



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. www.msche.org

Substantive Change Request Form

Effective April 1, 2018

INSTRUCTIONS:

- Review the [Substantive Change Policy](#) and [Substantive Change Procedures](#) before completing this form. This request form aligns with the Substantive Change Policy and Substantive Change Procedures effective January 1, 2018.
- The Commission may require that an institution submit a substantive change request under the “complex” substantive change process. Please see the Substantive Change Procedures for more information about complex substantive change.
 - If an institution is uncertain about whether a proposed substantive change is complex, the institution should contact the designated staff liaison as early as possible with preliminary information on the nature and purposes of the planned change.
 - Changes in legal status, form of control, or ownership, and EQUIP Experimental Site Initiatives with the United States Department of Education (USDE) are always considered complex and are indicated as complex in this request form.
 - However, in addition to these, any of the types of substantive change may be considered “complex” by the Commission or staff on its behalf, depending on the nature of the change. Examples include (but are not limited to) change in the status of multiple locations, multiple types of change that are submitted simultaneously, and some institutional closures.
- Complete this form and relevant Appendix/Appendices. See Section E to identify the required appendix/appendices related to the request. **Please submit unrelated requests on a separate request form.**
- Instructions for completing required appendices are on page 11
- Request forms should be submitted using current PDF software and combined into a single, bookmarked file. Attachments must be labeled appropriately.
- Send completed form to substantivechange@msche.org.

Date Submitted: 3/1/2019

Institution: Lehman College

City, State: Bronx, New York

Section A: Type of Substantive Change

Please check all that are **related** to this substantive change. You must submit the Required Appendices by Substantive Change Type (See Section E) for each type of substantive change that relates to this specific request.

- 1. Change in the Established Mission or Objectives of the Institution
- 2. Change in Legal Status, Form of Control, or Ownership
- 3. Significant Departure from Existing Educational Programs
- 4. Alternative Delivery Method
- 5. Direct Assessment/Competency Based Education Programs
- 6. Different Credential Level
- 7. Change from Clock Hours to Credit Hours
- 8. Substantial Increase or Decrease in Clock or Credit Hours
- 9. Contractual Arrangements
- 10. Establishment of Additional Locations
- 11. Establishment of a Branch Campus
- 12. Closure, Relocation, or Reclassification of a Site
- 13. Planned Institutional Closure
- 14. Experimental Sites Initiatives (ESI)/EQUIP with U.S. Department of Education

Section B: Institutional Standing with other Agencies

1. Has any other regional, national or disciplinary/professional accrediting agency asked for follow-up reporting from the institution, including any of its branch campuses, additional locations or other sites within the last two full academic years, including current year?
 NO YES

If yes, indicate the agency, reporting date of the next report **and** the topics to be reported:

Click or tap here to enter text.

2. Is the institution being monitored or reviewed by any federal agency, including the United States Department of Education, or any state agency for any reason, including any of its branch campuses, additional locations or other sites within the last two full academic years, including current year?
 NO YES

If yes, indicate the agency, due date of the next report **and** the topics to be reported:

Click or tap here to enter text.

Section C: Required Approvals for the Substantive Change

List and **provide documentation** for internal approvals (i.e. administrative, faculty, committees, board) and external approvals (i.e. system, state, out-of-state, international, national and/or specialized accreditors) required for the proposed substantive change noted in Section A above. (Label attachments i.e. **State Approval, Institutional Approval, etc.**)

1. Institutional Approvals

a. Are institutional approvals required? NO YES

b. If so, what is required:

Click or tap here to enter text.

c. Have they been obtained? (If yes, attach) *NO YES N/A

***If not yet obtained but required, request form must be submitted after all institutional approvals are received.**

2. System Approvals

a. Are system approvals required? NO YES

b. Have they been obtained? (If yes, attach) NO YES N/A

c. If not yet obtained but required, provide the status:

Click or tap here to enter text.

3. State Approvals

a. Are state approvals required? NO YES

b. Have they been obtained? (If yes, attach) NO YES N/A

c. If not yet obtained but required, provide the status:

Click or tap here to enter text.

4. Legal, Contractual, or Other Required Approvals

a. Are any other legal, contractual, or other approvals required? (i.e. federal, out-of-state, international) NO YES

b. Have they been obtained? (If yes, attach) NO YES N/A

c. If not yet obtained but required, provide the status:

Click or tap here to enter text.

Section D: Substantive Change Request

*Provide succinct and analytical answers to the following questions, taking care to **reference each type of substantive change** noted in Section A above.*

Introduction to the Proposed Substantive Change

1. Provide a brief overview of the proposed substantive change request.

Offer academic degree programs delivered totally online.

Institutional Mission/Objectives and Rationale for Substantive Change

2. Institutional Mission and Objectives

- a. Provide the institution's **current** mission statement.

Lehman College serves the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.

- b. Describe how the proposed substantive change aligns with the institution's mission, referencing each of the types of substantive change noted above.

This advanced certificate program enables New York State teachers to focus on the nature and needs of culturally and linguistically diverse gifted and talented students and on the best practices for teaching students with these characteristics. It enables Lehman College to advance its mission of serving “the Bronx and surrounding region as an intellectual, economic, and cultural center” while “embracing diversity.” Delivering programs in an online format is especially appealing to adult students, such as the teachers who are the focus of this program, who may not have the scheduling flexibility needed to attend classes on-site. Online programs allow the college to reach more potential students, primarily from the Bronx, fulfilling our mission. This program provides yet another avenue by which the College can achieve its 90X30 challenge, which seeks to increase the educational attainment rate of the Bronx by offering quality degrees with an emphasis on quality, impact, and scale.

3. Need for Proposed Substantive Change

- a. Explain the need for the proposed substantive change, including descriptions of what analyses were conducted to consider benefits, costs, strengths and weaknesses associated with the proposed substantive change and how the institution concluded to move forward with the request.

Since the College began offering online courses, they have proved to be extremely popular with our students. In fall, 2018, 59% of our students were enrolled in at least one online, partially

online or hybrid course. Expanding from individual courses to entire programs is the next logical step in continuing to fulfilling the College's mission. Delivering programs in an online format is especially appealing to adult students, such as the teachers who are the focus of this program, who may not have the scheduling flexibility needed to attend classes on-site or at the particular day/time a course is offered. Costs for online courses are not substantially different from onsite.

- b. Attach specific data that support the need for the substantive change. (i.e., student surveys, national trends, employment statistics, student demands, etc.) (Label attachment **Needs and Data Analysis**)

Nationally, online enrollments and the availability of online degree programs continues to grow. Given our own students' general demand and willingness to enroll in online courses, as well as faculty willingness to learn to teach online, and the popularity of online courses, especially among adult students, who constitute a large proportion of our students, the College did not feel that specific data needed to be collected to support this extension.

Ethics and Integrity

4. Describe how this proposed substantive change is consistent with the institution's commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.

All of CUNY's relevant policies (<http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/>) and Lehman College's policies (<http://www.lehman.edu/academics/policies.php>) apply to the program.

5. Describe how this proposed substantive change will continue to support a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.

All of CUNY's relevant policies (<http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/>) and Lehman College's policies (<http://www.lehman.edu/academics/policies.php>) apply to the program.

6. Describe how the proposed substantive change will be honestly and truthfully conveyed in public relations announcements, advertisements, and in all materials and communications for internal and external constituents and include a timeline for communications.

As the program already existed onsite, information was already available. The only change is to note that it can now be completed entirely online.

Academic and Instructional Infrastructure

7. Faculty and/or Staffing Needs

- a. Describe faculty and/or staffing needs as they relate to the proposed substantive change.

Existing faculty and staff are available to support the change; no additional faculty or staff are needed.

- b. Provide analysis and discussion of faculty, staff, and administrative credentials and professional experience necessary to ensure successful implementation of the proposed substantive change.

Full-time faculty hold terminal degree or equivalents. Many have taught the required courses onsite. Faculty also are trained to teach online through a variety of programs run by the Office of Online Education and CUNY.

Students

8. Student Population and the Student Experience

- a. Describe your institution's **current** student population.

In Fall 2017, Lehman College had 11,978 undergraduate students and 2,152 graduate students. Overall student enrollment was 14,130. 60.2% of undergraduate students were enrolled full-time. 89.5% of graduate students were enrolled part-time. 68.2% of students were female and 31.8% were male. 52.4% of undergraduate students were ages 19-26. 47.3% of graduate students were ages 23-30 while an additional 36.1% were ages 35 and over. 52.5% of undergraduate students were Hispanic, 30.3% were Black/Non-Hispanic, 7.3% were White/Non-Hispanic, 6.9% were Asian/Pacific Islander. 34.7% of graduate students were Hispanic, 31.2% were Black/Non-Hispanic, 25.0% were White/Non-Hispanic, and 6.7% were Asian/Pacific Islander. 92.9% of undergraduate students were from New York State, including 58.9% from the Bronx. 95.9% of graduate students were from New York State, including 42.5% from the Bronx. While data are not available for graduate students, according to the most recent CUNY Student Experience Survey, 59% of Lehman undergraduates have a household income of less than \$30,000.

- b. Provide an analysis and discussion of how the student population will change as a result of the proposed substantive change.

The program would have a de minimis impact on Lehman College's student population.

- c. Describe the student support programs and services associated with this proposed substantive change.

There is an online student orientation available to ensure students are prepared for success in online courses, as well as comprehensive welcome and orientation materials and a support persons for online inquiries.

- d. Provide an analysis of how this substantive change may impact the institution's student achievement measures. Utilize relevant measures consistent with institutional mission and goals, and appropriate to programs (e.g. graduation and retention rates, placement rates, licensure and examination rates), and briefly describe the processes and procedures the institution will use to ensure accuracy of student achievement measures.

The same measures used for onsite programs will be used.

Educational Effectiveness Assessment

9. Assessment

- a. Indicate how the effectiveness of this substantive change will be assessed in the broader context of assessment practices at your institution.

Program- and Course-level assessments are conducted by the academic departments with assistance from the Office of Academic Programs and the Office of Institutional Research, Planning and Assessment.

- b. Describe how the institution will engage in the periodic assessment of the impact of the substantive change.

In addition to annual program- and course-level assessment conducted by the academic departments, there are major program reviews conducted every 5 years.

- c. Attach assessment documentation as appropriate. (Label attachment **Assessment**)

Planning, Resources, and Institutional Improvement

10. Enrollment Projections

- a. Provide an analysis of enrollment projections associated with the proposed substantive change.

Approximately 20 students are expected to be enrolled. Although offering programs online is expected to slightly increase enrollment, enrollment growth is not a major goal of the change. The major goal is making programs more accessible.

- b. Attach three-year enrollment projections as they relate to the proposed substantive change. (Label attachment **Enrollment Projections**)

11. Financial Analysis

- a. Provide an analysis of the financial impact of the proposed substantive change. Analysis must include: how the institution will manage its resources to achieve its mission and overall student learning immediately after approval of the proposed substantive change and into the foreseeable future; and an analysis of risk factors that might impact the successful implementation of the proposed substantive change.

Financial impact on the institution is minimal. This change is more about opening opportunities for students who might not be able to complete programs onsite, but can do so online.

- b. Attach a three-year financial plan, associated with the proposed substantive change, with projections of costs and revenues, based on realistic, justifiable assumptions. (Label attachment **Financial Projections**).

12. Organizational Planning and Capacity

- a. Provide analysis and discussion of how the institution plans to ensure overall stability and quality including adequate and efficient utilization of resources.

The department and school dean will supervise this program as they do all programs.

- b. Describe how the institution will provide oversight of the proposed substantive change.

The department and school dean will supervise this program as they do all programs. Deans report to the Provost.

13. Will the proposed substantive change involve a contract with any third-party provider?

NO YES

If yes, describe. [Click or tap here to enter text.](#)

If the third-party provider will be delivering 25% or more of an academic program also complete [Appendix 9 - Contractual Arrangements](#).

14. Impact of Substantive Change

- a. Discuss the expected impact of this proposed substantive change on the institution, other than enrollment, financial, mentioned above.

Increased ability to serve our students and community.

- b. Provide an analysis and description about how the institution will ensure that there are adequate technical and physical plant facilities, including appropriate staffing and technical assistance, to support the proposed substantive change? (Label attachment **Facilities**)

CUNY uses BlackBoard to host online classes; there is sufficient bandwidth to accommodate increase programs and courses. The Office of Online Education is available for support, consisting of a Director, a Faculty Development Consultant, an Educational Technologist/Instructional Designer and an affiliated Student Enrollment Specialist.

15. Timeline

- a. Provide a timeline of the proposed substantive change with critical milestones which include the anticipated effective date. (Label attachment **Timeline**)

Governance, Leadership, and Administration

16. Organizational Structure

- a. Describe how the proposed substantive change fits within the institution's organizational structure.

The program is run by an academic department within an academic school under the Office of the Provost for Academic Affairs and Student Success. Changes to the program must be approved by the Graduate Studies Committee, the Lehman College Senate and CUNY; New York State approval may also be required for extensive changes.

- b. Attach the institution's organizational chart as it relates to the proposed substantive change. (Label attachment **Org Chart**)

17. Governance Structure

- a. Describe how the institution's governance structure will ensure representation by institutional stakeholders.

The Graduate Studies Committee is appointed by the Lehman Senate. This committee consists of 6 faculty, 3 students and 1 administrator. The Lehman Senate is composed of 51 faculty, 34 students, 5 non-teaching instructional staff members and 12 administrators.

- b. Describe how the institution, the Governing Board, and other governing bodies will operate with sufficient autonomy to enable the institution to meet its mission and educational purposes.

As Lehman College is a senior college within The City University of New York, its governance structure is complex and multilayered. The overall governance structure of The City University of New York is established by New York State Education Law, which creates the Board of Trustees of The City University of New York. The Board includes 16 voting members, ten appointed by the Governor of New York State, five appointed by the Mayor of New York City, and the Chair of the University Student Senate, who serves ex officio. The Chair of University Faculty Senate is a non-voting, ex officio member. The Board of Trustees, in turn, has adopted the CUNY Bylaws.

The Bylaws spell out the structure and organization of the Board including: its committees and their membership; duties and responsibilities of the University Chancellor; and duties and responsibilities of CUNY Presidents, including the President of Lehman College. In accordance with CUNY Bylaws, College Presidents report to the Chancellor, acting as the executive agent of the Board of Trustees through the Chancellor.

The College's internal governance structures – including the Senate, General Faculty, Faculty Personnel and Budget Committee, and student government – operate in accordance with the Bylaws and written policies of the Board of Trustees, the College's Documents of Governance, and administrative direction received from CUNY Central administration.

Section E: Required Appendices by Substantive Change Type

You must complete the appropriate Appendix(ces) for each type of substantive change that is related to the request. Please submit unrelated requests on a separate request form. Failure to submit this required additional information relating to the Substantive Change will result in your request being considered incomplete and the Commission will decline to consider the request.

1. Change in the Established Mission or Objectives of the Institution – See [Appendix 1](#)
2. Change in Legal Status, Form of Control, or Ownership - See [Appendix 2](#)
3. Significant Departure from Existing Educational Programs – See [Appendix 3](#)
4. Alternative Delivery Method – See [Appendix 4](#)
5. Direct Assessment/Competency Based Education Programs - See [Appendix 5](#)
6. Different Credential Level – See [Appendix 6](#)
7. Change from Clock Hours to Credit Hours – See [Appendix 7](#)
8. Substantial Increase or Decrease in Clock or Credit Hours – See [Appendix 8](#)
9. Contractual Arrangements – See [Appendix 9](#)
10. Establishment of Additional Locations – See [Appendix 10](#)
11. Establishment of a Branch Campus – See [Appendix 11](#)
12. Closure, Relocation, or Reclassification of a Site – See [Appendix 12](#)
13. Planned Institutional Closure See [Appendix 13](#)
14. Experimental Sites Initiatives (ESI)/EQUIP with U.S. Department of Education - See [Appendix 14](#)

Section F: Checklist and Certifications

By signing and submitting this *Substantive Change Request Form*, the individual below certifies that:

- The [Substantive Change Policy](#) and [Substantive Change Procedures](#) have been reviewed.
- The information included in the substantive change request is accurate at the time of submission.
- The institution will notify the Commission of subsequent, significant developments that could affect the Commission's decision.
- Each section of the substantive change request form has been completed in its entirety.
- The appropriate appendix(ces) have been completed and are attached.
- Supporting evidence and documentation that will facilitate the review have been provided in the request in narrative form, and/or as an appendix/required attachment and are appropriately labeled.
- The submission of this request for review by the Commission has been authorized by the appropriate individuals at the institution.
- The institution understands that prior approval of all substantive changes before implementation is required by the Commission.
- The institution understands that retroactive approval will not be included within the scope of the institution's accreditation status.
- The institution understands that if provisional approval is granted, additional actions are required on the part of the institution (for example, a site visit, evidence of appropriate approvals, etc.), and it is the responsibility of the institution to ensure all conditions have been met and that the Commission has received all necessary documentation.
- The substantive change request does not adversely affect the institution's compliance with the Commission's Standards for Accreditation, Requirements of Affiliation, and policies and does not violate federal or state regulations.
- The institution understands that the Commission reserves the right to decline to consider incomplete requests.

The Substantive Change Request Form must be submitted by the institution's Accreditation Liaison Officer (ALO)

Provide Name, Title, Email, and Phone Number of (ALO) submitting this request:

Name: Vincent Prohaska

Title: Interim Vice Provost for Academic Programs

Email: vincent.prohaska@lehman.cuny.edu

Phone Number: 718-960-1120

Please sign by typing the name of the Accreditation Liaison Officer (ALO) or including an electronic signature of the ALO in the space provided:

Signature of ALO: Vincent Prohaska

INSTRUCTIONS FOR APPENDICES:

For Microsoft Word 2013 and 2016 users

1. Left click on the triangle on the left of the appendix or appendices to expand questions that are related to this substantive change. If you cannot see the triangle, tap or place your cursor in the heading to see the triangle. You can also right-click the heading and click expand/collapse.
2. Delete the appendices that are not related to this request by highlighting the appendices and pressing delete.
3. Do not change the numbers affiliated with each Appendix, even if the order of the submitted Appendices is not in numerical order.

