because TR B.S. is a non-online degree.

Formerly adding as 100% distance learning program.

5. Date of departmental approval: 11/30/2022

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:** ~~Strike through~~ the changes

Department(s)	Exercise Sciences and Recreation
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Recreation Education
Course Prefix & Number	REC 210
Course Title	Recreation Leadership
Description	Leadership principles and techniques. Group processes and methods for working with diverse populations in varied recreation and leisure service settings. In-class leadership exercises and practice.
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)	Exercise Sciences and Recreation
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Recreation Education
Course Prefix & Number	REC 210
Course Title	Recreation Leadership
Description	Leadership principles and techniques. Group processes and methods for working with diverse populations in varied recreation and leisure service settings. In-class leadership exercises and practice.
Pre/ Co Requisites	
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):**

REC 210 is an introductory course and is a core course requirement. Departmental consent is no longer required.

5. **Date of departmental approval:** 11/30/2022

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:** ~~Strike through~~ the changes

Department(s)	Exercise Sciences and Recreation
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Recreation Education
Course Prefix & Number	REC 302
Course Title	Administration of Recreation Service
Description	Examines management theories and practices in recreation agencies and organizations. Topics include personnel management, public relations, budget and finance, and facility design and operation.
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	3
Liberal Arts	[] Yes [X] 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)	<u>Exercise Sciences and Recreation</u>
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Recreation Education
Course Prefix & Number	REC 302
Course Title	Administration of Recreation Service
Description	Examines management theories and practices in recreation agencies and organizations. Topics include personnel management, public relations, budget and finance, and facility design and operation.
Pre/ Co Requisites	<u>Pre-requisites: REC 200 & REC 210</u>
Credits	3
Hours	3
Liberal Arts	[] Yes [X] 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):**

REC 302 is a core course requirement. Departmental consent is no longer required due to the addition of pre-requisites.

5. **Date of departmental approval:** 11/30/2022

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:** ~~Strike through~~ the changes

Department(s)	Exercise Sciences and Recreation
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Recreation Education
Course Prefix & Number	REC 422
Course Title	Program Planning in Recreation
Description	Examines program development and supervision in community-based recreation programs operated by governmental, voluntary, and private agencies. Explores recreation program formats and modalities.
Pre/ Co Requisites	Departmental Permission Pre-requisite REC 300 & REC 320
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)	<u>Exercise Sciences and Recreation</u>
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Recreation Education
Course Prefix & Number	REC 422
Course Title	Program Planning in Recreation
Description	Examines program development and supervision in community-based recreation programs operated by governmental, voluntary, and private agencies. Explores recreation program formats and modalities.
Pre/ Co Requisites	<u>Pre-requisite or Co-requisite: REC 302</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):**

REC 422 is a core course requirement. Departmental consent is no longer required due to the addition of co- and pre-requisites. REC 302 also provides fundamental knowledge of administration in recreation services that would be required for students to take REC 422 as either a co-requisite or pre-requisite course.

5. **Date of departmental approval:** 11/30/2022

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core and must be 3 credits. STEM waiver courses do not need to be approved by the Common Core Course Review Committee. The form should not be used for STEM waiver courses.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	EXS 265
Course Title	Behavioral Aspects of Physical Activity
Department(s)	Exercise Sciences and Recreation
Discipline	Exercise Science
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Conceptual and theoretical frameworks for understanding the behavioral component of physical activity and exercise, and for developing intervention strategies for enhancing physical activity and exercise behavior.
Special Features (e.g., linked courses)	Course is a requirement for EXS program and electives for the rest of the programs in HSD programs (DFN, BSPH, HEA, HSA and REC)
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended
<p>Indicate the status of this course being nominated:</p> <p><input checked="" type="checkbox"/> current course <input type="checkbox"/> revision of current course <input type="checkbox"/> a new course being proposed</p>	
<p>CUNY COMMON CORE Location</p> <p>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</p>	
<p>Required</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p>	<p>Flexible</p> <p><input type="checkbox"/> World Cultures and Global Issues <input checked="" type="checkbox"/> Individual and Society</p> <p><input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World</p> <p><input type="checkbox"/> Creative Expression</p>

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence. |
| | <ul style="list-style-type: none"> • Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts. |
| | <ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources. |
| | <ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media. |
| | <ul style="list-style-type: none"> • Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation. |

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables. |
| | <ul style="list-style-type: none"> • Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems. |
| | <ul style="list-style-type: none"> • Represent quantitative problems expressed in natural language in a suitable mathematical format. |
| | <ul style="list-style-type: none"> • Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form. |
| | <ul style="list-style-type: none"> • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation. |
| | <ul style="list-style-type: none"> • Apply mathematical methods to problems in other fields of study. |

C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- | | |
|--|--|
| | <ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a life or physical science. |
| | <ul style="list-style-type: none">• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation. |
| | <ul style="list-style-type: none">• Use the tools of a scientific discipline to carry out collaborative laboratory investigations. |
| | <ul style="list-style-type: none">• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report. |
| | <ul style="list-style-type: none">• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data. |

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.

- | | |
|--|---|
| | <ul style="list-style-type: none">• Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically. |
| | <ul style="list-style-type: none">• Produce well-reasoned written or oral arguments using evidence to support conclusions. |

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

- | | |
|--|--|
| | <ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. |
| | <ul style="list-style-type: none">• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |
| | <ul style="list-style-type: none">• Analyze the historical development of one or more non-U.S. societies. |
| | <ul style="list-style-type: none">• Analyze the significance of one or more major movements that have shaped the world's societies. |
| | <ul style="list-style-type: none">• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies. |
| | <ul style="list-style-type: none">• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own. |

B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically. |
| | <ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions. |

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

- | | |
|--|--|
| | <ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature. |
| | <ul style="list-style-type: none"> • Analyze and explain one or more major themes of U.S. history from more than one informed perspective. |
| | <ul style="list-style-type: none"> • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. |
| | <ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations. |
| | <ul style="list-style-type: none"> • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy. |
| | <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. |

C. Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically. |
| | <ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions. |

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

- | | |
|--|--|
| | <ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater. |
| | <ul style="list-style-type: none"> • Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them. |
| | <ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed. |
| | <ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process. |
| | <ul style="list-style-type: none"> • Use appropriate technologies to conduct research and to communicate. |

D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

Course content is based upon a text book, research articles, and) and readings from American College of Sports Medicine (ACSM) and Center for Chronic Diseases (CDC). Students use these data to study variation in exercise behavior and health outcomes by gender, race, income, and geography (i.e., rural vs. urban). Students “analyze” different psychological theories and models and the tools to demonstrate that they can gather and interpret information for measuring motivational readiness for behavior change and “explain” the benefits of exercise. Students demonstrate that they can gather, interpret, and communicate the course content via weekly homework, monthly exams, a cumulative final exam with questions taken directly from the course content and by writing and presenting the final project .

- Gather, interpret, and assess information from a variety of sources and points of view.

Students evaluate data from the research articles how change in exercise behaviors influence the various systems of the body and mind and how these systems in turn influence health outcomes whether the change in exercise behavior results in better functioning of cardiovascular, respiratory and other systems in the body and longer life expectancy or lower mortality risks and how different motivational techniques to various settings to change the physical activity behavior. This is reinforced with weekly discussion topic questions and faculty asks open ended questions in discussion board for students to discuss these topics and debate solutions critically and analytically.

- Evaluate evidence and arguments critically or analytically.

Students are required to submit either a 4-5 page final paper and give a 5-10 minute final presentation on a health behavior change. Examples of topics include: Either a health-compromising behavior they want to decrease (e.g., excessive eating, smoking, excessive alcohol consumption, etc.) or a health-enhancing behavior they want to increase (e.g., exercise, stress reduction, healthy eating, etc.).

For this project students are required to select a health behavior that they may have been thinking about changing, or have tried to change previously without success. During this course, students are given an opportunity to analyze the factors that may help or hinder actually making this healthy change by completing a series of measures and tools often used in health behavior change research. They are introduced the value and limitations of current health behavior change theories and interventions that may be applied to understanding

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

<p>successful change. They are asked to observe, reflect, and analyze the factors and motivation techniques that may be important for changing a health behavior. They are required to develop written arguments what it is like to be the target of a health behavior change program, and to analyze psychological measures often used in health behavior research.</p> <p>They must use at least 5 peer reviewed article to support their argument.</p>	
<p>A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Students in EXS 265 are introduced the concepts of goal developing, change goals and how to develop an action plan for effective behavior change. They are also introduced and asked to describe and apply the stages of motivational readiness for change model and the tools for measuring motivational readiness for behavior change. Students are required to demonstrate that they have achieved this objective and understand the different motivational techniques to various settings and other influential psychological theories and models and their application to physical activity interventions to change the physical activity behavior via their final project, weekly homework assignments, three exams, and a cumulative final exam that reinforces the course content.</p> <ul style="list-style-type: none"> • Example: A writing assignment that requires students to observe, reflect, analyze and evaluate the factors and motivations that may be important for changing a health behavior. For example, they are required to collect, show and evaluate the data that they accomplished an aerobic exercise for 30 minutes for three days per week at 70% of maximal heart rate, or cut back the number of cigarettes smoked to 3 a day or reduce sugar consumption to 3 gr per day in their writing assignments and present this data in their presentation. They need to apply mathematics and statistics and technology such as pedometers or cell phones or accelerators to collect, evaluate and present their data. • They need to also explain which psychological theory or theories, like self-determination theory or social cognitive theory or combination of different theories, they used to modify their health behavior. 	<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 in EXS 265 are asked to examine soci-ocultural factors affecting personal behavior values and involvement in physical activity, such as age, gender, sexual</p>	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.

<p>orientation, racial and ethnic identity, and socioeconomic status. Example: An in-class activity or on online discussion activities, students are asked to examine the barriers to participate in physical activities and exercise or change in any health behavior in individuals and also in society. Through in-depth discussion, students are able to identify socio-cultural factors as barriers affecting experience, values, and/or choices of physical activities and exercise or change in any health behavior.</p>	
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
<p>Students in EXS 265 are introduced and required to know the systems of the body and how they function and different psychological theories used in behavior change interventions . They are asked in their written assignments to explain what methods they used and asked to articulate the different motivational techniques to various settings to change the physical activity behavior and analyze the health outcomes of this change.</p> <p>Example: A writing assignment that requires students to choose a health behavior and take a baseline frequency rating of this behavior for a period of one week. For example, if the behavior they have been thinking of changing is to increase physical activity level, they chart how much they currently exercise. They have to come up with a unit of measurement, such as measuring physical activity a day either as miles or minutes or hours. They are also required to explain how often and at what intensity they exercised and why. They are asked to observe, record and keep a chart on the frequency of the target behavior and evaluate the data. They are asked to use some technology such as such as pedometers or cell phones or accelerators to record their data and statistical methods to analyze and evaluate their data.</p>	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
<p>Students in EXS 265 are introduced the benefits of physical activity and how these benefits are achieved. Also they are introduced the behavior change models to produce a healthy life style changes. This SLO is assessed by writing assignments, exams, and online and in-class group discussion activities by recognizing other influential psychological theories and models and their application to physical activity interventions.</p> <p>Example: Exams and discussion forum that test their understanding of how to apply health behavior change</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.

<p>theories/interventions to changing a specific health behavior and how this change can produce healthier life, such as better fitness level and improved life expectancy and less stress and more happiness and free of diseases as individual and also as a society.</p>	
<p>E. Scientific World</p> <p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

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

DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	Health Professions Institute
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	Health Equity, Administration, and Technology
Course Prefix & Number	HPI 201
Course Title	Introduction to Interprofessional Education
Description	Basic principles of interprofessional education (IPE) with the aim of improving effectiveness of care, stakeholders' perception of care, and teamworking skills among the varied administrative and clinical disciplines.
Pre/ Co Requisites	
Credits	1
Hours	1
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

We are requesting that this one-credit course be made a permanent course at Lehman

College. The course has been offered as HSA 201 since the spring of 2021. We are changing the course code from Health Services Administration (HSA) to Health Professions Institute (HPI), the code of the HS2N Dean's office to reflect the interdisciplinary nature of interprofessional education in the health care sciences. Offering the course as HPI 201 will invite all departments of the HS2N school and beyond to register for the course.

This course was developed to introduce future health care professionals to interprofessional communication and collaboration in the health care field like they will experience working for hospitals and health care providers. The field of interprofessional communication is relevant and important for everyone who works in health care. Currently, the adjunct faculty teaching the class is a licensed clinical social worker; in previous semesters, faculty with experience in public health and patient experience successfully taught the class. We welcome faculty and students from across HS2N's departments.

The goal of interprofessional education (IPE) is to improve the quality of health care by engaging students in learning experiences that teach the core competencies of IPE: 1) values and ethics; 2) roles and responsibilities for collaborative practice; 3) interprofessional communication; and 4) teamwork and team-based care. Through these learning experiences, patient-centered care can be improved and the goals of HS2N can be achieved when our students graduate and work in the health care field.

This one-credit elective is flexible to be offered during the traditional 15-week semester as well as accelerated winter and summer terms. Course assessments include case studies and collaborative work best achieved through online discussion boards. Course readings are free and available from open-sourced, shared materials such as the Interprofessional Education Collaborative <https://www.ipecollaborative.org/resources>.

Additionally, HPI 201 is a much-needed one-credit elective. Transfer students are frequently short credits to graduate and have to seek one-credit alternatives through Coursera or similar. Offering a one-credit course at Lehman will enable students to use their financial aid to complete the class and the course content will be directly related to their health field of interest.

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

SLO 1. Define the core competencies of interprofessional education.

SLO 2. Recognize how to function in an interprofessional team to manage conflict and increase awareness of team member biases and tools to overcome bias.

SLO 3. Compare manners of communication across disciplines and cultural backgrounds.

SLO 4. Summarize observations in profession-specific manner.

SLO 5. Contrast problem-solving and decision-making roles across disciplines.

SLO 6. Explain ethical standards of different disciplines including ways ethics relate to working with culturally diverse patients and treatment teams.

SLO 7. Identify one's professional role and other's roles and how to work together.

SLO 8. Complete a case study or simulation using the student's profession-specific expertise.

SLO 9. Recognize collaborative learning environments that result in inclusive, interprofessional team behaviors and competencies

5. **Date of Departmental Approval:** March 21, 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: Dietetics Foods and Nutrition, BS
Hegis Number: 1306.00
Program Code: 30915, 82141
Effective Term: Fall 2024

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

2. **From:**
Dietetics, Foods, and Nutrition, B.S. (~~52.5-63.5~~ Credit Major)

The Dietetics, Foods, and Nutrition (DFN) major include two options: Nutrition and Dietetics and; Culinary and Community Nutrition. They are designed to prepare students for entry-level employment in nutrition and food-related positions in healthcare facilities, community agencies, cooperative extension, food service operations, culinary or nutrition education, and/or the food industry. Students are also prepared for post-graduate education in nutrition and food-related fields.

GPA Requirements

A minimum GPA of 3.3 is required for admission into Nutrition and Dietetics major. A minimum GPA of 2.5 is required for Culinary and Community Nutrition major. These GPAs must be maintained. If they are not maintained, students will be placed on academic probation for one semester after which time, if the GPA requirement is not met, students dropped from the DFN programs.

Admission Information

All students interested in either of the above DFN majors will first be enrolled in the Culinary and Community Nutrition major. Students interested in the Nutrition and Dietetics major are required to earn a B- or higher grade in in ~~HSD 240, DFN 120,~~ and DFN 341 courses with an overall minimum GPA of 3.3 before taking a pre-entry examination to assess aptitude for the Nutrition and Dietetics Major. Upon successful completion of the pre-entry examination (earning a minimum score of 80%), students may apply for the Nutrition and Dietetics major.

Nutrition and Dietetics major

The Nutrition and Dietetics major complies with the requirements for a DPD and is accredited by Accreditation Council for Education in Nutrition and Dietetics (ACEND):

120 South Riverside Plaza

Suite 2190
Chicago, IL 60606-6995
(800) 877-1600, ext. 5400
ACEND@eatright.org

DPD Verification

Students fulfilling all requirements for successful completion of the ACEND-accredited DPD are eligible for a Verification Statement and can apply for supervised practice in an ACEND-accredited dietetic internship (DI), which enables the student to take the CDR examination to become a registered dietitian nutritionist (RDN). The DPD Verification Statement also provides the opportunity to take the examination to become a Nutrition and Dietetic Technician, Registered (NDTR). To obtain a Verification Statement, students must successfully complete the following:

1. All required DPD courses with a minimum GPA of 3.3
2. PSY 166, which satisfies a General Education Requirement
3. ServSafe Food Handler Certification
4. The University of Indiana Plagiarism tutorial (available here)
5. Earn a score of 75% or better on the DPD Verification examination

Code of Ethics Compliance

DPD students must comply with the Code of Ethics for the Profession of Dietetics adopted by the Academy for Nutrition and Dietetics in order to progress in the program. Students who violate these requirements may be dropped from the program, in addition to any other sanctions that may be imposed by the College or the Profession. Students completing the program are required to take the DPD qualifying examination prior to receipt of the Verification Statement.

Becoming a Registered Dietitian Nutritionist (RD/RDN)

In order to become a Registered Dietitian Nutritionist (RDN), a student must:

- ~~1. Earn the minimum of a Baccalaureate degree~~
2. Satisfy the requirements for Lehman's DPD which includes completion of the courses required for the Nutrition and Dietetics option as well as PSY or SOC 166 (or equivalent)
3. Obtain a signed Verification Statement from the DPD Program Director in order to
4. Apply, enter, and complete a Dietetic Internship (DI) which entitles you to
5. Obtain a signed Verification Statement from the DI Program Director
6. Take and pass the CDR-administered Registration examination to become a Registered Dietitian Nutritionist

For further information on the Nutrition and Dietetics major (DPD), please see the DPD Handbook (available here).

Culinary and Community Nutrition major

The Culinary and Community Nutrition major prepares graduates to work in culinary nutrition education and in nutrition-oriented food service facilities. Graduates of this major are eligible to become certified dietary managers (CDM) via the Association of Nutrition and Foodservice Professionals (AFNP).

