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**Minutes of  
The Lehman College Senate Meeting  
Wednesday, April 13, 2022  
Senate Meeting**

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**Senators Present:** Babalola, V. B.; Bergmann, R. M.; Fakhouri, S.; Fera, J.; Fulakeza, S.; Kalb, A. B.; Mahon, J.; Murphy, B.; Nwosu, P.; Parmar, R.; Pitts, W.; Prince, P.; Ramirez, M.; Rotolo, R.; Sofianos, E.; Soto, J. J.; Thompson, A.; Zhao, L.; Amend, A.; Austin, L.; Banks, R.; Baraldi, C.; Barroso, G.; Burton-Pye, B.; Campeanu, S.; Cheng, H.; Delgado, F.; Donkor, B. C.; Echevarria, T. M.; Ewing-Morgan, D.; Finger, R.; Firpo, A. M.; Harrison, E.; Hattori, T.; Holtzman, B.; Hyman, D.; Kim, C.; Kim, H.; Kolya, S.; Loscocco, P.; Markens, S.; Martinez, L.; McKenna, C.; Mills, P.; Moalem, L.; Neumayer, C.; Neira, I. M.; O’Boy, D.; Ohmer, S.; Ongley, J.; Price, J. K.; Prohaska, V.; Rice, A.; Ridley, T. H.; Rosario, Y.; Saforo, E.; Schlesinger, K.; Schwittek, D.; Sisselman, A.; Smith, S.; Stewart, B. T.; Vann, M.; Vitiello, S.; Waring, E.; Wright, J.; Yavuz, D.

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**Senators Absent:** Aisemberg, G.; Akinkuolie-Ibidapo, O. O.; Bettiol, R.; Cooper, W.; Di Raimo, S.; Dominguez, V.; Farrell, R.; Ford, G.; Forde, A.; Gerry, C.; Goring, S.; Guerrero-Berroa, E.; Hood, J.; Hurley, D.; Jones, S. R.; Joshua, R.; Khatun, T.; Kouadio, P.; Machado, E.; MacKillop, J.; Mazza, C.; Moin, J.; Nasher, S. N.; Nevers, N. N.; O’Neil, C.; Opoku, O.; Rivas, T.; Serrano, E. D. M.; Staton, G.; Stein Smith, S.; Vasquez Santana, S.; Wills-Jackson, C.

The meeting was called to order by President Fernando Delgado at 3:35 p.m.

**1. Approval of the Minutes**

The minutes of the March 2, 2022 Senate meeting was approved by unanimous vote.

**2. Announcements and Communications**

**a. Report of the President—**

President Fernando Delgado informed that there would be a campus-wide email reminder on COVID-19 health and safety protocols. He stressed the importance of creating a safe campus environment and, in consideration of the College’s upcoming commencement, encouraged the practice of Lehman’s health and safety procedures.

President Delgado provided updates on the State budget. He announced that earlier in the day, the University was informed by various legislators that the budget was passed. President Delgado also informed of the University’s budget analysis, which he explained, appeared to be positive overall. He elaborated that \$400 million in investments would be used to extend

42 the New York State Tuition Assistance Program (TAP) for both non-degree seeking- and  
43 part-time students. In addition, he informed that \$53 million in investments would be used  
44 to hire additional full-time faculty across the system. President Delgado also shared his  
45 curiosity on the capital budget request and expressed that he was hopeful on the outcome.

46  
47 **b. Student Legislative Assembly—**

48 Ms. Blessing Babalola announced that student government elections were closed and that the  
49 campaign had started. She asked all to remind students to vote for candidates in the running,  
50 as well as urged all with questions to email Campus Life at [Campus.Life@lehman.cuny.edu](mailto:Campus.Life@lehman.cuny.edu);  
51 Ms. Babalola provided an alternate contact point as well: the Assistant Director for  
52 Activities, Mr. David Charcape.

53  
54 Ms. Babalola reported on several items. She informed that fresh produce had been restored  
55 by the Lehman College Food Bank, which was scheduled to open on Mondays, Tuesdays,  
56 and Wednesdays from 10:00 a.m. to 2:00 p.m.; she encouraged all students to visit the food  
57 stand, which would be located out front of the Campus Life Building. Ms. Babalola also  
58 informed that the Student Government Association (SGA) would be working on a project  
59 with the Student Research Advisory Board.

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62 **3. REPORTS OF STANDING COMMITTEES—**

63 **1. Graduate Studies**

64 Professor Janet DeSimone presented proposals for curriculum changes in the following  
65 Departments: Art, Africana Studies, Early Childhood and Childhood Education, Health  
66 Sciences, Latin American and Latino Studies, Middle and High School Education, and  
67 Sociology. There were no questions or comments. Professor Fera moved to a vote. All  
68 proposals were approved by unanimous vote.

69  
70 See Attachment I

71  
72 The next meeting was scheduled for Wednesday, May 4, 2022 at 11:00 a.m. via Zoom.