For other Microsoft Word users

1. Delete appendices that are not related to this request by highlighting the appendices and pressing delete.

Appendix 4: Alternative Delivery Method

What type of alternative delivery method are you proposing:

- Distance Education
 *Federal regulations define distance education to include:
 Internet One-way or two-way transmission Audio-conferencing
 Video cassettes, DVD, and CD-ROMs
 Correspondence Education
 Other: [Click or tap here to enter text.](#)

Check the appropriate boxes:

For definitions of credential levels, please see IPEDS glossary at:

<https://nces.ed.gov/programs/coe/glossary.asp>

Credential level(s) of proposed program(s)	Currently approved credential level(s)
<input type="checkbox"/> Postsecondary Award/Certificate/Diploma (<1 year)	<input type="checkbox"/> Postsecondary Award/Certificate/Diploma (<1 year)
<input type="checkbox"/> Postsecondary Award/Certificate/Diploma (>=1 year, <2 years)	<input type="checkbox"/> Postsecondary Award/Certificate/Diploma (>=1 year, <2 years)
<input type="checkbox"/> Associate's or equivalent	<input type="checkbox"/> Associate's or equivalent
<input type="checkbox"/> Postsecondary Award/Certificate/Diploma (>=2 years, <=4 years)	<input checked="" type="checkbox"/> Postsecondary Award/Certificate/Diploma (>=2 years, <=4 years)
<input type="checkbox"/> Bachelor's or equivalent	<input checked="" type="checkbox"/> Bachelor's or equivalent
<input checked="" type="checkbox"/> Post-baccalaureate Award/Certificate/Diploma	<input checked="" type="checkbox"/> Post-baccalaureate Award/Certificate/Diploma
<input type="checkbox"/> Master's or equivalent	<input checked="" type="checkbox"/> Master's or equivalent
<input type="checkbox"/> Post-master's Award/Certificate/Diploma	<input type="checkbox"/> Post-master's Award/Certificate/Diploma
<input type="checkbox"/> Doctor's – Professional Practice	<input type="checkbox"/> Doctor's – Professional Practice
<input type="checkbox"/> Doctor's – Research/Scholarship	<input type="checkbox"/> Doctor's – Research/Scholarship
<input type="checkbox"/> Doctor's – Other	<input type="checkbox"/> Doctor's – Other

The Commission requires prior approval for the first two programs offered through an alternative delivery method. Is this the institution's first or second program?

1st proposed program to be offered via this method

Name of program as it appears in the institution's catalog:

[Click or tap here to enter text.](#)

The institution certifies that it used acceptable and consistent methods for assigning credit hours to this program of study.

Percentage of program offered through alternative method: [Click or tap here to enter text.](#)

2nd proposed program to be offered via this method

Name of program as it appears in the institution's catalog:

Online Gifted and Talented Certificate Extension (2017-2019 Graduate Bulletin)

The institution certifies that it used acceptable and consistent methods for assigning credit hours to this program of study.

Percentage of program offered through alternative method: **100%**

Please answer each question in this section:

1. Provide the following attachments:

- Curriculum and course offerings for the proposed program, including information about course sequencing indicating clearly those courses offered in their entirety (100 percent) via alternative delivery method (Label attachment **Curriculum**)
- Course descriptions (label attachment **Courses**)
- Learning outcomes with expected timeline for student completion (label attachment **Outcomes**)

2. Student Identity Verification in Distance and Correspondence Education

In accordance with 34 CFR §602.17(g), the Commission must verify that institutions have effective procedures in place to ensure that the students who register in a distance or correspondence education course are the same students who participate in and complete the course, and receive the academic credit.

- a. Describe policies and procedures used to ensure student verification in distance or correspondence education courses.

Lehman College uses Blackboard as its Learning Management System (LMS) and follows the security protocols established by CUNY for student identity verification. Blackboard access is limited to users who have a CUNY Portal user name and password (https://cunyportal.cuny.edu/cpr/authenticate/portal_login.jsp or <https://ssologin.cuny.edu/login/>). User names and passwords are available only to registered students, faculty, and staff. Student identity does not use Social Security numbers. There is no unprotected or unsecure access to Blackboard. Students are only given access to the courses in which they are enrolled or which they have completed in good standing. Students who are removed from the official roster of enrolled students for a class cannot access the course(s) from which they have been removed. Instructors' ability to grant access to students not in their courses is limited to those not excluded from the class or the college by the Registrar. The policies regarding access to a Blackboard hosted class site are the same as those to an instructor's classroom: access is controlled by the instructor in compliance with college and union policies of allowing auditors and peer observers. Blackboard maintains a robust security infrastructure. Wider access to student work is only possible in cases where Blackboard's design or the course design encourages the sharing of work on a broader basis. In no case, however, is this work available to students or any individuals who are not enrolled in the course with the appropriate permission, role, or function.

Another aspect of the security of student identity is the assurance of the identity of student-submitted work that is presented for a grade. The first assurance of student identity lies in the password-protected CUNY Portal, which allows access only to registered CUNY users, including students. Within this secure environment, students can only access the courses for which they have been registered by the CUNY Fully Integrated Resources and Services Tool or "CUNYFirst" (<http://www.lehman.edu/cunyfirst/>). CUNYFirst is an Oracle/PeopleSoft enterprise

resource planning system. This assures the instructor that the students are legitimate, properly registered, and that their presence has been certified by complete admission/registration procedures.

- b. Describe procedure(s) regarding the protection of privacy for students enrolled in distance and correspondence courses or programs.

Lehman College's Records Policy (<http://www.lehman.edu/registrar/ferpa.php>) conforms to the requirements of the Family Educational Rights and Privacy Act (FERPA).

Lehman College also adheres to the CUNY Privacy Policy (<http://www2.cuny.edu/website/privacy-policy/>), which discusses information storage, log and network monitoring, information collected by e-mail/online transactions, disclosure of information, and records retention. Lehman College adheres to CUNY Computer User Policy (<http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/website/privacy-policy/ComputerUsePolicy.pdf>), which details acceptable use of computer resources, including student privacy.

Additional CUNY Information Security policies to which Lehman College complies can be found at: <http://www2.cuny.edu/about/administration/offices/cis/information-security/security-policies-procedures/>

- c. Describe procedure(s) for notifying students about any projected additional charges associated with student identity verification.

Not applicable. Lehman College does not charge any additional fees associated with student identity verification.

- d. Describe written procedure(s) indicating the office(s) responsible for the consistent application of student identity verification procedures.

Procedures related to the consistent application of student identity verification reside with CUNY Central. CUNY Central issues each enrolled student a unique Student ID number which is used to positively identify the student with regard to their academic performance, tuition remission and other official college business. CUNY Central which oversees CUNYFirst, Lehman College's BlackBoard Administrator, and Lehman College's Office of the Registrar, all follow the security protocols established by CUNY for student identity verification.

3. Please provide, very briefly, any additional information that may be helpful to the Commission regarding this substantive change.

[Click or tap here to enter text.](#)

Timeline:

The program will be scheduled for fifth year review from the date it began.

EDS 725 Nature and Needs of Culturally and Linguistically Diverse Gifted and Talented K-12 Students in Inclu

An in-depth study of the nature and needs of gifted and talented culturally and linguistically diverse children and adolescents in inclusive and gifted classrooms. History, models, and theories of gifted education, characteristics of the gifted and talented, identification and prevalence, comorbidity with disabilities, factors that enhance or inhibit gifted development, and national and State standards. 10 hours of observation of inclusive and gifted classes and/or agency programs at the developmental level corresponding to the teaching certificate held.

Credits: 3

Hours: 3

Offered: Fall-Spring

Prerequisite

New York State Teaching Certificate or Reciprocal State Teaching Certificate.

EDS 726 Assessment of Culturally and Linguistically Diverse Gifted and Talented K-12 Students in Inclusive a

Formal and informal assessment of culturally and linguistically diverse gifted and talented students in inclusive and gifted classes. Tools and methods for identifying and assessing gifted and talented students. 15 hours of fieldwork in assessment of gifted learners.

Credits: 3

Hours: 3

Offered: Fall-Spring

Prerequisite

EDS 725 and New York State Teaching Certificate or Reciprocal State Teaching Certificate.

EDS 727 Best Practices for Teaching Culturally and Linguistically Diverse Gifted and Talented

Established best practices in the instruction of culturally and linguistically diverse gifted and talented K-12 students in inclusive and gifted classes including models of enrichment, acceleration, differentiated instruction, and technology applications. Modify and adapt curricula to challenge and assist gifted students in learning to their highest levels of achievement within the framework of national and state standards. 15 hours of fieldwork in direct instruction of gifted and talented students at the developmental level corresponding to the teaching certificate held.

Credits: 3

Hours: 3

Offered: Fall-Spring

Prerequisite

EDS 726 and New York State Teaching Certificate or Reciprocal State Teaching Certificate.

EDS 728 Culturally and Linguistically Diverse Gifted and Talented K-12 Students in the Home

Collaboration with school staff, families, and the community to provide appropriate instruction and leisure activities for culturally and linguistically diverse gifted and talented students. 10 hours of fieldwork in consultation and collaboration with educators, families and community agencies.

Credits: 3

Hours: 3

Offered: Fall-Spring

Prerequisite

EDS 727 and New York State Teaching Certificate or Reciprocal State Teaching Certificate.

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.

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

Enrollment – Actual and Projected – Gifted Advanced Cert

Actual

Fall 2016	5
Fall 2017	15
Fall 2018	10

Projected

Fall 2019	10 - 20
Fall 2020	10 - 20
Fall 2021	10 - 20

Although we anticipate fairly steady demand from teachers who want to add this specialization; we do not expect the demand to either increase or decrease substantially.

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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.

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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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174

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
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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

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Michael Akers	michael.akers@lc.cuny.edu
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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 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)

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)
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

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 <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	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 <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

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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2. Purpose of SETL Surveys at Lehman College.....	4
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5. Recommendations	6

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.

April 2016

Lehman College

Chancellor's University Report – Part A: Academic Matters

PART A: ACADEMIC MATTERS

Section AI: Special Actions

AI.1

Undergraduate Curricula

Discontinuation of the American Studies, BA offered by the History department.

RESOLVED: Discontinuation of the following American Studies, BA (Program Code: 02559, HEGIS Code: 0313.00) program, effective Fall 2016.

EXPLANATION:

This is an obsolete program. There are no students pursuing it.

Date of History Department Approval: November 30, 2015

Date of Senate Approval: March 9, 2016

AI.2

Undergraduate Curricula

Discontinuation of the Multimedia Journalism, Minor offered by the Journalism, Communication and Theatre department.

RESOLVED: Discontinuation of the following Multimedia Journalism, Minor (Program Code: NA, HEGIS Code: NA) program, effective Fall 2016.

EXPLANATION:

This program is no longer offered.

Date of Journalism, Communication and Theatre Department Approval: December 16, 2015

Date of Senate Approval: March 9, 2016

AI.3

Undergraduate Curricula

Discontinuation of the German, BA offered by the Languages and Literatures department.

RESOLVED: Discontinuation of the following German, BA (Program Code: 34012 & 34276, HEGIS Code: 1103.00) program, effective Fall 2016.

EXPLANATION:

We no longer have full-time faculty in this language and matriculation is at 0.

Date of Languages and Literatures Department Approval: December 7, 2015

Date of Senate Approval: March 9, 2016

AI.4

Undergraduate Curricula

Discontinuation of the Greek, BA offered by the Languages and Literatures department.

RESOLVED: Discontinuation of the following Greek, BA (Program Code: 02625, HEGIS Code: 1110.00) program, effective Fall 2016.

EXPLANATION:

We no longer have full-time faculty in this language and matriculation is at 0.

Date of Languages and Literatures Department Approval: December 7, 2015

Date of Senate Approval: March 9, 2016

AI.5

Undergraduate Curricula

Discontinuation of the Greek and Latin, BA offered by the Languages and Literatures department.

RESOLVED: Discontinuation of the following Greek and Latin, BA (Program Code: 02600, HEGIS Code: 1101.00) program, effective Fall 2016.

EXPLANATION:

We no longer have full-time faculty in this language and matriculation is at 0.

Date of Languages and Literatures Department Approval: December 7, 2015

Date of Senate Approval: March 9, 2016

AI.6

Undergraduate Curricula

Discontinuation of the Hebraic and Judaic Studies, BA offered by the Languages and Literatures department.

RESOLVED: Discontinuation of the following Hebraic and Judaic Studies, BA (Program Code: 02557, HEGIS Code: 0399.00) program, effective Fall 2016.

EXPLANATION:

We no longer have full-time faculty in this language and matriculation is at 0.

Date of Languages and Literatures Department Approval: December 7, 2015

Date of Senate Approval: March 9, 2016

AI.7**Undergraduate Curricula**

Discontinuation of the Hebrew, BA offered by the Languages and Literatures department.

RESOLVED: Discontinuation of the following Hebrew, BA (Program Code: 34013 & 34275, HEGIS Code: 1111.00) program, effective Fall 2016.

EXPLANATION:

We no longer have full-time faculty in this language and matriculation is at 0.

Date of Languages and Literatures Department Approval: December 7, 2015

Date of Senate Approval: March 9, 2016

AI.8**Undergraduate Curricula**

Discontinuation of the Russian, BA offered by the Languages and Literatures department.

RESOLVED: Discontinuation of the following Russian, BA (Program Code: 02620, 34016 & 34272, HEGIS Code: 1106.00) program, effective Fall 2016.

EXPLANATION:

We no longer have full-time faculty in this language and matriculation is at 0.

Date of Languages and Literatures Department Approval: December 7, 2015

Date of Senate Approval: March 9, 2016

AI.9**Undergraduate Curricula**

Discontinuation of the Music, BS offered by the Music department.

RESOLVED: Discontinuation of the following Music, BS (Program Code: 02597, HEGIS Code: 1004.00) program, effective Fall 2016.

EXPLANATION:

This program has been inactive for some time and is not needed. It also duplicates an existing program.

Date of Music Department Approval: December 10, 2015

Date of Senate Approval: March 9, 2016

AI.10**Graduate Curricula****Gifted Education Extension, Advanced Certificate offered by the Counseling, Leadership, Literacy and Special Education department.**

RESOLVED: The following Gifted Education Extension, Advanced Certificate (Program Code: 31157, HEGIS Code: 0811.00) program leading to Initial or Professional Certification in Gifted Education, be offered in the Distance Education Format, effective Summer 2016.

EXPLANATION:

The program Gifted Education Extension, Advanced Certificate leading to Initial or Professional Certification in Gifted Education will be offered in a Distance Education Format.

AI.11**Graduate Curricula****Discontinuation of Obsolete Educator Preparation Programs offered in the School of Education.**

RESOLVED: Discontinuation of the following Obsolete Educator Preparation Programs, effective Fall 2016. The following registered post baccalaureate programs that have not been used in the last five academic years or have become obsolete

will be discontinued.

PROGRAM CODE	PROGRAM & CERTIFICATE TITLE	AWARD	CERTIFICATION TITLE	CERTIFICATION TYPES
25804	READ TCHR:MID CHILD 5-12-TRANS B	ADV CRT	LITERACY 5-12 ALT CRT	INIT/PRF
25805	READ TCHR:MID CHLD/ADOL 5-12-TRANS B	MSED	LITERACY 5-12 ALT CRT	INIT/PRF
25807	READ TCHR/E CHILD&CHILD-TRANS B	ADV CRT	LITERACY BIRTH-6 ALT CRT	INIT/PRF
25808	READ TCHR/E CHILD&CHILD-TRANS B	MSED	LITERACY BIRTH-6 ALT CRT	INIT/PRF
25810	SPEC ED - CHLDHD (TRANS B)	ADV CRT	SPEC ED 1-6 ALT CRT	INIT/PRF
25777	EARLY CHILDHOOD ED - TRANS B	ADV CRT	E CHLDHD ED ALT CRT	INIT/PRF
25779	EARLY CHLDHD ED W/BIL EX-TRANS B	ADV CRT	E CHLDHD/BIL ALT CRT	INIT/PRF
25798	ELEMENTARY ED - TRANS B	ADV CRT	CHILDHOOD 1-6 ALT CRT	INIT/PRF
25795	ELEM EDUC W/BILING EXT-TRANS B	ADV CRT	ELED 1-6/BILNG/TCHR EXT ALT CRT	INIT/PRF

EXPLANATION:

In compliance with the New York State Education Department requirement, academic programs that have had no enrolled students or graduates for the last five academic years must be discontinued.

Date of School of Education Approval: February 2, 2016

Date of Senate Approval: March 9, 2016

AI.12**Graduate Curricula**

Discontinuation of the History for Secondary School Teachers of Social Studies, MA offered by the History department.

RESOLVED: Discontinuation of the following History for Secondary School Teachers of Social Studies, MA (Program Code: 33119, HEGIS Code: 2205.00) program, effective Fall 2016.

EXPLANATION:

This program has no description. It does not appear in the Graduate Student Bulletin and we have not been able to locate an approval of the program in past Chancellor's Reports. The program being deleted (Program Code 33119) was never intended by the History Department to be submitted to the CUNY Board of Trustees and has never had any students.

Date of History Department Approval: November 11, 2015

Date of Senate Approval: February 10, 2016

AI.13**Graduate Curricula**

Discontinuation of the History, BA/MA offered by the History department.

RESOLVED: Discontinuation of the following History, BA/MA (Program Code: 34846, HEGIS Code: 2205.00) program, effective Fall 2016.

EXPLANATION:

This program has no description in the graduate bulletin. There is only a general description about combined BA/MA degrees. Obsolete program. There are no students pursuing the program.

Date of History Department Approval: November 30, 2015

Date of Senate Approval: March 9, 2016

AI.14

Graduate Curricula

Discontinuation of the 43-credit Adult Health Nursing program track leading to Master of Science in Nursing offered by the Nursing department.

RESOLVED: Discontinuation of the following Adult Health Nursing program track (Program Code: 19382, HEGIS Code: 1203.10), effective Spring 2017. The program leads to an Advanced Certificate.

EXPLANATION:

To be in compliance with recommendations from the American Association of Colleges of Nursing's (AACN's) APRN Consensus Model—to ensure the preparation of graduates to meet the new certification and licensure criteria; the Commission on Collegiate Nursing Education (CCNE) Essentials of Master's Education, and the Institute for Medicine (IOM) report on the Future of Nursing for meeting the healthcare needs of the aging population, the merger of the two program tracks, Adult Health Nursing and Nursing of the Older Adults, is required. Adult Health Nursing and Nursing of Older Adults are to be replaced by the Adult-Gerontology Clinical Nurse Specialist, Adult-Gerontology Nursing Education and Adult-Geriatric Nursing Administration programs. The new programs replace and upgrade courses and course content from the two existing tracks.