DFN Major

The distribution of courses and credits to be earned by all majors is as follows (41.5 credits):

~~3 credits in Health Sciences:~~

~~EXS 240 — Nutrition and Health 3~~

22 credits in Dietetics, Foods, and Nutrition:

~~DFN 120 — The Nature and Science of Food 3~~

~~DFN 220 — Foods, Society, and Health 4~~

~~DFN 330 — Quantity Food Procurement, Production, and Service 3~~

DFN 341 Nutrition Throughout the Life Cycle 3

DFN 369 Research Methods in Nutrition 3

DFN 430 Management of Dietetic Services 3

DFN 437 Nutrition Education & Counseling 3

12 credits in Biological Sciences:

BIO 181 Anatomy and Physiology I 4

BIO 182 Anatomy and Physiology II 4

~~BIO 230 — Microbiology 4~~

4.5 credits in Chemistry:

CHE 114 Essentials of General Chemistry Lecture 3

CHE 115 Essentials of General Chemistry Laboratory 1.5

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

Nutrition and Dietetics major (~~67~~ credits)

Additional courses to be taken (~~25.5-26~~ credits): ~~plus 41.5 from above~~

17 credits in Dietetics, Foods, and Nutrition:

DFN 248 Introduction to Nutrition in Health Care 3

DFN 348 Nutrition in the Management of Disease 3

DFN 441 Seminar in Professional Practice of Nutrition and Dietetics 2

~~DFN 445 Advanced Nutrition 4~~

DFN 448 Nutrition in the Management of Disease II 3

~~DFN 470 — Dietetic Services Field Experience 2~~

Or

DFN 471 Field Experience in Clinical Nutrition 2

Or

DFN 472 Field Experience in Community Nutrition 2

8.5-9 credits in Chemistry:

CHE 120 Essentials of Organic Chemistry Lecture I 3

CHE 121 Essentials of Organic Chemistry Laboratory II 1.5

And—

~~CHE 244 Introduction to Biochemistry 3~~

~~CHE 245 Biochemistry Laboratory 1.5~~

Or

~~DFN 244 Nutritional Biochemistry 3~~

~~DFN 245 Nutritional Biochemistry Laboratory 1~~

Culinary and Community Nutrition major (~~61.5 Credits~~)

This major provides students with the education and skills ~~to become community nutrition educators or work in food service management~~

Additional courses to be taken (~~14 credits~~): ~~plus 41.5 from above~~

~~3 credits in Health Sciences:~~

~~HSD 266 The U.S. Health Care Delivery System 3~~

in Dietetics, Foods, and Nutrition:

DFN 340 Community Nutrition and Food Justice 3

DFN 347 Introduction to Diet Therapy 3

~~DFN 470 Dietetic Services Field Experience 2~~

OR

~~DFN 472 Community Nutrition Field Experience 2~~

~~3 credits of an elective in:~~

~~DFN, EXS, HEA, HSA, HSD, REC~~

~~Additional Comments:~~

~~This major provides students with the education and skills to become community nutrition educators or work in food service management~~

BS to MS Dual Credit Opportunity

Additional Comments:

Second degree students, majoring in Dietetics, Foods, and Nutrition with 90 or more credits and a minimum of a 3.0 cumulative GPA and a minimum GPA of 3.0 in the major may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S. degree in Nutrition. The following graduate courses may be taken in place of related undergraduate courses: DFN 520 for DFN 120; DFN 621 for DFN 220; DFN 620 for DFN 341; and DFN 637 for DFN 437. The student must receive permission from the department prior to registration.

3. To: Underline the changes

Dietetics, Foods, and Nutrition, B.S. (63 Credit Major)

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

GPA Requirements

A minimum GPA of 3.3 is required for admission into Nutrition and Dietetics major. A minimum GPA of 2.5 is required for Culinary and Community Nutrition major. These GPAs must be maintained. If they are not maintained, students will be placed on academic probation for one semester after which time, if the GPA requirement is not met, students dropped from the DFN programs.

Admission Information

All students interested in either of the above DFN majors will first be enrolled in the Culinary and Community Nutrition major. Students interested in the Nutrition and Dietetics major are required to earn a B- or higher grade in DFN 215, DFN 321, and DFN 341 courses with an overall minimum GPA of 3.3 before taking a pre-entry examination to assess aptitude for the Nutrition and Dietetics Major. Upon successful completion of the pre-entry examination (earning a minimum score of 80%), students may apply for the Nutrition and Dietetics major.

Nutrition and Dietetics major

The Nutrition and Dietetics major complies with the requirements for a DPD and is accredited by Accreditation Council for Education in Nutrition and Dietetics (ACEND):

120 South Riverside Plaza
Suite 2190
Chicago, IL 60606-6995
(800) 877-1600, ext. 5400
ACEND@eatright.org

DPD Verification

Students fulfilling all requirements for successful completion of the ACEND-accredited DPD are eligible for a Verification Statement and can apply for supervised practice in an ACEND-accredited dietetic internship (DI), which enables the student to take the CDR examination to become a registered dietitian nutritionist (RDN). The DPD Verification Statement also provides the opportunity to take the examination to become a Nutrition and Dietetic Technician, Registered (NDTR). To obtain a Verification Statement, students must successfully complete the following:

6. All required DPD courses with a minimum GPA of 3.3
7. PSY 166, which satisfies a General Education Requirement
8. ServSafe Food Handler Certification

9. The University of Indiana Plagiarism tutorial (available here)
10. Earn a score of 75% or better on the DPD Verification examination

Code of Ethics Compliance

DPD students must comply with the Code of Ethics for the Profession of Dietetics adopted by the Academy for Nutrition and Dietetics in order to progress in the program. Students who violate these requirements may be dropped from the program, in addition to any other sanctions that may be imposed by the College or the Profession. Students completing the program are required to take the DPD qualifying examination prior to receipt of the Verification Statement.

Becoming a Registered Dietitian Nutritionist (RD/RDN)

In order to become a Registered Dietitian Nutritionist (RDN), a student must:

1. Earn the minimum of a Masters degree
2. Satisfy the requirements for Lehman's DPD which includes completion of the courses required for the Nutrition and Dietetics option as well as PSY or SOC 166 (or equivalent)
3. Obtain a signed Verification Statement from the DPD Program Director in order to
4. Apply, enter, and complete a Dietetic Internship (DI) which entitles you to
5. Obtain a signed Verification Statement from the DI Program Director
6. Take and pass the CDR-administered Registration examination to become a Registered Dietitian Nutritionist

For further information on the Nutrition and Dietetics major (DPD), please see the DPD Handbook (available here).

Culinary and Community Nutrition major

The Culinary and Community Nutrition major prepares graduates to work in culinary nutrition education and in nutrition-oriented food service facilities. Graduates of this major are eligible to become certified dietary managers (CDM) via the Association of Nutrition and Foodservice Professionals (AFNP).

DFN Major

The distribution of courses and credits to be earned by all majors is as follows.

8 credits in Biological Sciences:

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

9 credits in Chemistry:

CHE 114	Essentials of General Chemistry Lecture	3
CHE 115	Essentials of General Chemistry Laboratory	1.5
CHE 120	Essentials of Organic Chemistry Lecture I	3
CHE 121	Essentials of Organic Chemistry Laboratory II	1.5

CHE 114, CHE 115 also satisfy a General Education requirement.

3-4 credits in Math:

MAT 132 Introduction to Statistics (4) *MAT 132 has prerequisite MAT 104 or placement by the Dept of Math and Computer Science

32 Credits in Dietetics, Foods, and Nutrition:

DFN 200	ServSafe Certification	1
DFN 215	Introduction to Nutrition	3
DFN 230	Social and Cultural Determinants of Food and Health	2
DFN 248	Nutrition in Healthcare	3
DFN 321	Food Science and microbiology	3
DFN 340	Community Nutrition and Food Justice	3
DFN 341	Nutrition Throughout the Life Cycle	3
DFN 369	Research Methods in Nutrition	3
DFN 430	Management of Food and Nutrition Services	3
DFN 437	Nutrition Education & Counseling	3
DFN 441	Seminar in Dietetics, Foods, and Nutrition	3
DFN 469	Critical Issues in Food and Nutrition	2
OR		
DFN 471	Field Experience in Clinical Nutrition	2
OR		
DFN 472	Field Experience in Food and Nutrition	2

3 credits in Dietetics Foods and Nutrition labs:

DFN 120	Laboratory Special Topics I	1.5
DFN 220	Laboratory Special Topics II	1.5
DFN 250	Food Science Laboratory	1.5
DFN 260	Food Culture Laboratory	1.5
DFN 270	Lifecycle and Therapeutic Foods Laboratory	1.5
DFN 280	Food Production and Management Laboratory	1.5
DFN 290	Sustainability and Food Technology Laboratory	1.5

Nutrition and Dietetics major

This major prepares students to enter graduate degree programs to work toward the Registered Dietitian Nutritionist credential.

9 additional credits in Dietetics, Foods, and Nutrition:

DFN 348	Nutrition in the Management of Disease	3
DFN 445	<u>Nutritional Biochemistry</u>	<u>3</u>
DFN 448	Nutrition in the Management of Disease II	3

Culinary and Community Nutrition major

This major provides students with the education and skills to work in community nutrition, public health, or food service management

9 credits in additional courses in Dietetics, Foods, and Nutrition:

DFN 347	Introduction to Diet Therapy	<u>3</u>
DFN 440	Community Engagement and Leadership in Foods and Nutrition	<u>3</u>
DFN 447	Advanced Community Nutrition	<u>3</u>

Some students may be eligible to complete > 50% of the DFN major online. Ineligible students include those who: 1. Do not have access to a kitchen/cooking facilities to complete the online culinary laboratory courses of the degree; or 2. Students completing the Didactic Program in Dietetics.

BS to MS Dual Credit Opportunity

Additional Comments:

Second degree students, majoring in Dietetics, Foods, and Nutrition with 90 or more credits and a minimum of a 3.0 cumulative GPA and a minimum GPA of 3.0 in the major may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S. degree in Nutrition. The following graduate courses may be taken in place of related undergraduate courses: DFN 520 for DFN 120; DFN 621 for DFN 220; DFN 620 for DFN 341; and DFN 637 for DFN 437. The student must receive permission from the department prior to registration.

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

The changes in course requirements are being updated to reflect the current standards in nutrition programs and bring the curriculum up to date. In general, the goal of the proposed changes is to make each sub-plan comparably challenging (and equal in credit hours) but different in content.

Each of the changes is outlined below.

- HSD 240 was converted to EXS 240 when HSD split. A DFN equivalent was created (DFN 215) and will replace the EXS course.
- MAT 132 was a hidden prerequisite, is now made explicit
- Most content from DFN 330 (3 credits) and DFN 430 (3 credits) is being combined into DFN 430, with the exception of ServSafe Certification, which is being extracted from the course and established as its own food safety course, which will be a prerequisite for the laboratory courses
- Advanced courses in clinical and community nutrition have been revised and updated and/or added to each sub-plan
- The three fieldwork courses are being distilled to a single fieldwork course and as an alternative, students can enroll in a new course, Critical Issues in Nutrition. These are to give students more choice in their learning plans.
- 5 new proposed lab courses will be offered and disintegrated from their lecture counterparts. While the lectures remain required, students will be able to select which two lab courses the enroll in. This provides greater flexibility and choice for students.

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 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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 200
Course Title	ServSafe Certification
Description	Content includes food safety and proper food handling techniques. This course utilizes the ServSafe materials prepared by the National Restaurant Association Education Foundation to prepare students for a national examination.
Pre/ Co Requisites	
Credits	1
Hours	1
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:

Currently, the ServSafe exam is incorporated into DFN 330, quantity foods. However, taking the ServSafe exam earlier in the curriculum will help students excel in food labs. This course is a stand-alone course to prepare students to earn the ServSafe (food safety) certification, with no pre-requisites. This course may also be taken by students who need or are interested in food safety certification for their jobs or other career fields.

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

- Describe the principles of and major factors involved with keeping food safe
- Be prepared to take, and pass, a national test on food safety during handling and storage

5. Date of Departmental Approval: March 15, 2023

**LEHMAN COLLEGE
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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 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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 210
Course Title	Practical Food and Nutrition
Description	Nutrition for non-majors. Basic facts and principles of human nutrition including physiological and psychological factors of food intake related to health as we age. Understanding food group plans, the Dietary Guidelines, and food assistance programs.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Understanding nutrition and healthy eating is extremely important for all Lehman undergraduate students, especially those who reside in the Bronx, where food security is of concern and access to healthy food is limited. This course will help students navigate making decisions for themselves and their aging families while developing an understanding of food and health.

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

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

5. **Date of Departmental Approval:** March 15, 2023

**LEHMAN COLLEGE
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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 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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 230
Course Title	Social and Cultural Determinants of Food and Health
Description	Social, economic, psychological, and historic determinants of eating patterns of groups in the United States.
Pre/ Co Requisites	DFN 215
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 220 was a combined (integrated) lecture and lab course. The new proposed

course is the lecture component of the old course. It is being updated to reflect current understandings of health, like the social determinants.

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
- Name at least 3 ways in which 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:** March 15, 2023

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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 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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 250
Course Title	Food Science laboratory
Description	An application of the science and microbiological components of foods in an experimental setting, with particular emphasis on mechanical, physical, and chemical changes resulting from food preparation and production.
Pre/ Co Requisites	CHE 114-115; DFN 200; DFN 215
Credits	1.5
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:**

By separating the laboratory and lecture sections and listing them separately, students will have maximum flexibility, choice, and control over their schedule.

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

- Practice knife skills and basic food preparation techniques
- Develop a basic understanding of food characteristics, quality, and microbial utilization
- Explain the physical and chemical characteristics of foods resulting from food processing and production
- Observe and analyze food science, microbiology, and food safety concepts in real food materials
- Use the scientific method in investigating properties and changes in foods

5. **Date of Departmental Approval:** March 15, 2023

**LEHMAN COLLEGE
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DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

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2.

Department(s)	Health Promotion and Nutrition Sciences
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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 260
Course Title	Food culture laboratory
Description	Experimentation and preparation of food related to different demographic groups, with an emphasis on marginalized cultural and socioeconomic populations.
Pre/ Co Requisites	DFN 200; DFN 215
Credits	1.5
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:**

By separating the laboratory and lecture sections and listing them separately, students will have maximum flexibility, choice, and control over their schedule.

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

- Practice knife skills and basic food preparation techniques
- Identify and prepare traditional cultural recipes
- Describe foods, recipes, and their relationship with health from different perspectives
- Identify culturally appropriate recipe modifications to improve nutrient density

5. **Date of Departmental Approval:** March 15, 2023

**LEHMAN COLLEGE
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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 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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 270
Course Title	Lifecycle and therapeutic foods laboratory
Description	Experimentation and preparation of foods appropriate for different stages and needs throughout the lifecycle, with particular emphasis on therapeutic foods and diets in clinical settings.
Pre/ Co Requisites	DFN 200; DFN 215
Credits	1.5
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:**

Nutrition students often become professionals who advise clients or patients on food choice. Oftentimes, the students themselves have not had the opportunity to prepare or taste foods recommended at various life stages or with different high need groups. This course will give students an experiential understanding of foods throughout the life course and to meet various health conditions.

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

- Practice knife skills and basic food preparation techniques
- Identify appropriate foods and food preparation techniques for persons of varying ages and needs
- Describe food preparation techniques related to food allergies, consistency modifications, and for diet-related chronic diseases

5. **Date of Departmental Approval:** March 15, 2023

**LEHMAN COLLEGE
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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 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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 280
Course Title	Food production and management laboratory
Description	An application of quantity food production and management in a commercially licensed and operational kitchen and real-world context.
Pre/ Co Requisites	DFN 200; DFN 215
Credits	1.5
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:**

Students will gain experience in planning, organizing, preparing, and serving institutional meals (e.g., those served in schools, hospitals, and other large congregate dining sites). These skills are necessary to develop in order to adequately train and prepare students for careers in food service (e.g., as a Food Service Director).

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

- Practice knife skills and basic food preparation techniques
- Understand quantity food preparation and service protocols
- Utilize organizational and managerial techniques to optimize efficiency in food service operations

5. **Date of Departmental Approval:** March 15, 2023

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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 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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 290
Course Title	Sustainability in food and food systems laboratory
Description	An application of culinary sustainability and technology to food procurement, production, and processing.
Pre/ Co Requisites	DFN 200; DFN 215
Credits	1.5
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:**

By separating the laboratory and lecture sections and listing them separately, students

will have maximum flexibility, choice, and control over their schedule. Sustainability and technology are critical current discussions in food systems, dietetics, and nutrition in the interest of mitigating the impact of agriculture and human behavior on climate change. This lab will expose students to how to utilize advances in culinary approaches and technology to promote sustainability.

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

- Practice knife skills and basic food preparation techniques
- Understand how culinary and technological tools can be used to improve food security, food waste, and other aspects of food systems.
- Utilize a variety of sustainable techniques to prepare and store foods

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**LEHMAN COLLEGE
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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 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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 440
Course Title	Nutrition Program Development and Engagement
Description	An advanced study of the principles and practice of community nutrition, as well as program planning, implementation, and evaluation in the Bronx and New York City communities.
Pre/ Co Requisites	DFN 340
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:**

In this real-world application course students will gain hands on experience with the organization and administration of food and nutrition community-based programs, with attention on planning, implementing, and evaluating program activities and goals.

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

- Develop teamwork and leadership skills by directing program planning and operations
- Demonstrate professional skills and behaviors (e.g., time and workload management; effective and respectful written, oral, and interpersonal communication; self-reflection; ethics and judgment)
- Describe the core activities and skills needed to plan effective nutrition programs
- Analyze program data and evaluate program effectiveness

5. **Date of Departmental Approval:** March 15, 2023

**LEHMAN COLLEGE
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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 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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 447
Course Title	Advanced Community Nutrition
Description	Application of culinary, dietetics, and counseling techniques to case examples in community nutrition settings.
Pre/ Co Requisites	DFN 347
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 course builds on content learned in diet therapy (DFN 347) and gives students a

chance to integrate and apply their knowledge to professional case studies. This course becomes a culminating course for Culinary and Community Nutrition major students by integrating DFN 340, DFN 347, and the skills developed in lab. Students will learn how to work with individuals in community settings.

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

- Develop teamwork and leadership skills by leading and presenting case examples
- Demonstrate professional skills and behaviors (e.g., time and workload management; effective and respectful written, oral, and interpersonal communication; self-reflection; ethics and judgment)
- Describe the process working with clients in community food and nutrition programs and settings

5. **Date of Departmental Approval:** March 15, 2023

**LEHMAN COLLEGE
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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 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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 469
Course Title	Critical Issues in Food and Nutrition
Description	Examination of trends and issues in nutrition from a critical perspective, with a focus on identifying applications of current literature to improve food and nutrition programs, practice, and policy.
Pre/ Co Requisites	Pre-requisites: DFN 369
Credits	2
Hours	2
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:

After learning about research methods and how to interpret research studies (and journal articles) in DFN 369, students need the opportunity to apply their skills. This course teaches students what to do with research findings and how they can have utility outside of research.

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

- Describe the meaning and utility of critical theory to food and nutrition practice
- Interrogate research and apply critical thinking to current trends in dietetics, foods, and nutrition
- Identify and apply critical frameworks in the analysis of current literature
- Develop presentation skills to extrapolate research findings and make recommendations

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:** Title, description, credits, hours, prerequisites

2. **From:** ~~Strike through~~ the changes

Department(s)	Health Promotion and Nutrition Sciences
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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 120
Course Title	The Nature and Science of Food
Description	Overview of the preparation and characteristics of food, including nutritional profiles, food selection and storage. Particular emphasis on the chemical changes and interaction of foods.
Pre/ Co Requisites	CHE 114-115
Credits	3
Hours	-4
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:** Underline the changes

Department(s)	Health Promotion and Nutrition Sciences
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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 120
Course Title	<u>Laboratory Special Topics I</u>
Description	<u>Laboratory in the Nature and Science of Food or Cultural Foods</u> <u>Can be repeated for up to 3 credits</u>
Pre/ Co Requisites	CHE114-115; <u>DFN 200</u>
Credits	<u>1.5</u>
Hours	<u>3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

DFN 120 is currently offered as an integrated lecture and lab which limits enrollment and participation. Separating the lecture and lab components will allow students maximum flexibility and an opportunity to select the best possible lecture and laboratory sections to meet their scheduling needs. The proposed change reflects only the laboratory component of the course. The lecture component is also a proposed change in this set of DFN curriculum changes (see DFN 321).