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**2. Governance Committee**

Professor Joseph Fera provided updates on the faculty College Senate Standing Committees elections process. He informed that the nomination phase of the process had ended on March 15, 2022, and that the slate of nominations would be provided to the body of the College Senate for review and approval by the May 4, 2022 meeting. Prof. Fera also stressed the importance of a quorum, as the College Senate will be expected to conduct business on the final meeting of the semester.

Prof. Fera discussed several informational items. He informed that the committee would be proposing amendments to the College Senate Bylaws, which would be presented in the fall of 2022. Prof. Fera also informed that, at the May 4, 2022 College Senate, there would be a proposal to adopt two new committees as permanent committees of the College Senate. He elaborated that the first committee would be a Committee on Assessment, which was a strategic response to the comments made by the Middle States Commission on Higher Education. The second committee would be a Committee on Equity, Inclusion, Accessibility, and Anti-Racism—which was driven by student desire, interest, and engagement. Prof. Fera also presented drafts of the proposed memberships and functions of each committee and encouraged all to contact him with questions and concerns.

See Attachment II

The next meeting was scheduled for Wednesday, April 25, 2022 at 1:00 p.m. via Zoom.

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

Professor Sandra Campeau presented a proposal to confer a posthumous degree to the late Mr. Eric Garrido. There were no questions or comments. Professor Fera moved to a vote. The proposal was unanimously approved.

See Attachment III

The next meeting was scheduled for Wednesday, April 25, 2022 at 5:00 p.m. via Zoom.

105 **4. Undergraduate Curriculum**

106 Professor Lynn Rosenberg presented proposals for curriculum changes in the following  
107 Departments: Economics and Business; Health Sciences; Music, Multimedia, Theatre and  
108 Dance; and Middle and High School Education. The floor was open to discussion and the  
109 below discussion ensued.

110  
111 Professor Marco Ramirez-Rojas of the Department of Languages and Literatures (LL)  
112 alerted all to the following: that the proposal from the department of Middle and High  
113 School Education (MHSE) was not brought to the attention of faculty in his department.  
114 Prof. Ramirez-Rojas informed that he could neither in good conscience nor on behalf of  
115 his department approve the proposal. He requested its withdrawal from the floor, pending  
116 the department's review.

117  
118 There was much discussion on the proposal submission process, including a walkthrough,  
119 as given by Professor Vincent Prohaska, who explained that—before a proposal is  
120 presented to the College Senate—departments are consulted and given more than four  
121 weeks to review and prepare commentary. There was also much discussion in defense of  
122 the proposal, including from Professor Wesley Pitts, who communicated in depth its  
123 importance as well as explained the benefits for those students aiming to become licensed  
124 teachers of New York State. There were also many concerns that the proposal, if rejected,  
125 would delay many students from reaching licensure.

126  
127 Professor Wesley Pitts made a motion to separate the French, Italian, and Spanish  
128 Languages and Literatures requirements from the entire MHSE proposal. Professor Sandra  
129 Ohmer requested that Prof. Pitts amend the proposal to exclude the Spanish language  
130 requirement. Prof. Pitts agreed and amended his motion as follows: to separate the French  
131 and Italian requirements from the MHSE proposal. The motion was seconded. Thereafter,  
132 Professor Joseph Fera proceeded to a vote. The motion was approved with 3 “no” votes.

133  
134 Minus the French and Italian MHSE language requirements, Prof. Fera moved to vote on  
135 the proposals for the following departments: Economics and Business; Health Sciences;

136 Music, Multimedia, Theatre and Dance; and Middle and High School Education. The  
137 proposals were approved by majority vote with 1 “no” vote and 2 abstentions.

138  
139 Professor Rosenberg urged that senators do their due diligence to read the Senate materials  
140 two weeks in advance, as an early review of the materials may catch potential issues before  
141 the meeting. In addition, Prof. Rosenberg asked all to be mindful, as a disregard of the  
142 materials may affect students in the long run. Using the separated French and Italian MHSE  
143 proposals as an example, she explained that the proposals, if delayed, would likely return  
144 to her committee in May, and may not go into effect until another year.

145  
146 Professor Ramirez-Rojas made a motion to table the French and Italian MHSE language  
147 requirements, pending the review of the LL Department. The motion was seconded, which  
148 brought the assembly to an immediate vote. Professor Fera communicated that there were  
149 68 senators present and that 41 senators were needed to table the requirements. Thereafter,  
150 the Senate body proceeded to a vote. The motion to table was passed with 43 “yea” votes,  
151 1 abstention, and 24 “no” votes.

152  
153 Prof. Rosenberg briefed informational items for experimental courses in Economics and  
154 Business Administration.

155  
156 See Attachment IV

157  
158 The next meeting was scheduled for Wednesday, May 4, 2022 at 1:00 p.m. via Zoom.