Date of Nursing Department Approval: March 19, 2015

Date of Senate Approval: March 9, 2016

AI.15

Graduate Curricula

Discontinuation of the 43-credit Nursing of Older Adults program track leading to Master of Science in Nursing offered by the Nursing department.

RESOLVED: Discontinuation of the following program track, Nursing of Older Adults (Program Code: 19383, HEGIS Code: 1203.10), effective Spring 2017. The program leads to an Advanced Certificate.

EXPLANATION:

To be in compliance with recommendations from the American Association of Colleges of Nursing's (AACN's) APRN Consensus Model—to ensure the preparation of graduates to meet the new certification and licensure criteria; the Commission on Collegiate Nursing Education (CCNE) Essentials of Master's Education, and the Institute for Medicine (IOM) report on the Future of Nursing for meeting the healthcare needs of the aging population, the merger of the two program tracks, Adult Health Nursing and Nursing of the Older Adults, is required. Adult Health Nursing and Nursing of Older Adults are to be replaced by the Adult-Gerontology Clinical Nurse Specialist, Adult-Gerontology Nursing Education and Adult-Geriatric Nursing Administration programs. The new programs replace and upgrade courses and course content from the two existing tracks.

Date of Nursing Department Approval: March 19, 2015

Date of Senate Approval: March 9, 2016

AI.16

Graduate Curricula

Discontinuation of the 43-credit Parent-Child Nursing program track leading to Master of Science in Nursing offered by the Nursing department.

RESOLVED: Discontinuation of the following program track, Parent-Child Nursing (Program Code: 19381, HEGIS Code: 1203.10), effective Fall 2016. The program leads to an Advanced Certificate.

EXPLANATION:

This specialty area has been removed from the New York State Education Department's (NYSED) Inventory of Registered Programs (IRP).

Date of Nursing Department Approval: March 19, 2015

Date of Senate Approval: March 9, 2016

Section AllI: Changes in Degree Programs

Undergraduate Curricula

AIII.1

Name of Program and Degree Award: African and African American Studies, B.A. & Macaulay Honors College, African and African American Studies, B.A.

Hegis Number: 2211.00

Program Code: 34007 / 34281 (Macaulay Honors College)

Effective Term: Fall 2016

The following revisions and department name change are proposed from the Department of African and African American Studies.

FROM:

~~African and African American Studies, B.A. (36 Credit Major)~~

The required courses and credits are distributed as follows:

Credits (36)

21* In required courses as follows: AAS 166 (3), AAS 232 or 248 (3), AAS 235 (3), AAS 241 or 242 or 267 (3), AAS 245 (3), AAS 330 or 342 (3), and AAS 390 or 470 (3)

15 In elective AAS courses at the 300 or 400 level

*NOTE: Students in the Early Childhood and Childhood teaching certification sequence may substitute the courses in the ECCE certification, ECE 480 and 483, which are student teaching and the accompanying seminar (6 credits) for AAS 470: Fieldwork in the African American Community.

TO:

Africana Studies, B.A. (36 Credit Major)

The required courses and credits are distributed as follows:

Credits (36)

21* In required courses as follows: AAS 166 (3), AAS 232 or 248 (3), AAS 235 (3), AAS 241 or 242 or 267 (3), AAS 245 (3), AAS 330 or 342 (3), and AAS 390 or 470 (3)

15 In elective AAS courses at the 300 or 400 level

*NOTE: Students in the Early Childhood and Childhood teaching certification sequence may substitute the courses in the ECCE certification, ECE 480 and 483, which are student teaching and the accompanying seminar (6 credits) for AAS 470: Fieldwork in the African American Community.

Departmental Honors

Students who wish to qualify for Departmental honors are required to take AAS 481: Honors Project.

Satisfaction of the College Foreign Language Requirement

The College requirement in foreign language may be satisfied by earning 10 credits in either Swahili or Yoruba.

Teacher Certification

Students interested in obtaining New York State teacher certification should consult the Office of the Dean of Education (Carman Hall, Room B-33, 718-960-4972).

Women's Studies Options

See the description of this program contained later in this Bulletin.

Requirements for the Minor in African and African American Studies

15 Credits distributed as follows:

3 AAS 166

12 In elective AAS courses: 6 credits in AAS courses at the 200 level or above; and 6 credits in AAS courses at the 300 or 400 level.

Rationale:

It was the pioneering African American intellect W.E.B. Du Bois (1868-1963) who first envisioned an AFRICANA

Departmental Honors

Students who wish to qualify for Departmental honors are required to take AAS 481: Honors Project.

Satisfaction of the College Foreign Language Requirement

The College requirement in foreign language may be satisfied by earning 10 credits in either Swahili or Yoruba.

Teacher Certification

Students interested in obtaining New York State teacher certification should consult the Office of the Dean of Education (Carman Hall, Room B-33, 718-960-4972).

Women's Studies Options

See the description of this program contained later in this Bulletin.

Requirements for the Minor in African and African American Studies

15 Credits distributed as follows:

3 AAS 166

12 In elective AAS courses: 6 credits in AAS courses at the 200 level or above; and 6 credits in AAS courses at the 300 or 400 level.

ENCYCLOPEDIA that would encompass the African continent and African Diaspora historical & cultural experiences holistically. To paraphrase the African writer Wole Soyinka, "African fingertips have touched the four corners of the globe"... (an interesting citation given there are no corners on a globe) but most of us understand the meaning: African humanity has imprinted itself all over the world.

Two Harvard scholars, Henry Louis Gates, Jr. and Kwame Appiah went on to edit the first Africana Encyclopedia and published it in 1999; putting into practice W.E.B Du Bois's idea. Moreover, most 20th Century Departments of Black Studies (the former name for the majority of depts. in the 1960s-70s) have adopted the name AFRICANA STUDIES in the 21st Century, which simply embraces African humanity and experience globally.

Given the demographic of students at Lehman College, it's imperative to have a department that speaks to the African Continent and the African Diaspora broadly. Africana Studies in nomenclature does this perfectly -- while the current name does not do this adequately.

The change also allows for a less "wordy" name for the department. Often the department secretaries, for example, get tongue-tied announcing the current name, "African & African American Studies," to callers on the phone. Overall, it is the right thing to do intellectually and practically. It would simply be the "Department of Africana Studies at Lehman College, CUNY."

Finally, it will coincide with the Graduate Center at CUNY and the "Africana Studies Certificate" at the graduate level of learning. It makes sense on so many levels to change the current name to the Department of Africana Studies, and take it into the 21st Century.

Below please find a list of CUNY, SUNY and Private institutions in the North-East with programs using the term "Africana" to designate department status:

CUNY programs:

CUNY Graduate Center

Brooklyn College

Queens College

Hunter College

SUNY programs:

Albany

Stony Brook

Binghamton

Private programs:

New York University

Rutgers University

Barnard College

Cornell University

Vassar College

Date of African and African American Studies Department Approval: September 16, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AIII.2

Name of Program and Degree Award: Chemistry, B.S.

Hegis Number: 1905.00

Program Code: 02663

Effective Term: Fall 2016

The following revisions are proposed from the Department of Chemistry.

FROM:**Chemistry, B.S. (76-77 Credit Major)**

~~This major is recommended for students preparing for graduate school in chemistry or for careers in chemical research. The B.S. program is accredited by the Committee on Professional Training of the American Chemical Society (A.C.S.). The required courses and credits are distributed as follows:~~

~~Credits (76-77)~~

~~54-55 In Chemistry CHE 166-167 (or equivalent), 168-169, 232-233, 234-235, 249, 327, 342, 344, 345, 347, 442, 443 and 449, and two additional advanced CHE courses.~~

~~22 In Mathematics and physics: MAT 175, 176, MAT 226 and either PHY 166-167 or 168-169~~

Chemistry, B.S., with a Specialization in Biochemistry (80.5 Credit Major)

~~This major prepares students for (1) graduate study in chemistry, biochemistry, molecular biology, or clinical chemistry; (2) professional training in medicine, dentistry, and other health-related sciences; and (3) careers in chemistry, biochemistry or biomedicine in hospitals, medical schools, or the chemical industry. The B.S. degree in Chemistry with a specialization in Biochemistry is accredited by the Committee on Professional Training of the American Chemical Society (A.C.S.). The distribution of required courses and credits is as follows:~~

TO:**Chemistry, B.S. (75.5-81.5 Credit Major)**

The Chemistry BS is comprised of a core of 40 credits and an area of concentration in chemistry or biochemistry. This major is recommended for those students in chemistry who are preparing for (1) graduate study in chemistry, biochemistry, molecular biology, or clinical chemistry and (2) research careers in chemistry, biochemistry or biomedicine in hospitals, medical schools, or the chemical industry. The B.S. program is accredited by the Committee on Professional Training of the American Chemical Society (A.C.S.)

Chemistry Core (required) (40 credits)

22 In chemistry: CHE 166-167, 168-169, 232-233,

234-235 and 450

18 In mathematics and physics: MAT 175-176, and

PHY 168-169

Chemistry Concentration (35.5 credits)

31.5 In chemistry: 244, 249, 342, 344, 345, 347, 442, 443,

449

4 In mathematics: MAT 226

Biochemistry Concentration (41.5 credits)

29.5 In chemistry: CHE 249, 342, 344, 345, 442, 443, 444,

446 and 447

12 In biology: BIO 166-167 and BIO 420

Credits (80.5)

~~50.5 In Chemistry CHE 166-167, 168-169, 232-233, 234-235, 2420-2430, 249, 342, 344-345, 442, 443, 444, 446 and 447.~~

~~12 In biological sciences, BIO 166, 167 and 420~~

~~22 In Mathematics and physics: MAT 175, 176, and PHY 168-169~~

Rationale:

We are adjusting the Chemistry BS degree to be compliant with the ACS requirements in order to keep our certification. To achieve this we are adjusting the courses that are required for each specialization – this in turn has an impact on the number of credits required.

Date of Chemistry Department Approval: December 8, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula**AIII.3**

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

Hegis Number: 1905.00

Program Code: 34241

Effective Term: Fall 2016

The following revisions are proposed from the Department of Chemistry.

FROM:**Chemistry, B.A. (~~56-62~~ Credit Major)**

The Chemistry BA is comprised of a core of ~~36-38~~ credits and an area of concentration in chemistry or biochemistry. This major is recommended for those students in chemistry who are preparing for (1) admission to medical, veterinary, or dental school; (2) certification as secondary school teachers of chemistry; or (3) positions in the chemical industry.

Chemistry Core (required) (~~36-38~~ credits)

~~20~~ In chemistry: CHE 166-167 (~~or equivalent~~), 168-169,

232-233, 234-235.

~~16-18~~ In mathematics and physics: MAT 175-176, and either PHY 166-167 or 168-169.

Biochemistry Concentration (~~24~~ credits)

15 In chemistry: CHE 334, 444, 446, 447, and one 3 credit elective Chemistry course at the 200 level or

above, excluding 391 and 491.

8 In biology: BIO 166-167.

Chemistry Concentration (~~20-22~~ credits)

~~16-18~~ In chemistry: 249, 342, 344, 345, 347 and one 3 8

TO:**Chemistry, B.A. (62-65 Credit Major)**

The Chemistry BA is comprised of a core of 40 credits and an area of concentration in chemistry or biochemistry. This major is recommended for those students in chemistry who are preparing for (1) admission to medical, veterinary, or dental school; (2) certification as secondary school teachers of chemistry; or (3) positions in the chemical industry.

Chemistry Core (required) (40 credits)

22 In chemistry: CHE 166-167, 168-169, 232-233,

234-235 and 450

18 In mathematics and physics: MAT 175 -176, and

either PHY 166-167 or 168-169

Chemistry Concentration (22-24 credits)

18-20 In chemistry: 249, 342, 344, 345, 347 and one 3-5

credit elective Chemistry course at the 200 level or above, excluding 391 and 491

4 In mathematics: MAT 226

Biochemistry Concentration (23-25 credits)

15-17 In chemistry: CHE 342 or 344, 444, 446, 447 and one 3-5 credit elective Chemistry course at the 200 level or above, excluding

391 and 491

8 In biology: BIO 166-167

credit elective Chemistry course at the 200 level
or

above, excluding 391 and 491.

4 In mathematics: MAT 226.

Rationale:

- The number of credits in general chemistry is changing, this changes the number of credits in the major.
- There was an error in the course offering for physical chemistry CHE 334 – this course has been replaced with either CHE 342 or 344
- The elective course credits have been expanded to include all possible combinations

Date of Chemistry Department Approval: December 8, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AIII.4

Name of Program and Degree Award: Chemistry Minor

Hegis Number: 1905.00

Program Code: NA

Effective Term: Fall 2016

The following revisions are proposed from the Department of Chemistry.

FROM: Chemistry Minor

TO: Chemistry Minor

~~Students must complete 10 credits in organic chemistry—
CHE 232-233 and 234-235—and also choose either CHE 249
(quantitative analysis, 5 credits) or CHE 332 (physical
chemistry, 3 credits).~~

Students must complete 11 credits in general chemistry
(CHE 166 -167 and 168-169), 10 credits in organic chemistry
(CHE 232-233 and 234-235), CHE 450 and also choose one
elective chemistry course from the following options:

CHE 244

CHE 249

CHE 342

CHE 344

CHE 442

Any other 3 credit (or more) Chemistry course at the 200 level
or above excluding CHE 391 and CHE 491 may be
considered for the elective with departmental consent.

Rationale:

The Chemistry Department wishes to make the minor more attractive to students by expanding the course options beyond organic chemistry to include a chemistry seminar course and one chemistry elective. The CHE 450 seminar course will build their science literacy and expose them to many exciting areas of scientific research, and the elective chemistry course will allow students to tailor their coursework to better match their own interests. Together this combination of increased science literacy, exposure to scientific research and flexibility in research exposure and preparing them more effectively for their chosen post-graduate work.

Date of Chemistry Department Approval: December 8, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AIII.5

Name of Program and Degree Award: Macaulay Honors College

Hegis Number: NA

Program Code: NA

Effective Term: Fall 2016

The following revisions are proposed from Macaulay Honors College.

FROM: Macaulay Honors College

The Macaulay Honors College at Lehman College admitted its first class in September 2002. Member of the Honors College are designated "University Scholars." They receive full tuition, stipends, laptop computers, and an opportunities fund for academic enrichment experiences, such as study abroad. A "Cultural Passport" provides entry to concerts, the theater, museums, and other cultural institutions in New York City. Passport activities also will put students in contact with people active in many facets of city life, the arts, government, business, and science.

Criteria for selection include the student's high school academic record, SAT/ACT scores, an essay, two letters of recommendation, and an interview.

Students intending to apply for Macaulay must apply directly from high school; Macaulay does not accept transfers from any institution. Students wishing to apply should consult the Macaulay homepage through the CUNY Portal at www.cuny.edu and select "Apply Online," as well as the Lehman homepage at www.lehman.edu/lehman/honorscollege. The curriculum of the Honors College is seminar based, and the program offers rich opportunities for academic enhancement and intellectual growth,

TO: Macaulay Honors College

The Macaulay Honors College at Lehman College admitted its first class in September 2002. Member of the Honors College are designated "Macaulay Scholars." They receive full tuition, stipends, laptop computers, and an opportunities fund for academic enrichment experiences, such as study abroad. A "Cultural Passport" provides entry to concerts, the theater, museums, and other cultural institutions in New York City. Passport activities also will put students in contact with people active in many facets of city life, the arts, government, business, and science.

Criteria for selection include the student's high school academic record, SAT/ACT scores, an essay, two letters of recommendation, and an interview.

Students intending to apply for Macaulay must apply directly from high school; Macaulay does not accept transfers from any institution. Students wishing to apply should consult the Macaulay homepage through the CUNY Portal at www.cuny.edu and select "Apply Online," as well as the Lehman homepage at www.lehman.edu/lehman/honorscollege. The curriculum of the Honors College is seminar based, and the program offers rich opportunities for academic enhancement and intellectual growth,

supplemented by study abroad, internships, preparation for graduate school, and global engagement.

supplemented by study abroad, internships, preparation for graduate school, and global engagement.

Macaulay Scholars at Lehman College fulfill the same requirements in their majors as stipulated in the College Bulletin for all Lehman College students. Upon graduation, Macaulay Scholars are issued a joint diploma from Macaulay Honors College and Lehman College.

Rationale:

CUNY has changed the designation from “University Scholars” to “Macaulay Scholars” and this changes reflects that. The added statement clarifies the relation between Macaulay Honors College major requirements and regular Lehman College major requirements.

Date of Macaulay Honors College Approval: February 2, 2016

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AIII.6

Name of Program and Degree Award: Accelerated Nursing Program; Bachelor of Science in Nursing

Hegis Number: 1203.00

Program Code: 02630

Effective Term: Fall 2016

The following revisions are proposed from the Department of Nursing.

FROM:

Professional Nursing: The Department of Nursing offers a Bachelor of Science degree in Nursing for non-nurses and for

TO:

Professional Nursing: The Department of Nursing offers a Bachelor of Science degree in Nursing for non-nurses and for

Registered Nurses licensed in New York State. The upper-division Nursing program, which leads to a B.S. degree, is designed to prepare for a career and to build a foundation for graduate study in professional nursing. It fulfills the requirements of the New York State Education Department, is accredited by the Commission on Collegiate Nursing Education, and entitles its graduates to take the National Council Licensing Examination (NCLEX) for licensure as a registered nurse. The clinical laboratory sections of the Nursing courses are conducted in diverse and culturally rich clinical facilities in the Bronx, Westchester, and other surrounding communities. Independent study and honors projects are available to qualified students.

Generic Nursing Students: Designed to be completed in four academic years, the generic program is a 75-credit major within a total of 120 credits required for graduation. Students must complete their general education, distribution, and prerequisite courses in the first two years of study and then embark on a concentrated study of professional nursing, supported by the liberal arts and sciences. The generic Nursing curriculum is designed for full-time study only. The program aims to help students gain the knowledge and experience needed to function independently, as well as in collaboration with other members of the healthcare team, and to help individuals and families achieve maximum levels of health. Graduates will have developed skills in critical thinking and the ability to provide competent and compassionate care to a diverse population.