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:** Title, description, note, prerequisite, course attribute

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

Department(s)	Health Promotion and Nutrition Sciences
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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 215
Course Title	Nutrition in Health Promotion
Description	(Closed to DFN concentrators.) Introduction to the principles of nutrition and their application to health maintenance, disease prevention, and treatment. NOTE: Credit will not be granted for both DFN 215 and DFN. 240.
Pre/ Co Requisites	CHE 120 and BIO 182.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Writing Intensive
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)	Health Promotion and Nutrition Sciences
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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 215
Course Title	<u>Introduction to Nutrition</u>
Description	<u>An introduction to the profession and science of nutrition</u> as it relates to health and disease. Includes functions of nutrients; factors affecting nutrient intake, absorption, and utilization; and nutrient needs during the life cycle and illness.
Pre/ Co Requisites	
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 (Explain how this change will impact the learning outcomes of the department and Major/Program):**

DFN 215 was a course in health promotion for non-majors. With the change of HSD 240 (a previous DFN requirement) to EXS 240, an introductory course in nutrition in DFN is required. Therefore, DFN 215 is being converted to an introductory course for majors. Because there is already a major in Health Education and Promotion, the name is also

being changed so as to not confuse students as to whom this course is for. The content is being updated to focus on nutrition as it relates to health and careers within the discipline.

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

**LEHMAN COLLEGE
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DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Title, description, credits, hours, prerequisites

2. **From:** ~~Strike through~~ the changes

Department(s)	Health Promotion and Nutrition Sciences
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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 220
Course Title	Food, Society, and Health
Description	An in-depth exploration of techniques of food selection and preparation, with emphasis on sociocultural, ecological, and health issues
Pre/ Co Requisites	HSD-240
Credits	4
Hours	5
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:** Underline the changes

Department(s)	Health Promotion and Nutrition Sciences
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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 220
Course Title	<u>Laboratory Special Topics II</u>
Description	<u>Laboratory in Lifecycle Nutrition, Quantity Foods or Sustainability & Technology</u> <u>Can be repeated for up to 3 credits</u>
Pre/ Co Requisites	CHE114-115; <u>DFN 200</u>
Credits	<u>1.5</u>
Hours	<u>3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Like DFN 120, this course is an integrated lecture and laboratory course. The disintegration of each component will allow for greater student flexibility and for maximum enrollment. This course will be used as the laboratory component and DFN 221 will be used as the lecture component. The prerequisites, description, credits, and hours are updated accordingly.

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

**LEHMAN COLLEGE
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DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Title, description, credits, hours, prerequisites

2. **From:** ~~Strike through the changes~~

Department(s)	HPNS
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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 321
Course Title	Experimental Foods
Description	The effects on foods of varying ingredients and types of processing. Introduction to experimental food laboratory techniques. Class and individual problems designed to orient students to procedures used in developing new food products.
Pre/ Co Requisites	DFN 220 and CHE 120-121
Credits	3.5
Hours	3.5
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

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3. **To:** Underline the changes

Department(s)	Health Promotion and Nutrition Sciences
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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 321
Course Title	<u>Food Science and Microbiology</u>
Description	<u>Overview of the chemical and physical changes in food, with particular emphasis on the role of microbes and chemical changes during food production, including preparation, cooking, preservation, and storage.</u>
Pre/ Co Requisites	CHE 120-121
Credits	<u>3</u>
Hours	<u>3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Currently, food science and microbiology are separate courses, one housed in DFN and one housed in biology. The proposed course combines relevant content and eliminates the need for the biology course (BIO 230). Not only do these changes reduce the

required credit hours to complete the major, it also ensures that the microbiology material students learn is related specifically to food.

This is an update to the experimental foods course, which is very similar in content but has not been offered in a long time. This curriculum change would make it the course relevant to the proposed curriculum.

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

**LEHMAN COLLEGE
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DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:** ~~Strike through~~ the changes

Department(s)	HPNS
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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 341
Course Title	Nutrition Throughout the Life Cycle
Description	Concepts and principles in human nutrition throughout the life cycle.
Pre/ Co Requisites	HSD 240 ; BIO 181, BIO 182, or BIO 228
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:** Underline the changes

Department(s)	Health Promotion and Nutrition Sciences
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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 341
Course Title	Nutrition Throughout the Life Cycle
Description	Concepts and principles in human nutrition throughout the life cycle
Pre/ Co Requisites	BIO 181, BIO 182, or BIO 228 and <u>DFN 246</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 (Explain how this change will impact the learning outcomes of the department and Major/Program):**

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:** ~~Strike through~~ the changes

Department(s)	HPNS
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	Health Promotion and Nutrition Sciences
Course Prefix & Number	DFN 348
Course Title	Nutrition in the Management of Disease I
Description	Application of the principles of nutrition to diet therapy including the selection and recommendation of foods for patients with nutrition-related conditions.
Pre/ Co Requisites	Major in Nutrition and Dietetics
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:** Underline the changes

Department(s)	Health Promotion and Nutrition Sciences
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	Dietetics, Foods, and Nutrition II
Course Prefix & Number	DFN 348
Course Title	Nutrition in the Management of Disease I
Description	Application of the principles of nutrition to diet therapy including the selection and recommendation of foods for patients with nutrition-related conditions.
Pre/ Co Requisites	Major in Nutrition and Dietetics; <u>DFN 248</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 (Explain how this change will impact the learning outcomes of the department and Major/Program):**

Update to reflect the incorporation of DFN 248 to both majors. Prior to this curriculum change, HSD 266 (introduction to health care) was still accepted as equivalent to DFN 248. Since it will no longer be accepted, all students will take DFN 248, an introduction into health care, with an emphasis on medical nutrition therapy and contains knowledge essential for DFN 348.

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:** Title, description, prerequisites

2. **From:** ~~Strike through~~ the changes

Department(s)	Health Promotion and Nutrition Sciences
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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 430
Course Title	Management of Dietetic Services
Description	Principles of organization and administration, and their application to food service departments within complex organizations, especially productivity standards, budgets, and facilities design.
Pre/ Co Requisites	DFN 330 and ECO 304 or HSD 266
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:** Underline the changes

Department(s)	Health Promotion and Nutrition Sciences
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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 430
Course Title	<u>Management of Food and Nutrition Services</u>
Description	<u>Principles of volume food procurement, production, and service for complex food service organizations with particular attention to sustainability, administration, productivity standards, budgets and facility design.</u>
Pre/ Co Requisites	<u>DFN 200, DFN 215</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 (Explain how this change will impact the learning outcomes of the department and Major/Program):**

This course has been updated to include concepts previously discussed in DFN 330, which is no longer part of the curriculum. Instead, those concepts have been incorporated into the new course, with the other main component from DFN 330 (the ServSafe Certification) now offered as a stand-alone course. The rationale for this is to modernize the curriculum to reflect current career trajectories for students. In 2022, the

curriculum was updated to replace the food service subplan with one focused on culinary and community nutrition. This proposed change serves to support that change and reorganize the curriculum content.

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:** ~~Strike through~~ the changes

Department(s)	Health Promotion and Nutrition Sciences
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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 441
Course Title	Seminar in Professional Practice of Nutrition and Dietetics
Description	Discussion of the professional standards and code of ethics in Nutrition and Dietetics.
Pre/ Co Requisites	DFN 348
Credits	2
Hours	2
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:** Underline the changes

Department(s)	Health Promotion and Nutrition Sciences
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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 441
Course Title	Seminar in Professional Practice of Nutrition and Dietetics
Description	Discussion of the professional standards and code of ethics in Nutrition and Dietetics
Pre/ Co Requisites	<u>DFN 347</u> or DFN 348
Credits	2
Hours	2
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 (Explain how this change will impact the learning outcomes of the department and Major/Program):**

Prior to this change, DFN 441 was only taken by students in the Nutrition and Dietetics major. With the program change, DFN 441 will be taken by students in the Culinary and Community Nutrition major as well and therefore, a prerequisite from that sub-plan (DFN 347) has been added.

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

**LEHMAN COLLEGE
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DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Title, description, credits, hours, prerequisites, course attribute

2. **From:** ~~Strike through the changes~~

Department(s)	Health Promotion and Nutrition Sciences
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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 445
Course Title	Advanced Nutrition
Description	Advanced study of the digestion, absorption, transport and metabolism of the energy nutrients, and of the metabolic functions of water and selected vitamins and minerals
Pre/ Co Requisites	CHE 244 and CHE 245 or both DFN 244 and DFN 245; and both BIO 181 and BIO 182, or BIO 228.
Credits	-4
Hours	-4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Writing Intensive
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)	Health Promotion and Nutrition Sciences
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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 445
Course Title	<u>Nutritional Biochemistry</u>
Description	<u>Advanced study of the metabolism and functions of macronutrients, selected micronutrients, and water.</u>
Pre/ Co Requisites	<u>CHE 120-121, DFN 348</u>
Credits	<u>3</u>
Hours	<u>3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

DFN 445 is no longer operating as a writing intensive course nor with a lab and as such, the credit hours and attributes are updated. The new description reflects the combining of this and its prerequisite course (DFN 244/245), which covered many overlapping concepts. The updated curriculum combines them to reduce the number of credits and eliminate redundant material.

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:** Title, description, prerequisites

2. **From:** ~~Strike through~~ the changes

Department(s)	Health Promotion and Nutrition Sciences
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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 472
Course Title	Field Experience in Community Nutrition
Description	A minimum of 100 hours of supervised field experience in community nutrition including community outreach, food production or procurement, nutrition education, health promotion, or health policy. A paper assessing the potential impact of the experience with reference to the professional literature is required.
Pre/ Co Requisites	DFN 341; HEA 437 (or DFN 437)
Credits	2
Hours	2
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

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3. **To:** Underline the changes

Department(s)	Health Promotion and Nutrition Sciences
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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 472
Course Title	Field Experience in <u>Food and Nutrition</u>
Description	<u>100 hours of field experience in food and nutrition settings in public health, research, food service, or community nutrition</u>
Pre/ Co Requisites	<u>At least 9 credits in DFN; departmental permission</u>
Credits	2
Hours	2
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 (Explain how this change will impact the learning outcomes of the department and Major/Program):**

This change reflects the combination of DFN 470 (Field Experience in Food Service) and DFN 472 (Field Experience in Community Nutrition) into a single course.

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

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

DEPARTMENT OF HISTORY

CURRICULUM CHANGE

Name of Program and Degree Award: American Studies Minor
Effective Term: Fall 2023

1. Type of Change: Withdrawal of Minor

2. Description:

American Studies Minor

3. Rationale:

The department currently only offers AMS 111 which fulfills a pathways requirement. All other AMS courses have since been discontinued. The American Studies Minor is no longer offered but is active in CUNYfirst and listed in Coursedog.

4. Date of departmental approval: 3/13/2023

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

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

Name of Program and Degree Award: Journalism, B.A.

Hegis Number: 0699.00

Program Code: 20471

Effective Term: Spring 2024

1. **Type of Change:** Change in Degree Requirements, Name of Registered Degree

2. **From:**
Journalism, B.A. (42-43 Credit Major)

The Journalism major consists of 42-43 credits in one of two concentrations: Journalism or Multilingual Media. Students must complete all core requirements before taking an area of concentration courses. Students in Multilingual Media must select a language other than English (LOTE) and must achieve the level of proficiency required by the LOTE courses chosen. Students choose two courses of three in translation, advanced writing, phonetics and diction in the chosen LOTE. The total number of credits (42 or 43) depends on whether students participate in the Journalism Honors Program.

Note: Students must complete JRN 491 and its COREQ JRN 492 to be eligible for Departmental Honors upon graduation.

Note: All 300 and 400-level Journalism courses have either a specific course prerequisite, or require completion of 60 credits and department permission.

Core Requirements (24 credits)

All students are required to complete the following courses:

Credits	Course	Title
3	JRN 211	Introduction to Multilingual Media
3	FTS 212	Introduction to Film and Television
3	MCS 214	Introduction to Media and Digital Culture
3	JRN 221	Reporting I
3	JRN 222	New Media
3	JRN 223	Journalism Ethics
3	JRN 307	Multimedia Editing and Proofreading

3 JRN 321 ~~Reporting II~~

Courses in Student's Concentration (18-19 credits)

Each student is required to complete a concentration in one of two areas: (1) Journalism or (2) Multilingual Media.

Concentration in Journalism (18-19 credits)

Required courses (~~15 credits~~):

~~3 JRN 320 Interviewing~~
~~3 JRN 323 Feature Writing~~

Choose two of the following three courses:

~~3 JRN 300 Advanced Writing Workshop~~
~~3 JRN 302 Covering Race, Gender, and Ethnicity~~
~~3 JRN 322 Online News Page Design and Editing~~

~~3 Elective. To be chosen after consultation with advisor.~~

3-4 Credits. Either:

3 JRN 481 Independent Project in Journalism

OR

3 JRN 491 Honors Tutorial in Journalism and
 1 JRN 492 Honors Colloquium in Journalism.

JRN 491 and 492 are Honors capstone courses. To enroll in them, students must have earned 90 credits or more, have a 3.5 GPA in the major and have Departmental Permission. JRN 491 and JRN 492 must be taken together. Students who are eligible for the Honors Capstone may substitute JRN 491 and JRN 492 for JRN 481.

Note: Students must complete JRN 491 and its COREQ JRN 492 to be eligible for Departmental Honors upon graduation.

Concentration in Multilingual Media (18-19 credits)

Required courses (~~15 credits~~):

~~3 JRN 320 Interviewing~~
~~3 JRN 323 Feature Writing~~

6 Credits. Foreign language component.

Students must select a target language other than English and complete two of the following types of courses on translation, advanced writing, and phonetics in that

language. For example, the student completes two courses from one target language group:

French:

- FRE 307: Advanced Translation
- FRE 306: Advanced Composition
- FRE 308: Theory and Practice of French Phonetics

Italian:

- ITA 307: Advanced Translation
- ITA 303: Advanced Grammar and Composition
- ITA 308: Theory and Practice of Italian Phonetics

Spanish:

- SPA 307: Translation
- SPA 306: Advanced Spanish Composition
- SPA 308: Spanish Phonetics and Diction

Students may complete courses in another target language as approved by the Department.

~~3 credits elective. To be chosen after consultation with advisor.~~

3-4 Credits. Either:

3 JRN 481 Independent Project in Journalism

OR

3 JRN 491 Honors Tutorial in Journalism and
1 JRN 492 Honors Colloquium in Journalism.

JRN 491 and 492 are Honors capstone courses. To enroll in them, students must have earned 90 credits or more, have a 3.5 GPA in the major and have Departmental Permission. JRN 491 and JRN 492 must be taken together. Students who are eligible for the Honors Capstone may substitute JRN 491 and JRN 492 for JRN 481.

Note: Students must complete JRN 491 and its COREQ JRN 492 to be eligible for Departmental Honors upon graduation.

3. To:

Multimedia Journalism, B.A. (42-43 Credit Major)

Core Requirements (27 credits)

All students are required to complete the following courses:

3	JRN 211	<u>Introduction to Multilingual Media</u>
3	FTS 212	Introduction to Film and Television
<u>3</u>	<u>JRN 219</u>	<u>Disinformation and Manipulation: Digital Media</u>
<u>Literacy</u>		
3	JRN 221	<u>Fundamentals of Multimedia Reporting</u>
3	JRN 222	<u>Interactive and Emerging Media</u>
3	JRN 223	Journalism Ethics
<u>3</u>	<u>FTS 226</u>	<u>Audio Production</u>
<u>3</u>	<u>JRN 301</u>	<u>Fundamentals of Video Storytelling</u>
3	JRN 321	<u>Advanced Multiplatform Investigations: Exposing Inequity</u>

Courses in Student's Concentration (15-16 credits)

Each student is required to complete a concentration in one of two areas: (1) Journalism or (2) Multilingual Media.

Concentration in Journalism (15-16 credits)

Required:

3	JRN 323	Feature Writing
<u>3</u>	<u>JRN 300</u>	<u>Bronx Journal Multimedia Newsroom</u>

6 credits from the following:

<u>3</u>	<u>JRN 320</u>	<u>Audio Storytelling</u>
<u>3</u>	<u>JRN 355</u>	<u>Advanced Video Storytelling</u>
<u>3</u>	<u>JRN 356</u>	<u>Photojournalism</u>
<u>3</u>	<u>JRN 470</u>	<u>Internship II</u>

OR

3	JRN 481	Independent Project in Journalism
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OR

<u>3</u>	<u>JRN 488</u>	<u>Reporting Democracy: Bronx Public Square Initiative</u>
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OR

3	JRN 491	Honors Tutorial in Journalism and
1	JRN 492	Honors Colloquium in Journalism

JRN 491 and 492 are Honors capstone courses. To enroll in them, students must have earned 90 credits or more, have a 3.5 GPA in the major and have Departmental Permission. JRN 491 and JRN 492 must be taken together. Students who are eligible for the Honors Capstone may substitute JRN 491 and JRN 492 for JRN 481.

Note: Students must complete JRN 491 and its COREQ JRN 492 to be eligible for Departmental Honors upon graduation.

Concentration in Multilingual Media (15-16 credits)

Required:

3	JRN 323	Feature Writing
<u>3</u>	<u>JRN 300</u>	<u>Bronx Journal Multimedia Newsroom</u>

6 Credits.

Foreign language component. Students must select a target language other than English and complete two of the following types of courses on translation, advanced writing, and phonetics in that language. For example, the student completes two courses from one target language group:

French:

- FRE 307: Advanced Translation
- FRE 306: Advanced Composition
- FRE 308: Theory and Practice of French Phonetics

Italian:

- ITA 307: Advanced Translation
- ITA 303: Advanced Grammar and Composition
- ITA 308: Theory and Practice of Italian Phonetics

Spanish:

- SPA 307: Translation
- SPA 306: Advanced Spanish Composition
- SPA 308: Spanish Phonetics and Diction

Students may complete courses in another target language as approved by the Department.

either

<u>3</u>	<u>JRN 470</u>	<u>Internship II</u>
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OR

3	JRN 481	Independent Project in Journalism
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OR

<u>3</u> <u>Initiative</u>	<u>JRN 488</u>	<u>Reporting Democracy: Bronx Public Square</u>
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OR

3	JRN 491	Honors Tutorial in Journalism and
1	JRN 492	Honors Colloquium in Journalism

JRN 491 and 492 are Honors capstone courses. To enroll in them, students must have earned 90 credits or more, have a 3.5 GPA in the major and have Departmental Permission. JRN 491 and JRN 492 must be taken together. Students who are eligible for the Honors Capstone may substitute JRN 491 and JRN 492 for JRN 481.