159  
160 **5. Academic Freedom:**

161 Professor David Manier presented the revised resolution on the Defacement, Mutilation, or  
162 Destruction of Posters, which had been withdrawn at the last meeting of the Senate for review  
163 by the committee. There were no questions or comments. Professor Fera moved to a vote. The  
164 resolution was approved by unanimous vote.

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166 See Attachment V

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

Mr. Steven Castellano brought announcements from the Library, Division of Information Technology, Online Education, and concerning Blackboard.

See Attachment VI

The next meeting was scheduled for Wednesday, April 27, 2022 at 11:00 a.m. via Zoom.

**7. Campus Life and Facilities**

Professor Penny Prince briefed an update concerning the College’s food vendors issue, discussed at the last meeting of the Senate. She informed that discussions on the matter were still ongoing.

Prof. Prince called attention to an issue faced by students: their inability to access campus using the Cleared4 app.

Prof. Prince informed that students were encountering Cleared4 communication discrepancies, and as a result, were not receiving their test results. She shared her concerns about the requirements and how they may affect students—if and when they arrive on campus to take their midterms or final exams. Several explanations and suggestions were provided. VP Rene Rotolo of Administration and Finance explained that students with Cleared4 related issues must be referred to the Division of Student Affairs, as the division is equipped to provide students with the necessary guidance. VP Rotolo also communicated the issue at hand: that the primary email address provided by students on CUNYFirst are often emails that are not used by students on a daily basis or are not used by students at all; as a result, students receive Cleared4 email confirmations to an out-of-use or secondary email address. Dr. Jermain Wright, the VP of Student Affairs, added that a great number of the concerns highlighted by Prof. Prince had already been brought to the attention of CUNY Central, and that the College was doing its best to amend those aspects of the system that were causing students trouble. Ms. Tameka Ridley added that, to avoid Cleared4 issues in relation to midterms and finals exams, the College should take advantage of a resource it already has—online learning; she suggested that the College

200 offer the flexibility of a virtual alternative for students. Prof. Prince acknowledged the  
201 information put forth, including Ms. Ridley's suggestion. Prof. Prince informed Ms.  
202 Ridley that she had already established a virtual option for students, but reminded that this  
203 option may vary across the campus, as this decision remains with Lehman College faculty.

204  
205 Prof. Prince informed of a specific situation, where a student could not gain access to  
206 campus using a test result from an outside testing company. President Delgado  
207 acknowledged the burden of using a single testing site but explained that there was a  
208 reason behind the University's choice to contract with Cleared4: that CUNY colleges  
209 could not guarantee the veracity of an outside test result. He explained that, for the safety  
210 of all on campus, there would be no exceptions.

211  
212 Professor Sarah Ohmer informed that the testing times were Monday and Tuesday from  
213 8:00 a.m. to 1:00 p.m.; Wednesdays from 1:00 p.m. to 6:00 p.m.; Thursdays from 3:00  
214 p.m. to 7:00 p.m.; and Fridays from 8:00 a.m. to 1:00 p.m. Prof. Ohmer requested that  
215 there be extended hours, so that students have additional options, especially during  
216 random testing. VP Rene Rotolo explained that there were a number of challenges with  
217 that request, including the issue of limited staffing and that the hours listed were already  
218 the extended hours of the available staff. In addition, President Delgado pointed out that  
219 staff are also randomly tested by Cleared4 as well. VP Rotolo informed that she would  
220 communicate the request to CUNY Central.

221  
222 The next meeting was scheduled for Wednesday, May 4, 2022 at 2:30 p.m. via Zoom.

## 223 224 **8. Budget and Long-Range Planning**

225 Professor Haiping Cheng presented a follow-up report on the Lehman College Foundation,  
226 which covered Fiscal Year 2019 through Fiscal Year 2022.

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228 See Attachment VII

229  
230 The next meeting was scheduled for Wednesday, April 27, 2022 at 1:00 p.m. via Zoom.

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232 **9. University Faculty Senate Report**

233 Professor Melissa Castillo-Planas presented the report of the March 29, 2022 University  
234 Faculty Senate.

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236 See Attachment VIII

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238 The next Plenary Session was scheduled for Tuesday, May 10, 2022 at 6:30 p.m.

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240 **4. Report of Ad Hoc Committee**

241 **a. Report of the Academic Assessment Council—**

242 Mr. Donald Sutherland, the Assessment and Institutional Effectiveness Manager of the  
243 Education & Assessment Division, reported on the activities of the Academic Assessment  
244 Council.

245  
246 See Attachment IX

247  
248 The next meeting was scheduled for Thursday, April 5, 2022 at 10:00 a.m. via Zoom.

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250 **Old Business**----None.

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253 **New Business**----None.