~~**B.S. for Registered Nurses:** Graduates of Associate Degree programs in nursing and graduates of hospital schools of nursing (diploma programs) who are licensed as Registered Professional Nurses in New York State are eligible for~~

Registered Nurses licensed in New York State. The Upper-division Nursing program, which leads to a B.S. degree, is designed to prepare for a career and to build a foundation for graduate study in professional nursing. It fulfills the requirements of the New York State Education Department, is accredited by the Commission on Collegiate Nursing Education, and entitles its graduates to take the National Council Licensing Examination (NCLEX) for licensure as a registered nurse. The clinical laboratory sections of the Nursing courses are conducted in diverse and culturally rich clinical facilities in the Bronx, Westchester, and other surrounding communities. Independent study and honors projects are available to qualified students.

Traditional Generic Nursing Program: Designed to be completed in four academic years, the generic program is a 75-credit major within a total of 120 credits required for graduation. Students must complete their general education, distribution, and prerequisite courses in the first two years of study and then embark on a concentrated study of professional nursing, supported by the liberal arts and sciences. The traditional generic Nursing curriculum is designed for full-time study only. The program aims to help students gain the knowledge and experience needed to function independently, as well as in collaboration with other members of the healthcare team, and to help individuals and families achieve maximum levels of health. Graduates will have developed skills in critical thinking and the ability to provide competent and compassionate care to a diverse population.

Accelerated Generic Nursing Program: The Department offers the Generic Accelerated Nursing Program. The Applicants must have a 4-year Bachelor's Degree (any

~~admission to the program. R.N. students are required to complete a 37.5 credit major of the total 120 credits required for graduation. Graduates of Associate Degree programs should follow directions for transfer students when applying for admission to the College and then seek advisement in the Office of Academic Advisement, Shuster Hall, Room 280, in addition to advisement in the Nursing Department. Graduates of hospital schools of nursing who have not earned previous college credits should follow directions for new applicants to the College and then see an adviser in the Adult Degree Program. Graduates of diploma nursing programs are encouraged to take the Excelsior College (formerly Regents College) exams in Adult Nursing, Maternal and Child Nursing, and Psychiatric Mental Health Nursing to earn advanced standing credits.~~

Accelerated (Generic) Nursing Program: The Department offers the Generic Accelerated Nursing Program. The Applicants must have a 4-year Bachelor's Degree (any discipline) and meet the admission requirements for the Nursing Department. Applicants will follow the Generic Nursing path, conditions, and application procedures as described in the Department of Nursing's "Bachelor of Science Program in Nursing-Generic." Applicants for the ~~accelerated component of the Generic Nursing Program~~ must meet all of the same eligibility requirements outlined in the Generic program for prerequisite courses, testing, legal status, and any other College and Department requirements and deadlines, in order to submit a Generic Nursing application, ~~including~~ Generic Nursing is a full-time program. Accelerated nursing courses will be held every ~~semester~~: Fall, Winter, Spring, and both Summer sessions. If accepted into the Accelerated Program-Generic, this program must be completed in one (1) year.

discipline) and meet the admission requirements for the Nursing Department. Applicants will follow the traditional generic nursing path, conditions and application procedures as described in the Department of Nursing's "Bachelor of Science Program in Nursing-Generic." Applicants for the Accelerated Nursing Program must meet all of the same eligibility requirements outlined in the Traditional Generic Nursing Program for prerequisite courses, testing, legal status, and any other College and Department requirements and deadlines, in order to submit an Accelerated Generic Nursing application. Including the Generic Nursing courses, this is a full-time program. Accelerated nursing courses will be held every month during: fall, winter, spring, and both summer sessions. If accepted into the Accelerated Generic Nursing Program, this program must be completed in one (1) year.

Requirements for Entrance into the Bachelor of Science Program in Nursing (Generic Programs: Traditional & Accelerated)

To enter the Nursing Program, students must earn a minimum grade of "C" or better in each of the science courses and foundation course listed below, with a minimum cumulative index of 2.75 in these science courses, or their equivalents, and a cumulative index of 2.0 or greater for all college work.

CHE 114: Essentials of General Chemistry (3 credits)

CHE 115: Essentials of General Chemistry (lab, 1.5 credits)

CHE 120: Essentials of Organic Chemistry (3 credits)

CHE 121: Essentials of Organic Chemistry (lab, 1.5 credits)

BIO 181: Anatomy and Physiology I (4 credits)

Requirements for Entrance into the Bachelor of Science Program in Nursing (Generic)

To enter the Nursing Program, students must earn a minimum grade of "C" or better in each of the science courses listed below, with a minimum cumulative index of 2.75 in these courses, or their equivalents, and a cumulative index of 2.0 or greater for all college work.

CHE 114: Essentials of General Chemistry (3 credits)

CHE 115: Essentials of General Chemistry (lab, 1.5 credits)

CHE 120: Essentials of Organic Chemistry (3 credits)

CHE 121: Essentials of Organic Chemistry (lab, 1.5 credits)

BIO 181: Anatomy and Physiology I (4 credits)

BIO 182: Anatomy and Physiology II (4 credits)

BIO 230: Microbiology (4 credits)

Students must also pass the HESI A2 Admission Assessment Exam. ~~The department will schedule exams for students applying to Lehman's nursing program during Winter Recess and early spring semester. The dates and times will be posted in the Nursing Department. There is a non-refundable fee to sit for the exam.~~ Students must pass the HESI A2 exam in order to be considered for admission to the nursing program.

The City University of New York has instituted the following requirement: Beginning in the Fall 2009 semester, all CUNY Nursing Departments will require applicants for admission into Nursing programs to provide documentation in one of the following categories: U.S. Citizenship, Permanent Residency,

BIO 182: Anatomy and Physiology II (4 credits)

BIO 230: Microbiology (4 credits)

HIN 268: Human Growth and Development (foundation course; 3 credits)

A grade of "C" or better is required in the following Foundation course:

HIN 269: Analysis and Action for Community Health (3 credits; prior to or after admission)

Students must also pass the HESI A2 Admission Assessment Exam (see distance testing information under advisement & testing on Department's Website). Students must pass the HESI A2 exam in order to be considered for admission to the traditional and accelerated generic nursing programs.

The City University of New York has instituted the following requirement: Beginning in the Fall 2009 semester, all CUNY Nursing Departments will require applicants for admission into Nursing programs to provide documentation in one of the following categories: U.S. Citizenship; Permanent Residency; International student with F1 Status; or Granted Asylum, Refugee Status, Temporary Protected Status, Withholding of Removal, or Deferred Action Status by the U.S. Government. There will be no exceptions to this policy.

RN to BS Nursing Program (Traditional): Graduates of Associate Degree programs in nursing and graduates of hospital schools of nursing (diploma programs) who are licensed as Registered Professional Nurses in New York State are eligible for admission to the program. R.N. students are required to complete a 37.5-credit major of the total 120

International student with F1 Status; or Granted Asylum, Refugee Status, Temporary Protected Status, Withholding of Removal, or Deferred Action Status by the U.S. Government. There will be no exceptions to this policy.

~~A grade of "C" or better is required in the following Foundation courses:~~

~~HIN 268: Human Growth and Development (3 credits)~~

~~HIN 269: Analysis and Action for Community Health (3 credits)~~

Requirements for Entrance into the Bachelor of Science Program in Nursing for Registered Nurses (Licensed in New York State)

Graduates of Associate Degree programs in nursing and graduates of diploma programs who are currently licensed as Registered Professional Nurses in New York State are eligible to apply for admission to the B.S. program after completing 60 college credits with a cumulative index of 2.5 or greater and providing evidence of college courses in chemistry and human growth and development (or their equivalents). Some students may qualify to earn credits for the human growth and development course through a validation examination. Students must seek advisement in the Department of Nursing for this process. Registered nurses may pursue either full-time or part-time study.

Application to the Nursing Program

All applicants to the program must first apply for admission to the College. After being admitted to the College, applicants apply to the Department of Nursing for admission to the

credits required for graduation. Graduates of Associate Degree programs should follow directions for transfer students when applying for admission to the College and then seek advisement in the Office of Academic Advisement, Shuster Hall, Room 280, in addition to advisement in the Department of Nursing. Graduates of hospital schools of nursing who have not earned previous college credits should follow directions for new applicants to the College and then see an adviser in the Adult Degree Program. Graduates of diploma nursing programs are encouraged to take the Excelsior College (formerly Regents College) exams in Adult Nursing, Maternal and Child Nursing, and Psychiatric Mental Health Nursing to earn advanced standing credits.

RN to BS Nursing Program (Online):

Applicants for the RN-BS Online option must be graduates of Associate Degree programs in nursing who are licensed as Registered Professional Nurses in New York State and are eligible for admission to the program. R.N. students are required to complete a 37.5-credit major of the total 120 credits required for graduation. Applicants must meet the requirements for admission to the Traditional RN-BS nursing program. All courses in this option will be offered online, including both nursing and liberal arts courses. The *Professional Nursing Practice course* (NUR 400) will be taught using virtual simulation. This virtual clinical experience is an interactive Internet-based approach. For NUR 409 (*Therapeutic Intervention V: Nursing Synthesis*), the clinical component of the course must be taken at a healthcare facility approved by the Department of Nursing. Applicants to the RN-BS Online program should follow directions for transfer students when applying for admission to the College and then seek advisement in the Department of Nursing.

program.

Applicants must have completed a minimum of 60 credits before being admitted to the Nursing program. Transfer students should submit a copy of their evaluation of transfer credits from the Admissions Office. Second-degree students must file a Second Degree Area of Concentration form in the Office of Academic Standards and Evaluation, Shuster Hall 280.

Generic students planning to enroll in NUR courses in the fall semester of their junior year must complete and submit an application to the Department of Nursing by March 15 of the previous spring semester.

Registered nurses may apply at any time during the academic year. Applications are available in the Department of Nursing Office (T-3 Building, Room 201) during College business hours and at the Department's website at www.lehman.edu/deannss/nursing. Applicants must also submit official transcripts of all previous college work and a copy of the Transfer Credit Evaluation form if they are transfer students. All required prerequisite science and foundation courses must be completed prior to admission to the program. ~~Students who have been dropped from another Nursing program for any reason are not admissible to the Nursing program at Lehman unless the student has subsequently passed the NCLEX exam and become a registered nurse.~~

Nursing, B.S. (75 Credit Major)

Prerequisite sciences (21 credits)

CHE 114: Essentials of General Chemistry (3 credits)

Requirements for Entrance into the Bachelor of Science Program in Nursing for Registered Nurses (Licensed in New York State)

To enter the Traditional RN-BS Nursing program, graduates of Associate Degree programs in nursing and graduates of diploma programs who are currently licensed as Registered Professional Nurses in New York State are eligible to apply for admission to the B.S. program after completing 60 college credits with a cumulative index of 2.5 or greater and providing evidence of college courses in *chemistry and human growth and development (or their equivalents)*. Some students may qualify to earn credits for the human growth and development course through a validation examination. Students must seek advisement in the Department of Nursing for this process. Registered nurses may pursue either full-time or part-time study.

To enter the RN-BS Online Nursing program, graduates of Associate Degree programs in nursing who are currently licensed as Registered Professional Nurses in New York State are eligible to apply for admission to the B.S. program after completing 60 college credits with a cumulative index of 2.5 or greater and providing evidence of college courses in *English composition, college level math, chemistry, and human growth and development (or their equivalents)*. This RN-BS online option is a cohort program; students register for the courses offered according to the nursing curriculum plan.

Application to the Nursing Program

All applicants to the program must first apply for admission to the College. After being admitted to the College, applicants apply to the Department of Nursing for admission to the program.

CHE 115: Essentials of General Chemistry, lab (1.5 credits)

CHE 120: Essentials of Organic Chemistry (3 credits)

CHE 121: Essentials of Organic Chemistry, lab (1.5 credits)

BIO 181: Anatomy and Physiology I (4 credits)

BIO 182: Anatomy and Physiology II (4 credits)

BIO 230: Microbiology (4 credits)

~~Foundation Course (Prior to Admission)~~

~~HIN 268: Human Growth and Development (credits)~~

Foundation Course (Prior to or After Admission)

HIN 269: Analysis and Action for Community Health (3 credits)

Nursing Courses (48 credits)

NUR 300: Nursing as a Human Science (3 credits)

NUR 301: Therapeutic Intervention I (6 credits)

NUR 302: Ways of Knowing (3 credits)

NUR 303: Therapeutic Intervention II (6 credits)

NUR 304: Therapeutic Intervention III (3 credits)

NUR 330: Pharmacologic Basis of Nursing Practice (3 credits)

~~NUR 330: Pharmacologic Basis of Nursing Practice (3~~

Applicants must have completed a minimum of 60 credits before being admitted to the Nursing program. Transfer students should submit a copy of their evaluation of transfer credits from the Admissions Office. Second-degree students must file a Second Degree Area of Concentration form in the Office of Academic Standards and Evaluation, Shuster Hall 280.

Generic students (*both traditional and accelerated*) planning to enroll in NUR courses in the fall semester of their junior year must complete and submit an application to the Department of Nursing by March 15 of the previous spring semester.

Registered nurses (*both traditional and online*) may apply at any time during the academic year. Applications are available in the Department of Nursing Office (T-3 Building, Room 201) during College business hours and at the Department's website at <http://www.lehman.edu/academics/health-human-services-nursing/nursing/>. Applicants must also submit official transcripts of all previous college work and a copy of the Transfer Credit Evaluation form if they are transfer students. All required prerequisite science and foundation courses must be completed prior to admission to the program. **Students who have been dropped from another Nursing program for any reason are not admissible to the Nursing program at Lehman unless the student has subsequently passed the NCLEX exam and become a registered nurse.**

Generic Nursing, B.S. (75 Credit Major)

Prerequisite sciences (21 credits)

CHE 114: Essentials of General Chemistry (3 credits)

credits)

NUR 344: Altered Health States (3 credits)

NUR 405: Therapeutic Intervention IV (6 credits)

NUR 406: Clinical Decision Making (3 credits)

NUR 408: Trends and Issues in Nursing and Health Care (3 credits)

NUR 409: Therapeutic Intervention V (6 credits)

NUR 410: Professional Nursing Management (3 credits)

Nursing, B.S. (37.5 Credit Major)

Prerequisite sciences (4.5 credits)

CHE 114: Essentials of General Chemistry (3 credits)

CHE 115: Essentials of General Chemistry, lab (1.5 credits)

Foundation Course (Prior to Admission)

HIN 268: Human Growth and Development (3 credits)

Foundation Course (Prior to or After Admission)

HIN 269: Analysis and Action for Community Health (3 credits)

Nursing Courses (27 credits)

NUR 300: Nursing as a Human Science (3 credits)

NUR 302: Ways of Knowing (3 credits)

CHE 115: Essentials of General Chemistry, lab (1.5 credits)

CHE 120: Essentials of Organic Chemistry (3 credits)

CHE 121: Essentials of Organic Chemistry, lab (1.5 credits)

BIO 181: Anatomy and Physiology I (4 credits)

BIO 182: Anatomy and Physiology II (4 credits)

BIO 230: Microbiology (4 credits)

HIN 268: Human Growth and Development (foundation course; 3 credits)

Foundation Course (Prior to or After Admission)

HIN 269: Analysis and Action for Community Health (3 credits)

Nursing Courses (48 credits)

NUR 300: Nursing as a Human Science (3 credits)

NUR 301: Therapeutic Intervention I (6 credits)

NUR 302: Ways of Knowing (3 credits)

NUR 303: Therapeutic Intervention II (6 credits)

NUR 304: Therapeutic Intervention III (3 credits)

NUR 330: Pharmacologic Basis of Nursing Practice (3 credits)

NUR 344: Altered Health States (3 credits)

NUR 400: Professional Nursing Practice (6 credits)

NUR 406: Clinical Decision Making (3 credits)

NUR 408: Trends and Issues in Nursing and Health Care (3 credits)

NUR 409: Therapeutic Intervention V (6 credits)

NUR 410: Professional Nursing Management (3 credits)

Department Grade Requirement

A minimum grade of C (73) or better is required in each of the prerequisite science courses, or their equivalents, to be eligible for admission to the generic Nursing program. If a prerequisite science course is repeated, the first grade will be counted when considering eligibility for admission to the Nursing program. A minimum grade of C (73) is required for a student to progress from one Nursing course to the next. Nursing students may repeat only one HIN or NUR course. Note: A student who does not achieve a grade of C or better in a NUR or HIN course may repeat the course only once.

Time Limit to Complete the Nursing Program

In addition to the College requirement for completion of the baccalaureate degree, the following time limit applies: Once admitted to the Nursing program, the student must complete the baccalaureate in Nursing within five years. Students who do not meet this time requirement may reapply to have the currency of their Nursing courses reevaluated. Students may be required to demonstrate current knowledge as evidenced by recent or present practice, portfolio, or certification.

NUR 405: Therapeutic Intervention IV (6 credits)

NUR 406: Clinical Decision Making (3 credits)

NUR 408: Trends and Issues in Nursing and Health Care (3 credits)

NUR 409: Therapeutic Intervention V (6 credits)

NUR 410: Professional Nursing Management (3 credits)

RN-BS Nursing, B.S. (37.5 Credit Major)

Prerequisite sciences (4.5 credits)

CHE 114: Essentials of General Chemistry (3 credits)

CHE 115: Essentials of General Chemistry, lab (1.5 credits)

Foundation Course (Prior to Admission)

HIN 268: Human Growth and Development (3 credits)

Foundation Course (Prior to or After Admission)

HIN 269: Analysis and Action for Community Health (3 credits)

Nursing Courses (27 credits)

NUR 300: Nursing as a Human Science (3 credits)

NUR 302: Ways of Knowing (3 credits)

NUR 400: Professional Nursing Practice (6 credits)

NUR 406: Clinical Decision Making (3 credits)

NUR 408: Trends and Issues in Nursing and Health Care (3 credits)

NUR 409: Therapeutic Intervention V (6 credits)

NUR 410: Professional Nursing Management (3 credits)

Department Grade Requirement

A minimum grade of C (73) or better is required in each of the prerequisite science courses, or their equivalents, to be eligible for admission to the generic Nursing program. If a prerequisite science course is repeated, the first grade will be counted when considering eligibility for admission to the Nursing program. A minimum grade of C (73) is required for a student to progress from one Nursing course to the next. Nursing students may repeat only one HIN or NUR course. Note: A student who does not achieve a grade of C or better in a NUR or HIN course may repeat the course only once.

