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**Minutes of
The Lehman College Senate Meeting
Wednesday, December 7, 2016
Senate Meeting**

Senators Present:

Acevedo, J.; Akers, M.; Amend, A.; Assoumanou, S.; Azeem, A.; Badillo, D.; Banoum, B.; Bayne, G.; Bergmann, R.; Blanco, L.; Budescu, M.; Cabrera, S.; Campeanu, S.; Carey, R.; Cheng, H.; Conner, P.; Cruz, J.; Diaz, J.; Fayne, H.; Fera, J.; Flores-Veliz, A.; Garcia-Dwyer, D.; Gerry, C.; Gjirikokaj, A.; Gocaj, L.; Jordan, S.; Kanzie, H.; Kremenitzer, J.; Liriano, R.; Luerssen, A.; Machado, E.; Magdaleno, J.; Mak, W.; Manier, D.; Marianetti, M.; Markens, S.; Martín, Ó.; Maybee, J.; Mejia, D.; Munoz, M.; O'Connor, N.; Oh, H.; Ortiz Pena, K.; Pham, M.; Prince, P.; Prohaska, V.; Ramsundar, A.; Rivera, C.; Rivera-McCutchen, R.; Rodricks, B.; Rosario, Y.; Rubin, H.; Sailor, K.; Samuel, L.; Sarmiento, R.; Schlesinger, K.; Sen, G.; Severe, M.; Shanley, D.; Spence, N.; Tananbaum, D.; Valentine, R.; Waring, E.; Williams, J.; Yates, S.; Zucchetto, V.

Senators Absent: Benitez, J.; Bujaj, A.; Calderon, P.; Christian, M.; Clark, Vincent W.; Coit, W.; Delgado, E.; Dellapina, M.; Doyran, M.; Edwards, A.; Finger, R.; Flores, D.; Georges, C. A.; Glover, B.; Gorokhovich, Y.; Graulau, J.; Holloway, J.; Jervis, J.; Kaur, M.; Keso, S.; Latimer, W.; Mazza, C.; McCabe, J.; Minchala, E.; Nadeem, S.; Paddyfoote, A.; Petkov, R.; Pettipiece, D.; Rahath, A.; Ramsundar, S.; Roush, K.; Rupp, S.; Sauane, M.; Sinishtaj, M.; Spencer, R.; Vazquez, F.; Williams, H.

The meeting was called to order by President José L. Cruz at 3:34 p.m.

1. Approval of the Minutes

The minutes of the November 9, 2016 Senate meeting was approved by unanimous voice vote.

2. Announcements and Communications—

a. Report of the President

President Cruz welcomed all to the final meeting of the semester and announced that he would send out a campus-wide email with some new items of information. The President also reminded everyone of the Tech Fee Proposals due on December 12th via Lehman One Access; he hopes to move the initiative forward for the spring semester and asked everyone to consider submitting a proposal.

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b. Student Legislative Assembly—

Ms. Leonora Gocaj called attention to Mr. Vincent Zucchetto, the Executive Assistant to the Vice President of Student Affairs, expressing to all that will be his last meeting as a member of the Senate. Mr. Zucchetto was instrumental in helping students to believe in their goals and efforts to do so; Ms. Gocaj thanked him for his work.

Ms. Gocaj announced that the Student Government Association will be participating in student stress relief activities in the Library, which will be held on December 13th from 3:00 p.m. to 5:00 p.m.; and December 19th from 12:00 p.m. to 2:00 p.m. She wished everyone a happy holiday.

President Cruz took the time note that this is the final meeting for Mary Rogan as well, who is serving in her last official capacity as the Special Counsel; he thanked Ms. Rogan for her work with the Senate.

REPORTS OF STANDING COMMITTEES—

1. Graduate Studies—

Prof. Janet Desimone presented proposals for curriculum changes in the following departments: Journalism, Communication and Theatre; Health Sciences; Counseling, Leadership, Literacy and Special Education. The proposals were approved by unanimous voice vote.

See Attachment I

2. Governance Committee—

Prof. Duane Tananbaum presented the slate of student nominees to fill vacancies on the Senate Standing Committees; all were approved by unanimous voice vote. Prof. Tananbaum also urged all senate committee chairs to acquire a copy of the current list on the Senate website and make any corrections necessary.

72 There was a vacancy on the Governance Committee for a Department Representative. Prof.
73 Joseph Fera, of the Mathematics and Computer Science Department, was nominated by the
74 Committee to replace Prof. Jim Jervis. Prof. Fera was elected by unanimous voice vote.

75 In the absence of Prof. Jervis, there was also a vacancy for a Senator-at-Large. Prof. Devrim
76 Yavuz, a nominee from the previous election, was designated as the successor and is currently
77 serving as a Senator-at-Large.

78 The Committee decided that Vice Provost Becker should report to the Senate today on the
79 recommendations of the Advisory Committee on Student Evaluations; Prof. Tananbaum
80 informed all that this would be for discussion purposes only.

81 See Attachment II.

82 Prof. Tananbaum shared his sentiments on the work of Vincent Zucchetto and Special Counsel,
83 Mary Rogan. He also expressed his appreciation for their positive influence on the College
84 Senate and thanked Mr. Zucchetto and Ms. Rogan for their efforts.

85 The next meeting will be on Wednesday, January 25, 2016 at 1:00 p.m. in Carman 201. The
86 Committee will meet with the Undergraduate Curriculum Committee and the Committee on
87 Admission, Evaluations, and Academic Standards to discuss jurisdictional issues.

88

89 **3. Committee on Admissions, Evaluations and Academic Standards--**

90 There was no report.

91

92 A motion was made to approve all students who applied for graduation and those certified by
93 the Registrar; all were approved by unanimous voice vote.

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95 **4. Undergraduate Curriculum---**

96 Prof. Vincent Prohaska presented proposals for curriculum changes in the following
97 departments: Chemistry; Health Sciences; Speech Language Hearing Sciences; and Social
98 Work. All were approved by unanimous voice vote.

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100 See Attachment III

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The next meeting is scheduled for Wednesday, December 14, 2016 at 1:00 p.m. in SC 1405A.

5. Academic Freedom—

Prof. David Manier, the newly elected chair of the Academic Freedom Committee, presented the report. He reviewed the charge from the Senate and Governance Committee to revise the resolution concerning the University of Chicago Report of the Committee on Freedom of Expression. A draft of the policy, to be proposed at the January 2017 Board of Trustees meeting, was presented for approval. Many issues with the resolution were raised and a motion was made to table the report. The motion was approved by voice vote.

See Attachment IV

6. Library, Technology, and Telecommunication—

Mr. Stephen Castellano presented the report and discussed announcements from the Library, the Division of Information Technology, and Online Education.

See Attachment V

7. Campus Life and Facilities —

There was no report.

8. Budget and Long Range Planning —

There was no report.

The next meeting is scheduled for Wednesday, February 22nd at 3:30 in Shuster 336.

9. University Faculty Senate Report—

Dr. Ayanna Alexander-Street presented the report.

The University Faculty Senate (UFS) discussed admissions rates in the Senior Colleges, which were below average due to an increase in competition from city and private colleges.

133 Another factor was the length of time it takes students to graduate; students do not generally
134 graduate within four years, rather, it takes up to six.

135
136 Expanding fee waivers, changing skill proficiency standards, and utilizing new CUNY
137 admissions systems were also topics that were addressed. All items will be implemented
138 soon.

139
140 It was proposed in the budget for the upcoming year to have a \$250 per year increase at the
141 Senior Colleges; and a \$100 per year increase for the community colleges. Further
142 information on the breakdown on income sources and expenditures may be obtained at
143 CUNY Portal.

144
145 Issues were raised concerning the SPS Program and the Inspector General report. Many
146 speakers, including Chancellor James Milliken, also stressed the need to look at CUNY
147 policies in order to improve upon them and create transparency. To address these issues, UFS
148 will be looking into the College's relationship with the CUNY Research Foundation;
149 although it has yet to be reviewed, it is a priority.

150
151 On Thursday, December 8, 2016, there will be a faculty symposium at the Borough of
152 Manhattan Community College; in the spring, there will also be a symposium at John Jay
153 College, the date for which is to be determined.

154
155 There were concerns about the budget with the governor because of certain CUNY
156 expenditures; former Chancellor, Matthew Goldstein, is still on payroll and is one example as
157 to why that is. Though these concerns were raised, they were left unresolved. There will be
158 further discussion, however, on these issues in future meetings and talk of a resolution.

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161 Old Business----None.

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164 New Business----Vice Provost Stefan Becker presented information on student evaluations for
165 discussion.

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168 **ADJOURNMENT**

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170 President Cruz adjourned the meeting at 4:58 p.m.

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172 Respectfully submitted:

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175 Mary T. Rogan

Governance Committee Report

The Governance Committee nominates Joseph Fera (Mathematics and Computer Science) to fill a vacancy for the rest of this academic year on the Governance Committee.

Academic Freedom Committee

Name	Email
Arber Gjirkokaj	arber.gjirkokaj@lc.cuny.edu
Mica Severe	mica.severe@lc.cuny.edu
Ashley Ann Edwards	ashleyann.edwards@lc.cuny.edu

Admissions, Evaluations, and Academic Standards Committee

Name	Email
Sabrina Ramsundar	sabrina.ramsundar@lc.cuny.edu
Minh Pham	minh.pham@lc.cuny.edu
Jamie Williams	jamie.williams1@lc.cuny.edu

Budget and Long Range Planning Committee

Name	Email
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Hywonin Kanzie	hywonin.kanzie@lc.cuny.edu
Ayanna Paddyfoote	ayanna.paddyfoote@lc.cuny.edu

Campus Life and Facilities Committee

Name	Email
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Michael Akers	michael.akers@lc.cuny.edu
Hywonin Kanzie	hywonin.kanzie@lc.cuny.edu

Governance Committee

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Jose Acevedo	jose.acevedo1@lc.cuny.edu
Leonora Gocaj (Chair)	leonora.gocaj@lc.cuny.edu

Graduate Studies Committee

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Minh Pham	minh.pham@lc.cuny.edu
Ashley Ann Edwards	ashleyann.edwards@lc.cuny.edu

Library, Technology and Telecommunications Committee

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Alex Flores-Veliz	alex.flores@lc.cuny.edu

Undergraduate Curriculum Committee

Name	Email
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Rosemarie Liriano	rosemarie.liriano@lc.cuny.edu
Patricia Calderon	patricia.calderon@lc.cuny.edu

Senate Meeting – December 7, 2016
Graduate Studies Proposed Report

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

Department of Journalism, Communication and Theatre

- withdrawal of THE and COM courses with the exception of THE 796 and COM 770 (to use as transfer courses for programs such as MALS, if needed)
- withdrawal of Master of Arts/Theatre from the graduate bulletin: no record of program being offered or ever approved
- appears there is a listing of this program on NYSED web site, so the department must submit the appropriate paperwork to remove the program from the NYSED registry

Department of Health Sciences

- Course changes (credits and prerequisites): HEA 602; 620; 636; 640; 672; and 673
- MA program/Health Education and Promotion: change in degree requirements and addition of online format for delivery
- MEd/Health Pre-K-12 Teacher: change in degree requirements and removal of sequence

Department of Counseling, Leadership, Literacy and Special Education

- 12-credit Extension in Teaching Students who are Gifted and Talented – addition of online format of delivery and correction of home department

Does anyone have any questions and/or comments?

Our next meeting will on February 8, 2017, at 11 a.m. in Carman B33A.

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

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

CURRICULUM CHANGE

Name of Program and Degree Award: Gifted Education, Advanced Certificate

Hegis Number: 0811.00

Program Code: 31157

Effective Term: Spring 2017

1. **Type of Change:** *Delivery Mode, Program Description, & Program Home*

2. **From:**

~~**Early Childhood and Childhood Education**~~

~~**Early Childhood Education Programs**~~

~~**Early Childhood Education Gifted and Talented Certificate Extension**~~

~~A 12-credit Extension in Teaching Students who are Gifted and Talented is available to any student who already holds an Initial/Professional Certificate as a Teacher of Early Childhood (Birth to Grade 2), Childhood (Grades 1-6), Middle and High School Academic Subjects (Grades 7-12), TESOL (Birth—Grade 12), Literacy Specialist: Early Childhood (Birth—Grade 2), Literacy Specialist: Childhood (Grades 1-6), Literacy Specialist: Middle Childhood and Adolescent Education (Grades 5-12), Early Childhood Special Education (Birth to Grade 2), Childhood Special Education (Grades 1-6), and Adolescent Special Education in an Academic Subject (Grades 7-12).~~

The extension courses focus on the nature and needs of culturally and linguistically diverse gifted and talented students and on best practices for teaching students with these characteristics.

		Credits
EDS 725	Nature and Needs of Culturally and Linguistically Diverse Gifted and Talented K-12 Students in Inclusive and Gifted Classes	3
EDS 726	Assessment of Culturally and Linguistically Diverse Gifted and Talented K-12 Students in Inclusive and Gifted Classes	3
EDS 727	Best Practices for Teaching Culturally and Linguistically Diverse Gifted and Talented Classes	3
EDS	Culturally and Linguistically Diverse Gifted and Talented K-12 Students	3

728 in the Home, School, and Community

3. **To:**

Counseling, Leadership, Literacy, and Special Education

Online Gifted and Talented Certificate Extension

A 12-credit Extension in Teaching Students who are Gifted and Talented is offered online and available to any qualified candidate who already holds a New York State Initial/Professional Certificate as a teacher in Early Childhood (Birth to Grade 2), Childhood (Grades 1-6), or Middle and High School Education (English, Math, Science, or Social Studies Grades 7-12); TESOL (Birth – Grade 12); Literacy Studies; or Special Education.

The program is designed for certified teachers who would want to:

- Add a Gifted Education NYS Certification to their list of credentials;
- Understand the psychology, characteristics, and abilities of gifted students in an inclusive setting; and/or
- Learn instructional strategies for high potential students.

The extension courses focus on the nature and needs of culturally and linguistically diverse gifted and talented students and on best practices for teaching students with these characteristics. Each course requires 10 to 15 hours of observation and fieldwork and candidates' access to a computer and the internet.