Note: Students must complete JRN 491 and its COREQ JRN 492 to be eligible for Departmental Honors upon graduation.

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

The goal of this proposed redesign is to align the major with current and emerging media practices and to respond to the considerable student interest in audiovisual storytelling. The suggested changes will maintain an intellectually rigorous journalism program grounded in the liberal arts, fact-finding, critical reasoning and the multiple literacies of contemporary discourse. The revised progression of courses provides students with a robust intellectual foundation, along with vital production skills needed to contribute to and shape a fast-evolving field.

Crucially, it brings the study of nonfiction video and audio communication that was severed in a previous redesign back into the major and more articulately communicates the reality that reporting and writing courses are by definition and design multimedia courses. This updated major will prepare Lehman journalism thinkers to document, communicate and challenge the moral and political complexity of the current moment in multiple literacies: audio, video and interactive. This curriculum draws on the expertise and technological resources already extant in the department, but also looks powerfully toward expansion of the program's visual storytelling capacity.

5. Date of departmental approval: 12/14/22





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

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

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

2.

Department(s)	Journalism and Media Studies
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	Journalism
Course Prefix & Number	JRN 219
Course Title	Digital Media Literacy
Description	Assessing the reliability and credibility of news reports through close analysis of print, TV, radio, web and social media. First Amendment, consequences of censorship, relationship between journalism and democracy. Evolution of news delivery in the digital era, verification processes, the difference between news and opinion, bias and fairness, assertion versus evidence-based journalism.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

This class addresses an urgent need among journalism majors and the student population generally. In order to pursue the study of journalism – and to function responsibly as educated members of a democratic society – students require news literacy, the ability to distinguish between fact and fiction. The digital age poses information literacy challenges for civil society: The overwhelming amount of information available makes it difficult to sort reliable from fabricated information; new technologies to create and widely disseminate information enable the spread of misinformation that mimics the style of authoritative sources; the conflict between speed and accuracy has escalated; current media consumption and economic models are predicated on funneling information that reinforces consumers' preexisting beliefs, driving siloed and narrow information ecosystems, many dramatically de-linked from reality. This course is designed to intervene in the crisis of the digital era by way of a trained and robust news literacy. The ability to discern propaganda and manipulation has emerged as an essential new literacy in contemporary post-truth culture. A significant goal of this course is to enlist students as emancipated and empowered learners who embrace the role they play in the quality of information on the Internet and social media.

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

Expected Learning Outcomes:

By the end of the term, students should be able to:

- Analyze and evaluate the quality of news reports by weighing evidence, evaluating sources and noting context/transparency to judge their reliability.
- Distinguish between news reports, opinion journalism, propaganda, rumor and false information.
- Identify and distinguish between news media bias, audience bias and personal bias.
- Blend personal scholarship and course materials in expository essays that present an original thesis, analyze evidence derived from a close textual analysis of actual news stories and scholarly readings, and state a conclusion that is well supported; write forcefully about journalism standards and practices, fairness and bias, First Amendment issues and the Fourth Estate's rights and responsibilities to the public.
- Use examples from each day's news to demonstrate critical thinking and the ability to find and verify reliable, actionable information.

5. Date of Departmental Approval: 12/14/22

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

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

1. **Type of Change:** Title, Description

2. **From:** ~~Strike through the changes~~

Department(s)	Journalism and Media Studies
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	Journalism
Course Prefix & Number	JRN 221
Course Title	Reporting I
Description	Fundamentals of news reporting and writing in a multimedia context. News-gathering and storytelling styles and approaches to writing for newspapers, magazines, radio, television, and the Internet. Emphasis on grammar, syntax, punctuation, and spelling.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<input type="checkbox"/>
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)	Journalism and Media Studies
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	Journalism
Course Prefix & Number	JRN 221
Course Title	<u>Fundamentals of Multimedia Reporting</u>
Description	<u>Finding and evaluating facts, interviewing, managing information in multiple formats, story construction and organization in text, audio, video. Journalism as public service and industry. Journalism in society.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This title change does not impact the learning outcomes of the department or major. The content of the course remains the same. The title change is meant to more fully reflect the content of the class. Reporting I, while accurate, is not a particularly informative title for those unfamiliar with journalism. We add multimedia to the course name to let students know this is reporting for text, audio, video and data.

5. **Date of departmental approval:** 12/14/22

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

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

1. **Type of Change:** Title, Description

2. **From:** ~~Strike through the changes~~

Department(s)	Journalism and Media Studies
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	Journalism
Course Prefix & Number	JRN 222
Course Title	New Media
Description	Evolution of new communication technologies. Introduction to blogging and other social networking tools used by journalists.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Journalism and Media Studies
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	Journalism
Course Prefix & Number	JRN 222
Course Title	<u>Interactive and Emerging Media</u>
Description	<u>Evolution of disruptive communication technologies: how they are integrated into society and change our lives. Using social networks to report, produce and disseminate news. Fundamentals of data analysis and visualization. Visual literacy and user-interface design.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This change will not impact learning outcomes as they remain the same. This course title change is a more accurate explanation of the course contents. As news media continue to evolve, so do the contents of this course. The revised description eliminates a few dated areas of study and provides more precise information about the course offerings.

5. **Date of departmental approval:** 12/14/22

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

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

1. **Type of Change:** Title, Description

2. **From:** ~~Strike through the changes~~

Department(s)	Journalism and Media Studies
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	Journalism
Course Prefix & Number	JRN 300
Course Title	The Bronx Journal Online Advanced Workshop
Description	Reporting and writing for Lehman's online multilingual news site, including hands-on reporting experience, proofreading, photography, and Web publishing, with an emphasis on writing and editing.
Pre/ Co Requisites	JRN 221
Credits	3
Hours	4
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:** Underline the changes

Department(s)	Journalism and Media Studies
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	Journalism
Course Prefix & Number	JRN 300
Course Title	<u>Bronx Journal Multimedia Newsroom</u>
Description	<u>Conducting research, identifying credible sources, field reporting, and interviewing on events and issues impacting New Yorkers. Producing mixed media reports – print, audio, video – for a multimedia community news outlet. Editing and revising stories for professional publication.</u> NOTE: May be repeated for a maximum of 6 credits.
Pre/ Co Requisites	JRN 221
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This change will not impact learning outcomes as they remain the same. The change of the course title provides a more accurate explanation of the course contents. The revised description removes “multilingual publication,” which is no longer accurate, and

provides a more expansive description of the types of multimedia storytelling students will produce in the course.

5. **Date of departmental approval:** 12/14/22

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

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

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

2.

Department(s)	Journalism and Media Studies
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	Journalism
Course Prefix & Number	JRN 301
Course Title	Fundamentals of Video Storytelling
Description	Principles, theory, and practice of video journalism, with a focus on diverse narrative styles and genre innovations. Grammar of video, audio capture, exposure and composition basics, writing to picture, and non-linear editing.
Pre/ Co Requisites	JRN 221
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The addition of this introductory video course reflects a shift in the major to reporting and storytelling across many platforms. This new requirement will replace JRN 307 Multimedia Editing. Students receive instruction in print grammar and style across a majority of required courses. Replacing JRN 307 with JRN 301 shifts the course from “multimedia editing” to specifically “video editing,” which is not currently available in the major. JRN 221 Fundamentals of Multimedia Reporting is a requirement because students will be editing journalistic video stories and will need to know the fundamentals of reporting.

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

- Identify current trends in journalistic video storytelling.
- Demonstrate facility in creating video content.
- Build video story arcs and narratives.
- Apply editing theories and techniques of nonlinear editing.
- Edit audio with ambient and natural sounds.

5. **Date of Departmental Approval:** 12/14/22

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

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

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

2. **From:** ~~Strike through the changes~~

Department(s)	Journalism and Media Studies
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	Journalism
Course Prefix & Number	JRN 320
Course Title	Interviewing for Mainstream and Ethnic Media
Description	Theory and practice of preparing for, arranging, and conducting the journalistic interview for both mainstream and ethnic media.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input 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)	Journalism and Media Studies
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	Journalism
Course Prefix & Number	JRN 320
Course Title	<u>Audio Storytelling</u>
Description	<u>Theory and practice of interviewing for audio storytelling, research, preparation for in-field and in-studio interviews. Building narrative, production best practices. Students will report, write and produce researched, nonfiction podcasts.</u>
Pre/ Co Requisites	<u>FTS 226</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This change will not impact the learning outcomes of the major or department. Interviewing is taught in almost all journalism courses. In recent years, this class has been taught as interviewing for podcasting. The name change more accurately reflects course objectives.

5. Date of departmental approval: 12/14/22

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

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

1. **Type of Change:** Title, Description

2. **From:** ~~Strike through the changes~~

Department(s)	Journalism and Media Studies
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	Journalism
Course Prefix & Number	JRN 321
Course Title	Reporting II
Description	Practical experience in multimedia storytelling through reporting and writing across platforms; covering a beat, checking government records, practicing police and court reporting, and in-depth feature writing, including human interest stories, profiles, and obituaries.
Pre/ Co Requisites	JRN 221
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Journalism and Media Studies
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	Journalism
Course Prefix & Number	JRN 321
Course Title	<u>Advanced Multimedia Investigations: Exposing Inequity</u>
Description	<u>In depth reporting across text, audio, video, digital platforms. Focus on investigative research, data with focus on government records, access to public information to examine structural social inequalities. Critical thinking. Managing and organizing a multifaceted reporting project. Shaping compelling narrative from complex reporting.</u>
Pre/ Co Requisites	JRN 221
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This change adds examination of structural racism and US Experience in its Diversity content to a JRN class that had not explicitly contained them before. This course description change enhances the critical thinking and liberal arts content of the course, enhancing the major's strength as liberal arts discipline. The course title is modified to

more precisely reflect the course content.

5. **Date of departmental approval:** 12/14/22

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

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

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

2.

Department(s)	Journalism and Media Studies
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	Journalism
Course Prefix & Number	JRN 355
Course Title	Advanced Video Storytelling
Description	Conceptualize, research, report, shoot and edit video narratives. Explore traditional and innovative video styles. Develop video storytelling skills with advanced story structure, character development, shooting and editing techniques.
Pre/ Co Requisites	JRN 301
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This is a new major requirement that reflects an emphasis in the major on video storytelling, an extremely popular and versatile journalistic format. It will replace JRN 322 Online News Page Design and Editing as one possible course of three. Creating long-form digital stories remains important but students do learn the basics in several of our required courses. Advanced video skills are in high demand and can be applied in a wide variety of industries. A second video course in the major is necessary for students to achieve basic proficiency in video storytelling.

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

- Produce compelling, highly polished journalistic video narratives.
- Shoot interviews and b-roll.
- Build narratives using video, still images, ambient audio, and interviews.
- Apply journalistic standards of truth, fairness and accuracy in video stories.

5. **Date of Departmental Approval:** 12/14/22

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

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

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

2.

Department(s)	Journalism and Media Studies
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	Journalism
Course Prefix & Number	JRN 488
Course Title	Reporting Democracy: Bronx Public Square Initiative
Description	Report and produce a multi-platform news program examining government, public policy, issues of social import. Critical engagement with Bronx and NYC civic and cultural life. Utilizes the resources of the Multimedia Center production studio, The Bronx Journal and The Bronx Journal Radio. Providing public interest journalism to complex communities underserved by traditional media.
Pre/ Co Requisites	JRN 221, FTS 226, JRN 301
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Previously all students in the JRN major were required to complete an individual capstone as a culmination of their studies. This did not serve students well. Many floundered and struggled to develop and complete a project of sufficient value. Faculty time advising the capstones (.25 hours for each student) also distorted faculty workload and created staffing shortages or workload overages that created scheduling and budget problems. The department does value a culminating project through which students can exercise the skill and expertise they've acquired in the major. This new course provides students necessary structure and oversight in which to do so, while more efficiently deploying faculty resources. The collaborative project gives students the chance to operate in a team, under faculty supervision, producing a high-quality work of multimedia journalism: essential preparation for their post-graduation life and a forum to showcase ideas about democracy, free press and pluralistic society. The Reporting Democracy project extends Lehman's reach into the community, providing a much-needed service to Bronx civic and political life, which is often ignored by NYC news media. This contributes to the college's mission as an HSI and anchor institution in the Bronx. An option of individual study capstones for the small number of students truly interested in them is preserved under the proposed changes.

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

- Pitch, report and produce newsworthy stories in multiple media.
- Be conversant in local government and contemporary political and civic issues in New York City.
- Demonstrate skills in written, audio, video and data visualization methods of publishing news.
- Conduct research through reporting, using data, interviews and primary sources.
- Demonstrate methodology for evaluating sources.
- Work effectively on a team.
- Adhere to deadlines.

5. Date of departmental approval: 12/14/22

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

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

Name of Program and Degree Award: Multilingual Journalism Minor (MLJ-MIN)
Effective Term: Spring 2024

1. **Type of Change:** Withdrawal of program
2. **Description:** 12 credit Minor in Multilingual Journalism
3. **Rationale:**
The Multilingual Journalism minor (MLJ-MIN) is no longer offered by the department. The MLJ minor and major were replaced by the current Journalism (JRN) curriculum, effective 7/01/2017.
4. **Date of departmental approval:** 03/22/2017



LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

Name of Program and Degree Award: Classical Culture Minor; German Minor; Hebrew Minor

Effective Term: Spring 2024

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

2. **Description**: Inactive minors: CLA (Classical Culture), GER (German) and HEB (Hebrew)

3. **Rationale**: CLA (Classical Culture), GER (German) and HEB (Hebrew) minors are no longer active.

4. **Date of departmental approval**: 03/15/23

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

DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES

CURRICULUM CHANGE

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

2.

Department(s)	Latin American and Latino Studies
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	Latin American and Caribbean Studies (LAC) Latino Studies (LTS)
Course Prefix & Number	LAC 322/LTS 322
Course Title	Latinos, Education, and Schooling
Description	This interdisciplinary course examines discourses around education, schooling, race, and ethnicity as they pertain to diasporic populations from Latin America and the Caribbean in the United States. Drawing from diverse bodies of literature, this course pays particular attention to the ways in which schooling, governance, educational philosophies, and specific historical contexts have shaped longstanding ideas about Latinx populations, Latinidad and the United States.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

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

For majors in the Department of Latin American and Latino Studies, this course introduces students to a broad range of literature in the fields of education and Latino Studies. As such, it situates many of the major themes in Latin American and Latino Studies in practical contexts that relate to schooling, educational policy, educational philosophy, learning, and life outcomes. Through historically-oriented and ethnographically-specific engagements students are able to mobilize theoretical concepts in the analysis of everyday problems. This interdisciplinary focus renders the course of particular utility for students across various disciplines who aim to engage with issues of equity in education, social work, public policy, community work, and more.

The purpose of writing in this course:

Distinct writing assignments in this course serve three primary purposes. First, they provide students with practice in the academic skill of synthesizing interdisciplinary content across the fields of education, anthropology, sociology, psychology, and critical ethnic studies. Second, the assignments require that students familiarize themselves with multiple genres of writing, such as literature reviews, book reviews, blog posts/editorials, personal reflection, and policy analysis. Third, they are scaffolded to buttress student development toward the production of an original writing assignment in which students identify and analyze a particular institutional context or societal phenomenon that intersects with the key themes of the course in order to defend an original argument.

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

Students will:

- Develop familiarity with specific course themes, colonialism, migration, racialization, gender, geography, class, and/or policy in education.
- Develop fluency in identifying and reading scholarly research and writing in a style that corresponds to relevant disciplines and fields [Education, Latino Studies, Ethnic Studies, Anthropology, History].
- Critically engage with qualitative research and qualitative data.
- Analyze and synthesize various viewpoints.
- Develop a well-written thesis.
- Supplement scholarly and theoretical research with real-life experiences

5. **Date of Departmental Approval:** 12/7/2022

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

DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

Name of Program and Degree Award: Bachelor of Business Administration

Hegis Number: 0506.00

Program Code: 27660

Effective Term: Spring 2024

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

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

Bachelor of Business Administration

The B.B.A. program equips students with the necessary managerial skills to function in today's rapidly changing business environment. The program, stressing the place of business organizations in the larger community, prepares its enrollees to meet this challenge by helping them develop appropriate technical, conceptual, and interpersonal competencies. The curriculum also emphasizes the role of non-profit and governmental organizations in societal life. As such, students majoring in this program are introduced to the art and science of planning, organizing, controlling, and leading the physical, financial, human, and informational resources of any and all organizations —private or public, for-profit or not-for-profit, corporate or entrepreneurial.

Major Requirements - Overall

Earn at least 46 credits

Additional Comments:

All students are admitted to this major on a provisional basis. The BBA major is designed to help students prepare for professional business careers, including professional certification in various aspects of business. To enroll in/or maintain matriculation in the Bachelor of Business Administration major, students must attain a minimum cumulative index of 2.7 (B-) in the first four required Department courses completed at Lehman College that count toward the major. Only the first grades earned in each course are counted in computing the index. Students who fail to attain and maintain this minimum index will not be allowed to enter or continue in the B.B.A. major, but can enroll in the B.A. in Accounting major and minors in Management or Business Practice. Students will be advised on majors that will allow them to accomplish their career goals.

This major has been registered with the New York State Department of Education as one in which a minimum of 50% of major courses can be completed online.