Time Limit to Complete the Nursing Program

In addition to the College requirement for completion of the baccalaureate degree, the following time limit applies: Once admitted to the Nursing program, the student must complete the baccalaureate degree in Nursing within five years. Students who do not meet this time requirement may reapply to have the currency of their Nursing courses reevaluated. Students may be required to demonstrate current knowledge as evidenced by recent or present practice, portfolio, or certification.

Rationale:

The changing of **the existing accelerated nursing program track** to a **new program** will not replace nor upgrade the

generic course content. The Accelerated Nursing Program has been offered by the Department of Nursing as a track within the baccalaureate nursing generic program. However, in compliance with recommendations from the New York State Education Department, the accelerated nursing track is being registered as a stand-alone program. The changing of the accelerated track to a program does not replace nor upgrade generic course content.

Date of Nursing Department Approval: April 7, 2014

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AIII.7

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

Hegis Number: 2104.00

Program Code: 82477

Effective Term: Fall 2016

The following revisions are proposed from the Department of Social Work.

FROM: Admission to the Program

Applications to the Undergraduate Social Work Program are available in Carman Hall, Room B-18. Applications must be submitted to the Undergraduate Social Work Program, either by mail or in person, to the Undergraduate Social Work Coordinator, located in Carman Hall, Room B-18. This application is separate from the application to Lehman College.

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:

TO: Admission to the Program

Applications to the Undergraduate Social Work Program are available in Carman Hall, Room B-18. Applications must be submitted to the Undergraduate Social Work Program, either by mail or in person, to the Undergraduate Social Work Coordinator, located in Carman Hall, Room B-18. This application is separate from the application to Lehman College.

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
- 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.

Courses in Social Work

Note: Admission into the Social Work program requires completion of 48 college credits, submission of an application to the program, completion of SWK 237 and SOC 166, and achieving a minimum cumulative college index of 2.7.

Rationale:

The additional note will give students more information about their chances of acceptance to the undergraduate Social Work major. We need to be able to select those most likely to meet standards of the Council on Social Work Education, the national accrediting organization for education in Social Work, which has recently determined that the accredited undergraduate social work major is equivalent to the first year of the M.S.W. program.

Date of Social Work Department Approval: November 11, 2015

Date of Senate Approval: March 9, 2016

- 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.

Courses in Social Work

Note: Admission into the Social Work program requires completion of 48 college credits, submission of an application to the program, completion of SWK 237 and SOC 166, and achieving a minimum cumulative college index of 2.7. A minimum cumulative index of 2.9 is recommended.

Undergraduate Curricula**AIII.8**

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

Hegis Number: 2104.00

Program Code: 82477

Effective Term: Fall 2016

The following revisions are proposed from the Department of Social Work.**FROM: Social Work, B.A. (55 Credit Major)**

The following credits and courses are required of all Social Work majors:

- 33 *In social work:* SWK 237, 239, 305-306, 311-312, 440-441, 443, and 470-471 (majors are expected to register for SWK 470 for the Fall semester after completing SWK 312).
- 12 *In sociology:* SOC 166, 246, 346, and any 300-level SOC course in addition to SOC 346.
- 10 *In other disciplines:* PSY 166, POL 166, and BIO 183.

TO: Social Work, B.A. (55 Credit Major)

The following credits and courses are required of all Social Work majors:

- 33 *In social work:* SWK 237, 239, 305-306, 311-312, 440-441, 443, and 470-471 (majors are expected to register for SWK 470 for the Fall semester after completing SWK 312).
- 9 *In sociology:* SOC 166, 301, 303.
- 3
One 3-credit 300-level SWK elective course above SWK 312, OR one 3-credit 300-level SOC elective course above SOC 303.
- 10 *In other disciplines:* PSY 166, POL 166, and BIO 183.

Rationale:

The Social Work Department has developed several 300-level elective courses that can provide students with broad theoretical and policy perspectives related to understanding the urban environment. This proposed change expands students' choice of either a Social Work 300-level elective or a Sociology 300-level elective, giving students a broader range of elective course topics.

The following refers to corrections, rather than changes:

SOC 301 has replaced SOC 246, and SOC 303 has replaced SOC 346. These changes, made by the Sociology Department, had been previously approved but have not yet been noted in this section of the bulletin. Therefore, for the sake of clarity, we have also included those course number changes.

Date of Social Work Department Approval: November 11, 2015

Date of Senate Approval: March 9, 2016

Graduate Curricula**AIII.9**

Name of Program and Degree Award: Health Education, MS.ED.

Hegis Number: 0837.00

Program Code: 25951

Effective Term: Fall 2016

The following revisions are proposed from the Department of Health Sciences.

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

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).

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

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 2014-2016***

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.
- ~~Demonstrate the ability to successfully pursue graduate study by having attained a minimum grade average of B in the undergraduate record as a whole and an average of B in courses most relevant to the graduate discipline.~~

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

- 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 2014-2016**
- **For Sequence 3 admission**, possess New York State teacher certification in health education.

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.

Rationale:

An amendment to Part 52 of the New York State Education Department Commissioner's Regulations (presented for approval to the Board of Regents at its September 2015 meeting) mandates that all graduate level teacher and educational leadership programs require applicants to submit scores on a nationally normed admission test. In anticipation of the new requirement, CUNY Teacher Education Council (a group composed of deans and directors of all CUNY education schools and departments) considered how best to comply with the "rigorous admission" statute at its September 2015 meeting and recommended that: 1) the Graduate Record Examination (GRE) be the assessment adopted across all CUNY colleges that offer graduate-level programs; and 2) all campuses inform admission offices as well as applicants of the new requirement well in advance of admission deadlines. The regulations also state that all teacher education programs set a minimum of a 3.0 or higher in the undergraduate record. Sequence 2 is no longer offered. Previously it stated it would no longer be offered 2014-2016. This has been updated to 2016-2018.

Date of Health Sciences Department Approval: February 3, 2016

Date of Senate Approval: March 9, 2016

Graduate Curricula

AIII.10

Name of Program and Degree Award: Degree Programs Leading to Alternative Transitional B Certification:

English Education, Grades 7-12 (Alternative Trans-B Certification), MS.ED., 25802

Mathematics Education, Grades 7-12 (Alternative Trans-B Certification), MS.ED., 25826

Music Teacher, All Grades (Alternative Trans-B Certification), MAT., 25823

Science Education, Grades 7-12 (Alternative Trans-B Certification), MS.ED., 25790

Spanish Teacher, Grades 7-12 (Alternative Trans-B Certification), MA., 31655

Social Studies, Grades 7-12 (Alternative Trans-B Certification), MS.ED., MA., 25793

TESOL, (Alternative Trans-B Certification), MS.ED., 25782

Effective Term: Fall 2016

The following revisions are proposed from the Department of Middle and High School Education.

FROM: Adding New Admissions Requirement

TO:

Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.

Rationale:

An amendment to Part 52 of the New York State Education Department Commissioner's Regulations (presented for approval to the Board of Regents at its September 2015 meeting) mandates that all graduate level teacher and educational leadership programs require applicants to submit scores on a nationally normed admission test. In anticipation of the new requirement, CUNY Teacher Education Council (a group composed of deans and directors of all CUNY education schools and departments) considered how best to comply with the "rigorous admission" statute at its September 2015 meeting and

recommended that: 1) the Graduate Record Examination (GRE) be the assessment adopted across all CUNY colleges that offer graduate-level programs; and 2) all campuses inform admission offices as well as applicants of the new requirement well in advance of admission deadlines.

Date of Middle and High School Department Approval: February 4, 2016

Date of Music Department Approval: February 4, 2016

Date of Senate Approval: March 9, 2016

Graduate Curricula

AIII.11

Name of Program and Degree Award: Adult Health Nursing, M.S.

Hegis Number: 1203.10

Program Code: 19382

Effective Term: Spring 2017

The following revisions are proposed from the Department of Nursing.

FROM:

The Department of Nursing offers graduate programs in Advanced Nursing, ~~Parent-Child Nursing, Adult Health Nursing, Nursing of Older Adults, Pediatric Nurse Practitioner and Family Nurse Practitioner~~ as well as Post-Masters certificates in Nurse Education, Nurse Administration, Pediatrics and Family Nurse Practitioner. Creative and individualized programs of study are used to meet academic requirements and career objectives of graduate Nursing students. ~~Students elect one functional area: nurse administrator, nurse educator, clinical specialist or the practitioner (pediatrics and family).~~ The program leads to a

TO:

The Department of Nursing offers graduate programs in Advanced Nursing—Adult-Gerontology Clinical Nurse Specialist, Adult-Gerontology Nursing Education, Adult-Gerontology Nursing Administration, Pediatric Nurse Practitioner and Family Nurse Practitioner—as well as Post-Master's certificates in Nurse Education, Nurse Administration, Pediatrics Pediatric and Family Nurse Practitioner. Creative and individualized programs of study are used to meet academic requirements and career objectives of graduate Nursing students. The student has the opportunity to select the Adult-Gerontology Nursing

Master of Science degree and prepares nurses for advanced practice with a variety of clients in community and health settings. Graduate Nursing students attend classes and seminars on Lehman's campus in the Northwest Bronx. They also have access to selected graduate offerings in other units of the City University. Clinical experience is provided in a variety of settings throughout the metropolitan and tri-state area. These include hospitals, community and mental health centers, and other facilities where health care is provided. The graduate nursing program is fully accredited by the Commission on Collegiate Nursing Education.

Education, Adult-Gerontology Clinical Nurse Specialist, the Adult-Gerontology Nursing Administration or the practitioner (pediatrics and family) program. The program leads to a Master of Science degree and prepares nurses for practice with a variety of clients in community and health settings. Graduate Nursing students attend classes and seminars on Lehman's campus in the Northwest Bronx. They also have access to selected graduate offerings in other units of the City University. Clinical experience is provided in a variety of settings throughout the metropolitan and tri-state area. These include hospitals, community and mental health centers, and other facilities where health care is provided. The graduate nursing program is fully accredited by the Commission on Collegiate Nursing Education.

Rationale:

To be in compliance with recommendations from the American Association of Colleges of Nursing's (AACN's) APRN Consensus Model—to ensure the preparation of graduates to meet the new certification and licensure criteria; the Commission on Collegiate Nursing Education (CCNE) Essentials of Master's Education, and the Institute for Medicine (IOM) report on the *Future of Nursing* for meeting the healthcare needs of the aging population, the merger of the two program tracks, Adult Health Nursing and Nursing of the Older Adults, is required. Adult Health Nursing and Nursing of Older Adults are to be replaced by the *Adult-Gerontology Clinical Nurse Specialist, Adult-Gerontology Nursing Education and Adult-Geriatric Nursing Administration* programs. The new programs replace and upgrade courses and course content from the two existing tracks.

Date of Nursing Department Approval: March 19, 2015

Date of Senate Approval: March 9, 2016

Graduate Curricula

AIII.12

Name of Program and Degree Award: Older Adult Nursing, M.S.

Hegis Number: 1203.10

Program Code: 19383

Effective Term: Spring 2017

The following revisions are proposed from the Department of Nursing.

FROM:

The Department of Nursing offers graduate programs in ~~Advanced Nursing, Parent-Child Nursing, Adult Health Nursing, Nursing of Older Adults, Pediatric Nurse Practitioner and Family Nurse Practitioner~~ as well as Post-Masters certificates in Nurse Education, Nurse Administration, Pediatrics and Family Nurse Practitioner. Creative and individualized programs of study are used to meet academic requirements and career objectives of graduate Nursing students. ~~Students elect one functional area: nurse administrator, nurse educator, clinical specialist or the practitioner (pediatrics and family).~~ The program leads to a Master of Science degree and prepares nurses for advanced practice with a variety of clients in community and health settings. Graduate Nursing students attend classes and seminars on Lehman's campus in the Northwest Bronx. They also have access to selected graduate offerings in other units of the City University. Clinical experience is provided in a variety of settings throughout the metropolitan and tri-state area. These include hospitals, community and mental health centers, and other facilities where health care is provided. The graduate nursing program is fully accredited by the Commission on Collegiate Nursing Education.

TO:

The Department of Nursing offers graduate programs in Advanced Nursing—Adult-Gerontology Clinical Nurse Specialist, Adult-Gerontology Nursing Education, Adult-Gerontology Nursing Administration, Pediatric Nurse Practitioner and Family Nurse Practitioner—as well as Post-Master's certificates in Nurse Education, Nurse Administration, Pediatrics and Family Nurse Practitioner. Creative and individualized programs of study are used to meet academic requirements and career objectives of graduate Nursing students. The student has the opportunity to select the Adult-Gerontology Nursing Education, Adult-Gerontology Clinical Nurse Specialist, the Adult-Gerontology Nursing Administration or the practitioner (pediatrics and family) program. The program leads to a Master of Science degree and prepares nurses for practice with a variety of clients in community and health settings. Graduate Nursing students attend classes and seminars on Lehman's campus in the Northwest Bronx. They also have access to selected graduate offerings in other units of the City University. Clinical experience is provided in a variety of settings throughout the metropolitan and tri-state area. These include hospitals, community and mental health centers, and other facilities where health care is provided. The graduate nursing program is fully accredited by the Commission on Collegiate Nursing Education.

Rationale:

To be in compliance with recommendations from the American Association of Colleges of Nursing's (AACN's) APRN Consensus Model—to ensure the preparation of graduates to meet the new certification and licensure criteria; the Commission on Collegiate Nursing Education (CCNE) Essentials of Master's Education, and the Institute for Medicine (IOM) report on the *Future of Nursing* for meeting the healthcare needs of the aging population, the merger of the two program tracks, Adult Health Nursing and Nursing of the Older Adults, is required. Adult Health Nursing and Nursing of Older Adults are to be replaced by the *Adult-Gerontology Clinical Nurse Specialist*, *Adult-Gerontology Nursing Education and Adult-Gerontology Nursing Administration* programs. The new programs replace and upgrade courses and course content from the two existing tracks.

Date of Nursing Department Approval: March 19, 2015

Date of Senate Approval: March 9, 2016

Graduate Curricula**AIII.13**

Name of Program and Degree Award: Parent-Child Nursing, M.S.

Hegis Number: 1203.10

Program Code: 19381

Effective Term: Fall 2016

The following revisions are proposed from the Department of Nursing.

FROM:

~~Curriculum Plan for 43-Credit Master of Science in
Parent-Child Nursing, Adult Health Nursing, and Nursing of
Older Adults~~

~~For Full-Time Students~~

TO:

No additions – removing text.

~~• First Semester (16 credits): NUR 600 (4), **NUR 720 (3), **NUR 721 (3), NUR 732 (6) (Parent Child), or NUR 738 (6) (Adult), or NUR 752 (6) (Older Adult).~~

~~• Second Semester (15 credits): **NUR 723 (3), **NUR 726 (3), NUR 748 (3), or NUR 756 (3), or Cognate Course (3), NUR 733 (6) (Parent Child), or 739 (6) (Adult), or NUR 752 (6) (Older Adult).~~

~~• Third Semester (12 credits): NUR 749 (6), Elective (3), **NUR 787 (3).~~

~~For Part-Time Students~~

~~First Year~~

~~Fall (10 credits): NUR 600 (4), **NUR 720 (3), **NUR 721 (3).~~

~~Spring (6 credits): **NUR 723 (3), Cognate (3) (NUR 748 or 756 or Clinical Support Elective).~~

~~Second Year~~

~~Fall (6 credits): NUR 732 (6), NUR 738 (6), or NUR 751 (6).~~

~~Spring (6 credits): NUR 733 (6), NUR 739 (6), or NUR 752 (6).~~

~~Third Year~~

~~Fall (6 credits): NUR 749 (6).~~

~~Spring (6 credits): **NUR 726 (3), Elective (3).~~

~~Fourth Year~~

Fall (3 credits): ~~**NUR 787 (3).~~

~~Students may attend full or part time and have up to five years after matriculation to complete the program.~~

Rationale:

In compliance with recommendations from the Commission on Collegiate Nursing Education (CCNE), National Association of Clinical Nurse Specialists (NACNS), Institute for Medicine's (IOM) report on the Future of Nursing, and New York State Education Department (NYSED), the Department of Nursing will no longer offer Parent-Child Nursing as a specialty area. This specialty is being removed from the NY State Inventory of Registered Programs (IRP).

Date of Nursing Department Approval: March 19, 2015

Date of Senate Approval: March 9, 2016

Section AIV: New Courses

Undergraduate Curricula

AIV.1

{Removed by Reviewer}

Undergraduate Curricula

AIV.2

The following new course is proposed from the Department of Music.

Course Description:

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial

Subject Area	Music Performance
Course Prefix & Number	MSP 192
Course Title	Group Piano 3
Description	A piano course for advanced players. This course is a continuation of MSP 1910/191 (Group Piano 2). May be repeated for a maximum of 4 credits.
Pre/ Co Requisites	MSP 1910 or MSP 191 or permission of the instructor
Credits	1 (maximum 4 credits)
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	____ Scientific World
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Rationale:

This course is a continuation of MSP 1910/191 (Group Piano 2) and is thus a third semester in a sequence of piano instruction. While two semesters of instruction (MSP 190 and MSP 1910/191) provide a basic foundation to playing the instrument, MSP 192 will extend skills learned in MSP 1910/191 and increase students' level of technical and musical proficiency.

Date of Music Department Approval: January 28, 2016

Date of Senate Approval: March 9, 2016

Graduate Curricula**AIV.3**

The following new course is proposed from the Department of Nursing.

Course Description:

Department(s)	Nursing
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	Nursing
Course Prefix & Number	NUR 740
Course Title	Adult-Gerontology Nursing-I
Description	This is the first course in a two-semester sequence focusing on advanced practice in Adult-Gerontology Nursing. Emphasis is on analysis of selected concepts of adult-gerontology health and critical evaluation of nursing theory in clinical applications.
Pre/ Co Requisites	PREREQ: NUR 600, NUR 720, NUR 721

Credits	6
Hours	15 (3, lecture; 12, clinical lab)
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

Rationale:

In compliance with recommendations from the Commission on Collegiate Nursing Education (CCNE), National Association of Clinical Nurse Specialists (NACNS), New York State Education Department (NYSED) and the Institute for Medicine's (IOM) report on the Future of Nursing for meeting the healthcare needs of the aging population, the merger of the two program tracks, Adult Health Nursing and Nursing of the Older Adults, is required. These tracks are to be replaced by the

Adult-Gerontology Clinical Nurse Specialist, Adult-Gerontology Nursing Education, and Adult-Gerontology Administration Programs. Curricula have been revised to include geriatric/gerontology content and additional content on clinical assessment and management to be in compliance with the requirements of the Consensus Model for APRN Regulation: Licensure, accreditation, certification and education of the American Association of Colleges of Nursing. Therefore, the Adult-Gerontology Nursing-I course (6 credit hours) replaces and upgrades course content from the Adult Health Nursing and Nursing of the Older Adults tracks.