		Credits
EDS 725	Nature and Needs of Culturally and Linguistically Diverse Gifted and Talented K-12 Students in Inclusive and Gifted Classes	3
EDS 726	Assessment of Culturally and Linguistically Diverse Gifted and Talented K-12 Students in Inclusive and Gifted Classes	3
EDS 727	Best Practices for Teaching Culturally and Linguistically Diverse Gifted and Talented Classes	3
EDS 728	Culturally and Linguistically Diverse Gifted and Talented K-12 Students in the Home, School, and Community	3

4. **Rationale:**

The New York State Education Department has approved the recent request made by the School of Education for the addition of the distance education format for the already registered Online and Gifted Certificate Extension Program. Therefore, the program description is being updated to ensure accuracy in the graduate bulletin. In addition, there is an error in the program's home department as listed. This program was and currently is housed in the Department of Counseling, Leadership, Literacy and Special Education, and an error occurred when the program was registered with the NYSED.

5. **Date of departmental approval:** October 19, 2016

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

DEPARTMENT OF HEALTH SCIENCES

Curriculum Change

Name of Program and Degree Award: Health Education and Promotion, MA

Hegis Number: 0837.00

Program Code: 02186

Effective Term: Fall 2017

1. **Type of Change:** Change in degree requirements and Addition of Distance Education Format (Online MA format)

2. **From:**

Health Education and Promotion M.A. Program

Degree Requirements

The curriculum consists of 33 graduate credits and ~~includes either a thesis or a comprehensive examination.~~ Course and credit requirements are as follows:

In required HEA courses ~~(24)~~:

	Credits
HEA 600 Biostatistics	3
HEA 602 Research Methods in Health Education	3
HEA 603 History and Philosophy of Health Education and Promotion	3
HEA 620 Health Counseling	3
HEA 622 Organization and Administration of Health Education and Promotion Programs	3
HEA 623 Program Planning and Evaluation in Health Education	3
HEA 670 Field Experience in Health Education	3

~~HEA 600, HEA 603, HEA 670: Students who have previously taken this course (or its equivalent) may substitute a 3-credit HEA elective in its place.~~

~~And one of the following:~~

		Credits
HEA 671	Teaching Strategies for Health; Psychosocial Wellness	_____3
HEA 672	Teaching Strategies for Health: Health Promotion Behaviors	_____3
HEA 673	Teaching: Strategies for Health: Disease and Disability	_____3

In HEA electives (9)

Note: ~~Students who do the thesis option and register for HEA 691 and HEA 692, need to earn only 3 credits of HEA electives. Otherwise, students must take HEA elective courses totaling 9 credits and pass a comprehensive exam.~~

3. To:

Health Education and Promotion M.A. Program

The M.A in Health Education and Promotion is a 33-credit graduate degree that provides advanced academic training for individuals employed or planning to seek employment as health educators in academic, clinical, community, and corporate settings. This program prepares students to meet the expanding need for health education professionals capable of working with the community in a variety of public, private, and professional settings. Graduates of the program may also find career opportunities as health advocates, program planners and evaluators, case managers, policy analysts and health administrators. This degree may also be suitable for individuals such as nurses, social workers, physician assistants or allied health personnel who wish to enhance their qualifications. Upon completion of the degree, students are eligible to sit for the CHES (Certified Health Education Specialist) or MCHES exam (Master Certified Health Education Specialist), a national credential awarded by the National Commission for Health Education Credentialing.

Students also may complete the degree program entirely online by taking online courses only. The online-only option is not available to students studying on an F1 Visa.

Admission requirements

To be considered for admission to the M.A. in Health Education and Promotion, an applicant must:

1. Possess a bachelor's degree from an accredited university.
2. Have completed an approved program of study with a minimum average of approximately B (3.0) in the major and B- (2.7) overall.
3. Submit three letters of recommendation (including one from a professor from

your undergraduate degree program).

4. Submit a personal goal statement.

Degree Requirements

The curriculum consists of 33 graduate credits and a comprehensive examination. Course and credit requirements are as follows:

In required HEA courses (21):

HEA 602	Research Methods in Health Education	3
HEA 603	History and Philosophy of Health Education and Promotion	3
HEA 620	Health Counseling	3
HEA 622	Organization and Administration of Health Education and Promotion Programs	3
HEA 623	Program Planning and Evaluation in Health Education	3
HEA 670*	Field Experience in Health Education	3
HEA 671	Teaching Strategies for Health: Psychosocial Wellness	3

* Subject to departmental permission, students currently employed in the field of health education may take an HEA elective in lieu of HEA 670.

In HEA electives (12):

4. Rationale:

These changes are being proposed to enable the degree program to be more aligned with the responsibilities and competencies for health education specialists as stipulated by the National Commission for Health Education Credentialing (NCHEC). At the completion of this program students are eligible to sit for the CHES or MCHES exam, which is a national certification exam for health education specialists.

- a) A description of the degree and admission requirements have been added as this was previously missing.
- b) HEA 600 has been dropped given that a separate course in Biostatistics (HEA 600) is not required for national certification as a health education specialist (CHES). Relevant content of this course has been incorporated into an existing course (HEA 602 Research Methods in Health Education). This is consistent with similar MA programs in Health Education nation-wide.

- c) In an effort to streamline the program and because we have not had any students do a thesis in the past decade, we have dropped the thesis option and all students will now be required to complete the comprehensive exam. Since students will no longer have the option of doing a thesis, this is another reason for dropping HEA 600. We have added an HEA elective to replace HEA 600 so that students have more opportunity to cover the core competencies of NCHEC.
- d) Students will be required to do HEA 671 instead of having a choice of either HEA 671, 672 or 673. HEA 671 is better suited to students in this program as it is geared more toward community health education practice than HEA 672 and 673 which are geared more towards competencies needed by students in the M.S. Ed. Program.
- e) The following statement has been dropped:
“HEA 600, HEA 603, HEA 670: Students who have previously taken this course (or its equivalent) may substitute a 3-credit HEA elective in its place.”
The reason is that HEA 600 is no longer offered, and we have never had a situation where students had previously taken HEA 603 and needed to do a substitute. It is unclear why it was inserted in the first place many years ago.
- f) In terms of HEA 670, we have inserted an asterisk next to HEA 670 and included this statement:
“Subject to departmental permission, students currently employed in the field of health education may take a HEA elective in lieu of HEA 670.”
This course change has already been approved. We are merely highlighting that students have a choice of doing an elective in place of HEA 670.
- g) This statement has been dropped as it no longer applies given the removal of the thesis option:
“Note: Students who do the thesis option and register for HEA 691 and HEA 692, need to earn only 3 credits of HEA electives. Otherwise, students must take HEA elective courses totaling 9 credits and pass a comprehensive exam.”
- h) The number of required courses has been reduced to 21 since HEA 600 has been dropped and the number of electives has increased to 12 credits. The total number of credits for the degree remains the same.
- i) The addition of a distance education format for the MA degree is in response to high demand from students for a fully online degree. The distance learning format will provide greater flexibility to students by allowing them to complete the program by taking all courses online. Another benefit is that the online format should also increase student enrollment. The addition of a distance education format will not affect the course learning objectives of the existing program.

Everything remains the same. The department will offer at least one section of each course online each year.

5. **Date of departmental approval:** November 9, 2016

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**
DEPARTMENT OF HEALTH SCIENCES

Curriculum Change

Name of Program and Degree Award: Health Pre K-12 Teacher, M.S.Ed.

Hegis Number: 0837.00

Program Code: 25951

Effective Term: Fall 2017

1. **Type of Change:** Change in degree requirements and delete Sequence 2

2. **From:**

Health Pre K-12 Teacher, M.S.Ed. Program

This program is designed for students seeking a master's degree in Teaching Health Education. Graduates of this program are recommended for New York State Initial or Professional Certification in Health Education (Pre K-12). Students are supervised in their fieldwork and student teaching by faculty members of the Health Education program in the Department of Health Sciences. Advisement is provided by the Graduate Program Director and faculty members of the Health Education Program in the Department of Health Sciences and/or the Department of Middle and High School Education.

To be eligible for this Master's Program, potential students must fall into one of the following categories:

Sequence 1 (39 credits). Students who already possess New York State certification in a related area and who seek additional certification in Health Education Pre K-12.

~~*Sequence 2 (51 credits). Liberal arts and sciences graduates who lack professional education coursework and who seek initial certification in Health Education Pre K-12.*~~

~~*Note: Not expected to be offered 2016-2018~~

Sequence 3 (30 credits). Students who already possess New York State certification in health education and who seek professional certification in Health Education Pre K-12.

Admission Requirements

- Possess a Bachelor's degree (or its equivalent) from an accredited college or university.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.
- Demonstrate the ability to successfully pursue graduate study by having attained a minimum cumulative undergraduate grade point average of 3.0 or higher.
- Three letters of recommendation and a Personal Goal Statement.
- For Sequence 1 admission, possess New York State teacher certification in an area other than health education.
- ~~For Sequence 2 admission, submit scores on the appropriate New York State teacher certification examinations. *Note: Not expected to be offered 2016-2018~~
- For Sequence 3 admission, possess New York State teacher certification in health education.

Degree Requirements

Students must consult with the graduate adviser in the health education program before starting their Master's Program. During their first semester, matriculated students are required to plan their graduate program with an adviser in the health education program.

Students must complete one of the ~~three~~ sequences outlined below:

Sequence 1 (39 credits):

For students who already possess New York State certification in another subject and who seek certification in Health Education Pre K-12. Course and credit requirements are as follows:

Required HEA courses (~~12~~ credits):

	Credits
HEA 600 Biostatistics	3
HEA 602 Research Methods in Health Education	3
HEA 603 History and Philosophy of Health Education and Promotion	3
HEA 620 Health Counseling	3

HEA electives (9)

Courses linking health with teaching strategies (9):

	Credits
HEA 671 Teaching Strategies for Health; Psychosocial Wellness	3
HEA 672 Teaching Strategies for Health: Health Promotion Behaviors	3

HEA 673 Teaching: Strategies for Health: Disease and Disability 3

Special Education (3):

ESC 506 Special Needs Education in TESOL and Secondary Settings 3

Or

EDS 701 Understanding Individuals with Disabilities 3

EDS 701: Or equivalent.

Student Teaching (3 credits):

Credits

ESC 595 Internship in Classroom Teaching 1

ESC 611 Seminar in Secondary and TESOL Student Teaching 1

ESC 595: For in-service teachers.

Master's Project (3):

Credits

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

3

ESC 708: Culminates in an approved curriculum project

~~Sequence 2 (51 credits):~~

~~For liberal arts and sciences graduates who lack professional education coursework and who seek initial certification in Health Education Pre K-12. Course and credit requirements are as follows:~~

~~Required HEA courses (12 credits):~~

~~HEA 600 Biostatistics 3~~

~~HEA 602 Research Methods in Health Education 3~~

~~HEA 603 History and Philosophy of Health Education and Promotion 3~~

~~HEA 620 Health Counseling 3~~

~~HEA electives (9)~~

~~Courses linking health with teaching strategies (9):~~

Credits

~~HEA 671 Teaching Strategies for Health; Psychosocial Wellness 3~~

~~HEA 672 Teaching Strategies for Health: Health Promotion Behaviors 3~~

~~HEA 673 Teaching: Strategies for Health: Disease and Disability 3~~

~~Core Education (12 credits):~~

	Credits
ESC 501 Psychological Foundations of Education	3
ESC 502 Historical Foundations of Education: A Multicultural Perspective	3
-	
ESC 506 Special Needs Education in TESOL and Secondary Settings	3
Or	
EDS 701 Understanding Individuals with Disabilities	3
-	
EDR 529 Language, Literacy, and Educational Technology	3
EDS 701: Or equivalent.	

~~Student Teaching (6 credits):~~

	Credits
ESC 596 Student Teaching in the Middle and High School Grades	3
ESC 612 Seminar in Secondary and TESOL Student Teaching	3
ESC 596: For pre-service teachers.	

~~Master's Project (3):~~

	Credits
ESC 708 Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3
ESC 708: Culminates in an approved curriculum project.	

~~Sequence 2 Note: Not expected to be offered 2014-2016~~

Sequence 3 (30 credits):

For students who already possess New York State certification in health education and who seek professional certification in Health Education Pre K-12. The curriculum consists of 30 graduate credits. Course and credit requirements are as follows:

Required HEA courses (12 credits):

	Credits
HEA 600 Biostatistics	3
HEA 602 Research Methods in Health Education	3
HEA 603 History and Philosophy of Health Education and Promotion	3
HEA 620 Health Counseling	3

Courses linking health with teaching strategies (9):

	Credits
HEA 671 Teaching Strategies for Health; Psychosocial Wellness	3
HEA 672 Teaching Strategies for Health: Health Promotion Behaviors	3
HEA 673 Teaching: Strategies for Health: Disease and Disability	3

Special Education (3):

	Credits
ESC 506 Special Needs Education in TESOL and Secondary Settings	3
Or	
EDS 701 Understanding Individuals with Disabilities	3
EDS 701: Or equivalent.	

Student Teaching (3 credits):

	Credits
ESC 595 Internship in Classroom Teaching	1
ESC 611 Seminar in Secondary and TESOL Student Teaching	1
ESC 595: For in-service teachers.	

Master's Project (3):

	Credits
ESC 708 Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3
Culminates in an approved curriculum project	

3. To:**Health Pre K-12 Teacher, M.S.Ed. Program**

This program is designed for students seeking a master's degree in Teaching Health Education. Graduates of this program are recommended for New York State Initial or Professional Certification in Health Education (Pre K-12). Students are supervised in their fieldwork and student teaching by faculty members of the Health Education program in the Department of Health Sciences. Advisement is provided by the Graduate Program Director and faculty members of the Health Education Program in the Department of Health Sciences and/or the Department of Middle and High School Education.

To be eligible for this Master's Program, potential students must fall into one of the following categories:

Sequence 1 (39 credits). Students who already possess New York State certification in a related area and who seek additional certification in Health Education Pre K-12.

Sequence 2 (30 credits). Students who already possess New York State certification in health education and who seek professional certification in Health Education Pre K-12.

Admission Requirements

- Possess a Bachelor's degree (or its equivalent) from an accredited college or university.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.
- Demonstrate the ability to successfully pursue graduate study by having attained a minimum cumulative undergraduate grade point average of 3.0 or higher.
- Three letters of recommendation and a Personal Goal Statement.
- For Sequence 1 admission, possess New York State teacher certification in an area other than health education.
- For Sequence 2 admission, possess New York State teacher certification in health education.

Degree Requirements

Students must consult with the graduate adviser in the health education program before starting their Master's Program. During their first semester, matriculated students are required to plan their graduate program with an adviser in the health education program.