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255 **ADJOURNMENT**

256 President Fernando Delgado adjourned the meeting at 5:47 p.m.

257  
258 Respectfully submitted:

259  
260 Cynthia Cessant

261



Senate Meeting – April 13, 2021  
**Proposed Graduate Studies Report**

On behalf of the Graduate Studies Committee, I would like to put forth proposals from the following departments:

Department of Art

- Change in admissions requirements: GRE removal

Department of Africana Studies

- Course change: AAS 750

Department of Early Childhood and Childhood Education

- Addition of Distance Education Format: Advanced Certificate Program, Bilingual Extension (Intensive Teacher Institute Clinically Rich) Program

Department of Health Sciences

- Change in degree requirements: M.S., Human Performance and Fitness
- Change in degree requirements: M.S.Ed., Health Education

Department of Latin American and Latino Studies

- Course change: LAC 750

Department of Middle and High School Education

- Addition of Distance Education Format: Advanced Certificate Program, Bilingual Extension (Intensive Teacher Institute Clinically Rich) Program

Department of Sociology

- Course change: SOC 751

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

Our next meeting will be on May 4, 2022.

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

**DEPARTMENT OF AFRICANA STUDIES**

**CURRICULUM CHANGE**

1. **Type of change:** Course Description; Credits

2. **From:**

Department(s)	Africana Studies
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Africana Studies
Course Prefix & Number	AAS 750
Course Title	Topics in Africana Studies
Description	Study of various topics in Africana Studies. (For specific topics and sections each semester, consult the Department.) (May be repeated for a maximum of six credits.)
Pre/ Co Requisites	Departmental Approval
Credits	3 (maximum 6 credits)
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

3. **To:**

Department(s)	Africana Studies
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Africana Studies
Course Prefix & Number	AAS 750
Course Title	Topics in Africana Studies
Description	Study of various topics in Africana Studies. (For specific topics and sections each semester, consult the Department.) (May be repeated for a maximum of <u>nine</u> credits.)
Pre/ Co Requisites	Departmental Approval
Credits	3 (maximum <u>9</u> credits)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**4. Rationale:**

This change increases the maximum credits that can be taken for this 3-credit course from 6 to 9. In some cases, students in the Liberal Studies MA program, who are the primary students enrolled in this course, have needed to take three different sections of this course (i.e. covering three distinct topics). This change will enable them to do so without receiving special permission from the Registrar and the Graduate Studies office.

**5. Date of Departmental Approval: February 9, 2022**

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

**DEPARTMENT OF ART**  
**CURRICULUM CHANGE**

**Name of Program and Degree Award:** Art Education (Pre-K-12), M.A.

**Hegis Number:** 0831

**Program Code:** 25953

**Effective Term:** Fall 2022

**1. Type of Change:** Removal of admissions requirement

**2. FROM:**

Art Education (Pre-K-12), M.A.

~~Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.~~

**3. TO:**

Not Applicable

**4. Rationale:**

On November 15, 2021, Governor Hochul signed a bill to amend the education law, in relation to SUNY/CUNY admission requirements for graduate-level teacher and educational leader programs. This [bill](#) removes the requirement that a GRE or similar exam score be submitted as part of admission requirements for graduate-level teacher and educational leader programs. The Department Art no longer will require applicants from graduate-level teacher programs to submit GRE scores; however, in conjunction with the School of Education departments, the department is reviewing other fair and equitable assessment options as a possible admissions requirement.

**5. Date of departmental approval:** 2/02/2022

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

**DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Advanced Certificate Program: Bilingual Extension—Intensive Teacher Institute/ Clinically Rich Program

Hegis Number: 0899.00

Program Code: 41093

Effective Term: Spring 2023

1. **Type of Change:** Addition of Distance Education Format

2. **From:**

**Advanced Certificate Program: Bilingual Extension—Intensive Teacher Institute--Clinically Rich Program (15 credits)**

This program will be offered to New York State-certified teachers Birth – Second grade or First grade – Sixth grade who are bilingual in English and in a Home Language other than English and who seek a bilingual extension to their certification(s). This program requires 12 credits in Bilingual Education content courses and 3 credits in supervised teaching of content, literacy, and language arts in both languages.

**Admission Requirements:**

- A bachelor's degree (or its equivalent) from an accredited college or university.
  - An undergraduate or master's degree index of at least 3.0.
  - New York State teacher certification Birth – Second grade or First grade – Sixth grade (other than in World Languages or ESOL).
  - Candidate is bilingual in English and a Home Language other than English.
  - One (1) letter of recommendation and two 500-word essays, one in English and one in the Home Language.
  - Meet additional Department, College, and New York State requirements, if any.
  - If conditionally admitted, make up *requirements* in the first semester.

**Certificate Requirements:**

In order to receive tuition assistance from the Intensive Teacher Institute (ITI), candidates for the Advanced Certificate: Bilingual Extension—ITI--Clinically Rich Program must successfully complete the program of study in one calendar year (summer, fall, spring), receive field supervision during the program and for one year following graduation, earn an overall index of 3.0 or higher, and fulfill additional program

requirements (see adviser for details). In order to be recommended for the Bilingual Extension after graduation, candidates must pass the Bilingual Education Assessment (BEA). We recommend taking the BEA starting in the third semester.