Major Requirements—Departmental Credits

Economics

Earn at least 6 credits from the following:

ECO 166 - Introduction of Macroeconomics

ECO 167 - Introduction to Microeconomics

Accounting

Earn at least 6 credits from the following:

ACC 171 - Principles of Accounting I

ACC 272 - Principles of Accounting II

Quantitative Methods for Business

Earn at least 6 credits from the following:

BBA 303 - Business Statistics I

BBA 403 - Intermediate Business Statistics II

Management

Earn at least 9 credits from the following:

BBA 204 - Principles of Management

BBA 405 - Management Decision Making

BBA 407 - Strategic Management

Major Requirements – Finance Concentration

Complete ALL of the following Courses:

BBA 207 - Principles of Finance

BBA 308 - Corporation Finance

BBA 310 - Security and Investment Analysis

Major Requirements – Marketing Concentration

Complete ALL of the following Courses:

BBA 332 - Marketing Management

BBA 367 - Consumer Behavior

BBA 467 - Marketing Research

Major Requirements – Accounting Concentration

Complete ALL of the following Courses:

ACC 334 - Intermediate Accounting I

ACC 335 - Intermediate Accounting II

ACC 348 - Computer-Based Accounting

Major Requirements – Human Resource Management Concentration

Complete ALL of the following Courses:

BBA 327 - Organizational Behavior and Development

BBA 328 - Human Resource Management

BBA 329 - Labor Relations

Major Requirements – Business Law Concentration

Complete ALL of the following Courses:

BBA 336 - Business Law I

BBA 337 - Business Law II

BBA 339 - Commercial Transactions

Major Requirements – International Business Concentration

Complete ALL of the following Courses:

BBA 432 - International Business Management

BBA 433 - Global Marketing

ECO 324 - International Economics

Major Requirements – Business Economics Concentration

Complete ALL of the following Courses:

ECO 305 - Consumer Economics

ECO 326 - Labor Economics

ECO 431 - Managerial Economics

Major Requirements – E-Business Concentration

Complete ALL of the following Courses:

BBA 333 - E-Business

BBA 340 - Internet Law

BBA 433 - Global Marketing

Major Requirements – Hospitality Management Concentration

Complete ALL of the following Courses:

BBA 345 - Introduction to Hospitality Management

BBA 346 - Strategic Hospitality Management

BBA 347 - Hospitality Management Fieldwork

Major Requirements – Other Departmental Credits

Earn at least 10 credits

Fulfill ALL of the following requirements:

Ethical and Legal Responsibilities

Earn at least 3 credits from the following:

PHI 330 - Business Ethics

Business Writing

Earn at least 3 credits from the following:

ENW 300 - Business Writing

Mathematics

Earn at least 4 credits from the following:

MAT 132 - Introduction to Statistics
MAT 171 - Elements of Precalculus
MAT 172 - Precalculus
MAT 174 - Elements of Calculus
MAT 175 - Calculus I

3. **To:** Underline the changes

Bachelor of Business Administration

The B.B.A. program equips students with the necessary managerial skills to function in today's rapidly changing business environment. The program, stressing the place of business organizations in the larger community, prepares its enrollees to meet this challenge by helping them develop appropriate technical, conceptual, and interpersonal competencies. The curriculum also emphasizes the role of non-profit and governmental organizations in societal life. As such, students majoring in this program are introduced to the art and science of planning, organizing, controlling, and leading the physical, financial, human, and informational resources of any and all organizations —private or public, for-profit or not-for-profit, corporate or entrepreneurial.

Major Requirements - Overall

Earn at least 46 credits**Additional Comments:**

All students are admitted to this major on a provisional basis. The BBA major is designed to help students prepare for professional business careers, including professional certification in various aspects of business. To enroll in/or maintain matriculation in the Bachelor of Business Administration major, students must attain a minimum cumulative index of 2.7 (B-) in the first four required Department courses completed at Lehman College that count toward the major. Only the first grades earned in each course are counted in computing the index. Students who fail to attain and maintain this minimum index will not be allowed to enter or continue in the B.B.A. major, but can enroll in the B.A. in Accounting major and minors in Management or Business Practice. Students will be advised on majors that will allow them to accomplish their career goals.

This major has been registered with the New York State Department of Education as one in which a minimum of 50% of major courses can be completed online.

Major Requirements—Departmental Credits

Economics

Earn at least 6 credits from the following:

ECO 166 - Introduction of Macroeconomics
ECO 167 - Introduction to Microeconomics

Accounting

Earn at least 6 credits from the following:

ACC 171 - Principles of Accounting I

ACC 272 - Principles of Accounting II

Quantitative Methods for Business

Earn at least 6 credits from the following:

BBA 303 - Business Statistics I

BBA 403 - Intermediate Business Statistics II

Management

Earn at least 9 credits from the following:

BBA 204 - Principles of Management

BBA 405 - Management Decision Making

BBA 407 - Strategic Management

Major Requirements – Finance Concentration

Complete ALL of the following Courses:

BBA 207 - Principles of Finance

BBA 308 - Corporation Finance

BBA 310 - Security and Investment Analysis

Major Requirements – Marketing Concentration

Complete ALL of the following Courses:

BBA 332 - Marketing Management

BBA 367 - Consumer Behavior

BBA 467 - Marketing Research

Major Requirements – Accounting Concentration

Complete ALL of the following Courses:

ACC 334 - Intermediate Accounting I

ACC 335 - Intermediate Accounting II

ACC 348 - Computer-Based Accounting

Major Requirements – Human Resource Management Concentration

Complete ALL of the following Courses:

BBA 327 - Organizational Behavior and Development

BBA 328 - Human Resource Management

BBA 329 - Labor Relations

Major Requirements – Business Law Concentration

Complete ALL of the following Courses:

BBA 336 - Business Law I

BBA 337 - Business Law II

BBA 339 - Commercial Transactions

Major Requirements – International Business Concentration

Complete ALL of the following Courses:

BBA 432 - International Business Management

BBA 433 - Global Marketing

ECO 324 - International Economics

Major Requirements – Business Economics Concentration

Complete ALL of the following Courses:

ECO 305 - Consumer Economics

ECO 326 - Labor Economics

ECO 431 - Managerial Economics

Major Requirements – E-Business Concentration

Complete ALL of the following Courses:

BBA 333 - E-Business

BBA 340 - Internet Law

BBA 433 - Global Marketing

Major Requirements – Hospitality Management Concentration

Complete ALL of the following Courses:

BBA 345 - Introduction to Hospitality Management

BBA 346 - Strategic Hospitality Management

BBA 347 - Hospitality Management Fieldwork

Major Requirements – Other Departmental Credits

Earn at least 10 credits

Fulfill ALL of the following requirements:

Ethical and Legal Responsibilities

Earn at least 3 credits from the following:

PHI 330 - Business Ethics

Business Writing

Earn at least 3 credits from the following:

ENW 300 - Business Writing

Mathematics

Earn at least 4 credits from the following:

MAT 132 - Introduction to Statistics

MAT 171 - Elements of Precalculus

MAT 172 - Precalculus

MAT 174 - Elements of Calculus

MAT 175 - Calculus I

Major Requirements – Entrepreneurship Concentration

Complete ALL of the following Courses:

BBA 313 – Foundations of Entrepreneurship

BBA 314 – Small Business Management

BBA 207 - Principles of Finance

or

BBA 332 - Marketing Management

or

BBA 336 - Business Law I

3. Rationale:

Entrepreneurship and small business management are increasingly popular fields in today's business world. We are proposing a concentration in Entrepreneurship to help students develop an entrepreneurial mindset, and provide students with the skills, tools, and knowledge to create and operate a successful venture. Therefore, three courses are proposed in this new concentration:

1. Foundations of Entrepreneurship
2. Small Business Management
3. A course from one of the functional areas: Finance, Marketing or Business Law

4. Date of departmental approval: 3/8/2023

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

DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

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

2.

Department(s)	Management & Business Innovation
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Business
Course Prefix & Number	BBA 313
Course Title	Foundations of Entrepreneurship
Description	Foundational concepts and frameworks of entrepreneurship including characteristics of successful startups and entrepreneurs, entrepreneurial identity, opportunity creation and evaluation, mobilizing resources, and growth.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	Scientific World
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3. Rationale:

Entrepreneurship is an increasingly popular field in today's business world. Entrepreneurial activity in the U.S. grew by over 16.5 percent in 2021, according to the latest Global Entrepreneurship Monitor (GEM) 2021/2022 Report by Babson College. This introductory course is designed to provide our students with the basic concepts of entrepreneurship so that they will be more confident to launch a venture. It will also serve as one of the three courses that will constitute a concentration within the BBA degree program.

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:

- Explain the basic concepts about entrepreneurship.
- Discuss and prepare a business plan.
- Evaluate a business plan to determine if it is complete and of investment grade
- Analyze the marketing, financial, and legal needs of a business in the start-up phase.
- Analyze the future and success of the entrepreneurial process.
- Demonstrate key entrepreneurial leadership qualities.

5. Date of Departmental Approval: 3/8/2023

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

DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

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

2.

Department(s)	Management & Business Innovation
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Business
Course Prefix & Number	BBA 314
Course Title	Small Business Management
Description	Overview of small business operations, including business planning, legal issues, financial management, human resources, managing people, marketing, and customer care.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Owning a small business is becoming an increasingly popular trend in modern business, and finding success in a competitive market relies on having a thorough understanding of the skills needed to sustain and grow a business. This course will provide students the basic principles of how to effectively operate a small business. It is designed for students who are interested in starting their own business, currently operating a small business or currently employed in a small business environment.

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:

- Describe how small business owners and entrepreneurs develop and craft business plans.
- Identify key legal issues for small business.
- Explain the crucial levers in small business financial management, including the crucial role of cash flow.
- Explain how to handle key human resource issues facing small businesses.
- Discuss how to establish an effective marketing strategy that includes advertising platforms and public relations campaigns.
- Describe ways to provide superior customer service.
- Discuss global trade opportunities for small businesses.
- Identify frameworks for handling ethical issues confronted by small businesses.

5. Date of Departmental Approval: 3/8/2023

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

DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

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 [x] 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

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

2.

Department(s)	Management and Business Innovation
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Business
Course Prefix & Number	BBA 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	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<u> X </u> Not Applicable <u> </u> 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. **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:** Nov 11, 2022

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

DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

Name of Program and Degree Award: Business Administration, BBA

Hegis Number: 0506.00

Program Code: 27660

Effective Term: Spring 2024

1. **Type of Change**: Description
2. **From**: ~~Strike through~~ the changes

All students are admitted to this major on a provisional basis. The BBA major is designed to help students prepare for professional business careers, including professional certification in various aspects of business. To enroll in/or maintain matriculation in the Bachelor of Business Administration major, students must attain a minimum cumulative index of 2.7 (B-) in the first four required ~~Department~~ courses completed at Lehman College that count toward the major. Only the first grades earned in each course are counted in computing the index. Students who fail to attain and maintain this minimum index will not be allowed to ~~enter or~~ continue in the B.B.A. major, but can enroll in the ~~B.A. in Accounting major and minors in Management or Business Practice~~. Students will be advised on majors that will allow them to accomplish their career goals.

3. **To**: Underline the changes

All students are admitted to this major on a provisional basis. The BBA major is designed to help students prepare for professional business careers, including professional certification in various aspects of business. To enroll in/or maintain matriculation in the Bachelor of Business Administration major, students must attain a minimum cumulative index of 2.7 (B-) in the first four required major courses completed at Lehman College that count toward the major. Only the first grades earned in each course are counted in computing the index. Students who fail to attain and maintain this minimum index at Lehman College will not be allowed to continue in the B.B.A. major, but can enroll in Department minors. Students will be advised on majors that will allow them to accomplish their career goals.

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

With the launch of the School of Business, B.A. in accounting is now not offered by the Department of Management and Business Innovation (MBI). In addition, students majoring in BBA need to take courses outside MBI to complete their degree. The proposed changes will make the description more accurate.

5. Date of departmental approval: November 22, 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 131
Course Title	Introduction to Real Estate Investment
Description	Basics of Real estate acquisition, development, and valuation. NOTE: Includes project-based, experiential, and off-campus activities.
Pre/ Co Requisites	None
Credits	1
Hours	1
Liberal Arts	<input 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

3. Rationale:

This experiential learning course is offered in partnership with Project Destined, a non-profit organization which administers a real estate-based education program focused on empowering underserved communities. While they are undertaking in-class learning on real estate management and financing, students will also receive applied learning through project work that is based on the work of Project Destined.

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

Upon completion of this course, students will be able to:

- (1) Use “Strategic Storytelling,” a business communication tool used in business and deal making;
- (2) Explain different types of real estate and key players in the real estate market;
- (3) Discuss the various types of acquisitions, the process, and key players involved in acquisition of a property;
- (4) Use analytical tools to conduct basic asset valuation and perform an analysis of a profit and loss statement;
- (5) Explain the fundamentals of property management and key metrics and tools used in annual and long-term property asset performance measurements;
- (6) Use communication and presentation tools for effective business presentations;

5. Date of Departmental Approval: 4/17/2023

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

DEPARTMENT OF PSYCHOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	Psychology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Psychology
Course Prefix & Number	PSY 321
Course Title	Psychology of Immigration and Acculturation
Description	Psychological processes associated with the experience of migration and acculturation, including factors that impact the mental and physical health of different immigrant groups in the United States, and the applications of these processes to research, clinical practice, and social policy.
Pre/ Co Requisites	PSY 166
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Issues of immigration and acculturation are highly relevant to the lived experiences of a

large proportion of Lehman College students and the people they will serve across a variety of careers. A course on the Psychology of Immigration and Acculturation would benefit students in the Psychology Department because it would better prepare them to work with populations from diverse backgrounds by understanding the sociocultural factors that impact the psychological experiences of immigrants. It will also better prepare them effectively incorporate issues of diversity and multiculturalism in their chosen fields.

The proposed 300-level course is designed to provide students with an overview of the field of immigration and acculturation psychology, with a focus on integrating perspectives and methodologies from multiple disciplines. First, the course will introduce the foundational theories and research in migration and acculturation studies. Second, it will provide an overview of the history of immigration policies and their impact on the mental and physical health of different types of immigrants and selected cultural communities in the United States. Third, it will engage students with texts and other materials that offer an overview of the concept of intersectionality and the diverse immigrants experiences based other identities they may hold, such as race, gender, socioeconomic status, and religion. Fourth, it will demonstrate how this knowledge can be applied in a range of contexts, including considerations to keep in mind when working with immigrant backgrounds populations in clinical practice, social policy, research, and identifying psychological concepts in the media.

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

1. Explain the key psychological theories and research that are relevant to immigration and acculturation experiences.
2. Demonstrate understanding of the historical, social, economic, and political factors that influence immigration policies and their impact on immigrants' and their families' mental and physical health.
3. Critically evaluate their own assumptions, biases, and prejudices about different groups and demonstrate the skills needed to work effectively with immigrants and other diverse populations.
4. Apply theories and research findings to real-world scenarios.
5. Identify psychological concepts related to immigration and acculturation portrayed in the media.

5. Date of Departmental Approval: 03/27/2023

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

Name of Program and Degree Award: Social Work, B.A.

Hegis Number: 2104

Program Code: 82477

Effective Term: Spring 2024

1. **Type of Change:** *Degree requirements*

2. **From:** ~~Strikethrough~~ the changes
Social Work, B.A.

Type: Completion requirement

Option 1

Earn at least 55 credits

Option 2

Earn at least 58 credits

Major Requirements - Option 1

Type: Completion requirement

Fulfill ALL of the following requirements:

Required Courses

Complete ALL of the following Courses:

- SWK 237 - Introduction to Social Work and Social Welfare
- SWK 239 - Social Welfare Institutions
- SWK 305 - Human Behavior and the Social Environment I
- SWK 306 - Human Behavior and the Social Environment II
- SWK 311 - Social Work Practice I
- SWK 312 - Social Work Practice II
- SWK 440 - Fieldwork Seminar I
- SWK 441 - Fieldwork Seminar II
- SWK 443 - Social Welfare Policy
- SWK 446 - Social Work Research
- SWK 470 - Fieldwork I
- SWK 471 - Fieldwork II

- SWK 470, SWK 312: Majors are expected to register for SWK 470 for the Fall semester after completing SWK 312.
- Prior to applying for Fieldwork I (SWK 470), all students must complete the New York State mandated 2-hour “Training in Child Abuse Identification and Reporting” online at <http://www.nysmandatedreporter.org>. The training and a Certificate of Completion are provided at no cost. A copy of the Certificate of Completion must be submitted together with the application for Fieldwork (SWK 470). Students who have taken this training previously are not required to repeat it if they provide the Social Work Department with a copy of their Certificate of Completion.

Elective

Earn at least 3 credits from the following:

- Social Work Electives Above 312

Course Code Course Name

- SWK 342 Social Wrk Pol in an Aging Soc
- SWK 351 Theor Persp of Substance Abuse
- SWK 381 Tutorial in Social Work
- Sociology Elective Above 303

Courses (40)

Course Code Course Name

- SOC 304 Collective Behavior
- SOC 305 Sociology of Health Care
- SOC 306 Economic and Workplace Inequal
- SOC 307 Mass Comm & Pub Opin
- SOC 308 Modern Organizations
- SOC 309 Social Inequality
- SOC 310 Knowldge Science&Soc
- SOC 311 Soc Sci Persp On Hlth & Dis
- SOC 312 Sociology of Eco Development
- SOC 316 Found Modrn Soc Thry
- SOC 319 Population and Society
- SOC 320 Immigration and Adaptation
- SOC 321 Sociology of Food & Nutrition
- SOC 322 Sociology: Gender/Reproduction
- SOC 323 Soc Mov, Inequality, & Pub Pol
- SOC 324 Political Sociology
- SOC 325 Society, Eco & Polity in M.E.

Course Code Course Name

- SOC 326 Political Socialization
- SOC 327 Socio Amer Policy Making
- SOC 328 Socio Persp on Dynmcs of Gndr
- SOC 330 Adopt Policy&Children's Rights
- SOC 331 Sociology of Art
- SOC 332 Religion and Society
- SOC 333 Sociology of Disability
- SOC 334 Urban Sociology Global Perspec
- SOC 335 Global&Cross-Cult. Perspective
- SOC 336 Education and Inequality
- SOC 338 Race and Ethnicity in Society
- SOC 339 American Demography
- SOC 343 Sociological Theories of Aging
- SOC 344 Field & Interpretative Method
- SOC 345 Quantitative Analysis Soc Data
- SOC 346 Methods of Social Research
- SOC 347 Method Data Collect & Analysis
- SOC 348 Reasoning with Data
- SOC 350 Selected Topics in Race&Ethnic
- SOC 351 Issues and Problems Soc Theory
- SOC 352 Selected Topics Soc Research
- SOC 353 Selected Topics in Sociology
- SOC 354 Philosophy of Social Sciences

Other Disciplines

Earn at least 16 credits from the following:

- SOC 166 - Fundamentals of Sociology
- PSY 166 - General Psychology
- POL 166 - The American Political System
- ~~ENW 300 - Business Writing~~
- ~~ENW 301 - Workshop in Poetry~~
- ~~ENW 302 - Workshop in Fiction~~
- ~~ENW 303 - Workshop in Creative Nonfiction~~
- ~~ENW 304 - Writing for Prestigious Awards and Graduate Schools~~
- ~~ENW 305 - Principles of Professional Writing~~
- ~~ENW 306 - Collaboration and the Writing Process~~
- ~~ENW 308 - Workshop in Playwriting~~
- ~~ENW 309 - Workshop in Screenwriting~~

- ~~ENW 310 – Principles of Creative Writing~~
- ~~ENW 311 – Advanced Poetry Writing I~~
- ~~ENW 312 – Advanced Fiction Writing I~~
- ~~ENW 313 – Literary Craft for Professional Writers~~
- ~~ENW 314 – Evidence-Based Writing~~
- ~~ENW 315 – Editing for Style and Flow~~
- ~~ENW 316 – Storytelling for Professional Writers~~
- ~~ENW 317 – Editing and Proofreading~~
- ~~ENW 319 – Publishing Landscape~~
- ~~ENW 322 – Design for Writers~~
- ~~ENW 323 – Biography Writing~~
- ~~ENW 324 – The Contemporary Essay~~
- ~~ENW 325 – Arts Criticism: Writing about Popular Culture~~
- ~~ENW 326 – Memoir Writing~~
- ~~ENW 328 – Advanced Workshop Writing II~~
- ~~ENW 329 – Advanced Fiction Writing II~~
- ~~ENW 330 – Advanced Playwriting Workshop~~
- ~~ENW 332 – Feature Writing~~
- ~~ENW 333 – Marketing and PR Writing~~
- ~~ENW 334 – Grant and Proposal Writing~~
- ~~ENW 335 – Technical Writing~~
- ~~ENW 345 – Writing and Social Issues~~
- ~~ENW 364 – Topics in Creative Writing~~
- ~~ENW 365 – Special Topics in Professional Writing~~
- ~~ENW 366 – Special Topics in Writing and Rhetoric~~
- ~~ENW 381 – Individual Tutorial in Writing~~
- ~~ENW 382 – Research and Revision Tutorial~~
- ~~ENW 399 – Research, Rhetoric, and Writing Studies~~
- ~~BIO 181 – Anatomy and Physiology I~~
- ~~OR BIO 182 – Anatomy and Physiology II~~
- ~~OR BIO 183 – Human Biology~~
- ~~BIO 166 – Principles of Biology: Cells and Genes~~
- ~~AND BIO 167 – Principles of Biology: Organisms~~

- According to New York State Education Department regulations, students receiving a B.A. degree must complete 90 credits in liberal arts courses. SWK 311, SWK 312, SWK 440, SWK 470, SWK 441 and SWK 471 do not qualify as liberal arts courses.
- Courses
 - Students should note that the following year-long sequences begin only in the Fall semester:
 - Human Behavior and the Social Environment I and II (SWK 305 and SWK 306)
 - Social Work Practice I and II (SWK 311 and SWK 312)
 - Fieldwork Seminar I and II (SWK 440 and SWK 441)
 - Fieldwork I and II (SWK 470 and SWK 471)

Major Requirements - Option 2

Type: Completion requirement

Fulfill ALL of the following requirements:

Required Courses

Complete ALL of the following Courses:

- SWK 237 - Introduction to Social Work and Social Welfare
- SWK 239 - Social Welfare Institutions
- SWK 305 - Human Behavior and the Social Environment I
- SWK 306 - Human Behavior and the Social Environment II
- SWK 311 - Social Work Practice I
- SWK 312 - Social Work Practice II
- SWK 440 - Fieldwork Seminar I
- SWK 441 - Fieldwork Seminar II
- SWK 443 - Social Welfare Policy
- SWK 446 - Social Work Research
- SWK 470 - Fieldwork I
- SWK 471 - Fieldwork II
- SWK 470, SWK 312: Majors are expected to register for SWK 470 for the Fall semester after completing SWK 312.
- Prior to applying for Fieldwork I (SWK 470), all students must complete the New York State mandated 2-hour "Training in Child Abuse Identification and Reporting" online at <http://www.nysmandatedreporter.org>. The training and a Certificate of Completion are provided at no cost. A copy of the Certificate of Completion must be submitted together with the application for Fieldwork (SWK 470). Students who have taken this training previously are not required to repeat it if they provide the Social Work Department with a copy of their Certificate of Completion.