Students must complete one of the two sequences outlined below:

Sequence 1 (39 credits):

For students who already possess New York State certification in another subject and who seek certification in Health Education Pre K-12. Course and credit requirements are as follows:

Required HEA courses (9 credits):

HEA 602 Research Methods in Health Education	3
HEA 603 History and Philosophy of Health Education and Promotion	3
HEA 620 Health Counseling	3

HEA electives (12)

Courses linking health with teaching strategies (9):

	Credits
HEA 671 Teaching Strategies for Health; Psychosocial Wellness	3
HEA 672 Teaching Strategies for Health: Health Promotion Behaviors	3

HEA 673 Teaching: Strategies for Health: Disease and Disability 3

Special Education (3):

	Credits
ESC 506 Special Needs Education in TESOL and Secondary Settings	3
Or	
EDS 701 Understanding Individuals with Disabilities	3
EDS 701: Or equivalent.	

Student Teaching (3 credits):

	Credits
ESC 595 Internship in Classroom Teaching	1
ESC 611 Seminar in Secondary and TESOL Student Teaching	1
ESC 595: For in-service teachers.	

Master's Project (3):

	Credits
ESC 708 Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3
ESC 708: Culminates in an approved curriculum project	

Sequence 2 (30 credits):

For students who already possess New York State certification in health education and who seek professional certification in Health Education Pre K-12. The curriculum consists of 30 graduate credits. Course and credit requirements are as follows:

Required HEA courses (9 credits):

	Credits
HEA 602 Research Methods in Health Education	3
HEA 603 History and Philosophy of Health Education and Promotion	3
HEA 620 Health Counseling	3

Health electives (3)

Courses linking health with teaching strategies (9):

	Credits
HEA 671 Teaching Strategies for Health; Psychosocial Wellness	3
HEA 672 Teaching Strategies for Health: Health Promotion Behaviors	3
HEA 673 Teaching: Strategies for Health: Disease and Disability	3

Special Education (3):

	Credits
ESC 506 Special Needs Education in TESOL and Secondary Settings	3
Or	
EDS 701 Understanding Individuals with Disabilities	3
EDS 701: Or equivalent.	

Student Teaching (3 credits):

	Credits
ESC 595 Internship in Classroom Teaching	1
ESC 611 Seminar in Secondary and TESOL Student Teaching	1
ESC 595: For in-service teachers.	

Master's Project (3):

	Credits
ESC 708 Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3
Culminates in an approved curriculum project	

4. Rationale:

HEA 600 has been dropped from all three sequences. Relevant content of this course has been incorporated into an existing course (HEA 602 Research Methods in Health Education). This is consistent with similar MS Ed Health Teacher programs nation-wide. HEA 600 has been replaced by another health elective. This enables us to increase the number of health content courses (electives) in each sequence so there is more balance between content courses and methods courses.

Sequence 2 (51 credits) has been eliminated. We stopped offering this sequence several years ago. We wish to formally remove it from the bulletin. The sequence was dropped due to very low enrollment. Most schools in the region that employ health teachers require that teachers be certified in not only health but also physical education. There are very limited opportunities for students who do this track as they will end up with only health certification. The majority of our students are in Sequence 1. They are already certified in physical education and are not working toward their health certification in their Master's degree. They will thus be better qualified for openings as PE/Health Teachers in schools.

Sequence 3 (30 credits) has been renamed Sequence 2.

5. Date of departmental approval: October 19, 2016

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Health Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Health Education (HEA)
Course Prefix & Number	HEA 602
Course Title	Research Methods in Health Education
Description	Study of the design, methods, and research tools used in health education. Formulation of a research problem.
Pre/ Co Requisites	HEA 600 or equivalent.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Health Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Health Education (HEA)
Course Prefix & Number	HEA 602
Course Title	Research Methods in Health Education
Description	Study of the design, methods, and research tools used in health education. Formulation of a research problem.
Pre/ Co Requisites	<u>Eighteen credits in health education.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

HEA 600 will be dropped as a required course in both the MA and MS Ed in Health Education. Relevant content of HEA 600 has already been incorporated into HEA 602 Research Methods in Health Education. Hence there is no longer a need for the HEA 600 prerequisite.

A prerequisite has been added whereby students need to have completed 18 graduate credits in HEA before they can take HEA 602. The reason is that HEA 602 is an advanced level course and is best taken after students have already completed several graduate courses in the program. They need to have some mastery of health content before they embark on developing a grant proposal of their own and analyzing research studies in the field which is required in HEA 602.

5. **Date of departmental approval:** 09/28/2016

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Health Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Health Education (HEA)
Course Prefix & Number	HEA 620
Course Title	Health Counseling
Description	Health problems of the school child, remedial procedures, and health-counseling techniques. Notes NOTE: Students (in consultation with the instructor) will be expected to enter into a specific health-counseling situation in depth and follow it to fruition at the end of the semester.
Pre/ Co Requisites	Either a personal health, public health, or physical inspection course (or equivalents), or Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

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

Department(s)	Health Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Health Education (HEA)
Course Prefix & Number	HEA 620
Course Title	Health Counseling
Description	<u>Principles of behavior change and overview of basic counseling skills. Emphasis on helping people with behavior change within school and health settings to promote optimal health.</u>
Pre/ Co Requisites	<u>9 graduate credits in health education or 9 undergraduate and/or graduate credits in nutrition</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:**

This course is required of both HEA and DFN graduate students. A prerequisite has been added whereby students need 9 graduate credits in health education or 9 undergraduate and/or graduate credits in nutrition before they can take HEA 620. HEA 620 is an advanced level course and is best taken after students have already completed several graduate courses. Students need to have some mastery of health or nutrition content before they learn how to counsel people on behavior change.

Course description has been updated to more accurately reflect the content of the course.

The note has been removed as it is no longer relevant.

5. **Date of departmental approval:** 09/28/2016

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Health Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Health Education (HEA)
Course Prefix & Number	HEA 636
Course Title	Perspectives on Death and Dying
Description	Study of death, dying, and bereavement from psychological, social, and cultural perspectives. Topics including end of life care, the effects of different types of death on the grief process, children and bereavement, and grief counseling. Implications for health services delivery.
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
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3. To:

Department(s)	Health Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Health Education (HEA)
Course Prefix & Number	HEA 636
Course Title	Perspectives on Death and Dying
Description	Study of death, dying, and bereavement from psychological, social, and cultural perspectives. Topics including end of life care, the effects of different types of death on the grief process, children and bereavement, and grief counseling. Implications for health services delivery. <u>(Closed to students who have taken an undergraduate course in death and dying or equivalent.)</u>
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:**

Since HEA 636 is an introductory course in death and dying, it is closed to students who have already completed a course in this subject such as HEA 360 Special Topics (Death & Dying) or equivalent.

5. **Date of departmental approval:** 09/28/2016

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Health Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Health Education (HEA)
Course Prefix & Number	HEA 640
Course Title	Nutrition and Chronic Diseases
Description	The relationship of diet to health promotion and disease prevention and management. Emphasis on current dietary patterns in the United States and other industrialized nations and the high incidence of degenerative diseases, such as arteriosclerosis, diabetes mellitus, diverticulosis, and cancer.
Pre/ Co Requisites	BIO 181 and BIO 182 or equivalents and permission of the Department.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General	<u> X </u> Not Applicable

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

Department(s)	Health Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Health Education (HEA)
Course Prefix & Number	HEA 640
Course Title	Nutrition and Chronic Diseases
Description	The relationship of diet to health promotion and disease prevention and management. Emphasis on current dietary patterns in the United States and other industrialized nations and the high incidence of degenerative diseases, such as arteriosclerosis, diabetes mellitus, diverticulosis, and cancer. <u>(Closed to students who have taken HSD 240 or equivalent.)</u>
Pre/ Co Requisites	
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:**

Since HEA 640 is an introductory course in nutrition it is closed to students who have already completed an introductory course in nutrition such as HSD 240 or equivalent.

We have removed the BIO prerequisites as it is not necessary for this type of course.

5. **Date of departmental approval:** 09/28/2016

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Health Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Health Education (HEA)
Course Prefix & Number	HEA 672
Course Title	Teaching Strategies for Health: Health Promotion Behaviors
Description	Study of health behaviors and the promotion of healthy lifestyles. Emphasis will be on using educational strategies to promote health among students from pre K-12. Credits: 3 Offered Fall-Spring
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
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3. To:

Department(s)	Health Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Health Education (HEA)
Course Prefix & Number	HEA 672
Course Title	Teaching Strategies for Health: Health Promotion Behaviors
Description	Study of health behaviors and the promotion of healthy lifestyles. Emphasis will be on using educational strategies to promote health among students from pre K-12.
Pre/ Co Requisites	<u>Open only to MS Ed Health Teacher students or department permission.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

HEA 672 is geared toward students who are in the MS Ed Health Teacher program and emphasis is on teaching strategies about health in the school setting. Students in the MA in Health Education and Promotion who are preparing for careers in community health are better suited taking HEA 671 where assignments are tailored for teaching health in other settings besides schools, such as clinics, hospitals and community based organizations.

The semester when the course is offered is being removed from the description, since this information is not necessary.

5. **Date of departmental approval:** 09/28/2016

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Health Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Health Education (HEA)
Course Prefix & Number	HEA 673
Course Title	Teaching: Strategies for Health: Disease and Disability
Description	Examines the etiology of health problems and risk factors for diseases and disabilities. Emphasis will be on using educational strategies to identify and reduce risks for various health problems among students from pre K-12. Credits: 3 Offered Fall-Spring
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
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3. To:

Department(s)	Health Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Health Education (HEA)
Course Prefix & Number	HEA 673
Course Title	Teaching: Strategies for Health: Disease and Disability
Description	Examines the etiology of health problems and risk factors for diseases and disabilities. Emphasis will be on using educational strategies to identify and reduce risks for various health problems among students from pre K-12.
Pre/ Co Requisites	<u>Open only to MS Ed Health Teacher students or department permission.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

HEA 673 is geared toward students who are in the MS Ed Health Teacher program and emphasis is on teaching strategies about health in the school setting. Students in the MA in Health Education and Promotion who are preparing for careers in community health are better suited taking HEA 671 where assignments are tailored for teaching health in other settings besides schools, such as clinics, hospitals and community based organizations.

The semester when the course is offered is being removed from the description, since this information is not necessary.

5. **Date of departmental approval:** 09/28/2016

Application for Addition of the Distance Education Format
to a Registered Program

Name of Institution: Lehman College

CEO or Designee: Harriet Fayne, Interim Provost and Senior Vice President for Academic Affairs

Signature:

Date:

The signature of the institutional representative indicates the institution's commitment to support the proposed distance education program.

Distance Education Contact Person: Prof. Craig Demmer, Program Director, Department of Health Sciences

Telephone: 718-960-7313

Fax: 718-960-8908

E-mail: craig.demmer@lehman.cuny.edu

Program Title: Master of Arts in Health Education and Promotion

Program Code: 02186

Degree or Certificate Awarded: MA

HEGIS Code: 0837.00

Anticipated enrollment in distance program:

Initial: 15

Maximum by year 60

Term length (in weeks) for the distance program:

15

(Is this the same as term length for classroom program?) Yes x No

How much "**instructional time**" is required per week per credit for a distance course in this program? 3 hrs

(Do not include time spent on activities that would be done outside "class time", such as research, writing assignments, or chat rooms.)

What proportion or percentage of the program will be offered in Distance Education format?

100%

Part A: Institution-wide Issues

See previous document submitted by the college for its first online program.

Part B: Program-Specific Issues

Part B: Program-Specific Issues: Submit this part for each new request to add Distance Education Format to a registered program.

I. LEARNING DESIGN

1. How does your institution ensure that the **same academic standards and requirements** are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

The M.A in Health Education and Promotion is a 33-credit graduate degree that provides advanced academic training for individuals employed or planning to seek employment as health educators in academic, clinical, community, and corporate settings.

The curriculum for “distance” learning at Lehman does not differ from that of the on-ground curriculum. There is one set of curriculum criteria: course description, credit and hour requirements, learning objectives, pre-requisites, and any other curricular requirements. Only the mode of delivery is different as it provides flexibility. Online students adhere to the same academic standards and requirements.

2. Are the courses that make up the distance learning program offered in a sequence or configuration that allows **timely completion of requirements**?

Online and on-ground courses are offered interchangeably and simultaneously in the same semesters and students can register for either type of instruction. The design of the online MA Program is the same as the regular classroom option both equally allowing for timely completion of degree requirements.

Please see appendix for curriculum map. There is a good deal of flexibility in terms of the sequence of courses. Only one course has a prerequisite and that is HEA 670 (Internship) which students take toward the end of the degree. Students are provided with a detailed Student Handbook which provides sample curriculum maps. Students are also encouraged to plan their programs of study with their advisor to enable timely completion of their program.

3. How do faculty ensure that ***the technological tools*** used in the program are appropriate for the content and intended learning outcomes?

We started offering some online courses in the MA Program in 2004. The department works with the office of Online Education to assist in enhancing the program and advising faculty on the appropriate and effective use of educational technologies to meet the intended learning outcomes.

Furthermore, Lehman faculty teaching online and hybrid courses take a training course with the School of Professional Studies, CUNY's online school. The Office of Online Education at Lehman College assists faculty in the course review process utilizing Course Readiness Review Program to ensure course quality and appropriate selection and use of educational technologies. The Information Technology Division, the Library, Technology and Telecommunications College Senate Committee, and the Office of Online Education continuously explore educational technology tools, provide support and training on the appropriate use of the technological tools.

Lehman College uses Blackboard as a common learning management system with standard tools that support class communication and content delivery. Lehman College also has developed a standard Blackboard Course Shell Template to ensure that the course design and educational technology tools are used appropriately and consistently.

4. How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

The learning management system, Blackboard, as well as the course design of the individual courses allows for extensive interaction between instructors and students as well as among the students. The discussion board feature is regularly used for interactive learning, as are features such as blogs and wikis that are built into the Blackboard system. The design of the courses and the quality of the teaching is continuously and closely supervised by the department, specifically by frequent direct observations and evaluations of the teaching practices in online sections.

5. How do faculty teaching online courses verify that students are doing their own work?

The important matter of student identity verification is managed in a number of ways by the online learning management system and by instructors. Students sign into their courses through a secure log-in (portal authorization invokes a 20-digit number unique to each student that functions as the student's password). Students are enrolled in their courses, not by themselves or their instructors, but by a program that works from the student information management system

(CUNYfirst); automated enrollment triangulates each student by name, date of birth and student ID number (all but name being hidden data); portal authorization works the same way. Students attend courses, not just by logging in, but by responding to questions in writing, posting blog and wiki entries, and engaging in synchronous (real-time) or asynchronous discussion; their activity is tracked by monitoring features in Blackboard (which notes where in the site each student is when), while their “social presence” is constituted by audio-visual as well as textual self-representation (the use of voice memos, webcams, photos, etc.). All students are advised personally and meeting with students helps to positively establish the student’s identity.