### **Program of Study:**

#### **Content Courses (12 crs)**

EDC 709: Multilingualism in the Classroom Birth – 6

OR

EDE 709: Multilingualism in the Classroom Birth – 6. 3 credits

EDE 739 Social Studies Concept Development

in Bilingual/Bicultural Early Childhood Settings grades 1-6

3 credits

OR

EDC 739: Social Studies Concept Development

in Bilingual/Bicultural Early Childhood Settings Birth-2

3 credits

EDC 727: Teaching English as a Second Language (Birth-grade 2)

OR

3 credits

EDE 727: Teaching English as a Second Language (Prek-grade 6)

EDC 738: Literacy in Bilingual/Bicultural Early Childhood Settings, Birth-grade 2

OR

3 credits

EDE 738: Learning and Teaching Literacy in Bilingual/ Bicultural Childhood Settings, grades 1-6

#### **Supervised Bilingual Teaching (3 crs)**

ESC 790: Workshop in Curriculum Materials Development in Specialized Areas: Teaching Bilingual Literacy and Language Arts, Birth-grade 6.

2 credits

ESC 790: Workshop in Curriculum Materials Development

in Specialized Areas: Teaching Bilingual Content Literacy, Birth-grade 6.

1 credit

### **TOTAL CREDITS FOR CERTIFICATE: 15**

### **3. To:**

#### **Advanced Certificate Program: Bilingual Extension—Intensive Teacher Institute--Clinically Rich Program (15 credits)**

This program will be offered to New York State-certified teachers Birth – Second grade or First grade – Sixth grade who are bilingual in English and in a Home Language other than English and who seek a bilingual extension to their certification(s). This program requires 12 credits in Bilingual Education content courses and 3 credits in supervised teaching of content, literacy, and language arts in both languages.

Candidates wishing to do so may complete the degree program entirely online by taking online courses only. Please see Options One and Two listed below.

### **Admission Requirements:**

- A bachelor's degree (or its equivalent) from an accredited college or university.
- An undergraduate or master's degree index of at least 3.0.
- New York State teacher certification grades Birth – Second grade or First grade – Sixth grade (other than in World Languages or ESOL).
- Candidate is bilingual in English and a Home Language other than English.
- One (1) letter of recommendation and two 500-word essays, one in English and one in the Home Language.
- Meet additional Department, College, and New York State requirements, if any.
- If conditionally admitted, make up *requirements* in the first semester.

### **Certificate Requirements:**

In order to receive tuition assistance from the Intensive Teacher Institute (ITI), candidates for the Advanced Certificate: Bilingual Extension—ITI--Clinically Rich Program must successfully complete the program of study in one calendar year (summer, fall, spring), receive field supervision during the program and for one year following graduation, earn an overall index of 3.0 or higher, and fulfill additional program requirements (see adviser for details). In order to be recommended for the Bilingual Extension after graduation, candidates must pass the Bilingual Education Assessment (BEA). We recommend taking the BEA starting in the third semester.

### **OPTION ONE: Hybrid/Campus Program**

#### **Program of Study:**

#### **Content Courses (12 crs)**

EDC 709: Multilingualism in the Classroom Birth – 6

OR

EDE 709: Multilingualism in the Classroom Birth – 6. 3 credits

EDE 739 Social Studies Concept Development  
in Bilingual/Bicultural Early Childhood Settings grades 1-6 3 credits

OR

EDC 739: Social Studies Concept Development  
in Bilingual/Bicultural Early Childhood Settings Birth-2 3 credits

EDC 727: Teaching English as a Second Language (Birth-grade 2)  
OR 3 credits

EDE 727: Teaching English as a Second Language (Prek-grade 6)

EDC 738: Literacy in Bilingual/Bicultural Early Childhood Settings, Birth-grade 2  
 OR 3 credits  
 EDE 738: Learning and Teaching Literacy in Bilingual/ Bicultural Childhood Settings, grades 1-6

**Supervised Bilingual Teaching (3 crs)**

ESC 790: Workshop in Curriculum Materials Development in Specialized Areas: Teaching Bilingual Literacy and Language Arts, Birth-grade 6. 2 credits

ESC 790: Workshop in Curriculum Materials Development in Specialized Areas: Teaching Bilingual Content Literacy, Birth-grade 6. 1 credit

**TOTAL CREDITS FOR CERTIFICATE: 15**

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

**Program of Study:**

**Content Courses (12 crs)**

EDC 709: Multilingualism in the Classroom Birth – 6

OR

EDE 709: Multilingualism in the Classroom Birth – 6. 3 credits

EDE 739 Social Studies Concept Development

in Bilingual/Bicultural Early Childhood Settings grades 1-6 3 credits

OR

EDC 739: Social Studies Concept Development in Bilingual/Bicultural Early Childhood Settings Birth-2 3 credits