Elective

Earn at least 3 credits from the following:

- Social Work Electives Above 312

Course Code Course Name

- SWK 342 Social Wrk Pol in an Aging Soc
- SWK 351 Theor Persp of Substance Abuse
- SWK 381 Tutorial in Social Work
- Sociology Elective Above 303

Courses (40)

Course Code	Course Name
SOC 304	Collective Behavior
SOC 305	Sociology of Health Care

Course Code	Course Name
SOC 306	Economic and Workplace Inequal
SOC 307	Mass Comm & Pub Opin
SOC 308	Modern Organizations
SOC 309	Social Inequality
SOC 310	Knowldge Science&Soc
SOC 311	Soc Sci Persp On Hlth & Dis
SOC 312	Sociology of Eco Development
SOC 316	Found Modrn Soc Thry
SOC 319	Population and Society
SOC 320	Immigration and Adaptation
SOC 321	Sociology of Food & Nutrition
SOC 322	Sociology: Gender/Reproduction
SOC 323	Soc Mov, Inequality, & Pub Pol
SOC 324	Political Sociology
SOC 325	Society, Eco & Polity in M.E.
SOC 326	Political Socialization
SOC 327	Socio Amer Policy Making
SOC 328	Socio Persp on Dymnms of Gndr
SOC 330	Adopt Policy&Children's Rights
SOC 331	Sociology of Art
SOC 332	Religion and Society
SOC 333	Sociology of Disability
SOC 334	Urban Sociology Global Perspec
SOC 335	Global&Cross-Cult. Perspective
SOC 336	Education and Inequality
SOC 338	Race and Ethnicity in Society
SOC 339	American Demography
SOC 343	Sociological Theories of Aging
SOC 344	Field & Interpretative Method
SOC 345	Quantitative Analysis Soc Data
SOC 346	Methods of Social Research
SOC 347	Method Data Collect & Analysis
SOC 348	Reasoning with Data
SOC 350	Selected Topics in Race&Ethnic
SOC 351	Issues and Problems Soc Theory
SOC 352	Selected Topics Soc Research
SOC 353	Selected Topics in Sociology
SOC 354	Philosophy of Social Sciences

Other Disciplines

Earn at least 16 credits from the following:

- SOC 166 - Fundamentals of Sociology
- PSY 166 - General Psychology
- POL 166 - The American Political System
- ~~ENW 300 - Business Writing~~
- ~~ENW 301 - Workshop in Poetry~~
- ~~ENW 302 - Workshop in Fiction~~
- ~~ENW 303 - Workshop in Creative Nonfiction~~
- ~~ENW 304 - Writing for Prestigious Awards and Graduate Schools~~
- ~~ENW 305 - Principles of Professional Writing~~
- ~~ENW 306 - Collaboration and the Writing Process~~
- ~~ENW 308 - Workshop in Playwriting~~
- ~~ENW 309 - Workshop in Screenwriting~~
- ~~ENW 310 - Principles of Creative Writing~~
- ~~ENW 311 - Advanced Poetry Writing I~~
- ~~ENW 312 - Advanced Fiction Writing I~~
- ~~ENW 313 - Literary Craft for Professional Writers~~
- ~~ENW 314 - Evidence-Based Writing~~
- ~~ENW 315 - Editing for Style and Flow~~
- ~~ENW 316 - Storytelling for Professional Writers~~
- ~~ENW 317 - Editing and Proofreading~~
- ~~ENW 319 - Publishing Landscape~~
- ~~ENW 322 - Design for Writers~~
- ~~ENW 323 - Biography Writing~~
- ~~ENW 324 - The Contemporary Essay~~
- ~~ENW 325 - Arts Criticism: Writing about Popular Culture~~
- ~~ENW 326 - Memoir Writing~~
- ~~ENW 328 - Advanced Workshop Writing II~~
- ~~ENW 329 - Advanced Fiction Writing II~~
- ~~ENW 330 - Advanced Playwriting Workshop~~
- ~~ENW 332 - Feature Writing~~
- ~~ENW 333 - Marketing and PR Writing~~
- ~~ENW 334 - Grant and Proposal Writing~~
- ~~ENW 335 - Technical Writing~~
- ~~ENW 345 - Writing and Social Issues~~
- ~~ENW 364 - Topics in Creative Writing~~
- ~~ENW 365 - Special Topics in Professional Writing~~
- ~~ENW 366 - Special Topics in Writing and Rhetoric~~
- ~~ENW 381 - Individual Tutorial in Writing~~
- ~~ENW 382 - Research and Revision Tutorial~~
- ~~ENW 399 - Research, Rhetoric, and Writing Studies~~
- ~~BIO 181 - Anatomy and Physiology I~~

- ~~OR BIO 182 – Anatomy and Physiology II~~
 - ~~OR BIO 183 – Human Biology~~
 - ~~BIO 166 – Principles of Biology: Cells and Genes~~
 - ~~AND BIO 167 – Principles of Biology: Organisms~~
- According to New York State Education Department regulations, students receiving a B.A. degree must complete 90 credits in liberal arts courses. SWK 311, SWK 312, SWK 440, SWK 470, SWK 441 and SWK 471 do not qualify as liberal arts courses.
 - Courses
 - Students should note that the following year-long sequences begin only in the Fall semester:
 - Human Behavior and the Social Environment I and II (SWK 305 and SWK 306)
 - Social Work Practice I and II (SWK 311 and SWK 312)
 - Fieldwork Seminar I and II (SWK 440 and SWK 441)
 - Fieldwork I and II (SWK 470 and SWK 471)

Complete ALL of the following Courses:

- ~~SWK 250 – Special Studies in Social Work~~
 - SWK 351 - Theoretical Perspectives of Substance Abuse
- NOTE: SWK 351 can fulfill the 300-level elective requirement in the Social Work Major – Option 1.
 - Additional requirements for the CASAC will include the following:
 - Work experience in an OASAS-approved substance abuse agency; Successful completion of the N.Y. State CASAC credentialing examination; Submission of an application and required fee to OASAS Credentialing Unit staff.
 - Arrangements to meet those requirements will be made individually by the student with the N.Y. State Office of Alcoholism and Substance Abuse Services (OASAS).

3. **To:** Underline the changes
Social Work, B.A.

Type: Completion requirement
Option 1
Earn at least 55 credits

Option 2
Earn at least 58 credits

Major Requirements - Option 1

Type: Completion requirement
Fulfill ALL of the following requirements:

Required Courses

Complete ALL of the following Courses:

- SWK 237 - Introduction to Social Work and Social Welfare
- SWK 239 - Social Welfare Institutions
- SWK 305 - Human Behavior and the Social Environment I
- SWK 306 - Human Behavior and the Social Environment II
- SWK 311 - Social Work Practice I
- SWK 312 - Social Work Practice II
- SWK 440 - Fieldwork Seminar I
- SWK 441 - Fieldwork Seminar II
- SWK 443 - Social Welfare Policy
- SWK 446 - Social Work Research
- SWK 470 - Fieldwork I
- SWK 471 - Fieldwork II
- SWK 470, SWK 312: Majors are expected to register for SWK 470 for the Fall semester after completing SWK 312.
- Prior to applying for Fieldwork I (SWK 470), all students must complete the New York State mandated 2-hour "Training in Child Abuse Identification and Reporting" online at <http://www.nysmandatedreporter.org>. The training and a Certificate of Completion are provided at no cost. A copy of the Certificate of Completion must be submitted together with the application for Fieldwork (SWK 470). Students who have taken this training previously are not required to repeat it if they provide the Social Work Department with a copy of their Certificate of Completion.

Elective

Earn at least 3 credits from the following:

- Social Work Electives Above 312

Course Code Course Name

- SWK 342 Social Wrk Pol in an Aging Soc
- SWK 351 Theor Persp of Substance Abuse
- SWK 361 Social Work in Urban Schools
- SWK 362 Social Services in Latino Communities
- SWK 363 Aging in the Global Context
- SWK 364 Trauma Through a Strengths Perspective
- SWK 365 Social Work in Urban Health Care Settings
- SWK 366 Mental Health Issues Across the Lifespan
- SWK 367 Social Work and Public Safety: A Multidisciplinary Approach to Public Safety
- SWK 368 Developing Social Entrepreneurship Initiatives for Economic Empowerment and Social Justice
- SWK 381 Tutorial in Social Work
- Sociology Elective Above 303

Courses (40)

- **Course Code Course Name**
- SOC 304 Collective Behavior
- SOC 305 Sociology of Health Care
- SOC 306 Economic and Workplace Inequal
- SOC 307 Mass Comm & Pub Opin
- SOC 308 Modern Organizations
- SOC 309 Social Inequality
- SOC 310 Knowldge Science&Soc
- SOC 311 Soc Sci Persp On Hlth & Dis
- SOC 312 Sociology of Eco Development
- SOC 316 Found Modrn Soc Thry
- SOC 319 Population and Society
- SOC 320 Immigration and Adaptation
- SOC 321 Sociology of Food & Nutrition
- SOC 322 Sociology: Gender/Reproduction
- SOC 323 Soc Mov, Inequality, & Pub Pol
- SOC 324 Political Sociology
- SOC 325 Society, Eco & Polity in M.E.
- SOC 326 Political Socialization
- SOC 327 Socio Amer Policy Making
- SOC 328 Socio Persp on Dynmcs of Gndr
- SOC 330 Adopt Policy&Children's Rights
- SOC 331 Sociology of Art
- SOC 332 Religion and Society
- SOC 333 Sociology of Disability
- SOC 334 Urban Sociology Global Perspec
- SOC 335 Global&Cross-Cult. Perspective
- SOC 336 Education and Inequality
- SOC 338 Race and Ethnicity in Society
- SOC 339 American Demography
- SOC 343 Sociological Theories of Aging
- SOC 344 Field & Interpretative Method
- SOC 345 Quantitative Analysis Soc Data
- SOC 346 Methods of Social Research
- SOC 347 Method Data Collect & Analysis
- SOC 348 Reasoning with Data

- **Course Code Course Name**
- SOC 350 Selected Topics in Race&Ethnic
- SOC 351 Issues and Problems Soc Theory
- SOC 352 Selected Topics Soc Research
- SOC 353 Selected Topics in Sociology
- SOC 354 Philosophy of Social Sciences

Other Disciplines

Earn at least 16 credits from the following:

- SOC 166 - Fundamentals of Sociology
- PSY 166 - General Psychology
- POL 166 - The American Political System
- BIO 181 - Anatomy and Physiology I
- OR BIO 182 - Anatomy and Physiology II
- OR BIO 183 - Human Biology
- BIO 166 - Principles of Biology: Cells and Genes
- AND BIO 167 - Principles of Biology: Organisms
- ENW Elective 300 or above
 - ENW 300 - Business Writing
 - ENW 301 - Workshop in Poetry
 - ENW 302 - Workshop in Fiction
 - ENW 303 - Workshop in Creative Nonfiction
 - ENW 304 - Writing for Prestigious Awards and Graduate Schools
 - ENW 305 - Principles of Professional Writing
 - ENW 306 - Collaboration and the Writing Process
 - ENW 308 - Workshop in Playwriting
 - ENW 309 - Workshop in Screenwriting
 - ENW 310 - Principles of Creative Writing
 - ENW 311 - Advanced Poetry Writing I
 - ENW 312 - Advanced Fiction Writing I
 - ENW 313 - Literary Craft for Professional Writers
 - ENW 314 - Evidence-Based Writing
 - ENW 315 - Editing for Style and Flow
 - ENW 316 - Storytelling for Professional Writers
 - ENW 317 - Editing and Proofreading
 - ENW 319 - Publishing Landscape
 - ENW 322 - Design for Writers
 - ENW 323 - Biography Writing
 - ENW 324 - The Contemporary Essay
 - ENW 325 - Arts Criticism: Writing about Popular Culture
 - ENW 326 - Memoir Writing
 - ENW 328 - Advanced Workshop Writing II
 - ENW 329 - Advanced Fiction Writing II
 - ENW 330 - Advanced Playwriting Workshop

- ENW 332 - Feature Writing
 - ENW 333 - Marketing and PR Writing
 - ENW 334 - Grant and Proposal Writing
 - ENW 335 - Technical Writing
 - ENW 345 - Writing and Social Issues
 - ENW 364 - Topics in Creative Writing
 - ENW 365 - Special Topics in Professional Writing
 - ENW 366 - Special Topics in Writing and Rhetoric
 - ENW 381 - Individual Tutorial in Writing
 - ENW 382 - Research and Revision Tutorial
 - ENW 399 - Research, Rhetoric, and Writing Studies
- According to New York State Education Department regulations, students receiving a B.A. degree must complete 90 credits in liberal arts courses. SWK 311, SWK 312, SWK 440, SWK 470, SWK 441 and SWK 471 do not qualify as liberal arts courses.
 - Courses
 - Students should note that the following year-long sequences begin only in the Fall semester:
 - Human Behavior and the Social Environment I and II (SWK 305 and SWK 306)
 - Social Work Practice I and II (SWK 311 and SWK 312)
 - Fieldwork Seminar I and II (SWK 440 and SWK 441)
 - Fieldwork I and II (SWK 470 and SWK 471)

Major Requirements - Option 2

Type: Completion requirement

Fulfill ALL of the following requirements:

Required Courses

Complete ALL of the following Courses:

- SWK 237 - Introduction to Social Work and Social Welfare
- SWK 239 - Social Welfare Institutions
- SWK 305 - Human Behavior and the Social Environment I
- SWK 306 - Human Behavior and the Social Environment II
- SWK 311 - Social Work Practice I
- SWK 312 - Social Work Practice II
- SWK 440 - Fieldwork Seminar I
- SWK 441 - Fieldwork Seminar II
- SWK 443 - Social Welfare Policy
- SWK 446 - Social Work Research
- SWK 470 - Fieldwork I
- SWK 471 - Fieldwork II

- SWK 470, SWK 312: Majors are expected to register for SWK 470 for the Fall semester after completing SWK 312.
- Prior to applying for Fieldwork I (SWK 470), all students must complete the New York State mandated 2-hour “Training in Child Abuse Identification and Reporting” online at <http://www.nysmandatedreporter.org>. The training and a Certificate of Completion are provided at no cost. A copy of the Certificate of Completion must be submitted together with the application for Fieldwork (SWK 470). Students who have taken this training previously are not required to repeat it if they provide the Social Work Department with a copy of their Certificate of Completion.