II. OUTCOMES AND ASSESSMENT

1. Distance learning programs are expected to produce the **same learning outcomes** as comparable classroom-based programs. How are these learning outcomes identified -- in terms of knowledge, skills, or credentials -- in course and program materials?

The learning outcomes are the same for the online and in-class courses which constitute the MA in Health Education and Promotion program. The individual, detailed learning outcomes for each course are described in the course syllabus. Assessment of student learning outcomes in the Health Sciences Department is ongoing and is guided by the standards outlined by the American Association for Health Education (AAHE) for designing and assessing degree programs for professional practice. The Health Sciences department also participates in the College’s ongoing assessment cycle of student learning. The department’s goals and objectives, curriculum map and most recent assessment plan are posted to the College’s Office of Assessment and Planning’s web site – <http://www.lehman.edu/research/assessment/>.

All programs and courses—whether online, hybrid or traditional face-to-face—are subject to the same processes and procedures for the development and approval of learning outcomes. Outcomes are developed in accordance with accreditor recommendations where appropriate, and faculty and school curriculum committees approve these outcomes.

2. Describe how the **means chosen for assessing student learning** in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

The means of assessing student learning are selected by the faculty member to align with the learning objectives for the course. The department works collaboratively to address the quality of assessment methods in face-to-face and online courses. The online program follows the same process for ensuring the appropriateness of assessment methods as on campus programs. Each semester, both in-class and online courses are assessed using Lehman College’s Student Evaluation of Teaching and Learning (SETL) questions. The online courses are assessed through additional questions on the SETL survey which focus on two key areas: the quality of online learning experiences and the students’ perception

of the rigor of the course and the level of interactivity. The results from the Fall 2015 and Spring 2016 (N = 56) SETL survey of online (asynchronous) HEA courses produced the following results in two key areas – the quality of the online learning experience and the students' perception of the rigor of the course and level of interactivity:

7. ONLINE COURSE EXPERIENCE

- Do you have the necessary technological equipment and skills required for this course: 92.5% positive
- Was there adequate technical support if you encountered difficulties? 88.4% positive
- Was the format and page design of the online course easy to use? 84.9% positive
- Were there sufficient instructions given for you to complete all assignments? 92.5 % positive
- Did you participate in online or email conversations with your instructor during the course? 78.8% yes
- Did you participate in online or email conversations with your classmates during the course? 82.7% yes

From these results, it is evident that the online teaching in the program is rigorous, the courses are designed well, the students are well-supported technologically as well as by their instructors, and the courses are highly interactive.

9. THIS COURSE AS COMPARED TO OTHER COLLEGE COURSES YOU HAVE TAKEN

- The intellectual challenge presented was: 92.6% the same or higher
- The amount of effort you put into this course was: 96.7% the same or higher
- The amount of effort to succeed in this course was: 96.8% the same or higher
- Your involvement in this course (doing assignments, etc.) was higher: 58.7%

These results confirm the department's assessment of the comparative rigor of the online teaching and learning within the MA in Health Education and Promotion program and the high level of interactivity both between students and instructor as well as among students themselves.

III. PROGRAM EVALUATION

1. What process is in place to monitor and **evaluate the effectiveness** of the distance learning program on a regular basis?

All online courses and programs are evaluated using the same academic processes as traditional classroom courses and programs. At the end of each semester all courses (online and in-class) are examined and assessed by the Department of Health Sciences to ensure consistency of teaching and content coverage as well as the quality of student learning. The effectiveness of the online and in-class learning is regularly monitored through student evaluations, a review of course syllabi and their implementation in the actual courses. The regular assessment outlined in the previous section represents a

continuous evaluation of the program components, and changes are made when evidence of learning problems surface.

2. How will the evaluation results will be used for ***continuous program improvement?***

The effectiveness of the online and in-class learning is regularly monitored through student evaluations, through a review of syllabi and their implementation in the actual courses, and through student success in subsequent coursework. Since our courses are closely monitored by a small group of faculty, we are able to keep abreast of weaknesses and strengths of courses, teaching, and the performance of students across courses.

The same bench marks used for the in-person classroom instruction will be used for the online option. The regular assessment outlined in the previous section represents a continuous evaluation of the program components, and changes are made when evidence of learning problems surface. This is consistent with the expectations of continuous improvement as suggested by the National Commission for Health Education Credentialing (NCHEC). The aggregate student outcome data will be analyzed and compared with expected student outcomes as is done with our regular on-ground MA program.

3. How will the evaluation process assure that the ***program results in learning outcomes appropriate to the rigor and breadth*** of the college degree or certificate awarded?

As mentioned before, both the online MA and the on-ground MA have identical courses, requirements, methods of assessment etc thus assuring that the online MA has the same rigor and breadth of the on-ground MA that is awarded. Graduates of the online MA performance will be eligible to take the national CHES (Certified Health Education Specialist) exam like graduates of the on-ground MA and their performance on the exam will be compared to graduates of the on-ground MA to ensure the same rigor and breadth of the degree.

APPENDIX: Description of the MA in Health Education and Promotion Program (Online)

Program Goals and Objectives

The graduate program leading to the degree of Master of Arts in Health Education and Promotion (MA) has been offered on-ground for four decades. We started offering some courses online and hybrid courses in 2004.

This 33-credit program may be completed within a year of full-time study or two years part-time. All courses are offered online within each academic year. In addition, there is

flexibility to open up additional sections should there be a need or demand for more sections.

The M.A in Health Education and Promotion provides advanced academic training for individuals employed or planning to seek employment as health educators in academic, clinical, community, and corporate settings. This program prepares students to meet the expanding need for health education professionals capable of working with the community in a variety of public, private, and professional settings. Graduates of the program may also find career opportunities as health advocates, program planners and evaluators, case managers, policy analysts and health administrators. This degree may also be suitable for individuals such as nurses, social workers, physician assistants or allied health personnel who wish to enhance their qualifications. Upon completion of the degree, students are eligible to sit for the CHES exam (Certified Health Education Specialist), a national credential awarded by the National Commission for Health Education Credentialing.

This program prepares students to meet the expanding need for health education professionals capable of working with the community in a variety of public, private, and professional settings. The program emphasizes education as the primary factor for the promotion of health and the prevention of disease. Students learn to provide programs at all levels of the health continuum from wellness to various prevention interventions including primary (health promotion), secondary (early detection and intervention), and tertiary (rehabilitative and therapeutic).

Graduates of the program are trained to possess the competencies delineated by the National Commission for Health Education Credentialing, Inc:

- Planning effective health education programs.
- Implementing health education programs.
- Evaluating the effectiveness of health education programs.
- Coordinating provisions of health education services.
- Acting as a resource person in health education.
- Communicating health and health education needs, concerns, and resources.
- Applying appropriate research principles and methods in health education.
- Administering health education programs.
- Advancing the profession of health education.

Program Philosophy

- Health educators can affect beneficial changes in the health, health literacy, and health behavior of their students.
- The role of learning and affective experiences is important in health education.
- Self-motivation and self-evaluation are critical in enhancing the learning experience.
- Maintaining a strict code of ethics is crucial for health educators to protect the confidentiality and trust of their students and/or clients.

Program Goals

The goals of the graduate program in health education and promotion are to:

- Prepare students in the MA (Health Education and Promotion) degree to sit for the Certified Health Education Specialist (CHES) exam.
- Prepare dynamic health education specialists to work in health care and community settings, organizations, and public and private health care agencies.
- Provide high quality instruction to students.
- Maintain a high quality academic program with high quality students.
- Provide students with the theory, knowledge, and needed skills to integrate the principles of health promotion into a variety of community, research, clinical, business or school settings.
- Differentiate the practice of health education from that of other helping professions by emphasizing the teaching-learning process for improving the health status of defined populations.

Program Objectives

Students will be prepared to:

- Gather, organize, and analyze health promotion data;
- Plan, including goals and objectives; implement; and evaluate health promotion programs.
- Use a range of educational and counseling strategies to promote healthy behaviors.
- Communicate demographic, statistical, programmatic, and scientific information to professional and lay audiences;
- Utilize appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic backgrounds, and persons of all ages and lifestyle preferences;
- Collaborate with community partners to promote the health of the population; establish and maintain linkages with key stakeholders; develop, implement, and evaluate a community health assessment;
- Apply basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflict in health promotion settings;
- Prepare proposals for funding from external sources and manage budgetary and information systems.
- Act as a resource person in health promotion.
- Apply appropriate research principles and methods in health promotion.
- Administer health promotion programs.
- Advance the profession of health promotion.

Graduates will demonstrate the following:

- A mastery of public health knowledge and skills, including community organization, community assessment, program planning, implementation/service delivery, and evaluation; theories of health behavior change; and the concepts and

- interventions for health promotion/disease prevention.
- A mastery of skills that are required to use electronic media as currently employed in the health education field.
 - Knowledge of the values and ethics that guide decision-making in the practice of health education, and implications of these for public health and health education policies.
 - Knowledge of multicultural influences on health and health behavior change.
 - A mastery of fundamental research skills through involvement in research activities, including research design, implementation, analysis and reporting.
 - Completion of a community-based internship in which students will gain an understanding of health education practice and the role of the internship experience.

M.A. Program in Health Education and Promotion
Degree Requirements

The curriculum consists of 33 graduate credits and includes a comprehensive examination. Course and credit requirements are as follows:

M.A. in Health Education and Promotion		
Required courses (Total of 21 credits):		
HEA 602	Research Methods in Health Education	3 credits
HEA 603	History & Philosophy of Health Education	3 credits
HEA 620	Health Counseling	3 credits
HEA 622	Org & Admin of Health Ed Programs	3 credits
HEA 623	Program Planning and Evaluation	3 credits
HEA 670	Field Experience	3 credits
HEA 671	Teaching Strategies for Health (Psychosocial Wellness)	3 credits
Elective courses (Total of 12 credits):		
HEA 507	Human Sexuality	3 credits
HEA 509	Drugs and Substance Abuse	3 credits
HEA 636	Perspectives on Death and Dying	3 credits
HEA 640	Nutrition and Chronic Diseases	3 credits
HEA 680	Special Topics in Health (e.g., HIV/AIDS, Health & Aging, Women & Health)	3 credits
HEA 685	Independent Study in Health Ed & Promotion	3 credits
TOTAL CREDITS FOR DEGREE: 33		

MA in Health Education and Promotion (Online):

Applicants for the MA (Online Option) in Health Education and Program must meet the same requirements for admission as students for the on-ground MA in Health Education and Promotion. All courses in the online option will be offered online.

Sample Curriculum Map (One Year Full-Time):

Fall Semester (12 credits)

HEA elective 3 cr.

HEA 671 3 cr.

HEA 603 3 cr.

HEA 620 3 cr.

Winter Semester (3 credits)

HEA elective 3 cr

Spring Semester (12 credits)

HEA 602 3 cr.

HEA 622 3 cr.

HEA 623 3 cr.

HEA 670 3 cr.

Summer Semester (6 credits)

HEA elective 3 cr.

HEA elective 3 cr.

Sample Curriculum Map (Two Years Part-Time):

Year 1

Fall Semester (6 credits)

HEA elective 3 cr.

HEA 603 3 cr.

Winter Semester (3 credits)

HEA elective 3 cr

Spring Semester (6 credits)

HEA 622 3 cr.

HEA 623 3 cr.

Summer Semester (6 credits)

HEA elective 3 cr.

HEA elective 3 cr.

Year 2

Fall Semester (6 credits)

HEA 620 3 cr.

HEA 671 3 cr.

Spring Semester (6 credits)

HEA 602 3 cr.

HEA 670 3 cr.

List of Faculty teaching in-class and online courses for the MA in Health Education and Promotion:

Craig Demmer, EdD, PhD

Danna Ethan, EdD, MSW

Lisa Fusco, EdD

Soo-ill Lee, PhD

Gul Sonmez, PhD

Jessie Gonzalez, MA, MCHES

Michael Buscemi, MS Ed

Michael Gulino, MS Ed

Alma Idehen, MA

[All faculty have several years' experience teaching online courses. The Program Director, Craig Demmer, has 15 years' experience with online teaching]

Application for Changes in a Currently Registered Program Leading to Certification in Teacher Certification/Educational Leadership

- Institutions offering registered programs leading to teacher certification/education leadership certification must seek and receive approval for the types of proposed changes listed below before implementing the changes.
- For changes in certificate type (e.g., from permanent to professional), please use the appropriate form for registering new programs.
- Establishing an existing program at a new location requires new registration of the program.
- If you have any questions about a proposed change, please call (518) 474-1551.
- Mail one copy of the complete application packet to:

Coordinator
Registration of Teacher Education Programs
Office of College and University Evaluation
Office of Higher Education
Education Building – 5 North Mezzanine
New York State Education Department
89 Washington Avenue, Albany, NY 12234

Program Changes that Require Approval

Changes in Program Content

1. Changes in the program's focus or design (e.g., eliminating childhood education course work in a childhood education program), including a change in the program's major or concentration that changes its focus (e.g., changing a social studies' concentration from history and geography to economics which might result in fewer than 21 credits in history and geography);
2. Adding or eliminating a major or concentration;
3. Altering the liberal arts and science content in a way that impacts the degree classification, as defined in Section 3.47(c)(1-4) of [Regents Rules](#);
4. A cumulative curricular change¹ of 1/3 or more of the pedagogical core from the date of the last registered approval of the program;
5. Eliminating a requirement for completion, including an internship, student-teaching, or practicum;

Changes in Program Information

6. A change in award (e.g., from B.S. to B.A.; from Advanced Certificate to M.A.);
7. A change in program title (e.g., from Teaching Students with Disabilities at Childhood Level to Inclusive Childhood Education);
8. A change in format (e.g., from day to evening, from full-time to part-time);
9. A change in delivery mode² (i.e., from traditional format to on-line format of the program);
10. A change in the total number of credits of any certificate or advanced certificate program;
11. Adding/deleting a certificate title (e.g., adding Birth-2 to an existing program leading to Childhood 1-6; adding a 5-6 extension);
12. Discontinuing a program;

Establishing New Programs Based on Existing Registered Programs

13. Combining a registered undergraduate program in the appropriate content area and a registered graduate program leading to teacher certification as a dual degree program (e.g., a B.S. and an M.S. combined as a five-year B.S./M.S.); or
14. Creating a new program from a concentration/track in an existing program.