EDC 727: Teaching English as a Second Language (Birth-grade 2)

OR

EDE 727: Teaching English as a Second Language (Prek-grade 6) 3 credits

EDC 738: Literacy in Bilingual/Bicultural Early Childhood Settings, Birth-grade 2

OR

EDE 738: Learning and Teaching Literacy in Bilingual/ Bicultural Childhood Settings, grades 1-6 3 credits

**Supervised Bilingual Teaching (3 crs)**

ESC 790: Workshop in Curriculum Materials Development in Specialized Areas: Teaching Bilingual Literacy and Language Arts, Birth-grade 6. 2 credits

ESC 790: Workshop in Curriculum Materials Development 1 credit



in Specialized Areas: Teaching Bilingual Content Literacy, Birth-grade 6.

**TOTAL CREDITS FOR CERTIFICATE: 15**

**4. Rationale:**

The addition of the distance education format for the Advanced Certificate will not affect the course learning objectives of the existing program since the delivery mode of the courses is the only change implemented. The distance learning format will allow students to complete the program by taking all courses online. The department will offer at least one section of each course online.

**5. Date of departmental approval: 2/23/2022**

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Human Performance and Fitness, M.S. Program

Hegis Number: 1299.30

Program Code: 39966

Effective Term: Spring 2023

1. **Type of Change:** Change in Elective Courses

2. **From:**  
**Human Performance and Fitness, M.S. Program**

Lehman College's M.S. in Human Performance and Fitness Program aims to equip students with the necessary skills and competencies required to function efficiently in the field of exercise science, and physical fitness and wellness. With personal health and fitness occupying much of our nation's attention, a graduate degree that ties together the studies of anatomy, kinesiology, physiology, sports nutrition and other related exercise science disciplines, is an excellent way to tap into a plentiful job market whose goal is the promotion of a healthier nation through exercise and fitness interventions. In addition, the program utilizes the Human Performance Laboratory, with its state-of-the-art equipment, and the additional resources of the APEX facility, including its fitness and weight training centers.

The program prepares students for careers in corporate and community fitness programs, health clubs, and similar fitness-related industries. Although the program does not fulfill teacher certification requirements, it is of particular appeal to public school teachers (primary and secondary) in health and physical education, who are required by New York State to obtain a master's degree for continued employment. Positions in sales or marketing of medical, fitness, sports supplements and sports-related equipment may also be appropriate for students with this degree. In addition, the program prepares students for doctoral programs in areas related to exercise science and to carry out research that advances the emerging body of literature in human health, fitness and performance.

**Admission Requirements**

The following admission requirements apply for entry into the program:

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstration of the potential to pursue graduate study successfully—that is, attainment of a minimum undergraduate Grade Point Average (GPA) of 3.0 in the undergraduate record as a whole and a 3.0 in courses specific to exercise

science. Extraordinary circumstances for applicants with a lower GPA will be considered on a case-by-case basis at the discretion of the program director.

- A minimum of 30 credit hours in exercise-related coursework. Those who do not meet these requirements can apply for special circumstances and admission will be considered on case-by-case basis. Viable candidates will be required to take leveling courses at the undergraduate level based on their academic background and then admitted conditionally provided they pass these courses.
- Submission of three letters of recommendation, at least two of which must be from a person directly involved in the field of exercise science, either as a professor, researcher, or practitioner.
- Submission of a personal statement of approximately 500 words indicating as precisely as possible the applicant’s preparation for master’s work and interest in pursuing a career in the fitness field.

Degree Requirements

**Option 1: Thesis**

**Core Courses (18 Credits)**

	Credits
EXS 501 Physical Activity, Exercise and Fitness	3
EXS 502 Advanced Exercise Physiology	3
EXS 503 Advanced Research Methods in Exercise Science	3
EXS 504 Advanced Exercise Testing and Prescription	3
EXS 505 Advanced Sports Nutrition	3
EXS 506 Applied Training Methodologies	3

**Elective Courses (9 Credits)**

	Credits
EXS 615 Advanced Kinesiology and Biomechanics	3
EXS 616 Advanced Motor Learning and Performance	3
EXS 626 Fitness Management and Marketing	3
EXS 665 Psychology of Sport	3
EXS 675 Independent Study Project	3
EXS 680 Selected Topics in Exercise Science	3
HEA 600 Biostatistics	3

**Thesis (6 Credits)**

Credits

EXS 790 Thesis Workshop 1 3

EXS 791 Thesis Workshop 2 3

**Option 2: Capstone Project****Core Courses (18 Credits)**

	Credits
EXS 501 Physical Activity, Exercise and Fitness	3
EXS 502 Advanced Exercise Physiology	3
EXS 503 Advanced Research Methods in Exercise Science	3
EXS 504 Advanced Exercise Testing and Prescription	3
EXS 505 Advanced Sports Nutrition	3
EXS 506 Applied Training Methodologies	3