Date of Nursing Department Approval: March 19, 2015

Date of Senate Approval: March 9, 2016

Graduate Curricula

AIV.4

The following new course is proposed from the Department of Nursing.

Course Description:

Department(s)	Nursing
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	Nursing
Course Prefix & Number	NUR 741
Course Title	Adult-Gerontology Nursing-II
Description	This is the second course in a two-semester sequence focusing on advanced practice in Adult-Gerontology Nursing. The course emphasizes synthesis of selected concepts of adult-gerontology health and critical evaluation of clients, families, and communities.
Pre/ Co Requisites	PREREQ: NUR 740
Credits	6
Hours	15 (3 lecture; 12 clinical laboratory)

Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

Rationale:

In compliance with recommendations from the Commission on Collegiate Nursing Education (CCNE), National Association of Clinical Nurse Specialists (NACNS), New York State Education Department (NYSED) and Institute for Medicine’s (IOM) report on the Future of Nursing for meeting the healthcare needs of the aging population, the merger of the two program tracks, Adult Health Nursing and Nursing of the Older Adults, is required. These tracks are to be replaced by the Adult-Geriatric Clinical Nurse Specialist, Adult-Geriatric Nursing Education, and Adult-Geriatric Administration Programs. Curricula have been revised to include geriatric content and additional content on clinical assessment and management to be in compliance with the requirements of the Consensus Model for APRN Regulation: Licensure, accreditation,

certification and education of the American Association of Colleges of Nursing. Therefore, the Adult-Gerontology Nursing-II course (6 credit hours) replaces and upgrades course content from the Adult Health Nursing and Nursing of the Older Adults tracks.

Date of Nursing Department Approval: March 19, 2015

Date of Senate Approval: March 9, 2016

Graduate Curricula

AIV.5

The following new course is proposed from the Department of Nursing.

Course Description:

Department(s)	Nursing
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	Nursing
Course Prefix & Number	NUR 790
Course Title	Curriculum Design and Program Evaluation
Description	Curriculum design principles and strategies that incorporate accrediting or regulatory bodies' essentials for nursing education. Examination of philosophy, conceptual framework and objectives that guide curriculum design and program evaluation. Analysis of internal and external factors that impact decisions about curriculum design.
Pre/ Co Requisites	PREREQ: NUR 600, NUR 720, NUR 721
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

Rationale:

In compliance with recommendations from the Commission on Collegiate Nursing Education (CCNE), National Association of Clinical Nurse Specialists (NACNS), New York State Education Department (NYSED) and Institute for Medicine's (IOM) report on the Future of Nursing for meeting the healthcare needs of the aging population, the merger of the two program tracks, Adult Health Nursing and Nursing of the Older Adults, is required. These tracks are to be replaced by the Adult-Geriatric Clinical Nurse Specialist, Adult-Geriatric Nursing Education, and Adult-Geriatric Administration Programs. Curricula have been revised to include geriatric content and additional content on clinical assessment and management to be in compliance with the requirements of the Consensus Model for APRN Regulation: Licensure, accreditation, certification and education of the American Association of Colleges of Nursing. Therefore, the Curriculum Design and

Program Evaluation course (3 credit hours) replaces and upgrades course content from the Adult Health Nursing and Nursing of the Older Adults tracks.

Date of Nursing Department Approval: March 19, 2015

Date of Senate Approval: March 9, 2016

Graduate Curricula

AIV.6

The following new course is proposed from the Department of Nursing.

Course Description:

Department(s)	Nursing
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	Nursing
Course Prefix & Number	NUR 791
Course Title	Measurement and Evaluation of Teaching and Learning
Description	Principles of evaluation and measurement for teaching and learning in nursing are examined. A variety of measurement techniques will be explored. Emphasis is on translating measurement outcome data to improve evaluation of teaching and learning.
Pre/ Co Requisites	PREREQ: NUR 600, NUR 756
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

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

Rationale:

In compliance with recommendations from the Commission on Collegiate Nursing Education (CCNE), National Association of Clinical Nurse Specialists (NACNS), New York State Education Department (NYSED) and Institute for Medicine's (IOM) report on the Future of Nursing for meeting the healthcare needs of the aging population, the merger of the two program tracks, Adult Health Nursing and Nursing of the Older Adults, is required. These tracks are to be replaced by the Adult-Geriatric Clinical Nurse Specialist, Adult-Geriatric Nursing Education, and Adult-Geriatric Administration Programs. Curricula have been revised to include geriatric content and additional content on clinical assessment and management to be in compliance with the requirements of the Consensus Model for APRN Regulation: Licensure, accreditation, certification and education of the American Association of Colleges of Nursing. Therefore, the Measurement and Evaluation of Teaching and Learning course (3 credit hours) replaces and upgrades course content from the Adult Health Nursing and Nursing of the Older Adults tracks.

Date of Nursing Department Approval: March 19, 2015

Date of Senate Approval: March 9, 2016

Section AV: Changes in Existing Courses

Undergraduate Curricula

AV.1

Course changes to be offered in the Department of Chemistry.

FROM:

TO:

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 114
Course Title	Essentials of General Chemistry - Lecture
Description	Essentials of chemistry and their applications to inorganic chemistry.
Pre/ Co Requisites	Completion of the College's Requirement in Mathematics. A student may not receive credit for CHE 114 until they have completed CHE 115.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 114
Course Title	Essentials of General Chemistry - Lecture
Description	Essentials of chemistry and their applications to inorganic chemistry.
Pre/ Co Requisites	<u>PRE or COREQ: MAT 104 or satisfaction of requirements for placement into Precalculus (MAT 172)</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Course Attribute (e.g. Writing Intensive, WAC, etc)	NA	Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World	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

Rationale:

The Chemistry Department would like students to receive credit for the CHE 114 lecture course upon completion of the course. This is independent of completion of the CHE 115 Laboratory course.

Date of Chemistry Department Approval: December 8, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AV.2

Course changes to be offered in the Department of Chemistry.

FROM:

TO:

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 120
Course Title	Essentials of Organic Chemistry Lecture I
Description	Essentials of organic chemistry and their applications to biochemistry.
Pre/ Co Requisites	PREREQ: CHE 114 and CHE 115.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing)	NA

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 120
Course Title	Essentials of Organic Chemistry Lecture I
Description	Essentials of organic chemistry and their applications to biochemistry.
Pre/ Co Requisites	PREREQ: CHE 114
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing)	NA

Intensive, WAC, etc)		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	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

Rationale:

The Chemistry Department does not require students who take the CHE 120 lecture course to have completed CHE 115 Laboratory course. The CHE 114 lecture course provides sufficient content knowledge for the completion of CHE 120.

Date of Chemistry Department Approval: December 8, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula**AV.3****Course changes to be offered in the Department of Chemistry.****FROM:****TO:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 166
Course Title	General Chemistry I
Description	Fundamental laws and theories of chemistry.
Pre/ Co Requisites	PREREQ: MAT 172 or MAT 175 or more advanced calculus course. COREQ: CHE 167.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education	<u> </u> x <u> </u> Not Applicable

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 166
Course Title	General Chemistry I
Description	Fundamental laws and theories of chemistry.
Pre/ Co Requisites	<u>PRE or COREQ: MAT 172 or satisfaction of requirements for placement into calculus I (MAT 175)</u>
Credits	<u>4</u>
Hours	<u>4</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education	<u> </u> x <u> </u> Not Applicable

Component	Required	Component	Required
	English Composition		English Composition
	Mathematics		Mathematics
	Science		Science
	Flexible		Flexible
	World Cultures		World Cultures
	US Experience in its Diversity		US Experience in its Diversity
	Creative Expression		Creative Expression
	Individual and Society		Individual and Society
	Scientific World		Scientific World

Rationale:

Pre /Co Requisite change: The Chemistry Department does not require students who take the CHE 166 lecture to take the CHE 167 laboratory course or to have completed MAT 172 as a prerequisite, rather MAT 172 can be taken as a concurrent course. The math content needed for CHE 166 that is learned in MAT 172 can be learned concurrently with CHE 166. This math content then serves as a pre-req for the second semester of general chemistry CHE 168. Historically, chemistry lecture and labs have been designed to reinforce one another, but in the new wave of chemistry instruction laboratory courses have become more inquiry driven. This allows them to focus on laboratory skills and process rather than entirely on chemistry content. The result in our department is that CHE167 no longer reinforces the content for CHE 166. CHE 166 however is still required for CHE 167.

Hour and Credit increase: In order to address poor student performance in General Chemistry the Chemistry department has modified its pedagogical approach to include techniques that more actively engage students in their learning. To be

truly effective this new approach requires students to be intellectually and actively engaged for four hours of structured course work every week instead of three.

One of the more successful techniques that have been used across the country to engage students is the inclusion of an additional course hour during which students engage in problem solving through peer instruction and/or group workshops. These problem-solving sessions provide a structured opportunity for students to solve typically difficult problems, in a collaborative setting. (There is tremendous research evidence to demonstrate the effectiveness of collaborative settings on student learning.)

The Chemistry department proposes to change from a three-hour traditional lecture to a four-hour classroom model that incorporates video lecture, peer instruction and group workshops into an integrated and seamless pedagogical approach. In this new sequence students will learn basic course content through the video lectures (at home) and then come to class for 4 hours a week to extend this basic knowledge to new (and often difficult) levels through structured problem-solving exercises. As a consequence, all four hours of the course will be intellectually demanding and involve the delivery of significant course content. Students should receive course credit that appropriately reflects the workload of the course.

Date of Chemistry Department Approval: December 8, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AV.4

Course changes to be offered in the Department of Chemistry.

FROM:

TO:

Department(s)	Chemistry	Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial	Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Chemistry	Subject Area	Chemistry

Course Prefix & Number	CHE 167
Course Title	General Chemistry Laboratory I
Description	Introduction to the practical aspects of chemical principles, with emphasis on quantitative measurements and analytical technique.
Pre/ Co Requisites	COREQ: CHE 166
Credits	2
Hours	4 (3, lab; 1, problem lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its

Course Prefix & Number	CHE 167
Course Title	General Chemistry Laboratory I
Description	Introduction to the practical aspects of chemical principles, with emphasis on quantitative measurements and analytical technique.
Pre/ Co Requisites	<u>PRE</u> or COREQ: CHE 166
Credits	<u>1.5</u>
Hours	<u>3</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its

	Diversity		Diversity
	_____ Creative Expression		_____ Creative Expression
	_____ Individual and Society		_____ Individual and Society
	_____ Scientific World		_____ Scientific World

Rationale:

Hour and Credit decrease: The current CHE 167 laboratory course includes a 1-hour problem solving session that has historically been used to help the students solve chemistry content problems (usually related to the CHE 166 lecture). In order to address poor student performance in General Chemistry the Chemistry department has modified its pedagogical approach to teaching in both the lecture (CHE 166) and laboratory (CHE 167) courses to include techniques that more actively engage students in their learning. The new approach is designed to separate the lecture and laboratory courses so that the laboratory course is used exclusively to teach a combination of laboratory and data analysis skills – instead of including an hour of time to reinforce lecture content. The new approach focusses on engaging students in a 3-hour intensive and inquiry-based laboratory exercise once per week. This new approach no longer requires the 1 hour of problem solving to be attached to the laboratory course. Instead the department is submitting a separate curriculum change to attach this extra hour to the lecture course (CHE 166) where it can be used to appropriately engage students in the learning of new (and often difficult) content through structured problem-solving exercises.

Date of Chemistry Department Approval: December 8, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula**AV.5**

Course changes to be offered in the Department of Chemistry.

FROM:

TO:

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 168
Course Title	General Chemistry 2
Description	The presentation of the fundamental laws and theories of chemistry in considerable depth.
Pre/ Co Requisites	PREREQ: CHE 166 [or 104 and 106] (or equivalent, as approved by the Chair). COREQ: CHE 169.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 168
Course Title	General Chemistry 2
Description	<u>An in-depth introduction to thermodynamics, redox reactions, electrochemistry and chemical equilibrium.</u>
Pre/ Co Requisites	PREREQ: CHE 166
Credits	<u>4</u>
Hours	<u>4</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics

_____ Science	_____ Science
_____ Flexible	_____ Flexible
_____ World Cultures	_____ World Cultures
_____ US Experience in its Diversity	_____ US Experience in its Diversity
_____ Creative Expression	_____ Creative Expression
_____ Individual and Society	_____ Individual and Society
_____ Scientific World	_____ Scientific World

Rationale:

Pre /Co Requisite justification: The Chemistry Department is removing CHE 104 and CHE 106 as pre-requisite courses because they no longer exist. In addition, we do not require students who take the CHE 168 lecture to concurrently register for the CHE 169 lab. Historically, chemistry lecture and labs have been designed to reinforce one another, but in the new wave of chemistry instruction laboratory courses have become more inquiry driven. This allows them to focus on laboratory skills and process rather than entirely on chemistry content. The result in our department is that CHE169 no longer reinforces the content for CHE 168. CHE 168 however is still required for CHE 169.

Hour and Credit increase justification: In order to address poor student performance in General Chemistry the Chemistry department has modified its pedagogical approach to include techniques that more actively engage students in their learning. To be truly effective this new approach requires students to be intellectually and actively engaged for four hours of structured course work every week instead of three.

One of the more successful techniques that have been used across the country to engage students is the inclusion of an additional course hour during which students engage in problem solving through peer instruction and/or group workshops. These problem-solving sessions provide a structured opportunity for students to solve typically difficult problems, in a collaborative setting. (There is tremendous research evidence to demonstrate the effectiveness of collaborative settings on

student learning.)

The Chemistry department proposes to change from a three-hour traditional lecture to a four-hour classroom model that incorporates video lecture, peer instruction and group workshops into an integrated and seamless pedagogical approach. In this new sequence students will learn basic course content through the video lectures (at home) and then come to class for 4 hours a week to extend this basic knowledge to new (and often difficult) levels through structured problem-solving exercises. As a consequence, all four hours of the course will be intellectually demanding and involve the delivery of significant course content. Students should receive course credit that appropriately reflects the workload of the course.

Date of Chemistry Department Approval: December 8, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AV.6

Course changes to be offered in the Department of Chemistry.

FROM:

TO:

Department(s)	Chemistry	Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial	Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Chemistry	Subject Area	Chemistry
Course Prefix & Number	CHE 169	Course Prefix & Number	CHE 169
Course Title	General Chemistry Laboratory II	Course Title	General Chemistry Laboratory II
Description	Continuation of CHE 167 or 107 . Emphasis will be on inorganic preparation, ionic separation, and qualitative analysis.	Description	Continuation of CHE 167. Emphasis will be on inorganic preparation, ionic separation, and qualitative analysis.

Pre/ Co Requisites	COREQ: CHE 168.
Credits	2
Hours	4 (3, lab; 1, problem lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

Pre/ Co Requisites	PRE or COREQ: CHE 168 PREREQ: CHE 167
Credits	1.5
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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Rationale:

Prerequisite addition: The CHE 169 laboratory course is designed to be a continuation of the CHE 167 laboratory course. Because the CHE 166 lecture course can now be completed without the completion of the CHE 167 lab it is important to ensure that students who register for CHE 169 have already completed the CHE 167 laboratory course.

Hour and Credit decrease: The current CHE 169 laboratory course includes a 1-hour problem solving session that has historically been used to help the students solve chemistry content problems (usually related to the CHE 168 lecture). In order to address poor student performance in General Chemistry the Chemistry department has modified its pedagogical approach to teaching in both the lecture (CHE 168) and laboratory (CHE 169) courses to include techniques that more actively engage students in their learning. The new approach is designed to separate the lecture and laboratory courses so that the laboratory course is used exclusively to teach a combination of laboratory and data analysis skills – instead of including an hour of time to reinforce lecture content. The new approach focusses on engaging students in a 3-hour intensive and inquiry-based laboratory exercise once per week. This new approach no longer requires the 1 hour of problem solving to be attached to the laboratory course. Instead the department is submitting a separate curriculum change to attach this extra hour to the lecture course (CHE 168) where it can be used to appropriately engage students in the learning of new (and often difficult) content through structured problem-solving exercises.

Date of Chemistry Department Approval: December 8, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula**AV.7**

Course changes to be offered in the Department of Journalism, Communication and Theatre.

FROM:**TO:**

Department(s)	Journalism, Communication and Theatre
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Department(s)	Journalism, Communication and Theatre
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Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Film
Course Prefix & Number	FTS 243
Course Title	History of Cinema
Description	Survey of the development and theory of motion picture art.
Pre/ Co Requisites	NA
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Film
Course Prefix & Number	FTS <u>210</u>
Course Title	<u>History of Cinema II</u>
Description	<u>Survey of the development and theory of motion picture art from 1940-Present.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

<input type="checkbox"/> US Experience in its Diversity <input checked="" type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World	<input type="checkbox"/> US Experience in its Diversity <input checked="" type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

Rationale:

The new course number reflects the inclusion of this course in the restructured Film and TV Studies major.

Date of Journalism, Communication and Theatre Department Approval: December 16, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AV.8

Course changes to be offered in the Department of Journalism, Communication and Theatre.

FROM:

TO:

Department(s)	Journalism, Communication and Theatre	Department(s)	Journalism, Communication and Theatre
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial	Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Film	Subject Area	Film

Course Prefix & Number	FTS 2580
Course Title	Film Analysis
Description	The language of film, film study, film theory, and film techniques in relation to cinematic narrative.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

Course Prefix & Number	FTS <u>258</u>
Course Title	<u>Film & TV Analysis</u>
Description	<u>The language of Film, Film & TV study, Film theory, and Film & TV techniques in relation to cinematic television and cinematic narrative.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	<u>4</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	<input type="checkbox"/> Creative Expression
	<input type="checkbox"/> Individual and Society
	<input type="checkbox"/> Scientific World

	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Creative Expression
	<input type="checkbox"/> Individual and Society
	<input type="checkbox"/> Scientific World

Rationale:

Dropping the zero to stay in 3-digit format. The description and hours is changed to expand the focus and to accurately reflect the course content.