Note:

¹When a curricular change occurs, the institution must ensure that the revised program meets all the regulatory requirements.

²Please refer to Guidelines for Registering Distance Education Programs.

NEW YORK STATE EDUCATION DEPARTMENT
Office of College and University Evaluation

**Request for Change in a Currently Registered Program
Leading to Certification in Teacher Certification/Educational Leadership**

A. Name of institution: Lehman
College, CUNY

B. Address of institution: 250 Bedford Park Blvd West, Bronx, NY 10468

C. CEO or designee*

Name and title:

Harriet Fayne, Interim Provost

Signature and date:

D. Contact person, if different

Name and title:

Gul Sonmez

Telephone: 718-960-7755

Fax:

E-mail:

Gul.Sonmez@lehman.cuny.edu

E. Current program title:

MS Health

F. Current award:

Pre K-12Teacher, M.S.Ed.

G. Current

HEGIS code: 0837.00

H. Program code:

25951

*THE CEO/CHANCELLOR/PROVOST SHOULD INFORM THIS DEPARTMENT IN WRITING WHEN THERE IS A CHANGE IN THE DESIGNATED PERSON.

I. Current certificate title(s) to which the program leads:

J. CEO or designees* of the participating institutions (only applicable to joint programs)

Name and title:

Signature and date:

Proposed Changes: Check all the proposed changes that apply and provide the information if applicable.

Section I. Changes in Program Content:

Describe and explain the proposed changes; provide a side-by-side comparison of the existing and newly modified programs. **If new courses are being added as part of the noted change(s)**, provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

Changes in the program's focus or design

X Adding or eliminating a major or concentration

Sequence 2 (51 credits) has been eliminated. Please see attached curriculum change document showing existing program and proposed newly modified program.

Altering the liberal arts and science content

- A cumulative curricular change of 1/3 or more of the pedagogical core

- Eliminating a requirement for completion

Section II. Changes in Program Information

- A change in degree award** (e.g., from B.S. to B.A.)
 - a) Indicate proposed degree award:
 - b) Indicate how the program meets Section 3.47 and Section 3.50 of the Regents Rules on degree requirements:

- A change in program title**
Indicate proposed program title:

- A change in format** (e.g., from day to evening, from full-time to part-time)
 - a) Indicate proposed format:
 - b) Describe availability of courses and any change in faculty, resources, or support services:
 - c) For a request to add or change a program format, use the Scheduling Table to show the sequencing and scheduling of courses in the program.

- A change in delivery mode** (e.g., from traditional format to on-line format of the program)
 - a) Indicate proposed delivery mode:
 - b) Describe availability of courses and any change in faculty, resources, or support services:

- A change in number of credits**
Indicate the current number of credits:
Indicate proposed number of credits:

Adding a certificate title (e.g., adding 5-6 extension)

a) Indicate certificate title(s) to be added:

b) Use the Program Chart to indicate how the courses meet the regulatory requirements for the added certificate titles.

Deleting a certificate title

Indicate certificate title(s) to be deleted:

Discontinuing a program

Indicate a date* to discontinue the program:

*In the event that any students do not complete studies in this/these curriculum(s) by the termination date, it is the responsibility of the institution to request an extension of the registration period for the program or to make other arrangements for those students to complete their studies.

Section III. Establishing New Programs Based on Existing Registered Programs

Combining two existing programs into a dual degree program*

- a) Indicate program title, degree award, program code, and certificate title(s) (if applicable) of the existing programs:

	Program Title	Degree Award	Program Code	Certificate Titles
Program 1				
Program 2				

- b) Indicate program title, degree award, and certificate title(s) of the proposed dual degree program:

Program Title:

Degree Award:

Certificate Title(s):

- c) List the courses that will be counted toward both degree awards:
- d) Indicate length of time for candidates to complete the proposed program:
- e) Use Scheduling Table to show the sequencing and scheduling of courses in the dual degree program.

*Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual degree program; no degrees or certificates may be issued until the entire dual degree program is completed.

□ **Creating a new program from a concentration/track in an existing program**

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

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

- a) Information from the Application for Registration of a New Program form: cover page (page 1), Sample Program Schedule form, and faculty information charts (full-time faculty, part-time faculty, and faculty to be hired);
- b) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program;
- c) Expected impact on existing program;
- d) Adjustments the institution will make to its current resource allocations to support the program; and
- e) Statement confirming that the admission standards and process and evaluation methods are the same as the existing registered program.

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

DEPARTMENT OF HEALTH SCIENCES

Curriculum Change

Name of Program and Degree Award: Health Pre K-12 Teacher, M.S.Ed.

Hegis Number: 0837.00

Program Code: 25951

Effective Term: Fall 2017

1. **Type of Change:** Change in degree requirements and delete Sequence 2

2. **From:**

Health Pre K-12 Teacher, M.S.Ed. Program

This program is designed for students seeking a master's degree in Teaching Health Education. Graduates of this program are recommended for New York State Initial or Professional Certification in Health Education (Pre K-12). Students are supervised in their fieldwork and student teaching by faculty members of the Health Education program in the Department of Health Sciences. Advisement is provided by the Graduate Program Director and faculty members of the Health Education Program in the Department of Health Sciences and/or the Department of Middle and High School Education.

To be eligible for this Master's Program, potential students must fall into one of the following categories:

Sequence 1 (39 credits). Students who already possess New York State certification in a related area and who seek additional certification in Health Education Pre K-12.

Sequence 2 (51 credits). Liberal arts and sciences graduates who lack professional education coursework and who seek initial certification in Health Education Pre K-12.

**Note: Not expected to be offered 2016-2018*

Sequence 3 (30 credits). Students who already possess New York State certification in health education and who seek professional certification in Health Education Pre K-12.

Admission Requirements

- Possess a Bachelor's degree (or its equivalent) from an accredited college or university.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.

- Demonstrate the ability to successfully pursue graduate study by having attained a minimum cumulative undergraduate grade point average of 3.0 or higher.
- Three letters of recommendation and a Personal Goal Statement.
- For Sequence 1 admission, possess New York State teacher certification in an area other than health education.
- ~~For Sequence 2 admission, submit scores on the appropriate New York State teacher certification examinations. *Note: Not expected to be offered 2016-2018~~
- For Sequence 3 admission, possess New York State teacher certification in health education.

Degree Requirements

Students must consult with the graduate adviser in the health education program before starting their Master's Program. During their first semester, matriculated students are required to plan their graduate program with an adviser in the health education program.

Students must complete one of the ~~three~~ sequences outlined below:

Sequence 1 (39 credits):

For students who already possess New York State certification in another subject and who seek certification in Health Education Pre K-12. Course and credit requirements are as follows:

Required HEA courses (42 credits):

	Credits
HEA 600 Biostatistics	3
HEA 602 Research Methods in Health Education	3
HEA 603 History and Philosophy of Health Education and Promotion	3
HEA 620 Health Counseling	3

HEA electives (9)

Courses linking health with teaching strategies (9):

	Credits
HEA 671 Teaching Strategies for Health; Psychosocial Wellness	3
HEA 672 Teaching Strategies for Health: Health Promotion Behaviors	3
HEA 673 Teaching: Strategies for Health: Disease and Disability	3

Special Education (3):

ESC 506 Special Needs Education in TESOL and Secondary Settings	3
Or	
EDS 701 Understanding Individuals with Disabilities	3

EDS 701: Or equivalent.

Student Teaching (3 credits):

	Credits
ESC 595 Internship in Classroom Teaching	1
ESC 611 Seminar in Secondary and TESOL Student Teaching	1
ESC 595: For in-service teachers.	

Master's Project (3):

	Credits
ESC 708 Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3
ESC 708: Culminates in an approved curriculum project	

~~Sequence 2 (51 credits):~~

~~For liberal arts and sciences graduates who lack professional education coursework and who seek initial certification in Health Education Pre K-12. Course and credit requirements are as follows:~~

~~Required HEA courses (12 credits):~~

HEA 600 Biostatistics	3
HEA 602 Research Methods in Health Education	3
HEA 603 History and Philosophy of Health Education and Promotion	3
HEA 620 Health Counseling	3

~~HEA electives (9)~~

~~Courses linking health with teaching strategies (9):~~

	Credits
HEA 671 Teaching Strategies for Health; Psychosocial Wellness	3
HEA 672 Teaching Strategies for Health: Health Promotion Behaviors	3
HEA 673 Teaching: Strategies for Health: Disease and Disability	3

~~Core Education (12 credits):~~

	Credits
ESC 501 Psychological Foundations of Education	3
ESC 502 Historical Foundations of Education: A Multicultural Perspective	3
-	
ESC 506 Special Needs Education in TESOL and Secondary Settings	3
Or	
EDS 701 Understanding Individuals with Disabilities	3
-	

~~EDR 529 Language, Literacy, and Educational Technology 3~~
~~EDS 701: Or equivalent.~~

~~Student Teaching (6 credits):~~

	Credits
ESC 596 Student Teaching in the Middle and High School Grades	3
ESC 612 Seminar in Secondary and TESOL Student Teaching	3
ESC 596: For pre-service teachers.	

~~Master's Project (3):~~

	Credits
ESC 708 Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3
ESC 708: Culminates in an approved curriculum project.	

~~Sequence 2 Note: Not expected to be offered 2014-2016~~

Sequence 3 (30 credits):

For students who already possess New York State certification in health education and who seek professional certification in Health Education Pre K-12. The curriculum consists of 30 graduate credits. Course and credit requirements are as follows:

Required HEA courses (12 credits):

	Credits
HEA 600 Biostatistics	3
HEA 602 Research Methods in Health Education	3
HEA 603 History and Philosophy of Health Education and Promotion	3
HEA 620 Health Counseling	3

Courses linking health with teaching strategies (9):

	Credits
HEA 671 Teaching Strategies for Health; Psychosocial Wellness	3
HEA 672 Teaching Strategies for Health: Health Promotion Behaviors	3
HEA 673 Teaching: Strategies for Health: Disease and Disability	3

Special Education (3):

	Credits
ESC 506 Special Needs Education in TESOL and Secondary Settings	3
Or	
EDS 701 Understanding Individuals with Disabilities	3
EDS 701: Or equivalent.	

Student Teaching (3 credits):

	Credits
ESC 595 Internship in Classroom Teaching	1
ESC 611 Seminar in Secondary and TESOL Student Teaching	1
ESC 595: For in-service teachers.	
Master's Project (3):	
	Credits
ESC 708 Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3
Culminates in an approved curriculum project	

3. To:

Health Pre K-12 Teacher, M.S.Ed. Program

This program is designed for students seeking a master's degree in Teaching Health Education. Graduates of this program are recommended for New York State Initial or Professional Certification in Health Education (Pre K-12). Students are supervised in their fieldwork and student teaching by faculty members of the Health Education program in the Department of Health Sciences. Advisement is provided by the Graduate Program Director and faculty members of the Health Education Program in the Department of Health Sciences and/or the Department of Middle and High School Education.

To be eligible for this Master's Program, potential students must fall into one of the following categories:

Sequence 1 (39 credits). Students who already possess New York State certification in a related area and who seek additional certification in Health Education Pre K-12.

Sequence 2 (30 credits). Students who already possess New York State certification in health education and who seek professional certification in Health Education Pre K-12.

Admission Requirements

- Possess a Bachelor's degree (or its equivalent) from an accredited college or university.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.
- Demonstrate the ability to successfully pursue graduate study by having attained a minimum cumulative undergraduate grade point average of 3.0 or higher.
- Three letters of recommendation and a Personal Goal Statement.
- For Sequence 1 admission, possess New York State teacher certification in an area other than health education.
- For Sequence 2 admission, possess New York State teacher certification in health education.

Degree Requirements

Students must consult with the graduate adviser in the health education program before starting their Master's Program. During their first semester, matriculated students are required to plan their graduate program with an adviser in the health education program.

Students must complete one of the two sequences outlined below:

Sequence 1 (39 credits):

For students who already possess New York State certification in another subject and who seek certification in Health Education Pre K-12. Course and credit requirements are as follows:

Required HEA courses (9 credits):

HEA 602 Research Methods in Health Education	3
HEA 603 History and Philosophy of Health Education and Promotion	3
HEA 620 Health Counseling	3

HEA electives (12)

Courses linking health with teaching strategies (9):

	Credits
HEA 671 Teaching Strategies for Health; Psychosocial Wellness	3
HEA 672 Teaching Strategies for Health: Health Promotion Behaviors	3
HEA 673 Teaching: Strategies for Health: Disease and Disability	3

Special Education (3):

	Credits
ESC 506 Special Needs Education in TESOL and Secondary Settings	3
Or	
EDS 701 Understanding Individuals with Disabilities	3
EDS 701: Or equivalent.	

Student Teaching (3 credits):

	Credits
ESC 595 Internship in Classroom Teaching	1
ESC 611 Seminar in Secondary and TESOL Student Teaching	1
ESC 595: For in-service teachers.	

Master's Project (3):

	Credits
ESC 708 Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

ESC 708: Culminates in an approved curriculum project

Sequence 2 (30 credits):

For students who already possess New York State certification in health education and who seek professional certification in Health Education Pre K-12. The curriculum consists of 30 graduate credits. Course and credit requirements are as follows:

Required HEA courses (9 credits):

	Credits
HEA 602 Research Methods in Health Education	3
HEA 603 History and Philosophy of Health Education and Promotion	3
HEA 620 Health Counseling	3

Health electives (3)

Courses linking health with teaching strategies (9):

	Credits
HEA 671 Teaching Strategies for Health; Psychosocial Wellness	3
HEA 672 Teaching Strategies for Health: Health Promotion Behaviors	3
HEA 673 Teaching: Strategies for Health: Disease and Disability	3

Special Education (3):

	Credits
ESC 506 Special Needs Education in TESOL and Secondary Settings	3
Or	
EDS 701 Understanding Individuals with Disabilities	3
EDS 701: Or equivalent.	

Student Teaching (3 credits):

	Credits
ESC 595 Internship in Classroom Teaching	1
ESC 611 Seminar in Secondary and TESOL Student Teaching	1
ESC 595: For in-service teachers.	

Master's Project (3):

	Credits
ESC 708 Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3
Culminates in an approved curriculum project	

4. Rationale:

HEA 600 has been dropped from all three sequences. Relevant content of this course has been incorporated into an existing course (HEA 602 Research Methods in Health Education). This is consistent with similar MS Ed Health Teacher programs nation-wide. HEA 600 has been replaced by another health elective. This enables us to increase the number of health content courses (electives) in each sequence so there is more balance between content courses and methods courses.