**Elective Courses 12 Credits**

	Credits
EXS 615 Advanced Kinesiology and Biomechanics	3
EXS 616 Advanced Motor Learning and Performance	3
EXS 626 Fitness Management and Marketing	3
EXS 665 Psychology of Sport	3
EXS 675 Independent Study Project	3
EXS 680 Selected Topics in Exercise Science	3
HEA 600 Biostatistics	3

**Capstone Project (3 Credits)**

	Credits
EXS 795 Capstone Project Workshop	3

**3. To:  
Human Performance and Fitness, M.S. Program**

Lehman College's M.S. in Human Performance and Fitness Program aims to equip students with the necessary skills and competencies required to function efficiently in the field of exercise science, and physical fitness and wellness. With personal health and fitness occupying much of our nation's attention, a graduate degree that ties together the studies of anatomy, kinesiology, physiology, sports nutrition and other related exercise science disciplines, is an excellent way to tap into a plentiful job market whose goal is the promotion of a healthier nation through exercise and fitness

interventions. In addition, the program utilizes the Human Performance Laboratory, with its state-of-the-art equipment, and the additional resources of the APEX facility, including its fitness and weight training centers.

The program prepares students for careers in corporate and community fitness programs, health clubs, and similar fitness-related industries. Although the program does not fulfill teacher certification requirements, it is of particular appeal to public school teachers (primary and secondary) in health and physical education, who are required by New York State to obtain a master's degree for continued employment. Positions in sales or marketing of medical, fitness, sports supplements and sports-related equipment may also be appropriate for students with this degree. In addition, the program prepares students for doctoral programs in areas related to exercise science and to carry out research that advances the emerging body of literature in human health, fitness and performance.

### Admission Requirements

The following admission requirements apply for entry into the program:

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstration of the potential to pursue graduate study successfully—that is, attainment of a minimum undergraduate Grade Point Average (GPA) of 3.0 in the undergraduate record as a whole and a 3.0 in courses specific to exercise science. Extraordinary circumstances for applicants with a lower GPA will be considered on a case-by-case basis at the discretion of the program director.
- A minimum of 30 credit hours in exercise-related coursework. Those who do not meet these requirements can apply for special circumstances and admission will be considered on case-by-case basis. Viable candidates will be required to take leveling courses at the undergraduate level based on their academic background and then admitted conditionally provided they pass these courses.
- Submission of three letters of recommendation, at least two of which must be from a person directly involved in the field of exercise science, either as a professor, researcher, or practitioner.
- Submission of a personal statement of approximately 500 words indicating as precisely as possible the applicant's preparation for master's work and interest in pursuing a career in the fitness field.

### Degree Requirements

#### **Option 1: Thesis**

#### **Core Courses (18 Credits)**

	Credits
EXS 501 Physical Activity, Exercise and Fitness	3
EXS 502 Advanced Exercise Physiology	3
EXS 503 Advanced Research Methods in Exercise Science	3

EXS 504 Advanced Exercise Testing and Prescription	3
EXS 505 Advanced Sports Nutrition	3
EXS 506 Applied Training Methodologies	3

**Elective Courses (9 Credits)**

	Credits
EXS 615 Advanced Kinesiology and Biomechanics	3
EXS 616 Advanced Motor Learning and Performance	3
<u>EXS 617 Advanced Training Methods for Strength and Hypertrophy</u>	<u>3</u>
EXS 626 Fitness Management and Marketing	3
EXS 665 Psychology of Sport	3
EXS 670 Research Practicum in Applied Exercise Science	3
EXS 675 Independent Study Project	3
EXS 680 Selected Topics in Exercise Science	3
HEA 600 Biostatistics	3

**Thesis (6 Credits)**

	Credits
EXS 790 Thesis Workshop 1	3
EXS 791 Thesis Workshop 2	3

**Option 2: Capstone Project****Core Courses (18 Credits)**

	Credits
EXS 501 Physical Activity, Exercise and Fitness	3
EXS 502 Advanced Exercise Physiology	3
EXS 503 Advanced Research Methods in Exercise Science	3
EXS 504 Advanced Exercise Testing and Prescription	3
EXS 505 Advanced Sports Nutrition	3
EXS 506 Applied Training Methodologies	3

**Elective Courses 12 Credits**

	Credits
EXS 615 Advanced Kinesiology and Biomechanics	3
EXS 616 Advanced Motor Learning and Performance	3

<u>EXS 617 Advanced Training Methods for Strength and Hypertrophy</u>	<u>3</u>
EXS 626 Fitness Management and Marketing	3
EXS 665 Psychology of Sport	3
EXS 670 Research Practicum in Applied Exercise Science	3
EXS 675 Independent Study Project	3
EXS 680 Selected Topics in Exercise Science	3
HEA 600 Biostatistics	3

**Capstone Project (3 Credits)**

Credits

EXS 795 Capstone Project Workshop 3

4. **Rationale:**

EXS 617 (Advanced Training Methods for Strength and Hypertrophy) had been approved as an elective course in September 2019 but was not added to the bulletin. This proposal amends the oversight and adds the course to the bulletin.