Elective

Earn at least 3 credits from the following:

- Social Work Electives Above 312

Course Code Course Name

- SWK 342 Social Wrk Pol in an Aging Soc
- SWK 351 Theor Persp of Substance Abuse
- SWK 361 Social Work in Urban Schools
- SWK 362 Social Services in Latino Communities
- SWK 363 Aging in the Global Context
- SWK 364 Trauma Through a Strengths Perspective
- SWK 365 Social Work in Urban Health Care Settings
- SWK 366 Mental Health Issues Across the Lifespan
- SWK 367 Social Work and Public Safety: A Multidisciplinary Approach to Public Safety
- SWK 368 Developing Social Entrepreneurship Initiatives for Economic Empowerment and Social Justice
- SWK 381 Tutorial in Social Work
- Sociology Elective Above 303

Courses (40)

Course Code Course Name

SOC 304	Collective Behavior
SOC 305	Sociology of Health Care
SOC 306	Economic and Workplace Inequal
SOC 307	Mass Comm & Pub Opin
SOC 308	Modern Organizations
SOC 309	Social Inequality
SOC 310	Knowldge Science&Soc
SOC 311	Soc Sci Persp On Hlth & Dis
SOC 312	Sociology of Eco Development
SOC 316	Found Modrn Soc Thry
SOC 319	Population and Society

Course Code Course Name

SOC 320	Immigration and Adaptation
SOC 321	Sociology of Food & Nutrition
SOC 322	Sociology: Gender/Reproduction
SOC 323	Soc Mov, Inequality, & Pub Pol
SOC 324	Political Sociology
SOC 325	Society, Eco & Polity in M.E.
SOC 326	Political Socialization
SOC 327	Socio Amer Policy Making
SOC 328	Socio Persp on Dynmcs of Gndr
SOC 330	Adopt Policy&Children's Rights
SOC 331	Sociology of Art
SOC 332	Religion and Society
SOC 333	Sociology of Disability
SOC 334	Urban Sociology Global Perspec
SOC 335	Global&Cross-Cult. Perspective
SOC 336	Education and Inequality
SOC 338	Race and Ethnicity in Society
SOC 339	American Demography
SOC 343	Sociological Theories of Aging
SOC 344	Field & Interpretative Method
SOC 345	Quantitative Analysis Soc Data
SOC 346	Methods of Social Research
SOC 347	Method Data Collect & Analysis
SOC 348	Reasoning with Data
SOC 350	Selected Topics in Race&Ethnic
SOC 351	Issues and Problems Soc Theory
SOC 352	Selected Topics Soc Research
SOC 353	Selected Topics in Sociology
SOC 354	Philosophy of Social Sciences

Other Disciplines

Earn at least 16 credits from the following:

- SOC 166 - Fundamentals of Sociology
- PSY 166 - General Psychology
- POL 166 - The American Political System
- BIO 181 - Anatomy and Physiology I
- OR BIO 182 - Anatomy and Physiology II
- OR BIO 183 - Human Biology

- BIO 166 - Principles of Biology: Cells and Genes
- AND BIO 167 - Principles of Biology: Organisms
- ENW Elective 300 or above
 - ENW 300 - Business Writing
 - ENW 301 - Workshop in Poetry
 - ENW 302 - Workshop in Fiction
 - ENW 303 - Workshop in Creative Nonfiction
 - ENW 304 - Writing for Prestigious Awards and Graduate Schools
 - ENW 305 - Principles of Professional Writing
 - ENW 306 - Collaboration and the Writing Process
 - ENW 308 - Workshop in Playwriting
 - ENW 309 - Workshop in Screenwriting
 - ENW 310 - Principles of Creative Writing
 - ENW 311 - Advanced Poetry Writing I
 - ENW 312 - Advanced Fiction Writing I
 - ENW 313 - Literary Craft for Professional Writers
 - ENW 314 - Evidence-Based Writing
 - ENW 315 - Editing for Style and Flow
 - ENW 316 - Storytelling for Professional Writers
 - ENW 317 - Editing and Proofreading
 - ENW 319 - Publishing Landscape
 - ENW 322 - Design for Writers
 - ENW 323 - Biography Writing
 - ENW 324 - The Contemporary Essay
 - ENW 325 - Arts Criticism: Writing about Popular Culture
 - ENW 326 - Memoir Writing
 - ENW 328 - Advanced Workshop Writing II
 - ENW 329 - Advanced Fiction Writing II
 - ENW 330 - Advanced Playwriting Workshop
 - ENW 332 - Feature Writing
 - ENW 333 - Marketing and PR Writing
 - ENW 334 - Grant and Proposal Writing
 - ENW 335 - Technical Writing
 - ENW 345 - Writing and Social Issues
 - ENW 364 - Topics in Creative Writing
 - ENW 365 - Special Topics in Professional Writing
 - ENW 366 - Special Topics in Writing and Rhetoric
 - ENW 381 - Individual Tutorial in Writing
 - ENW 382 - Research and Revision Tutorial
 - ENW 399 - Research, Rhetoric, and Writing Studies
- According to New York State Education Department regulations, students receiving a B.A. degree must complete 90 credits in liberal arts courses. SWK 311, SWK 312, SWK 440, SWK 470, SWK 441 and SWK 471 do not qualify as liberal arts courses.
- Courses

- Students should note that the following year-long sequences begin only in the Fall semester:
 - Human Behavior and the Social Environment I and II (SWK 305 and SWK 306)
 - Social Work Practice I and II (SWK 311 and SWK 312)
 - Fieldwork Seminar I and II (SWK 440 and SWK 441)
 - Fieldwork I and II (SWK 470 and SWK 471)

Complete ALL of the following Courses:

- SWK 251 - Substance Abuse and Urban Society
- SWK 351 - Theoretical Perspectives of Substance Abuse

- NOTE: SWK 351 can fulfill the 300-level elective requirement in the Social Work Major – Option 1.
- Additional requirements for the CASAC will include the following:
 - Work experience in an OASAS-approved substance abuse agency; Successful completion of the N.Y. State CASAC credentialing examination; Submission of an application and required fee to OASAS Credentialing Unit staff.
 - Arrangements to meet those requirements will be made individually by the student with the N.Y. State Office of Alcoholism and Substance Abuse Services (OASAS).

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

This will allow students to choose from additional electives in the undergraduate social work program. Additionally, this will fix some errors on the website containing the Lehman College Catalog.

5. Date of departmental approval: January 26, 2022

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK**

CURRICULUM CHANGE

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

2.

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 361
Course Title	Social Work In Urban Schools
Description	Knowledge, skills, and values necessary for effectively working with students in a range of urban public-school settings from grades pre-k through high school. A focus on school context and current issues with the main roles of the school social worker in working with students, families, school faculty, staff, and administration; and the impact of policies for students, families, and schools; and issues of social justice.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Developing an understanding about education in urban schools helps to improve social work and the changing demographics i.e. race, gender, class, language, religion, sexual orientation etc. Moreover, in the Bronx, the fastest growing populations consist of immigrants from Latin and South America and Sub-Saharan Africa. Despite this, Lehman currently does not offer any social work course dedicated to an exploration of social workers in educational settings. As a result, this course will fill a void. It will introduce students to diverse beliefs about, experiences of, and responses and consequences of urban education expansion. In addition, because it is interdisciplinary, it will contribute to knowledge-building among a wide-range of students, and stands to promote interest in a growing employment field.

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

- Demonstrate utilization of school social work concepts, such as culturally- based competencies in working with children and adolescents.
- Critically assess school social work research, literature, and practice by identifying age-based discriminatory and biased research and literature.
- Apply core social work concepts (i.e., strengths perspective, social justice, self-determination) to critical analysis of urban education experiences, literature, and research.
- Develop skills to reduce social, health and economic disparities affecting diverse students in urban schools.
- Participate effectively in group work and independent work.

5. Date of Departmental Approval: January 26, 2022

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK**

CURRICULUM CHANGE

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

2.

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 362
Course Title	Social Services in Latino Communities
Description	An Interdisciplinary approach for preparing students to engage in direct services in Latino communities grounded in the theoretical frameworks of intersectionality and a strengths-based approach in direct services.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Latinos have been a growing presence in New York City for over a century. The 2020 Census shows the city is now home to about 2.49 million Hispanics, a 6.6% increase from 2010. Hispanics now make up 28.3% of the population, narrowing the gap with whites, who are the largest group at 30.9%. New York's Latino population is diverse; it is a widely heterogeneous community based on national origin, ethnic identity, racial identification and acculturation. Puerto Ricans, Dominicans, and Mexicans—comprise some 70% of all New York Latinos. Other nationalities—Ecuadorans, Colombians, Peruvians and Central Americans—are also emerging as the city's diverse Spanish-speaking population increases.

In contrast, there is a shortage of trained Latino social workers and other human service professionals that are urgently needed to address the complex needs of New York's diverse, largely immigrant, low-income Latino community. Consequently, this course encourages the participation of students from Latino and non-Latino backgrounds who plan to serve in high-need Latino communities and practice settings.

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

- Describe the historical, political, economic, social, and cultural contexts of the Latino population with an emphasis on social justice barriers.
- Describe social welfare systems, traditional and nontraditional helping patterns of Latinos and their impact on continued well-being.
- Critically assess socio-ecological concepts and theories that inform culturally responsive practices with different Latino groups.
- Identify health and mental health disparities, violence and trauma, and discrimination impacting the Latino population across the life span.
- Evaluate evidence-based practices and approaches for working with the Latino population.

5. **Date of Departmental Approval:** May 4, 2022

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
CURRICULUM CHANGE**

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

2.

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 363
Course Title	Aging in the Global Context
Description	An interdisciplinary approach to lived experience of aging from a critical gerontology perspective that positions intersectionality and social justice at the forefront of practice, policy and research affecting older adults and ageing societies. Topics include gender, ethnicity, race, care partnering, privilege, immigration, spirituality, death and dying, intergenerational relationships, health equity, socio-economic status, and more, comparing cross-cultural beliefs, practices and policies that impact later life. A focus on the challenges increasingly affecting older adults and ageing societies worldwide such as ageism and health disparities with highlights of creative problem solving from global perspective.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

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

Developing an understanding about advanced age is of increasing importance worldwide due to changing global demographics. Moreover, in the Bronx, the fastest growing older populations consist of immigrants from Latin and South America and Sub-Saharan Africa. Despite this, Lehman currently does not offer any course dedicated to an exploration of aging in the global context. As a result, this course will fill a learning gap. By covering a range of topics, interventions and practices, the course will introduce students to diverse beliefs about, experiences of, and responses and consequences to, growing older in the global context. Students will be expected to contribute meaningfully to class discussion, complete independent written work, and participate in group work culminating in classroom presentations. A midterm and final exam will round-out assessment. Because the course is interdisciplinary, it will contribute to knowledge-building among a wide-range of students, and stands to promote interest in a growing field of employment.

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

- Demonstrate gerontology concepts, such as culturally-based meanings of "old", ageism, healthy aging, and diversity in aging.
- Critically assess gerontology research, literature and practice by identifying age-based discriminatory and biased research and literature.
- Apply core social work concepts (ie, strengths perspective, social justice, self-determination) to critical analysis of aging experiences, literature and research.
- Develop skills (ie, advocacy, community organizing, research) to reduce age-based social, health and economic disparities affecting diverse older adults.
- Show competency in group and independent work.

5. **Date of Departmental Approval:** January 26, 2022

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

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

2.

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 364
Course Title	Trauma Through a Strengths Perspective
Description	A comprehensive overview of the field of trauma for the social work professional with a focus on current research theory, skills and interventions to better understand the complexity of trauma, the mind and body connection and the many ways clinicians, institutions, cultures and communities are impacted by and respond to trauma A focus on cognitive, neurobiological, clinical, and socio-cultural theoretical frameworks.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	Individual and Society Scientific World
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3. Rationale:

Trauma exists and intersects with every field that social workers will be working in. Integrating a trauma-informed lens is both practical and a means to creating safety with every client. Further, the prevalence of vicarious trauma and burn-out experienced in the field speaks to the need for a class dedicated to buffering the impact

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

- Apply social work skills (engagement, assessment, planning, intervention, evaluation and follow up) with clients impacted by trauma on the micro, mezzo, and macro level
- Work from a strengths-based framework that assesses current and historical structural, interpersonal and emotional barriers that impact the client system.
- Critically assess trauma research, literature and interventions through a culturally competent and trauma-informed lens
- Develop skills, practices, habits and techniques that build resilience to support the pre-professional when working with trauma and activation to minimize risk of vicarious trauma

5. Date of Departmental Approval: January 26, 2022

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
CURRICULUM CHANGE**

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

2.

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 365
Course Title	Social Work in Urban Health Care Settings
Description	The development, reinforcement and sharpening of social work competencies within the context of our rapidly changing health care system with a focus on health behavior theory, and research specific to a variety of urban health-related settings and to diverse populations
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

In addition to learning about and recognizing the critical role of social work in health and behavioral sectors, students will understand the policies and practices that shape integrated health care. Students will also be able to describe the potential for integrated health care to simultaneously improve health outcomes at individual and population levels within the constantly changing health policy landscape. Additionally, students will have the opportunity to participate in Interprofessional Educational Simulation Experiences as part of this course.

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

- Recognize the critical role of social work in health and mental health care.
- Describe the policies and practices that shape integrated health care.
- Critically assess the environment's impact on health care.
- Describe the contributions of social workers to interdisciplinary teams.
- Apply social work values and ethics in the interprofessional simulations.

5. Date of Departmental Approval: January 26, 2022

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
CURRICULUM CHANGE**

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

2.

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 366
Course Title	Mental Health Issues Across the Lifespan
Description	Introduction to the major mental health difficulties facing individuals of all age groups, government policies, societal attitudes, and cultural points of view towards mental illness
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

In New York City, there is an increasing need for workers knowledgeable about issues of mental health, not only in psychiatric inpatient, residential, and outpatient programs, but also in substance abuse programs, homeless shelters, child welfare programs, schools, and services for older adults. Since the COVID-19 pandemic began, this need has increased greatly, with many agencies in the Bronx lacking employees who are able to work with individuals with psychiatric problems. Social workers are greatly needed to work with this population; yet the Department of Social Work at Lehman College does not have any bachelor's level electives specifically focusing on the issue of mental illness. Many of our BA social work students will be applying for employment in mental health and other related settings after graduation, and it is of great importance that the department now create an elective course specifically devoted to the needs of individuals and families affected by psychiatric illness.

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

- Explain the many different types of mental health difficulties affecting individuals and families of all age groups
- Evaluate government policies, societal attitudes, and cultural points of view towards mental illness that affect individuals and families impacted by mental health problems.
- Describe the historical impact of oppression and stigma on the lives of people with mental illness, and to understand disparities in psychiatric service delivery to different demographic groups.
- Assess mental health difficulties; not limiting oneself to simplistic diagnostic labeling of those with psychiatric problems
- Explain the ramifications of the COVID-19 pandemic on mental health wellbeing and psychiatric service delivery

5. Date of Departmental Approval: January 26, 2022

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK**

CURRICULUM CHANGE

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

2.

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 367
Course Title	A Multidisciplinary Approach to Social Work and Public Safety
Description	The nexus of criminal justice and social justice with a focus on forensic social workers, psychologists, emergency medical technicians (EMTs), and other professionals who are crucial participants in the U.S. criminal justice system.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

In the spring and summer of 2020, victims of police violence garnered national

headlines. Some of the victims' names are Breonna Taylor, Altatiana Jefferson, Rashad Brooks, George Floyd, Stephon Clarke, and Botham Jean. Protests condemning overly aggressive policing tactics spread across the U.S. and the globe. Since May 25, 2020, there have been more than 4446 protests condemning police violence worldwide. Many instances of police violence involve people suffering from mental illness. We could avoid these deadly interactions by fully integrating a multidisciplinary approach into U.S. public safety efforts. For instance, in July of 2020, Denver, Colorado, implemented its new Support Team Assistance Response (STAR) program, which sends a mental health professional and a paramedic to some 911 calls instead of police. This STAR team uses seasoned mental health professionals and paramedics to reduce police violence instances and increase public safety by allowing officers to focus on violent crimes. "It's the future of law enforcement, taking a public health view on public safety," Denver Police Chief Paul Pazen said.

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

- Analyze a broad swath of history of public safety in America from the 19th to the 21st centuries.
- Describe the history of social services and social work advocacy in the justice system.
- Explain how disciplines such as, social work, psychiatry, EMTs, psychologists, and the arts contribute to public safety.
- Analyze different police reform strategies
- Communicate accurately and effectively about the history of policing and other disciplines' contributions to public safety.
- Evaluate online resources critically.
- Produce polished written work that cites sources correctly.

5. **Date of Departmental Approval:** January 26, 2022

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**
DEPARTMENT OF SOCIAL WORK
CURRICULUM CHANGE

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

2.

Department(s)	Social Work
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Social Work
Course Prefix & Number	SWK 368
Course Title	Developing Social Entrepreneurship Initiatives for Economic Empowerment and Social Justice
Description	A focus on social entrepreneurship, which seeks to provide social products and services that improve the livelihoods and standard of living of underserved populations through the application of business methods as a viable and often overlooked means for addressing economic poverty. An exploration of the differences among social entrepreneurship, traditional entrepreneurship, social work, social advocacy, philanthropy, charity, volunteerism, social activism, and other pathways for the amelioration of human suffering and pursuit of positive social change.
Pre/ Co Requisites	
Credits	3
Hours	3
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. **Rationale:**

A significant number of our students at Lehman College come from (and will be returning to work in) economically distressed communities, where people struggle with lack of economic opportunities and other challenges. neither the Department of Social Work nor any other department in the School of Health Sciences, Human Services & Nursing at Lehman College offer any course that focuses on teaching students how to contribute to economic development in underserved, marginalized communities and promote economic empowerment, equity, and justice.

A course on social entrepreneurship will add to the repertoire of knowledge and skills that students gain from other courses to help vulnerable populations cope with socio-economic and environmental challenges and motivate them to fight for economic justice for them. This course should be of interest not only to social work students, but students from other majors who have a strong interest in ameliorating economic distress in communities in the United States and throughout the world. This would include students majoring in Business, Economics, Political Science, Sociology, African and African American Studies, Latin American Studies, Women's Studies, as well as numerous others.

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

- Describe the role social workers and other professionals can play in economic development of marginalized communities and how they can promote economic independence for people and their communities.
- Explain how social entrepreneurship can be used to address poverty and other socio-economic and environmental problems beyond the utilization of programs that focus on social benefits, social advocacy, philanthropy, charity, volunteerism, and social activism.
- Recognize how to mobilize human and financial resources, skills, and talents to create impactful social ventures that can address socio-economic disparities and injustices experienced by underserved populations in any human environment.

5. **Date of departmental approval:** October 26, 2022

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

Name of Program and Degree Award: Interdisciplinary Minor (INT-MIN)
Effective Term: Spring 2024

1. **Type of Change**: Withdrawal of Interdisciplinary Minor
2. **Description**: Interdisciplinary Minor / INT-MIN - CIP CODE 24.0101
3. **Rationale**: The correct IMA is -Aging- Interdisciplinary Minor – CIP Code 45.0101
4. **Date of departmental approval**: 3/27/2023

Academic Freedom Committee
Lehman College
Resolution on Collaboration and Exigency
April 20, 2023

Whereas, in recent years, some American institutions of higher education have 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,

Whereas CUNY's mission includes a responsibility, not only to its students and employees, but more broadly, to the "needs of its urban setting," and to serve as a "vehicle for the upward mobility of the disadvantaged in the city of New York" (see New York Education Law, Article 125, Section 6201), and

Whereas CUNY Bylaws (e.g., Article VI) and CUNY policies (e.g., Manual of General Policy, Article V, Section 19) guarantee rights and privileges to students, faculty, and staff, which this resolution is not to be understood as limiting in any respect,

Whereas the PSC-CUNY Collective Bargaining Agreement (e.g., Article 32, Section 2) provides CUNY employees with additional rights and privileges, which this resolution is not to be understood as limiting in any respect, and

Whereas openness and transparency, along with consultation and shared governance, are the hallmarks of good university administration,

Now therefore be it resolved that, in order to preserve transparency, shared governance, and consultation, stakeholders represented in the Lehman Senate (students, staff, and faculty) will be involved (whenever possible) in consultation and deliberation regarding decisions about any possible retrenchment, 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, members of the Lehman Senate (including, but not necessarily limited to, members of the Committee on Budget and Long-Range Planning) should be provided with the opportunity to make an assessment of the institution's financial condition; and

Be it further resolved that the members of the Senate (as described above) should have access to, whenever possible, at least five years of audited financial statements, current and following-year budgets, and 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, members of the Senate should have access to detailed program, department, and administrative-unit budgets, whenever possible; and

Be it further resolved that members of the Senate should have the opportunity to determine whether 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 be declared 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 away 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 if so, the Lehman Senate should have the opportunity to be 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>



Library Technology and Telecommunications Committee Meeting Minutes

Meeting Date: April 26, 2023

Next Meeting: Late August 2023 Date TBA

Location: ZOOM

Attendance: Stephen Castellano, Sherry Deckman, John DeLooper, Michelle Ehrenpreis. Joseph Mohorcich, Jennifer Van Allen

Student Senator: No Student Senators Present

Excused: Michelle Ehrenpreis, Donna McGregor, Jennifer McCabe, Kenneth Schlesinger

Library

- Library – in cooperation with Public Safety and Finance and Administration – is pleased to announce Extended Hours for Finals Week from **May 17 - 23**. Library First floor will be open until Midnight. Limited Library staff are available. 24-7 Virtual Chat always accessible.
- Library, Africana Studies, English, Women's-Gender Studies sponsored *Freedom to Read: Celebrating Banned Books*, where Lehman community members read excerpts from recently challenged or banned books. Brooklyn College Library's Beth Evans provided Keynote – and Lehman English's Eve Eure supplied Closing Remarks.