Sequence 2 (51 credits) has been eliminated. We stopped offering this sequence several years ago. We wish to formally remove it from the bulletin. The sequence was dropped due to very low enrollment. Most schools in the region that employ health teachers require that teachers be certified in not only health but also physical education. There are very limited opportunities for students who do this track as they will end up with only health certification. The majority of our students are in Sequence 1. They are already certified in physical education and are not working toward their health certification in their Master's degree. They will thus be better qualified for openings as PE/Health Teachers in schools.

Sequence 3 (30 credits) has been renamed Sequence 2.

5. Date of departmental approval: October 19, 2016

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

DEPARTMENT OF JOURNALISM, COMMUNICATION AND THEATRE

CURRICULUM CHANGE

Name of Program and Degree Award: Speech and Theatre, MA

Hegis Number: 1506.00

Program Code: 02645

Effective Term: Spring 2017

1. **Type of Change:** Withdrawal of the Master of Arts in Speech and Theatre

2. **Description:**

Department Chair: Patricio Lertzundi (Carman Hall, Room 259)

Faculty and Staff: Distinguished Lecturers: Michael Bacon; Professors: William M. Hoffman, Patricio Lertzundi, Miguel Pérez; Associate Professors: Richard Blot, Marjorie Rosen; Assistant Professors: Nicholas Boston, Jonah Brucker-Cohen, Claudia W. Case, Amy Larimer, Jennifer McCabe, Thomas O'Hanlon, Susan Watson-Turner; Lecturers: James Carney, Christine McKenna, Jennifer MacKenzie, Philip Ruiz, Ni'Ja Whitson Adebanjo; College Laboratory Technicians: Yves Dossous, Susan Soetaert; a HEO: Orlando Lorca

The Department of Journalism, Communication, and Theatre offer a graduate program leading to the degree of Master of Arts in Theatre. Registration in all courses requires Departmental permission. Upon admission to the program, students must see the Graduate Coordinator, who will assign an area adviser to guide the student's course of study.

Admission Requirements*

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study, that is, have attained a minimum undergraduate grade average of B+ in the field selected for the graduate major and a minimum grade average of B+ in the undergraduate record as a whole.
- Students accepted for matriculation in the M.A. Program in Theatre must have completed the Lehman College undergraduate major in Theatre, or its equivalent at another institution, or have completed 27 credits of prerequisite coursework.
- Two letters of recommendation.

*Note: Students are not being accepted into this program in the period 2013-2015.

Degree Requirements

Each candidate must complete an approved program of study of at least 30 credits, which shall include SPE 700 (Introduction to Research Methods). Up to nine hours of

related courses in other departments may be counted toward the 30 credits, with permission of the Graduate Coordinator.

In addition to the course requirements, the candidate must (1) present an acceptable thesis in the student's area of specialization and/or (2) complete and satisfactorily pass an oral and/or written comprehensive examination. The student's choice requires approval by a faculty committee in the area of specialization. A student who does not write a thesis may not take THE 799 (Thesis Seminar). Instead, the student must earn 3 credits in another course, to achieve a total of 33 credits.

3. Rationale:

The MA program in speech and theatre is registered with the New York State Education Department, but it has never been offered. There are no students enrolled in this program and the department is withdrawing the program. The department does not have the faculty to run the program and will not in the foreseeable future.

4. Date of departmental approval: December 16, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION AND THEATRE

CURRICULUM CHANGE

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

2. **Description:**

- THE 670: Advanced Oral Interpretation (3 hours, 3 credits)
- THE 671: Seminar in Oral Interpretation (3 hours, 3 credits)
- THE 676: Creative Dramatics for Children (3 hours, 3 credits)
- THE 720: Theory of Theatre Aesthetics (3 hours, 3 credits)
- THE 725: Independent Study (3 hours, 3 credits)
- THE 730: Theatre Criticism I (3 hours, 3 credits)
- THE 731: Theatre Criticism II (3 hours, 3 credits)
- THE 733: Tragedy in Theatre (3 hours, 3 credits)
- THE 734: Comedy in Theatre (3 hours, 3 credits)
- THE 740: Studies in Theatre (3 hours, 3 credits)
- THE 761: Nonverbal Theatre (3 hours, 3 credits)
- THE 763: Styles of Acting (3 hours, 3 credits)
- THE 765: Directing (3 hours, 3 credits)
- THE 799: Thesis Seminar (3 hours, 3 credits)
- COM 502: Speech in the Language Arts Program in the Elementary and Junior High Schools (3 hours, 3 credits)
- COM 600: Philosophical Foundations of Speech in the High Schools (3 Hours, 3 credits)
- COM 601: Studies in the Teaching of Speech in the High Schools (3 hours, 3 credits)
- COM 744: Mass Communications and Society (3 hours, 3 credits)
- COM 760: Form and Style in Communication (3 hours, 3 credits)
- COM 761: British Public Address (3 hours, 3 credits)
- COM 763: American Public Address (3 hours, 3 credits)
- COM 765: Seminar in Public and Group Communication (3 hours, 3 credits)
- COM 766: Persuasive Theory (3 hours, 3 credits)
- COM 767: Communication Theory (3 hours, 3 credits)
- COM 768: Small Group Communication (3 hours, 3 credits)
- COM 769: Communication Acquisition (3 hours, 3 credits)
- COM 771: History and Development of Rhetorical Theory (3 hours, 3 credits)
- COM 775: Speech Criticism (3 hours, 3 credits)
- COM 790: Radio and Television in Society (3 hours, 3 credits)

3. Rationale:

The MA program in speech and theatre is registered with the New York State Education Department, but it has never been offered. There are no students enrolled in this program and the department is withdrawing the program. The THE courses are connected with the MA program in speech and theatre and are being withdrawn, as well. The department does not have the faculty to run the program or offer the THE courses and will not in the foreseeable future. In addition, COM courses are no longer offered. THE 796 and COM 770 are not being withdrawn, so they can be used as transfer courses for other programs (e.g., MALS), if needed.

4. Date of departmental approval: December 16, 2015

Change or Adapt a Registered Program

Use the [Request to Change or Adapt a Registered Program](#) form to request program changes that require approval by the State Education Department (see chart).^{*} For **programs that are registered jointly** with another institution, all participating institutions must confirm support for the changes.

Exceptions:

- To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](#) for guidance.
- To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.

Changes and Adaptations Requiring State Education Department Approval

Changes in Program Content (all programs)

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

Other Changes (all programs)

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

Establishing New Programs Based on Existing Registered Programs

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

PLEASE NOTE:

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

^{*} **CUNY and SUNY** institutions: contact System Administration for guidance.



NEW YORK STATE EDUCATION DEPARTMENT
 Office of Higher Education—Office of College and University Evaluation
 89 Washington Avenue, Albany, NY 12234
 (518) 474-2593 Fax: (518) 486-2779
 ocueinfo@mail.nysed.gov
<http://www.highered.nysed.gov/ocue/>

Request to Change or Adapt a Registered Program

Item	Response <i>(type in the requested information)</i>
Institution name and address	Lehman College <i>Additional information:</i> <ul style="list-style-type: none"> ▪ Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	Program title: Speech and Theatre <u>Award</u> (e.g., B.A., M.S.): MA Credits: HEGIS code: 1506.00 <u>Program code</u> : 02645
Contact person for this proposal	Name and title: Amy Larimer, Associate Professor Telephone: 718 960 8016 Fax: E-mail: amy.larimer@lehman.cuny.edu
CEO (or designee) approval	Name and title: Harriet R. Fayne, Interim Provost and Senior Vice President for Academic Affairs Signature and date:
<i>Signature affirms the institution's commitment to support the program as revised.</i>	If the program will be registered jointly¹ with another institution, provide the following information:
	Partner institution's name: Name and title of partner institution's CEO: Signature of partner institution's CEO:

- For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.
- To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](#) for guidance.
- To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.
- If the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

¹ If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm.

Check all changes that apply and provide the requested information.

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

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

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

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

- Program title**
- Program award**
- Mode of Delivery** (**Note:** if the change involves adding a **distance education format** to a registered program, please complete the [distance education application](#).)
- Discontinuing a program:** indicate the date by which the program will be discontinued.² January 1st, 2017
- Format change** (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)
 - a) Indicate proposed format:
 - b) Describe availability of courses and any change in faculty, resources, or support services:
 - c) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the program.

² If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.

Establishing New Programs Based on Existing Registered Programs

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

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

	Program Title	Degree Award	Program Code
Program 1			
Program 2			

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

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

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

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

- a) Information from the Application for Registration of a New Program form: cover page (page 1), Sample Program Schedule form, and faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)
- b) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:
- c) Expected impact on existing program:
- d) Adjustments the institution will make to its current resource allocations to support the program:
- e) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program:

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

September 2009

³ Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.

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

DEPARTMENT OF JOURNALISM, COMMUNICATION AND THEATRE

CURRICULUM CHANGE

Name of Program and Degree Award: Speech and Theatre, MA

Hegis Number: 1506.00

Program Code: 02645

Effective Term: Spring 2017

1. **Type of Change:** Withdrawal of the Master of Arts in Speech and Theatre

2. **Description:**

Department Chair: Patricio Lertzundi (Carman Hall, Room 259)

Faculty and Staff: Distinguished Lecturers: Michael Bacon; Professors: William M. Hoffman, Patricio Lertzundi, Miguel Pérez; Associate Professors: Richard Blot, Marjorie Rosen; Assistant Professors: Nicholas Boston, Jonah Brucker-Cohen, Claudia W. Case, Amy Larimer, Jennifer McCabe, Thomas O'Hanlon, Susan Watson-Turner; Lecturers: James Carney, Christine McKenna, Jennifer MacKenzie, Philip Ruiz, Ni'Ja Whitson Adebajo; College Laboratory Technicians: Yves Dossous, Susan Soetaert; a HEO: Orlando Lorca

The Department of Journalism, Communication, and Theatre offer a graduate program leading to the degree of Master of Arts in Theatre. Registration in all courses requires Departmental permission. Upon admission to the program, students must see the Graduate Coordinator, who will assign an area adviser to guide the student's course of study.

Admission Requirements*

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study, that is, have attained a minimum undergraduate grade average of B+ in the field selected for the graduate major and a minimum grade average of B+ in the undergraduate record as a whole.
- Students accepted for matriculation in the M.A. Program in Theatre must have completed the Lehman College undergraduate major in Theatre, or its equivalent at another institution, or have completed 27 credits of prerequisite coursework.
- Two letters of recommendation.

*Note: Students are not being accepted into this program in the period 2013-2015.

Degree Requirements

Each candidate must complete an approved program of study of at least 30 credits, which shall include SPE 700 (Introduction to Research Methods). Up to nine hours of related courses in other departments may be counted toward the 30 credits, with permission of the Graduate Coordinator.

In addition to the course requirements, the candidate must (1) present an acceptable thesis in the student's area of specialization and/or (2) complete and satisfactorily pass an oral and/or written comprehensive examination. The student's choice requires approval by a faculty committee in the

area of specialization. A student who does not write a thesis may not take THE 799 (Thesis Seminar). Instead, the student must earn 3 credits in another course, to achieve a total of 33 credits.

3. Rationale:

The MA program in speech and theatre is registered with the New York State Education Department, but it has never been offered. There are no students enrolled in this program and the department is withdrawing the program. The department does not have the faculty to run the program and will not in the foreseeable future.

4. Date of departmental approval: December 16, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION AND THEATRE

CURRICULUM CHANGE

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

2. **Description:**

THE 670: Advanced Oral Interpretation (3 hours, 3 credits)
THE 671: Seminar in Oral Interpretation (3 hours, 3 credits)
THE 676: Creative Dramatics for Children (3 hours, 3 credits)
THE 720: Theory of Theatre Aesthetics (3 hours, 3 credits)
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THE 734: Comedy in Theatre (3 hours, 3 credits)
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THE 761: Nonverbal Theatre (3 hours, 3 credits)
THE 763: Styles of Acting (3 hours, 3 credits)
THE 765: Directing (3 hours, 3 credits)
THE 799: Thesis Seminar (3 hours, 3 credits)
COM 502: Speech in the Language Arts Program in the Elementary and Junior High
Schools (3 hours, 3 credits)
COM 600: Philosophical Foundations of Speech in the High Schools (3 Hours, 3 credits)
COM 601: Studies in the Teaching of Speech in the High Schools (3 hours, 3 credits)
COM 744: Mass Communications and Society (3 hours, 3 credits)
COM 760: Form and Style in Communication (3 hours, 3 credits)
COM 761: British Public Address (3 hours, 3 credits)
COM 763: American Public Address (3 hours, 3 credits)
COM 765: Seminar in Public and Group Communication (3 hours, 3 credits)
COM 766: Persuasive Theory (3 hours, 3 credits)
COM 767: Communication Theory (3 hours, 3 credits)
COM 768: Small Group Communication (3 hours, 3 credits)
COM 769: Communication Acquisition (3 hours, 3 credits)
COM 771: History and Development of Rhetorical Theory (3 hours, 3 credits)
COM 775: Speech Criticism (3 hours, 3 credits)
COM 790: Radio and Television in Society (3 hours, 3 credits)

3. **Rationale:**

The MA program in speech and theatre is registered with the New York State Education Department, but it has never been offered. There are no students enrolled in this program and the department is withdrawing the program. The THE courses are connected with the MA program in speech and

theatre and are being withdrawn, as well. The department does not have the faculty to run the program or offer the THE courses and will not in the foreseeable future. In addition, COM courses are no longer offered. THE 796 and COM 770 are not being withdrawn, so they can be used as transfer courses for other programs (e.g., MALS), if needed.