Date of Journalism, Communication and Theatre Department Approval: December 16, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AV.9

Course changes to be offered in the Department of Journalism, Communication and Theatre.

FROM:

TO:

Department(s)	Journalism, Communication and Theatre
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	TV
Course Prefix	FTS 3710

Department(s)	Journalism, Communication and Theatre
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	TV
Course Prefix	FTS <u>371</u>

& Number	
Course Title	TV and Cultivation Theory
Description	The study of TV as seen through Cultivation Theory, i.e., the long-term effects of TV, content analysis, and audience research.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

& Number	
Course Title	TV and Cultivation Theory
Description	The study of TV as seen through Cultivation Theory, i.e., the long-term effects of TV, content analysis, and audience research.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World		<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

Rationale:

Dropping the zero to stay in 3-digit format.

Date of Journalism, Communication and Theatre Department Approval: December 16, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AV.10

Course changes to be offered in the Department of Journalism, Communication and Theatre.

FROM:

TO:

Department(s)	Journalism, Communication and Theatre	Department(s)	Journalism, Communication and Theatre
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate	Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial	Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Film and TV Studies	Subject Area	Film and TV Studies
Course Prefix & Number	FTS 4810	Course Prefix & Number	FTS <u>481</u>
Course Title	Independent Project in Film and TV Studies	Course Title	Independent Project in Film and TV Studies

Description	Individual capstone project under the direction of a faculty member. Projects may include narrative film, TV film, documentary, full-length screenplay or a thesis.
Pre/ Co Requisites	PREREQ: department permission.
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

Description	Individual capstone project under the direction of a faculty member. Projects may include narrative film, TV film, documentary, full-length screenplay or a thesis.
Pre/ Co Requisites	PREREQ: department permission.
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

<input type="checkbox"/>	Individual and Society	<input type="checkbox"/>	Individual and Society
<input type="checkbox"/>	Scientific World	<input type="checkbox"/>	Scientific World
<input type="checkbox"/>		<input type="checkbox"/>	

Rationale:

Dropping the zero to stay in 3-digit format.

Date of Journalism, Communication and Theatre Department Approval: December 16, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AV.11

Course changes to be offered in the Department of Journalism, Communication and Theatre.

FROM:

TO:

Department(s)	Journalism, Communication and Theatre
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Film and TV Studies
Course Prefix & Number	FTS 4910
Course Title	Honors Tutorial in Film and TV Studies
Description	The senior honors capstone project, consisting of individual research, writing and

Department(s)	Journalism, Communication and Theatre
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Film and TV Studies
Course Prefix & Number	FTS <u>491</u>
Course Title	Honors Tutorial in Film and TV Studies
Description	The senior honors capstone project, consisting of individual research, writing and

	producing for film and TV supervised by a faculty mentor.
Pre/ Co Requisites	PREREQ: 90 college credits, 3.5 GPA in the major, and department permission. COREQ: FTS 4920. Note: Only students who complete FTS 4910 and FTS 4920 are eligible for Departmental Honors upon graduation.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	producing for film and TV supervised by a faculty mentor.
Pre/ Co Requisites	PREREQ: 90 college credits, 3.5 GPA in the major, and department permission. COREQ: FTS <u>492</u> . Note: Only students who complete FTS <u>491</u> and FTS <u>492</u> are eligible for Departmental Honors upon graduation.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

<input type="checkbox"/>	Creative Expression	<input type="checkbox"/>	Creative Expression
<input type="checkbox"/>	Individual and Society	<input type="checkbox"/>	Individual and Society
<input type="checkbox"/>	Scientific World	<input type="checkbox"/>	Scientific World

Rationale:

Dropping the zero to stay in 3-digit format.

Date of Journalism, Communication and Theatre Department Approval: December 16, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AV.12

Course changes to be offered in the Department of Journalism, Communication and Theatre.

FROM:

TO:

Department(s)	Journalism, Communication and Theatre	Department(s)	Journalism, Communication and Theatre
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial	Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Film and TV Studies	Subject Area	Film and TV Studies
Course Prefix & Number	FTS 4920	Course Prefix & Number	FTS <u>492</u>
Course Title	Honors Colloquium in Film and Television Studies	Course Title	Honors Colloquium in Film and Television Studies

Description	Weekly gathering of seniors doing independent honors capstone projects with a faculty mentor. Discussion of critical and creative ideas, modes of research, deadlines, progress and editing.
Pre/ Co Requisites	PREREQ: 90 college credits, 3.5 GPA, and department permission. COREQ: FTS 4910. Note: Only students who complete FTS 4910 and FTS 4920 are eligible for Departmental Honors upon graduation.
Credits	1
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

Description	Weekly gathering of seniors doing independent honors capstone projects with a faculty mentor. Discussion of critical and creative ideas, modes of research, deadlines, progress and editing.
Pre/ Co Requisites	PREREQ: 90 college credits, 3.5 GPA, and department permission. COREQ: FTS <u>491</u> . Note: Only students who complete FTS <u>491</u> and FTS <u>492</u> are eligible for Departmental Honors upon graduation.
Credits	1
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

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

Rationale:

Dropping the zero to stay in 3-digit format.

Date of Journalism, Communication and Theatre Department Approval: December 16, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AV.13

Course changes to be offered in the Department of Journalism, Communication and Theatre.

FROM:

TO:

Department(s)	Journalism, Communication and Theatre
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Journalism

Department(s)	Journalism, Communication and Theatre
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Journalism

Course Prefix & Number	JRN 2230
Course Title	Journalism Ethics
Description	Basic legal protections and restrictions applied to media as well as First Amendment rights and ethical responsibilities. Topics include libel, invasion of privacy, newsgathering, and objectivity in reporting.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its

Course Prefix & Number	JRN <u>223</u>
Course Title	Journalism Ethics
Description	Basic legal protections and restrictions applied to media as well as First Amendment rights and ethical responsibilities. Topics include libel, invasion of privacy, newsgathering, and objectivity in reporting.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its

Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World	Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

Rationale:

Dropping the zero to stay in 3-digit format.

Date of Journalism, Communication and Theatre Department Approval: December 16, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AV.14

Course changes to be offered in the Department of Journalism, Communication and Theatre.

FROM:

TO:

Department(s)	Journalism, Communication and Theatre
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Media
Course Prefix & Number	JRN 3200

Department(s)	Journalism, Communication and Theatre
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Media
Course Prefix & Number	JRN <u>320</u>

Course Title	Interviewing for Mainstream and Ethnic Media
Description	Theory and practice of preparing for, arranging, and conducting the journalistic interview for both mainstream and ethnic media.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

Course Title	Interviewing for Mainstream and Ethnic Media
Description	Theory and practice of preparing for, arranging, and conducting the journalistic interview for both mainstream and ethnic media.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World		<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

Rationale:

Dropping the zero to stay in 3-digit format.

Date of Journalism, Communication and Theatre Department Approval: December 16, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AV.15

Course changes to be offered in the Department of Journalism, Communication and Theatre.

FROM:

TO:

Department(s)	Journalism, Communication and Theatre	Department(s)	Journalism, Communication and Theatre
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate	Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial	Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Journalism	Subject Area	Journalism
Course Prefix & Number	JRN 4810	Course Prefix & Number	JRN <u>481</u>
Course Title	Independent Project in Journalism	Course Title	Independent Project in Journalism

Description	Individual capstone project under the direction of a faculty member.
Pre/ Co Requisites	PREREQ: department permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

Description	Individual capstone project under the direction of a faculty member.
Pre/ Co Requisites	PREREQ: department permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	Scientific World		Scientific World

Rationale:

Dropping the zero to stay in 3-digit format.

Date of Journalism, Communication and Theatre Department Approval: December 16, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AV.16

Course changes to be offered in the Department of Journalism, Communication and Theatre.

FROM:

TO:

Department(s)	Journalism, Communication and Theatre	Department(s)	Journalism, Communication and Theatre
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial	Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Journalism	Subject Area	Journalism
Course Prefix & Number	JRN 4910	Course Prefix & Number	JRN <u>491</u>
Course Title	Honors Tutorial in Journalism	Course Title	Honors Tutorial in Journalism
Description	The senior honors capstone project, consisting of individual research, reading, and writing supervised by a faculty mentor.	Description	The senior honors capstone project, consisting of individual research, reading, and writing supervised by a faculty mentor.

Pre/ Co Requisites	PREREQ: 90 college credits, 3.5 GPA in the major, and departmental permission. CO-REQ: JRN 4920. Note: Only students who complete JRN 4910 and JRN 4920 are eligible for Departmental Honors upon graduation.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

Pre/ Co Requisites	PREREQ: 90 college credits, 3.5 GPA in the major, and departmental permission. CO-REQ: JRN <u>492</u> . Note: Only students who complete JRN <u>491</u> and JRN <u>492</u> are eligible for Departmental Honors upon graduation.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

<input type="checkbox"/>	Individual and Society	<input type="checkbox"/>	Individual and Society
<input type="checkbox"/>	Scientific World	<input type="checkbox"/>	Scientific World
<input type="checkbox"/>		<input type="checkbox"/>	

Rationale:

Dropping the zero to stay in 3-digit format.

Date of Journalism, Communication and Theatre Department Approval: December 16, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AV.17

Course changes to be offered in the Department of Journalism, Communication and Theatre.

FROM:

TO:

Department(s)	Journalism, Communication and Theatre
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Journalism
Course Prefix & Number	JRN 4920
Course Title	Honors Colloquium in Journalism
Description	Weekly gathering of seniors doing independent honors capstone projects with a

Department(s)	Journalism, Communication and Theatre
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Journalism
Course Prefix & Number	JRN <u>492</u>
Course Title	Honors Colloquium in Journalism
Description	Weekly gathering of seniors doing independent honors capstone projects with a

	faculty mentor. Discussion of critical and creative ideas, modes of research, deadlines and progress, editing and revision.
Pre/ Co Requisites	PREREQ: 90 college credits, 3.5 GPA, and department permission. COREQ: JRN 4910. Note: Only students who complete JRN 4910 and JRN 4920 are eligible for Departmental Honors upon graduation.
Credits	1
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	faculty mentor. Discussion of critical and creative ideas, modes of research, deadlines and progress, editing and revision.
Pre/ Co Requisites	PREREQ: 90 college credits, 3.5 GPA, and department permission. COREQ: JRN <u>491</u> . Note: Only students who complete JRN <u>491</u> and JRN <u>492</u> are eligible for Departmental Honors upon graduation.
Credits	1
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

<input type="checkbox"/> Creative Expression	<input type="checkbox"/> Creative Expression
<input type="checkbox"/> Individual and Society	<input type="checkbox"/> Individual and Society
<input type="checkbox"/> Scientific World	<input type="checkbox"/> Scientific World

Rationale:

Dropping the zero to stay in 3-digit format.

Date of Journalism, Communication and Theatre Department Approval: December 16, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AV.18

Course changes to be offered in the Department of Journalism, Communication and Theatre.

FROM:

TO:

Department(s)	Journalism, Communication and Theatre	Department(s)	Journalism, Communication and Theatre
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate	Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial	Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Film	Subject Area	Film
Course Prefix & Number	MCS 2100	Course Prefix & Number	MCS <u>210</u>
Course Title	Global Cinema	Course Title	Global Cinema

Description	Introduction to international cinema focusing on traditional artistic influences, directors, cinematic constructs of national identity, historical context, culture, genres and interrelationships with global cinema. NOTE: This course meets variously with AAS 321, FRE 234, ITA 230, LAC 216, LAC 319, LPR 319, and MCS 241.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its

Description	Introduction to international cinema focusing on traditional artistic influences, directors, cinematic constructs of national identity, historical context, culture, genres and interrelationships with global cinema. NOTE: This course meets variously with AAS 321, FRE 234, ITA 230, LAC 216, LAC 319, LPR 319, and MCS 241.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its

Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World	Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

Rationale:

Dropping the zero to stay in 3-digit format.

Date of Journalism, Communication and Theatre Department Approval: December 16, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AV.19

Course changes to be offered in the Department of Journalism, Communication and Theatre.

FROM:

TO:

Department(s)	Journalism, Communication and Theatre	Department(s)	Journalism, Communication and Theatre
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate	Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial	Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Media Communications Studies	Subject Area	Media Communications Studies
Course Prefix & Number	MCS 4810	Course Prefix & Number	MCS <u>481</u>

Course Title	Independent Project in Media Communications Studies
Description	Individual capstone project under the direction of a faculty member.
Pre/ Co Requisites	PREREQ: department permission.
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

Course Title	Independent Project in Media Communications Studies
Description	Individual capstone project under the direction of a faculty member.
Pre/ Co Requisites	PREREQ: department permission.
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World		<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

Rationale:

Dropping the zero to stay in 3-digit format.

Date of Journalism, Communication and Theatre Department Approval: December 16, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AV.20

Course changes to be offered in the Department of Journalism, Communication and Theatre.

FROM:

TO:

Department(s)	Journalism, Communication and Theatre
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Media Communications Studies
Course Prefix & Number	MCS 4910
Course Title	Honors Tutorial in Media Communications Studies
Description	The senior honors capstone project,

Department(s)	Journalism, Communication and Theatre
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Media Communications Studies
Course Prefix & Number	MCS <u>491</u>
Course Title	Honors Tutorial in Media Communications Studies
Description	The senior honors capstone project,

	consisting of individual research, reading, and writing supervised by a faculty mentor.
Pre/ Co Requisites	PREREQ: 90 college credits, 3.5 GPA in the major, and department permission. COREQ: MCS 4920. Note: Only students who complete MCS 4910 and MCS 4920 are eligible for Departmental Honors upon graduation.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	consisting of individual research, reading, and writing supervised by a faculty mentor.
Pre/ Co Requisites	PREREQ: 90 college credits, 3.5 GPA in the major, and department permission. COREQ: MCS 492. Note: Only students who complete MCS 491 and MCS 492 are eligible for Departmental Honors upon graduation.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World		<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

Rationale:

Dropping the zero to stay in 3-digit format.

Date of Journalism, Communication and Theatre Department Approval: December 16, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula**AV.21**

Course changes to be offered in the Department of Journalism, Communication and Theatre.

FROM:**TO:**

Department(s)	Journalism, Communication and Theatre	Department(s)	Journalism, Communication and Theatre
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate	Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial	Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Media Communications Studies	Subject Area	Media Communications Studies
Course Prefix & Number	MCS 4920	Course Prefix & Number	MCS <u>492</u>
Course Title	Honors Colloquium for Media Communication Studies.	Course Title	Honors Colloquium for Media Communication Studies.

Description	Weekly gathering of seniors doing independent honors capstone projects with a faculty mentor. Discussion of critical and creative ideas, modes of research, deadlines and progress, editing and revising.
Pre/ Co Requisites	PREREQ: 90 college credits, 3.5 GPA, and department permission. COREQ: MCS 4910. Note: Only students who complete MCS 4910 and MCS 4920 are eligible for Departmental Honors upon graduation.
Credits	1
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

Description	Weekly gathering of seniors doing independent honors capstone projects with a faculty mentor. Discussion of critical and creative ideas, modes of research, deadlines and progress, editing and revising.
Pre/ Co Requisites	PREREQ: 90 college credits, 3.5 GPA, and department permission. COREQ: MCS 491. Note: Only students who complete MCS and MCS 492 are eligible for Departmental Honors upon graduation.
Credits	1
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

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

Rationale:

Dropping the zero to stay in 3-digit format.

Date of Journalism, Communication and Theatre Department Approval: December 16, 2015

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AV.22

Course changes to be offered in the Department of Music.

FROM:

TO:

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music Performance

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music Performance

Course Prefix & Number	MSP 190
Course Title	Piano
Description	A piano course for beginners. No previous piano knowledge required.
Pre/ Co Requisites	NA
Credits	1 (maximum 4 credits)
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

Course Prefix & Number	MSP 190
Course Title	Group Piano 1
Description	A piano course for beginners. No previous piano knowledge required. <u>May be repeated for a maximum of 4 credits.</u>
Pre/ Co Requisites	NA
Credits	1 (maximum 4 credits)
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

Rationale:

The title change to “Group Piano 1” is to establish consistency with the two other courses now in the group piano sequence (“Group Piano 2,” and “Group Piano 3”). The existing title, “Piano” does not make clear that the class is taught as a group class, rather than as one-on-one piano lessons. The change to “Group Piano 1” makes clear that the class is taught in a group setting. The description change makes clear that the course may be repeated for a maximum of 4 credits.

Date of Music Department Approval: January 28, 2016

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AV.23

Course changes to be offered in the Department of Music.

FROM:

TO:

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Music Performance

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Music Performance

Course Prefix & Number	MSP 1910
Course Title	Advanced Piano Group
Description	A piano course for advanced players. This course is a continuation of MSP 190 (piano group for beginners).
Pre/ Co Requisites	PREREQ: MSP 190 or instructor's permission.
Credits	1 (maximum 4 credits)
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

Course Prefix & Number	MSP <u>191</u>
Course Title	<u>Group Piano 2</u>
Description	A piano course for <u>intermediate</u> players. This course is a continuation of MSP 190 (<u>Group Piano 1</u>). <u>May be repeated for a maximum of 4 credits.</u>
Pre/ Co Requisites	PREREQ: MSP 190 or instructor's permission.
Credits	1 (maximum 4 credits)
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World		<input type="checkbox"/> Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

Rationale:

The title change to "Group Piano 2" is to establish consistency with the titling of the two other courses in the group piano sequence ("Group Piano 1," and "Group Piano 3"). The existing title, "Advanced Piano Group" does not take into account the third, and more advanced class, "Group Piano 3" that is now being added to the sequence.

The description change more accurately reflects the level of this course. With the addition of the "Group Piano 3" course to the sequence, this course, "Group Piano 2," is more accurately described as an intermediate level course. The description change also makes clear that the course may be repeated for a maximum of 4 credits.

The change in course number, from 1910 to 191 makes this a consistent cycle of courses MSP 190, 191 and 192. The four-digit code was created erroneously and creates confusion among students and faculty alike. Changing the code creates a consistent sequence.

Date of Music Department Approval: January 28, 2016

Date of Senate Approval: March 9, 2016

Undergraduate Curricula**AV.24**

Course changes to be offered in the Department of Music.