Information Technology

- The Tech Fee Committee has met four times – One additional meeting will be held May 10th to finalize 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.
- Please continue to be vigilant with your email - Please do not click on attachments that come from senders you do not know. A quick look at the email in your INBOX can go a long way in preventing the spread of a virus or malicious malware,

Blackboard

- 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 through August 20th. For More Information, please contact the Office of Online Education
- Online Education invites the Lehman community to join them in two faculty-led webinars where they discuss their participation in the American Association of State College and Universities/ Every Learner Everywhere (AASCU/ELE) initiative. Webinar 1 was held earlier today featuring faculty members Ralph Boone and Michael Buckley. The Second Webinar will be on May 9th featuring Faculty members Sheila Gersh and Brian Wynne

Joint Budget and Long-Range Planning Committee

Meeting called to order at 1:10 pm on April 26th 2023

Membership and Attendance: Boldface = Attended

Faculty Senators

Rafael Gonzalez

Theresa Lundy

Brian Murphy

Alexander Nunez-Torres

Ruth Wangerin

Student Senators

Kayshaun Higgs

Taslina Khatun

Sandra Mathura

FP&B Members

Marie Marianetti

Brian Murphy

Wesley Pitts

Administration

Peter Nwosu

Bethania Ortega

Rene Rotolo

Richard Finger

Guests

Joint Budget and Long-Range Planning Committee

Financial Plan Update

Enrollment Update

FY 2023 Third Quarter Financial Report - (000)

	Prior Year Actuals	MY Projection	Q3 Projection	Latest Quarter vs Prior Quarter [\$]	Latest Quarter vs Prior Quarter [%]
Current Budget	115,074	122,476	123,156	680	1%
Tuition Revenue Above Target	(4,136)	(8,826)	(7,346)	1,480	-17%
Total Campus Based Resources	110,939	113,650	115,810	2,159	2%
Centrally Administered Resources	57,747	64,617	64,576	(41)	-0%
Total Resources (\$000)	168,686	178,267	180,386	2,119	1%
PS Regular	85,376	87,945	88,247	302	0%
Adjuncts	19,881	20,290	19,877	(413)	-2%
Temporary Services	4,848	5,269	4,565	(704)	-13%
Total PS	110,104	113,504	112,689	(815)	-1%
OTPS	15,804	17,128	17,128	-	0%
Total Campus Based Expenditures	125,908	130,632	129,817	(815)	-1%
Centrally Administered Expenditures	57,747	64,617	64,576	(41)	-0%
Total Expenditures (\$000)	183,655	195,249	194,393	(856)	-0%
Fringes	50,178	55,891	55,851	(39)	-0%
Energy	4,829	5,879	5,878	(1)	-0%
Building Rentals	979	1,087	1,087	-	0%
Financial Aid	1,761	1,761	1,761	-	0%
Total Centrally Administered Funds (\$000)	57,747	64,617	64,576	(41)	-0%
Balance (\$000)	(14,970)	(16,982)	(14,007)	2,974	-18%
Stimulus Funds for Pandemic Related Expenses	10,029	8,740	8,740	-	0%
Stimulus Funds Revenue Loss	4,940	8,241	5,267	(2,974)	-36%
Prior Year CUTRA and Reserves	23,754	23,754	23,754	-	0%
Projected Year-End Balance (\$000)	23,754	23,754	23,754	(0)	-0%

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FY 2023 Third Quarter Financial Report for Senior Colleges - (000)

	Total Colleges Resources	Total Obligations	Balance without Stimulus Funds	Stimulus Funds for Pandemic Related Expenses	Adjusted Balance	Stimulus Funds Revenue Loss	Prior Year CUTRA and Reserves	Projected Year-End Balance
Baruch College	253,978	263,773	(9,795)	12,783	2,988	-	12,551	15,539
Brooklyn College	211,861	233,374	(21,513)	1,618	(19,895)	19,895	5,757	5,757
City College	286,322	309,289	(22,967)	11,359	(11,608)	11,608	14,169	14,169
Hunter College	308,088	325,330	(17,241)	17,214	(27)	27	6,301	6,301
John Jay College	197,739	211,875	(14,136)	7,649	(6,487)	6,487	7,947	7,947
Lehman College	180,386	194,393	(14,007)	8,740	(5,267)	5,267	23,754	23,754
Medgar Evers College	82,507	91,912	(9,405)	1,883	(7,522)	7,522	99	99
NYC College of Technology	170,578	190,227	(19,649)	3,000	(16,649)	16,649	218	218
Queens College	220,858	233,588	(12,730)	1,472	(11,258)	11,258	1,778	1,778
College of Staten Island	157,438	170,929	(13,491)	1,816	(11,675)	8,024	71	(3,580)
York College	93,585	105,681	(12,096)	1,305	(10,791)	7,125	173	(3,494)
Senior Colleges Total	2,163,340	2,330,372	(167,031)	68,840	(98,191)	93,862	72,818	68,489

Lehman College represents 8% of the overall total budget for SC and 35% of the projected Year-End Balance.

FY 2023 Third Quarter Financial Report for Senior Colleges - (000)

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College of Staten Island	157,438	170,929	(13,491)	1,816	(11,675)	8,024	71	(3,580)
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Lehman College represents 8% of the overall total budget for SC and 35% of the projected Year-End Balance.

FY2023 Expenditures Detail for Senior Colleges - (000)

	PS Regular	Adjuncts	Temporary Services	Total PS	OTPS	Total Campus Based Expenditures	Fringes	Energy	Building Rentals	SEEK/CD Financial Aid	Total
Baruch College	126,971	23,772	4,462	155,205	21,000	176,205	76,923	5,795	3,057	1,791	263,773
Brooklyn College	108,612	22,627	8,204	139,443	13,692	153,136	69,112	9,769	-	1,357	233,374
City College	143,029	21,801	8,398	173,228	28,153	201,381	85,856	17,468	2,773	1,811	309,289
Hunter College	142,482	36,229	9,716	188,427	29,500	217,927	93,389	6,871	6,021	1,120	325,330
John Jay College	94,121	24,325	5,643	124,090	10,730	134,820	61,502	6,375	7,110	2,068	211,875
Lehman College	88,247	19,877	4,565	112,689	17,128	129,817	55,851	5,878	1,087	1,761	194,393
Medgar Evers College	45,655	7,078	2,283	55,016	5,125	60,141	27,267	1,821	556	2,127	91,912
NYC College of Technology	78,469	30,721	2,551	111,741	8,175	119,916	55,382	8,031	2,595	4,304	190,227
Queens College	112,590	21,774	8,279	142,643	9,000	151,643	70,698	7,037	2,577	1,633	233,588
College of Staten Island	81,306	13,831	6,071	101,208	8,459	109,667	50,161	7,120	-	3,981	170,929
York College	51,500	10,554	2,266	64,320	5,400	69,720	31,879	3,063	-	1,019	105,681
Senior Colleges Total	1,072,982	232,590	62,439	1,368,011	156,362	1,524,372	678,019	79,229	25,778	22,973	2,330,372

Lehman College represents 8% of the overall total expenses for senior colleges

FY2023 Resources Summary for Senior Colleges (\$000)

	State / City Appropriation	Federal Funding	Tuition Revenue	Prior Year CUTRA and Reserves	Total Resources	State / City Appropriation % of Total	Federal Funding % of Total	Tuition Revenue % of Total	Reserves % of Total
Baruch College	102,385	12,783	151,593	12,551	279,312	37%	5%	54%	4%
Brooklyn College	116,139	21,513	95,722	5,757	239,131	49%	9%	40%	2%
City College	184,250	22,967	102,073	14,169	323,458	57%	7%	32%	4%
Hunter College	145,073	17,241	163,016	6,301	331,631	44%	5%	49%	2%
John Jay College	102,499	14,136	95,240	7,947	219,822	47%	6%	43%	4%
Lehman College	* 101,572	14,007	78,814	23,754	218,147	47%	6%	36%	11%
Medgar Evers College	62,120	9,405	20,387	99	92,012	68%	10%	22%	0%
NYC College of Technology	99,308	19,649	71,270	218	190,445	52%	10%	37%	0%
Queens College	111,184	12,730	109,674	1,778	235,366	47%	5%	47%	1%
College of Staten Island	91,182	9,840	66,257	71	167,349	54%	6%	40%	0%
York College	59,600	8,430	33,985	173	102,187	58%	8%	33%	0%
Senior Colleges Total	1,175,312	162,702	988,029	72,818	2,398,860	49%	7%	41%	3%

*State/City Appropriation of \$101.572 million includes Centrally Managed Funds of \$64.576 million

Student FTE Enrollment Trend for Senior Colleges (Fall 22 vs prior years)

	Fall 2020	Fall 2021	Fall 2022	vs. Fall 2020	vs. Fall 2020 [%]	vs. Fall 2021	vs. Fall 2021 [%]
Baruch College	16,160	16,039	15,989	(171)	-1%	(50)	0%
Brooklyn College	14,377	12,679	11,071	(3,306)	-23%	(1,608)	-13%
City College	12,408	12,204	11,668	(740)	-6%	(536)	-4%
Hunter College	19,093	18,869	18,170	(923)	-5%	(699)	-4%
John Jay College	12,849	12,154	11,203	(1,646)	-13%	(951)	-8%
Lehman College	11,096	10,465	9,473	(1,623)	-15%	(992)	-9%
Medgar Evers College	4,205	3,272	2,769	(1,436)	-34%	(503)	-15%
NYC College of Technology	11,648	10,709	9,905	(1,743)	-15%	(804)	-8%
Queens College	15,772	14,742	13,232	(2,540)	-16%	(1,510)	-10%
College of Staten Island	10,923	10,008	8,547	(2,376)	-22%	(1,461)	-15%
York College	5,854	5,175	4,608	(1,246)	-21%	(567)	-11%
Senior Colleges Total	134,385	126,316	116,635	(17,750)	-13%	(9,681)	-8%

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Summer 2022 vs. 2023 April 26th Comparison

	Total Enrolled	Undergraduate	Graduate
Summer 2022	2215	1794	421
Summer 2023	2648	2177	471
Difference	433	383	50
Variance	+19.54%	+21.34%	+11.86%

	Final/Goal	Current Enrollment	Percentage of Goal
Summer 2022	4603	2215	48.12%
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Joint Budget and Long-Range Planning Committee

Next Meeting to be scheduled for Fall 2023



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

Committee Report | Senate Meeting: MAY 03, 2023

Committee Updates

- Resolution for the Establishment of a Wellness Day on the Academic Calendar
- Resolution to Address Food Insecurity

Next Meeting:

May 9, 2023, from 11am to 12:30p

Zoom Meeting ID: 885 7202 4752

Passcode: 643185

Respectfully Submitted,

Mary and Takiyah

LEHMAN COLLEGE SENATE

RESOLUTION TO ADDRESS FOOD INSECURITY

WHEREAS the administration, faculty, staff, and students at Lehman College are committed to addressing food security as aligned with the college's Mission, Vision, and Values statement; and

WHEREAS food security is recognized as access by all people at all times to enough food that is nutritionally adequate and meets individual and collective preferences; and

WHEREAS in the U.S., low-income households are much more likely to be food insecure, and households headed by women, Black households, Latinx households, Indigenous households, people returning from incarceration, and undocumented immigrants are disproportionately affected by a higher risk of hunger; and

WHEREAS people experiencing food insecurity may engage in health compromising coping strategies, making trade-offs between food and other basic necessities; and

THEREFORE, BE IT RESOLVED that the Lehman College Senate, in pursuit of a campus with access to food that is nutritionally adequate and meets individual and collective preferences; and

THEREFORE, BE IT RESOLVED that the LEHMAN COLLEGE SENATE calls upon all who are able and should be concerned about food insecurity and hunger to support efforts to address food insecurity.

LEHMAN COLLEGE SENATE

RESOLUTION FOR THE ESTABLISHMENT OF A WELLNESS DAY ON THE ACADEMIC CALENDAR

WHEREAS the administration, faculty, staff, and students at Lehman College are committed to the wellness of our community as aligned with the college's Mission, Vision, and Values statement; and

WHEREAS a day for wellness as a way to prioritize the health and well-being of the Lehman community to promote work-life balance and care for our students. A wellness day helps to retain and graduate our students; and

WHEREAS in collaboration with other units and departments across campus, including the Counseling Center, Health and Wellness Center, Student Disability Services, and the Office of Campus Life; and

WHEREAS there is a growing trend among colleges across the country to implement wellness days to address stress and mental health concerns. Specifically, an increasing number of private schools (Grinnell College and Northeastern University) have implemented similar initiatives; and

WHEREAS Lehman College stands to be a trailblazer in CUNY and public universities across the nation in establishing a Wellness Day for all groups across the community; and

THEREFORE, BE IT RESOLVED that the LEHMAN COLLEGE SENATE supports the establishment of a day marked and reserved each academic school year on the calendar for wellness.

Lehman College Ombudsman

Alan Kluger's Report to the Lehman College Senate

May 3, 2023 – 3:30 PM in Carmen B04

As has been my custom with previous reports to the Lehman College Senate, I want to remind the Senate about the primary mission of the Ombudsman. According to the bylaws of the Lehman College Senate which were adopted on December 22, 1971 and last amended on April 1, 2015, the **Lehman College Ombudsman** shall serve as a confidential investigator in cases of alleged unfairness or maladministration. The Ombudsman shall be the impartial spokesman for all parties involved in such cases.

Furthermore, City University of New York Guidelines also reference a possible role for the Ombudsman in the “Student Complaint Procedure” process in both the informal and formal stages of complaint resolution. Specifically, The CUNY Student Complaint Procedure (revised 1/26/07) describes a possible role in two sections: (1) In Section III that describes the informal stage of resolution, students are encouraged to attempt to resolve complaints informally with the faculty member or to seek the assistance of the department chairperson or campus ombudsman to facilitate informal resolution and (2) In Section IV that describes the formal stage of resolution, the Fact Finder shall meet with the complaining student and faculty member, either separately or together, to discuss the complaint and to try to resolve it. The Fact Finder may seek the assistance of the campus ombudsman or other appropriate person to facilitate a formal resolution.

Qualifications and process of selection. The Office of Ombudsman shall be governed according to guidelines established in the Senate enabling resolution of November 1984. The Office of Ombudsman shall be headed by a member of the tenured faculty who shall serve as Ombudsman for a term of two years, and who shall be eligible for re-election. The Ombudsman shall be chosen by the President of the College from a panel of candidates nominated by the Senate. Nominations shall take place in the Spring semester by procedures regularly used in Senate elections. In case of a vacancy, the same procedures for submission to the President shall be used in choosing nominees for the unexpired term.

My past two-year term. As I summarize my activities over the past two-year term, I will try my best to avoid disclosing information that could violate the confidentiality of the parties involved. My activities as the Ombudsman have been very limited since my previous report to the Senate in May of 2021. This is likely related to the reduction of faculty and administrators on the campus due to the Coronavirus pandemic and the ensuing post-pandemic climate. I have had only one significant case in this current period, a continuation of a case with a Lehman College faculty member I described in my last report to the Lehman Senate in the Spring of 2021.

Following unsuccessful attempts to get this faculty member's wide range of allegations addressed with officials on the campus, this individual first contacted me in March of 2020 in my role as Research Integrity Officer (RIO), expressing concerns with some Lehman colleagues over a subset of these allegations. This faculty member believed that actions taken by several colleagues qualified as one of the forms of research misconduct defined in CUNY policy. Subsequent to a long telephone meeting and brief email conversations where the faculty member described the nature of the complaints against the colleagues, I concluded that the behaviors described fell outside issues that could be examined by me in my role as RIO. However, in my capacity as Ombudsman, I offered to possibly play the role of impartial moderator in handling other issues that surfaced during our meeting. These involved the faculty member feeling uncomfortable with certain day-to-day interactions with several colleagues on the campus. This individual also raised issues related to an institution outside of Lehman College and CUNY.

Additional issues voiced by this faculty member were subsequently evaluated by appropriate Lehman College administrative offices and officials. For example, the faculty member was unhappy with the nature and outcome of an investigation and sought input from the Ombudsman as well as from union and relevant administration officials. The investigation followed a specific policy that ultimately requires the investigator to report the findings to the President and, following his review, it was decided that no further action was required. The policy contains no specific provision for an employee to appeal the findings to someone within the College or University. However, there are federal, state and local agencies that enforce the laws examined in this investigation and employees have a right to contact such an agency to discuss their concerns. If the agency accepts the complaint, they will conduct their own independent review and issue a determination based on the facts. I transmitted these options to the faculty member. The faculty member indicated that they already sought help from the appropriate state agency but the agency declined to take on the case. The faculty member continued to express dissatisfaction with the way the Lehman College administration handled the investigation and discussed possible next steps with me. Another issue raised by the faculty member has been handled by the College Counsel. The faculty member was unhappy about this interaction and also talked to me further about this issue as well

Over the past two-years, some of this faculty member's concerns have continued to trouble this individual, and a number of new concerns have emerged. This faculty member has also decided not to pursue some of the other original issues. With significant input from the Lehman College Counsel and our legal colleagues at CUNY, I advised the faculty member that the current set of issues should be handled on the academic side of the house, especially by the academic dean and provost. To help guide the academic officials, I crafted an evaluation of the key events of this case and provided suggestions on how to possibly best proceed. This information was sent to the relevant dean and the provost. The dean has spent considerable time in trying to address this faculty member's latest set of concerns. Some of the concerns have proved to be groundless and

others could have some validity. My understanding is that this faculty member is still unsatisfied and has sought assistance from union officials.

Throughout the more than three-year period of my involvement with this case, I have provided this faculty member with what I hope is constructive career guidance. I have done this not so much in my role as the Ombudsman but rather as a senior faculty member with experience as a former chair and frequent past member of the college's Tenure and Promotion Committees.

Comment about being the Ombudsman: I must again say that I have been gratified by the excellent assistance I have received from the College Counsel and every college administrator, faculty member, student, and PSC official that I have interacted with over the six years as the College Ombudsman. It has been a pleasure to work with all of these individuals in striving to solve problems important to Lehman College.