4. **Date of departmental approval:** December 16, 2015

Senate Meeting – December 7, 2016

Undergraduate Curriculum Committee (UCC) Report

**The following proposals were approved unanimously by the UCC
with a quorum present (9 of 10 members in attendance) on November 16, 2016:**

1. Chemistry
 - Change course CHE 342
 - Change course CHE 344
 - Change course CHE 442
 - Change course CHE 443
2. Health Sciences
 - Change degree requirements DFN BS
3. Speech, Language Hearing Sciences
 - Change degree requirements SPA BA
4. Social Work
 - Change degree requirements BA

Next meeting: February 8, 2017, 1 p.m., SC 1405A

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

1. **Type of Change:** Change in course title, course description, pre/corequisites

2. **From:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 342
Course Title	Physical Chemistry Lecture I
Description	Fall term only. An in-depth study of thermodynamics, states of matter, statistical thermodynamics, kinetics, and an introduction to quantum mechanics. The relation between experiment and theory will be emphasized. Note: This course meets the requirements of the A.C.S.-certified B.S. in chemistry
Pre/ Co Requisites	PREREQ: CHE 168-169, PHY 169, and MAT 176
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

3. To:

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 342
Course Title	Physical Chemistry <u>Course in Quantum Chemistry</u>
Description	<u>Molecular theory of chemistry with principles and applications including quantum mechanics, molecular structure and spectroscopy</u>
Pre/ Co Requisites	PREREQ: CHE 168, PHY 169, and MAT 176
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

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

The Chemistry Department has decided to formally separate the Physical Chemistry concepts of Thermodynamics, Kinetics and Quantum Mechanics into 2 distinct courses. CHE 342 will henceforth be the course focused on Quantum Mechanics and CHE 344 will henceforth be the course focused on Thermodynamics and Kinetics. This requires a change to the course title and course description in both cases.

In addition, the Chemistry Department no longer requires students who take CHE 342 to take CHE 169 (General Chemistry Laboratory II) as a pre-requisite course. CHE 169 was required as a pre-requisite in the past because it was a co-requisite to CHE 168 (General Chemistry Lecture I). CHE 168 can now be taken independently of CHE 169 and students require only the knowledge from the CHE 168 lecture course for CHE 342.

5. **Date of departmental approval:** October 31, 2016

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

1. **Type of Change:** Change in course title, course description, pre/corequisites

2. **From:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 344
Course Title	Physical Chemistry Lecture II
Description	Spring term only. Continuation of CHE 342.
Pre/ Co Requisites	PREREQ: CHE 342
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

3. **To:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 344
Course Title	Physical Chemistry <u>Course in Kinetics and Thermodynamics</u>
Description	<u>Selected topics drawn from thermodynamics, states of matter, statistical thermodynamics and kinetics with an emphasis on the relation between experiment and theory.</u>
Pre/ Co Requisites	PREREQ: <u>CHE 168, PHY 169, and MAT 176</u>
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

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

The Chemistry Department has decided to formally separate the Physical Chemistry concepts of Thermodynamics, Kinetics and Quantum Mechanics into 2 distinct courses. CHE 342 will henceforth be the course focused on Quantum Mechanics and CHE 344 will henceforth be the course focused on Thermodynamics and Kinetics. This requires a change to the course title and course description in both cases.

In addition, the Chemistry Department no longer requires students who take CHE 344 to take CHE 342 as a pre-requisite course. Instead the department requires students to

take CHE 168, PHY 169 and MAT 176 to acquire the knowledge required to succeed in CHE 344. These are the same pre-requisite courses that are going to be required for CHE 342.

5. **Date of departmental approval:** October 31, 2016

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

1. **Type of Change:** Change in course description and pre/corequisites.

2. **From:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 442
Course Title	Inorganic Chemistry
Description	Developments in modern chemical theories in the interpretation and explanation of the properties of, and relationships existing between, the elements and their compounds.
Pre/ Co Requisites	PREREQ: CHE 234. PRE-or COREQ: CHE 334 or 344
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

3. To:

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 442
Course Title	Inorganic Chemistry
Description	<u>Inorganic chemical principles including concepts of bonding, intermolecular forces, acid-base behavior, and reduction-oxidation properties.</u>
Pre/ Co Requisites	PREREQ: CHE 234. PRE-or COREQ: <u>CHE 249</u>
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

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

The Chemistry Department no longer requires students who take CHE 442 to take CHE 332 (Intro to PChem) or CHE 342 (PChem) as a pre or co-requisite, instead the department would require students to take CHE 249 (Quantitative Analysis) as a pre or co-requisite course. Based on the changes to the course content (as outlined below) the prior knowledge required to be successful in CHE 442 is learned in CHE 234 (Organic

Chemistry 2, the current pre-requisite course) and CHE 249 (the newly added pre or co-requisite course).

This is the first course in the Advanced Topics of Inorganic Chemistry series offered by the department to comply with the requirements of the American Chemical Society. In this capacity CHE 442 will focus on expanding the general chemistry background of students into the fundamental area of Inorganic Chemistry. In order to comprehend and succeed in the second semester of the Advanced Inorganic Chemistry courses, it is crucial to tie the fundamental knowledge of Chemistry to the more advanced chemical principles in Inorganic Chemistry. In this course the knowledge required for success will be built by meeting the learning objectives below.

CHE 442 Learning Objectives:

- State and apply the major basic concepts of inorganic chemistry.
- Explain the periodicity of chemical and physical properties.
- Explain how the nature of chemical bonding influences the molecular structure.
- Recognize the principles of the reduction-oxidation processes and differentiate these from other chemical processes.
- Differentiate between the main types of chemical reactions.
- Describe the Main Group Elements. Synthesis, structure, physical properties, variations in bonding motifs, acid - base character, and reactivities of the elements and their compound
- Differentiate between normal inorganic compounds and coordinative complexes.

This change is required to comply with the current requirements of the American Chemical Society.

5. **Date of departmental approval:** October 31, 2016

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

1. **Type of Change:** Change in course title, course description, number of course credits, number of course hours and pre/corequisites.

2. **From:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 443
Course Title	Inorganic Chemistry Laboratory
Description	Inorganic synthesis and characterization of compounds by instrumental and other modern techniques.
Pre/ Co Requisites	PREREQ: CHE 234-235. PRE-or COREQ: CHE 344 and 442
Credits	4
Hours	2
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

3. To:

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 443
Course Title	<u>Advanced Inorganic Chemistry</u>
Description	<u>Advanced studies in modern inorganic chemical theories on the interpretation and explanation of the properties, and relations between the elements, their compounds and structures.</u>
Pre/ Co Requisites	PREREQ: CHE 235 <u>and 442</u> . PRE-or COREQ: <u>CHE 342</u>
Credits	<u>5</u>
Hours	<u>8 (2 lecture, 6 lab)</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The Chemistry Department no longer requires students who take CHE 443 to take CHE 234 (Organic Chemistry 2) as a pre-requisite course. CHE 234 is the pre-requisite course to CHE 442 (Inorganic Chemistry), which we would like to change from a pre or co-requisite course to a pre-requisite course. Based on the changes to the course content outlined below the prior knowledge required to be successful in CHE 443 is learned in CHE 235 (Organic Chemistry 2 lab, the current pre-requisite course), CHE 442 (Inorganic Chemistry, the newly added pre-requisite course) and CHE 342

(Physical Chemistry course in Quantum Chemistry). CHE 342 replaces the original CHE 344 pre/co-requisite based on the changes to the CHE 342 and CHE 344 Physical Chemistry courses (see separate curriculum proposals).

CHE 443 will be transformed into the second semester of the Advanced Topics of Inorganic Chemistry to meet the demands of the American Chemical Society. CHE 443 will be an "In-Depth" course with a focus on extending the knowledge acquired in the first semester CHE 442 course and expanding into the laboratory arena.

The department currently teaches 2 Upper Level "In-Depth" Courses that are comprised of both a lecture and laboratory component, and in both cases these courses were established as 5 credit courses comprised of 2 hours of lecture instruction and 6 hours of laboratory instruction. To successfully accommodate both the depth and amount of content covered in CHE 443 and comply with the current model for Upper Level "In-Depth" courses already in existence, the department would like to change CHE 443 from a 1-credit 2-hour laboratory course to a 5-credit, 8-hour course comprised of 2 hours of lecture instruction and 6 hours of laboratory instruction.

In CHE 443 the "In-Depth" knowledge required will be built by meeting the learning objectives below.

CHE 443 Learning Objectives: SWBAT

For the lecture component:

- State and apply the major basic concepts of inorganic chemistry.
- Explain Atomic Structure Spectra and orbitals, ionization energy, electron affinity, shielding and effective nuclear charge
- Describe Covalent Molecular Substances. Geometries (symmetry point groups), valence bond theory (hybridization, σ , π , δ bonds), molecular orbital theory (homo and heteronuclear diatomics, multi - centered MO, electron -deficient molecules, π -donor and acceptor ligands).
- Apply the concepts of group theory in the spectroscopy of inorganic molecules.
- Explain the structure of the inorganic solids.
- Describe the structure of coordination compounds, to write the chemical formulas of these and to know the main theories which explain the bonding in complexes and electronic spectra.
- Describe Organometallic Chemistry. Metal carbonyls, hydrocarbon and carbocyclic ligands, 18-electron rule (saturation and unsaturation), synthesis and properties, patterns of reactivity (substitution, oxidative addition and reductive elimination, insertion and de-insertion, nucleophilic attack on ligands, isomerization, transmetallation, stereochemical nonrigidity).

For the laboratory component:

- Prepare simple inorganic compounds that have various applications.
- Determine if a reaction has gone to completion.
- Write a chemical equation that represents a chemical reaction for the preparation of a compound;

- Represent the structure of a prepared compound.
- Write a scientific report that includes the interpretation of the experimental data.

This change is required to comply with the current requirements of the American Chemical Society.

5. **Date of departmental approval:** October 31, 2016

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

Hegis Number: 1308.00

Program Code: 82141

Effective Term: Spring 2017

1. **Type of Change:** Change in Progression Criteria

2. **From:**

An application to declare the Didactic Program in Dietetics (Didactic Program in Dietetics, DFN major Option I) is required. The application must be submitted to the DPD director by the semester prior to acceptance and entry into the major: December 1st for entry in the Spring semester and April 1st for entry in the Fall semester. A minimum GPA of 3.0 is required for admittance into the DPD and must be maintained or students will be dropped from the program. Students applying for acceptance into the DPD may be required to take a pre-entry examination to assess aptitude for the program. Students completing the program are required to take the DPD qualifying examination prior to receipt of the Verification Statement. For further information, please see the DPD Handbook. Students who are not accepted into Option I may elect to major in DFN Option II.

3. **To:**

An application to declare the Didactic Program in Dietetics (Didactic Program in Dietetics, DFN major Option I) is required. The application must be submitted to the DPD director by the semester prior to acceptance and entry into the major: December 1st for entry in the Spring semester and April 1st for entry in the Fall semester.

A minimum GPA of 3.0 is required for admittance into the DPD and must be maintained or students will be dropped from the program. Students applying for acceptance into the DPD may be required to take a pre-entry examination to assess aptitude for the program.

DPD students must act in accordance with the CUNY Policy on Academic Integrity (<http://www.lehman.edu/academics/arts-humanities/documents/CUNYPOLICYONACADEMICINTEGRITY.pdf>); successfully complete a course on plagiarism (<https://www.indiana.edu/~academy/firstPrinciples/certificationTests/index.html>); and

comply with the Code of Ethics for the Profession of Dietetics adopted by the Academy for Nutrition and Dietetics (<http://www.eatrightpro.org/resources/career/code-of-ethics/what-is-the-code-of-ethics>) in order to progress in the program. Students who violate the Code of Ethics or the Policy on Academic Integrity will be dropped from the program, in addition to any other sanctions that may be imposed by the College or the Profession.

Students completing the program are required to take the DPD qualifying examination prior to receipt of the Verification Statement. For further information, please see the DPD Handbook. Students who are not accepted into Option I may elect to major in DFN Option II.

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

The Accreditation Council for Nutrition and Dietetics requires that the “DPD must have progression policies that take into account academic integrity and professional behavior.” Students that maintain academic integrity and professional behavior according to a Code of Ethics are more likely to succeed in the academic environment and in the professional world.

5. Date of departmental approval: 10-19-16

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

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

Hegis Number: 2104.00

Program Code: 822477

Effective Term: Spring 2017

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

2. **From:**

~~Students may submit the application for admission to the Social Work program after completing the following requirements, or during the semester in which they are completing these requirements:~~

- Minimum of ~~48~~ college credits
- ~~Introduction to Social Work (SWK 237)~~
- Foundations of Sociology (SOC 166)
- Minimum cumulative index of 2.7. Note: A minimum cumulative index of 2.9 is recommended.

Application forms are available in the Social Work Department office, Carman Hall, Room B18 ~~or may be downloaded~~. All students are encouraged to consult the Pre- and Corequisite Guide when planning their program. To discuss eligibility for admission and to plan your program, contact Catherine Cassidy, Undergraduate Social Work Program Coordinator, in Carman Hall, Room B-18, 718-960-6782

3. **To:**

Students' applications for admission to the Social Work program will be considered based on the completion of the following requirements, or completed during the semester in which they are submitting their application:

- Minimum of 54 college credits (prior to the beginning of the program).
- Introduction to Social Work and Social Welfare (SWK 237)
- Foundations of Sociology (SOC 166)
- Minimum cumulative index of 2.7. Note: A minimum cumulative index of 2.9 is recommended. Because admission to the program is competitive, achievement of the minimum or recommended GPA does not guarantee acceptance.

Application forms are available in the Social Work Department office, Carman Hall, Room B18. All students are encouraged to consult the Pre- and Corequisite Guide when planning their program. To discuss eligibility for admission and to plan your program, contact Catherine Cassidy, Undergraduate Social Work Program Coordinator, in Carman Hall, Room B-18, 718-960-6782

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

We are requesting that the minimum credit requirement for admission to the Social Work Program be raised from 48 to 54 credits. With the 54-credit requirement it is possible that students can graduate in 2 years if they take summer and winter courses.

The Social Work major was intended for the junior and senior years and all core social work sequences are scheduled for Fall-Spring classes. Although only 48 credits were required it was very unusual for a student to apply with fewer than 60 credits as almost all students applying to the program were transfers with Associate degrees from community colleges.

The majority of our students transfer into Lehman with an associate's degree and 60 credits. However we noted an increase in the number of students who have applied to the program with only 48 completed credits. Those who begin the major with 48 credits are unlikely to graduate in 2 years. After completing the Fieldwork sequence, which is scheduled September through May of the senior year, many students are offered employment in their fieldwork agencies with the expectation that they would be graduating in May. If they have not yet completed their degree they cannot be offered these jobs. This then is a loss to both our students and the social service agencies that want to hire them. In addition, some students prefer to go into an M.S.W. program with advanced standing immediately after graduation; this too is not possible as most graduate programs begin in the Fall.

Rationale for corrections:

The name of the course, "Introduction to Social Work" was previously changed to Introduction to Social Work and Social Welfare. It appears with the new name elsewhere in the catalog.

The application for the undergraduate Social Work Program is not and has never been available online. It is important that we have the opportunity to meet with students wishing to apply for major advisement.

5. Date of departmental approval:

September 14, 2016

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Speech Pathology and Audiology; B.A.