FROM:

TO:

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music History
Course Prefix & Number	MSH 350
Course Title	Topics in Ethnomusicology
Description	Selected musical cultures of the world. Emphasis on the musical forms, instruments, tonal material, and the role of music in particular societies. Critical attention to the principal concepts and methods used in ethnomusicology. Course may be taken for a maximum of 6 credits.
Pre/ Co Requisites	PREREQ: MSH-330; MST 100 or its equivalent; ability to read music.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music History
Course Prefix & Number	MSH 350
Course Title	Topics in Ethnomusicology
Description	Selected musical cultures of the world. Emphasis on the musical forms, instruments, tonal material, and the role of music in particular societies. Critical attention to the principal concepts and methods used in ethnomusicology. Course may be taken for a maximum of 6 credits.
Pre/ Co Requisites	PREREQ: <u>MSH 200</u> ; MST 100 or its equivalent; ability to read music.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required

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

<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

Rationale:

The prerequisite listed, MSH 330, is an error. The correct prerequisite is MSH 200.

Date of Music Department Approval: January 28, 2016

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AV.25

Course changes to be offered in the Department of Music.

FROM:

TO:

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music Performance
Course Prefix & Number	MSP 185
Course Title	Elementary Guitar Playing
Description	Note: Students must supply their own instruments.
Pre/ Co Requisites	NA
Credits	1
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music Performance
Course Prefix & Number	MSP 185
Course Title	Elementary Guitar Playing
Description	<u>Basic accompaniment patterns, chords, melody playing, simple songs, etudes, beginning to read music, understanding of rudimentary harmony. Note: Students will supply their own acoustic guitars to be brought to every class, although a limited number of instruments are available for loan from the Lehman Music Department.</u>
Pre/ Co Requisites	NA
Credits	1
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required

	<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

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

Rationale:

Previous description was incomplete. Changed description includes specific material taught.

Date of Music Department Approval: January 28, 2016

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AV.26

Course changes to be offered in the Department of Music.

FROM:

TO:

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music Performance
Course Prefix & Number	MSP 202
Course Title	The Chamber Choir
Description	NONE
Pre/ Co Requisites	PREREQ: Instructor's permission. (Open to all qualified students, faculty, staff, and members of the community.)
Credits	1 (maximum 8 credits)
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music Performance
Course Prefix & Number	MSP 202
Course Title	The Chamber Choir
Description	<u>Study and performance of choral works in the smaller forms. Course may be taken for a maximum of 8 credits.</u>
Pre/ Co Requisites	PREREQ: Instructor's permission. (Open to all qualified students, faculty, staff, and members of the community.)
Credits	1 (maximum 8 credits)
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics

<input type="checkbox"/>	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

<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

Rationale:

The description is in CUNYfirst but not in the undergraduate bulletin.

Date of Music Department Approval: January 28, 2016

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AV.27

Course changes to be offered in the Department of Music.

FROM:

TO:

Department(s) Music

Department(s) Music

Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music Theory
Course Prefix & Number	MST 236
Course Title	Theory I
Description	NONE
Pre/ Co Requisites	PREREQ: A knowledge of scales, triads, and intervals established by placement exam or MST 100. COREQ: MST 266.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music Theory
Course Prefix & Number	MST 236
Course Title	Theory I
Description	<u>Introduction to diatonic harmony: scales, intervals, triads, key signatures, and the principles of four-part choral and keyboard writing.</u>
Pre/ Co Requisites	PREREQ: <u>Knowledge of music rudiments established by placement exam or MST 100.</u> COREQ: <u>MST 266.</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

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

<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

Rationale:

Previously, the bulletin contained no description. This change adds a description. Previously, subjects taught in this course were listed as prerequisites. This change corrects that error.

Date of Music Department Approval: January 28, 2016

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AV.28

Course changes to be offered in the Department of Music.

FROM:

TO:

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate

Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music Theory
Course Prefix & Number	MST 237
Course Title	Theory II
Description	A continued study of harmonic techniques, including chromatic harmony; written exercises.
Pre/ Co Requisites	PREREQ: <u>MST 236</u> . COREQ: <u>MST 267</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music Theory
Course Prefix & Number	MST 237
Course Title	Theory II
Description	<u>Continued study of diatonic harmony: including voice-leading, seventh chords, figured bass, and inversions.</u>
Pre/ Co Requisites	PREREQ: <u>MST 236</u> . COREQ: <u>MST 267</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

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

Rationale:

Previous description was incorrect and too general. Changed description is accurate and includes specific material taught.

Date of Music Department Approval: January 28, 2016

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AV.29

Course changes to be offered in the Department of Music.

FROM:

TO:

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Music Theory

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Music Theory

Course Prefix & Number	MST 238
Course Title	Theory III
Description	Advanced harmonic techniques; written exercises.
Pre/ Co Requisites	PREREQ: <u>MST 237</u> . COREQ: <u>MST 268</u> .
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

Course Prefix & Number	MST 238
Course Title	Theory III
Description	<u>Introduction to chromatic harmony: including secondary dominants, borrowed chords, and modulation</u>
Pre/ Co Requisites	PREREQ: <u>MST 237</u> . COREQ: <u>MST 268</u> .
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

Rationale:

Previous description was too general. Changed description includes specific material taught.

Date of Music Department Approval: January 28, 2016

Date of Senate Approval: March 9, 2016

Undergraduate Curricula

AV.30

Course changes to be offered in the Department of Music.

FROM:

TO:

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music Theory
Course Prefix & Number	MST 239
Course Title	Theory IV

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music Theory
Course Prefix & Number	MST 239
Course Title	Theory IV

Description	Continued advanced harmonic techniques, including modes and elementary compositional techniques.
Pre/ Co Requisites	PREREQ: <u>MST 238</u> . COREQ: <u>MST 269</u> .
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

Description	<u>Continued study of chromatic harmony: including distant modulations, Neapolitan and Augmented 6th chords. Introduction to species counterpoint.</u>
Pre/ Co Requisites	PREREQ: <u>MST 238</u> . COREQ: <u>MST 269</u> .
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	Scientific World		Individual and Society
			Scientific World

Rationale:

Previous description was incorrect. Changed description includes specific material taught.

Date of Music Department Approval: January 28, 2016

Date of Senate Approval: March 9, 2016

Graduate Curricula

AVI.1

Withdrawal of courses offered by the Department of Nursing.

(NUR 700, NUR 732, NUR 733, effective Fall 2016);

(NUR 738, NUR 739, NUR 751, NUR 752, effective Spring 2017)

Description:

NUR 700: Transitional Issues in Nursing

NUR 732: Parent-Child Nursing I

NUR 733: Parent-Child Nursing II

NUR 738: Adult Health Nursing I

NUR 739: Adult Health Nursing II

NUR 751: Nursing of Older Adults I

NUR 752: Nursing of Older Adults II

Rationale:

For NUR 700, the number of applicants to the MS nursing program with non-nursing baccalaureate degrees have been decreasing radically in the last five years. This course is not a viable option for nursing students. NUR 732 and NUR 733 will no longer be offered, as the Parent-Child Nursing specialty area is being removed from the NY State Inventory of Registered Programs (IRP). NUR 738, NUR 739, NUR 751, and NUR 752 are being replaced by courses from the new proposed programs—*Adult-Gerontology Clinical Nurse Specialist*, *Adult-Gerontology Nursing Education* and *Adult-Gerontology Nursing Administration*. The new programs replace and upgrade course content from the Adult Health Nursing and Nursing of Older Adults tracks.

Date of Nursing Department Approval: May 4, 2015

Date of Senate Approval: March 9, 2016



OFFICE OF HIGHER EDUCATION
Office of College and University Evaluation
5 North Mezzanine, Education Building
89 Washington Avenue
Albany, New York 12234
Tel. (518) 474-2593
Fax (518) 486-2779

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

Name of Institution: Lehman College

CEO or Designee: Harriet Fayne, Dean of the School of Education

Signature:

Date: 3/23/2016

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

Distance Education Contact Person:

Telephone: 718-960-6777

Fax: 718-960-7855

E-mail: gaoyin.qian@lehman.cuny.edu

Program Title: Gifted Education Extension

Program Code: 31157

Degree or Certificate Awarded: Advanced Certificate

HEGIS Code: 0811.00

Anticipated enrollment in distance program: 20

Initial: 15

Maximum by year 3: 60

Term length (in weeks) for the distance program: Varies according to course (Range= 3 weeks to 14 weeks).

Summer session: 3-4 weeks; Regular semesters: 14 weeks; and Winter session: 4 weeks.

(Is this the same as term length for classroom program?) Yes x with exception of one, three week compacted summer course No

How much "**instructional time**" is required per week per credit for a distance course in this program? For a 3 week term=15 hours per week; for a 4-week term=11.25 hours per week; and 14 week term=3.20 hours per

week.

(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: Submit this part for the first Distance Education program proposed by your institution. This will be kept in a master file, and will not need to be resubmitted for each new proposed online program, unless there are changes.

I. ORGANIZATIONAL COMMITMENT

1. Describe your institution's planning process for Distance Education, including how the need for distance access was identified, the nature and size of the intended audiences, and the provisions for serving those audiences.
2. Describe your institution's resources for distance learning programs and its support services to ensure their effectiveness. What course management system does your institution use?
3. Describe how faculty are trained and supported in developing and teaching online courses, including the pedagogical and communication strategies to function effectively. Describe the qualifications of those who train faculty, or are otherwise in charge of online education.
4. If your institution uses courses or academic support services from **another provider**, describe the process used (with faculty participation) to evaluate their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.
5. Does your institution have a clear **policy on ownership of course materials** developed for its distance education courses? How is this policy shared with faculty and staff?

II. LEARNER SUPPORT

1. Describe how your institution provides distance students with **clear information** on:
 - Program completion requirements
 - The nature of the learning experience
 - Any specific student background, knowledge, or technical skills needed
 - Expectations of student participation and learning
 - The nature of interaction in the courses.
 - Any technical equipment or software required or recommended.
2. Describe how your institution provides distance learners with adequate **academic and administrative support**, including academic advisement, technical support, library and information services, and other student support services normally available on campus. Do program materials clearly define how students can access these support services?
3. Describe how **administrative processes** such as admissions and registration are made available to distance students, and how program materials inform students how to access these services.
4. What **orientation** opportunities and resources are available for students of distance learning?

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

III. 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 curriculum in the online gifted education extension adheres to the overarching academic standards and requirements that were established when the program was originally approved by NYSED. The curriculum will be the same, with additional interactive activities being carried out via digital technologies.

We currently do not offer the courses in an “on-ground” or face-to-face format. The only modifications that have been made to course content reflect an alignment with the new NYSED Gifted Education Content Specialty Test. Program faculty created a crosswalk between the Content Specialty Test performance objectives and course learning outcomes. In addition, they reviewed the current National Association for Gifted Education-Council for Exceptional Children Teacher Preparation Standards in Gifted and Talented Education, to ensure that the extension program meets national standards.

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

It is our intent to offer the four courses each year (two during summer session, one during fall semester, and one during the winter session). Using this calendar, candidates will be able to complete extension requirement in less than one calendar year.

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

We are consulting with IT at Lehman to ensure that the appropriate technological tools are being implemented and consulting faculty with doctorates in education technology.

The two faculty members who are lead instructors have worked closely with an educational technology consultant to ensure that the technological tools selected are appropriate and aligned with the learning outcomes. It is Lehman’s intent to maximize the capabilities offered through Blackboard, our learning management system (LMS). Careful consideration of content, online pedagogy, and learner characteristics through iterative curriculum mapping exercises yielded online courses that will: 1) foster participant interaction with course materials, the instructor, and other students; and 2) require self-directed learning. In addition, careful consideration has been given to ease of use so that students are not overwhelmed with the tools themselves.

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

The program assignments use a variety of synchronous meeting options to ensure faculty-student interactions via conferencing, peer conferencing, and collaboration. The instructors also make full use of the asynchronous tools available through Blackboard. These include the following

affordances: discussion boards, blogs, and wikis. In addition faculty will be available via the Lehman email system for individualized consultation.

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

Because these courses are designed for practicing teachers, instructors will be requiring written assignments rather than giving essay or multiple-choice tests. These assignments will be designed to encourage teachers to apply what they are learning from texts and other resources to their own classroom practice. While this type of assessment is not “cheat proof,” it makes it harder to hand in someone else’s work. In addition, instructors will routinely use turnitin.com. Turnitin, as one of its key functions, is an originality checker. Instructors will also create assignments that are by their nature not the same for two students, given that they are based on observations and classroom settings.

IV. 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?

Each course has a syllabus that provides candidates with learning outcomes aligned with key assessments. Courses are divided into modules with learning outcomes clearly delineated for each module. In addition, since the program is designed to meet NYSED Gifted Education certification requirements, learning outcomes are mapped explicitly to the NYSED Content Specialty Test Gifted Education Framework.

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 learning will include tests, quizzes, video-based demonstrations, essays, research papers, and presentations. In order to bridge the theory-practice gap and make courses both relevant and practical, assessments will require candidates to apply what they are learning in field-based assignments. Teachers will be asked to think carefully and critically about students in their classrooms, school, and community. They will be accessing web sites (Including but not limited to those sponsored by the federal government, state departments of education, the National Association for Gifted Children, and the Davidson Institute for Talent Development) in order to find examples of best practices in gifted education. Based on their research (and text assignments), they will develop informal assessments, curriculum and parent outreach materials. Assessments (log entries, case studies, curriculum materials, parent brochures) will measure a candidate’s ability to address the needs of individuals or groups of gifted children. Candidates will get critical feedback from peers as well as from instructors on their submissions. Throughout the four-course sequence, we anticipate that candidates will become a community of practice in which individuals support one another as they share their work and provide “critical friend” feedback in online discussion forums.

V. PROGRAM EVALUATION

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

We will use the following data to assess program effectiveness:

- A. Lehman College course evaluations with a special online teaching supplement
- B. Scores on the NYSED Gifted Education Content Specialty Test.
- C. Key assessments in each of the four courses archived on the Blackboard course sites
- D. Follow-up surveys completed by graduates and their supervisors

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

The Assessment Coordinator for the School of Education regularly collects data on program effectiveness and shares it with program faculty. Program faculty review the data on an annual basis, develop an action plan that includes improvement targets, and submit it to the Assessment Coordinator. These action plans become part of the School of Education Assessment system. The Assessment Coordinator prepares a report for the Dean and Associate Dean that provides information on how well programs are adhering to their plans. Decisions regarding course assignments and resource allocation are made based on a program's ability to demonstrate continuous improvement.

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?

CST scores and follow-up surveys (completed by program graduates and their supervisors) will provide quantitative and qualitative data that serve as the basis of quality assurance. In order to assure the appropriate level of rigor and breadth, we are targeting a 90% or better pass rate on the Gifted Education CST and ratings of 3 (meets expectations) or 4 (exceeds expectations) by 90% or more of our graduates and their supervisors on all follow-up survey items.

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

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

C. CEO or designee* Harriet Fayne

Name and title: Dean, School of Education

Signature and date:



3/23/2016

D. Contact person, if different

Name and title: Gaoyin Qian

Telephone: 718-960-8307

Fax: 718-960-7855

E-mail: Gaoyin.qian@lehman.cuny.edu

E. Current program title: Gifted Education Extension

F. Current award: Advanced Certificate

G. Current HEGIS code: 0811.00

H. Program code: 31157

I. Current certificate title(s) to which the program leads: Initial or Professional Certification in Gifted Education

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

Name and title:

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

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

- Adding or eliminating a major or concentration

- 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.

X Add a delivery mode (e.g., from traditional format to on-line format of the program)

- d) Indicate proposed delivery mode: Online
- e) Describe availability of courses and any change in faculty, resources, or support services:

The online delivery of the four courses (12 credits) has been developed by two lead instructors in collaboration with an educational technology consultant. These courses are currently available for on-ground offering and will be also available for online offering by June 1, 2016. Although there are no major changes in resources or support services, Lehman College provides an array of services in support of students' academic success through offices such as Academic Center for Excellence (ACE), Math Computer Science Learning Center, STAR Mentoring and Coaching Program, Science Learning Center, SEEK Tutoring and Supplemental Instruction Program, and Transfer Coaching Program (please read more at: <http://www.lehman.edu/academics/tutoring-support.php>).

In addition, for distance learning, Lehman College provides online resources from the library and support services from management staff, online Blackboard specialist, and IT Help Desk in assisting faculty in teaching and students in learning. The Department of Online Education provides a wealth of information and guidelines to help faculty and students to navigate the hybrid or fully online courses. Currently the College uses online Blackboard as the management system.

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.

Inventory of Registered Program Searches

FURTHER INFORMATION ON PROGRAM REQUESTED

PROG CODE	PROGRAM TITLE	HEGIS	AWARD	INSTITUTION NAME
31157	GIFTED EDUCATION	0811.00	ADV CRT	CUNY LEHMAN COLLEGE

FOR AWARD -- ADV CRT

CERTIFICATE/LICENSES TITLES AND TYPES: GIFTED ED EXT INIT/PRE 08/2006

PROGRAM FINANCIAL AID ELIGIBILITY: TAP: NO APTS: NO WTA: YES

PROGRAM PROFESSIONAL ACCREDITATION:

[Back to IRP Search Page](#)

**LEHMAN COLLEGE
ORGANIZATION CHART
ONLINE CERTIFICATE IN GIFTED AND TALENTED EDUCATION**

**President
Dr. José Luis Cruz**



**Provost and Senior Vice-President
of Academic Affairs and Student Success
Dr. Peter O. Nwosu**



Dean of the School of
Education
Dr. Gaoyin Qian (interim)



Department of Early Childhood
and Childhood Education
Dr. Nancy Dubetz (chair)



Department of Middle & High
School Education
Dr. Wesley Pitts (chair)



Department of Counseling,
Leadership, Literacy, & Special
Education
Dr. Janet DeSimone (chair)



Online Certificate in Gifted and
Talented Education

Outcomes – Gifted Education

The advanced certificate is designed for certified teachers who would want to add a Gifted Education NYS Certification to their list of credentials.

Upon completion of the program, students will be able to:

- Demonstrate understanding of the psychology, characteristics, and abilities of gifted students in an inclusive setting and of the needs of culturally and linguistically diverse gifted and talented students.
- Demonstrate the ability to use instructional strategies for high potential students that are based on best practices for teaching students with these characteristics.

Timeline - Gifted

The program was approved locally and began admitting students in fall, 2016. As part of the preparation for MSCHE reaccreditation in spring 2019 it was discovered that this was the College's second fully online program (an online BS in Nursing had begun in 2014) and that a substantive change form had not been submitted to MSCHE. This submission seeks to correct that omission.