Hegis Number: 1220.00

Program Code: 79084

Effective Term: Spring 2017

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

2. **From:**

Speech Pathology and Audiology, B.A. (47-Credit Major)

All applicants to the Major must first apply for admission to the College. After being admitted to the College, students apply to the Department of Speech-Language-Hearing Sciences to declare a Major in Speech Pathology and Audiology. To remain in the major students must take four of the five required courses chosen from SPV 221 (LNG 230), SPV (LNG) 245, SPV 246 (LNG 160), SPV (LNG) 247, and SPV 249 —and maintain a minimum cumulative index of 2.7 (B-) in these courses. Students who do not achieve a cumulative GPA of 2.7 in these first four courses may use them as a Minor in Speech Pathology and Audiology.

The required credits are distributed as follows:

	Credits
SPV 221 Language Acquisition	3
SPV 245 Articulatory Phonetics	3
SPV 246 Introduction to Linguistics	3
SPV 247 Anatomy and Physiology of the Speech Mechanism	3
SPV 249 Speech and Hearing Science	3
SPV 312 Bilingualism	3
SPV 326 Speech Pathology: Functional Disorders	3
SPV 327 Speech Pathology: Organic Disorders	3
SPV 328 Introduction to Audiology	3
SPV 430 Clinical Methods and Supervised Observation	3

Social Science requirement:

	Credits
PSY 166 General Psychology	3
Or	
SOC 166 Fundamentals of Sociology	3

Biological Science requirement:

	Credits
BIO 183 Human Biology	4
Or	
BIO 166 Principles of Biology: Cells and Genes	4

Natural Science requirement:

	Credits
PHY 141 Sound, Speech and Music	3

Statistics requirement:

	Credits
MAT 132 Introduction to Statistics	4

Writing requirement:

	Credits
ENW 3070 Health and Science Writing	3

3. **To:** Underline the changes:Speech Pathology and Audiology, B.A. (47.5 Credit Major)

All applicants to the Major must first apply for admission to the College. After being admitted to the College, students apply to the Department of Speech-Language-Hearing Sciences to declare a Major in Speech Pathology and Audiology. To remain in the major students must take four of the five required courses chosen from SPV 221 (LNG 230), SPV (LNG) 245, SPV 246 (LNG 160), SPV (LNG) 247, and SPV 249 —and maintain a minimum cumulative index of 2.7 (B-) in these courses. Students who do not achieve a cumulative GPA of 2.7 in these first four courses may use them as a Minor in Speech Pathology and Audiology.

The required credits are distributed as follows:

	Credits
SPV 221 Language Acquisition	3
SPV 245 Articulatory Phonetics	3
SPV 246 Introduction to Linguistics	3
SPV 247 Anatomy and Physiology of the Speech Mechanism	3
SPV 249 Speech and Hearing Science	3
SPV 312 Bilingualism	3
SPV 326 Speech Pathology: Functional Disorders	3
SPV 327 Speech Pathology: Organic Disorders	3
SPV 328 Introduction to Audiology	3
SPV 430 Clinical Methods and Supervised Observation	3

Social Science requirement:

	Credits
PSY 166 General Psychology	3
Or	
SOC 166 Fundamentals of Sociology	3

Biological Science requirement:

	Credits
BIO 183 Human Biology	4
Or	

BIO 166	Principles of Biology: Cells and Genes	4
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Natural Science requirement:

		Credits
<u>PHY 140</u>	<u>The Physics of Sound</u>	<u>3.5</u>

Statistics requirement:

		Credits
MAT 132	Introduction to Statistics	4

Writing requirement:

		Credits
ENW 3070	Health and Science Writing	3

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

- The Natural Science requirement is changed from PHY 141 (3 credits) to PHY 140 (3.5 credits) because PHY 141 is being eliminated and PHY 140 is designed by the Department of Physics to meet the curriculum content needs of students majoring in speech language pathology and audiology, including a .5 credit lab.
- The change in degree requirements for the B.A. in Speech Pathology and Audiology does not impact the learning outcomes of the department and major.

5. Date of departmental approval: October 14, 2016

Report of the Academic Freedom Committee

On November 28, 2016, the Academic Freedom Committee unanimously approved the following resolution:

<<The Committee expresses its support for the University of Chicago Report of the Committee on Freedom of Expression, as appointed in July 2014 by President Zimmer and Provost Isaacs, and expresses its concern that the CUNY Policy on Freedom of Expression and Expressive Conduct can be understood as weakening the University of Chicago's strong commitment to "a completely free and open discussion of ideas.">>

Submitted by Prof. David Manier, Chair, Academic Freedom Committee



Library Technology and Telecommunications Senate Committee Meeting

Meeting Date: December 7, 2016

Attendance: Stephen Castellano, Stefanie Havelka, Anna Luerksen, Susan Markens, Sean O'Heir, Edi Ruiz, Kenneth Schlesinger, Olenz Zhadko

Student Senator Representatives: Alex Florex-Feliz and Abu Rahath

Excused: VP Ron Bergmann, Sherry Deckman, Mr. Vincent Sandella, Jessica Yood

Library

The Library will be open Extended Hours as a Study Hall during Final Exam Period, December 7-21. We welcome student feedback about this new service - and encourage students to take advantage of this opportunity.

Library is sponsoring two Faculty Open Educational Resources Fellowships of \$1000 each to encourage development, curation, and adaptation of OER resources. Submission deadline is Friday, December 16th. Please contact Stacy Katz for additional information.

Library's final Reading of semester will be Political Science's Jeanette Graulau with *Underground Wealth of Nations* Monday, December 12th, 4:00-5:00 PM in the Treehouse.

Library announces a Stress Relief Event - co-sponsored by Student Government - during Final Exams on Tuesday, December 13th from 3:00-5:00 PM and Monday, December 19th from 12:00-2:00 PM.

Alison Lehner-Quam, Robin Wright, Jennifer Pogalli and Rebecca West have just published an article in the Journal of Information Literacy. The article is titled: Flipping the classroom in business and education one-shot sessions: a research study. To view the article Google: journal of information literacy lehman college flipping the classroom article 2016

The Library will be open for Extended Hours for students to study during the Final Exam Period: December 7th-December 21st. Computers ARE available to students during the Open Study Hall Extended Hours. PRINTING and COPYING SERVICES are NOT available during the late-night/extended hours. Printing and Copying services will resume at 8AM when the Library resumes normal operations. The Library

welcomes student feedback on the Open Study Hall Extended Hours Program. Please take advantage of the Study Hall

The Library is sponsoring two Open Educational Resources Fellowships of \$1,000.00 each to encourage the development, curation and adaptation of Open Educational Resources. Awards are open to full-time Lehman Faculty. Submission deadline is: FRIDAY, December 16th. For application information, please contact Stacy Katz at College Extension: 7767

The Library Announces the their final Reading and Discussion of the semester with Professor Jeanette Graulau of Political Science. The event takes place on Monday, December 12th from 4-5pm in the Library Treehouse Room 317. Professor Graulau will be reading from her soon to be published book: The Underground Wealth of Nations: On The Capitalist Origins of Silver Mining. Please contact College Extension 7756 to RSVP.

The Library also announces a STRESS RELIEF EVENT-co sponsored by The Student Government Association. Come and Relax and get away from the stress of final exams on Tuesday, December 13th between 3 and 5pm and Monday, December 19th from 12-2pm.

Division of Information Technology

VP Ron Bergmann reports that The CUNY-wide Technology Conference was held at John Jay College on December 1 and 2. Several members of the Lehman community presented at workshop sessions, which were well-received. Workshop topics included Lehman 360, iDeclare, Turnitin, and Accessibility Best Practices.

Lehman received the IT Excellence in Technology Award for Innovation for the college's process automation a platform. Elkin Urrea, of IT, manages the automation initiative was recognized for his service to the College.

Members of the Library faculty were also recognized for their collaboration with the CUNY Central Office on the CUNY Academic Works, a new service of the CUNY libraries.

In addition, Lehman was among the nominees for the Award for Outstanding Project Serving Students, Faculty and/or Staff for Lehman's state-of-the-art collaborative learning spaces project

Online Education

Online Education reported that Blackboard will be undergoing an upgrade beginning on December 27th @ 6:30am-December 28th at 8pm. During this time period, Blackboard will be unavailable. The annual upgrade will NOT introduce any

new user features. However, Bb will have a “cleaner, updated” look. The upgrade will include some database upgrades.

The Office of Online Education is currently conducting faculty workshops to introduce the faculty to the new course template. Online Education will be producing a short video-tour for the community announcing the new template.

Online Education has been conducting Faculty Workshops on Turnitin. We will be offering additional workshops during January to support faculty developing their courses for the spring semester. Turnitin is a web-based application available in Blackboard that helps students improve their writing skills, reduce plagiarism and makes it easy to give your students good feedback about their writing. PICK UP A HANDOUT ON YOUR WAY OUT

If you are planning to teach online in Spring 2017, consider applying to the CUNY SPS 2-week fully online workshop "Preparation for Teaching Online". The workshop will take place January 9-22. The announcement will be sent out later this week.

To assist faculty in getting their online and hybrid courses ready the Office of Online Education is offering a COURSE readiness Review tool. Email is being sent next week.

Next Committee Meeting is scheduled for February 1st at 11am Location TBA

Respectfully submitted,

Stefanie Havelka and Stephen Castellano
Co-Chairs

Revision of the SETL Survey

Lehman College

Report

November 23, 2016

Content

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1. Revised SETL Survey

Dear Students,

This 5 to 10-minute survey gives you the opportunity to evaluate your course and instructor. We assure you that preserving the confidentiality of your evaluation is a priority. No one, including the instructor, is able to see the evaluations until after grades have been submitted and finalized for the course. Unless a student identifies herself or himself in the written comments sections, no instructor is able to connect any response in any part of the evaluation with any individual student. Your responses and written comments will help your instructors and departments understand what you appreciate or what you are concerned about.

Course

1. I learned a lot in this course.
 - A) Strongly agree
 - B) Agree
 - C) Neither agree nor disagree
 - D) Disagree
 - E) Strongly disagree

Please comment: _____

2. The pacing, content, and materials were ____
 - A) Not at all challenging
 - B) Slightly challenging
 - C) Somewhat challenging
 - D) Moderately challenging
 - E) Extremely challenging

Please comment: _____

3. On average, I have spent ____ hours per week doing work for this course outside of class.
 - A) 0-2
 - B) 2-4
 - C) 4-6
 - D) 6-8
 - E) 8-10
 - F) 10-12
 - G) > 12

Please comment: _____

Instructor

4. The instructor was effective in teaching this course.
 - A) Strongly agree
 - B) Agree

- C) Neither agree nor disagree
- D) Disagree
- E) Strongly disagree

Please comment: _____

5. The instructor was available and responsive to my learning needs.
- A) Strongly agree
 - B) Agree
 - C) Neither agree nor disagree
 - D) Disagree
 - E) Strongly disagree

Please comment: _____

6. The instructor created a dynamic and engaging learning environment.
- A) Strongly agree
 - B) Agree
 - C) Neither agree nor disagree
 - D) Disagree
 - E) Strongly disagree

The instructor used the following methods (check all that apply):

- Lecture
- Discussion
- Presentations
- Group work
- Individual work
- Lab
- Blackboard
- Technology
- Experiential learning
- Other: _____

Please comment: _____

Overall

7. Do you have any further comments or observations about the course or instructor you consider to be helpful? _____

2. Purpose of SETL Surveys at Lehman College

The committee defined the purpose of the Student Evaluation of Teaching and Learning (SETL) at Lehman College as follows:

- A) It provides feedback for instructors to continuously improve their teaching
- B) It provides students views on the instructor's teaching effectiveness to be considered for re-employment, tenure, and promotion
- C) It enables students to make informed choices of courses and instructors
- D) It provides departments with students' feedback about courses

The purpose of the revision of the current instrument was:

- A) to include important questions and eliminate potentially redundant or less relevant questions
- B) to shorten the questionnaire
- C) to elicit higher student response rates

3. Contributors

Faculty elected to the committee on the General Faculty meeting on 9/21/16:

- Anne Rothstein, ECCE
- Carl Mazza, SWK
- Deirdre O'Boy, ENG

Students nominated following a request of the General Faculty assembly:

- Lilian Yang
- Sabrina Ramsundar

Administrative representative:

- Stefan Becker, Vice Provost

Volunteers:

- Christina Sormani, MAT, NSS
- James Mahon, PHL, A&H
- Jennifer Mackenzie, JCT, A&H
- Olena Zhadko, Online Education
- Salita Bryant, ENG, Interim Associate Dean, A&H

4. Process and Campus Feedback

The members of the ad-hoc committee met with available volunteers to discuss and revise the survey. After developing a draft, the group requested a focus group of faculty members, administrators, and students who did not contribute to the redesign of the survey to provide a feedback on the revised survey draft which yielded the following results:

Number of responses: 45

18 Faculty (40%)

21 Students (46.7%)

6 Other (13.3%)

Reaction to the survey draft:

Nothing is perfect but it works for me: 33 (73.3%)

I think that it needs to be changed: 12 (26.7%)

The committee and volunteers discussed and addressed concerns voiced by members of the focus group. Several faculty concerns focused on the fact that the proposed survey addresses more than one item in one question; however, the committee maintains that students do have the opportunity to address which particular item(s) they would like to highlight in their written comments. The issue did not appear to be of concern for students.

The committee and volunteers agreed that students' written comments will be the main source of valuable information for instructors, departments, and reviewers while the multiple-choice answers will mainly serve as general indicators.

5. Recommendations

Sharing of results:

- All members of the Lehman College Community should be able to view the numerical, course-aggregated evaluations on Lehman's Intranet.
- Course-aggregated numerical evaluations and students' comments should be made available to the instructor, department heads and program administrators, and select faculty members or administrators for personnel decisions.
- The question of whether students' comments should also be made available to the Lehman College Community if Lehman can find a feasible way to eliminate inappropriate responses should be discussed by the campus community. One option would be to give faculty the opportunity to delete any comments they prefer not to see published.

Campus Approval:

- The decision about adopting the revised survey should be separated from the decision about sharing the results.
- The vote on the revised survey and the vote on publishing aggregate numbers should be taken at the earliest opportunity; the vote on the posting of comments should be taken later.

Methods to increase student response rates:

- Only new students and students who have submitted their responses should get access to the evaluation results.
- Students should be able to access the surveys by following the email links or by signing in to Lehman Connect.
- Instructors should be encouraged to allocate class time for students to do the evaluations.
- A PDF with instructions (including screenshots) for students should be distributed to all instructors.