5. **Date of departmental approval:** February 2, 2022

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

Name of Program and Degree Award: Health Education MS Ed Program  
Hegis Number: 0837  
Program Code: 25951  
Effective Term: Spring 2023

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

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.

Students wishing to do so 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.

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

*Sequence 1 (33 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.
- 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 (33 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):

HEA 507	Human Sexuality	3
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

#### HEA electives (12)

		Credits
HEA 502	Women and Health	3
HEA 509	Drugs and Substance Abuse	3
HEA 510	Health and Aging	3

HEA 511	Perspectives on HIV/AIDS	3
HEA 627	Health Problems and Issues in Contemporary Society	3
HEA 636	Perspectives on Death and Dying	3
HEA 640	Nutrition and Chronic Diseases	3
HEA 680	Special Topics in Health	3

**Special Education (3):**

		Credits
ESC 506	Special Needs Education in TESOL and Secondary Settings	3
	Or	
<del>EDS 701</del>	<del>Understanding Individuals with Disabilities</del>	<del>3</del>

~~EDS 701: Or equivalent.~~

**Student Teaching (3 credits):**

		Credits
ESC 595	Internship in Classroom Teaching	1-3
ESC 611	Teaching Internship Seminar in Secondary Education	1

~~ESC 595: For in-service teachers.~~

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

		Credits
ESC708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

**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 (12 credits):**

HEA 507 Human Sexuality	3
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

**HEA electives (9)**

	Credits
HEA 502 Women and Health	3
HEA 509 Drugs and Substance Abuse	3
HEA 510 Health and Aging	3
HEA 511 Perspectives on HIV/AIDS	3
HEA 627 Health Problems and Issues in Contemporary Society	3
HEA 636 Perspectives on Death and Dying	3
HEA 640 Nutrition and Chronic Diseases	3
HEA 680 Special Topics in Health	3

**Special Education (3):**

	Credits
ESC 506 Special Needs Education in TESOL and Secondary Settings	3
Or	
<del>EDS 701 Understanding Individuals with Disabilities</del>	<del>3</del>

~~EDS 701: Or equivalent.~~

**Student Teaching (3 credits):**

	Credits
ESC 595 Internship in Classroom Teaching	1-3
ESC 611 Teaching Internship Seminar in Secondary Education 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

### 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.

Students wishing to do so 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.

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.
- 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 (15 credits):

	Credits
HEA 507 Human Sexuality	3
<u>HEA 626 Mental Health and the Classroom Teacher</u>	<u>3</u>
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

#### HEA electives (15 credits)

HEA 502	Women and Health	3
HEA 509	Drugs and Substance Abuse	3
HEA 510	Health and Aging	3
HEA 511	Perspectives on HIV/AIDS	3
HEA 627	Health Problems and Issues in Contemporary Society	3
HEA 636	Perspectives on Death and Dying	3
HEA 640	Nutrition and Chronic Diseases	3
HEA 680	Special Topics in Health Education	3

#### Pedagogy Required Courses (9):

##### Special Education (3):

Credits

ESC 506	Special Needs Education in TESOL and Secondary Settings <i><u>*or equivalent</u></i>	3
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**Student Teaching Internship (3 credits):**

ESC 595	Internship in Classroom Teaching	1-3
ESC 611	Teaching Internship Seminar in Secondary Education	1

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

	Credits	
ESC708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

**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 (15 credits):**

	Credits	
HEA 507	Human Sexuality	3
HEA 626	<u>Mental Health and the Classroom Teacher</u>	<u>3</u>
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

**HEA electives (6 credits)**

HEA 502	Women and Health	3
HEA 509	Drugs and Substance Abuse	3
HEA 510	Health and Aging	3
HEA 511	Perspectives on HIV/AIDS	3
HEA 627	Health Problems and Issues in Contemporary Society	3
HEA 636	Perspectives on Death and Dying	3
HEA 640	Nutrition and Chronic Diseases	3

HEA 680	Special Topics in Health Education	3
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**Pedagogy Required Courses (9):****Special Education (3):**

	Credits
ESC 506 Special Needs Education in TESOL and Secondary Settings <i><u>*or equivalent</u></i>	3

**Student Teaching Internship (3 credits):**

ESC 595 Internship in Classroom Teaching	1-3
ESC 611 Teaching Internship Seminar in Secondary Education	1

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

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

**4. Rationale:**

NYSED requires a mental health piece for the health education curriculum. HEA 626, Mental Health for the Classroom Teacher will become a required course. Social emotional learning (SEL) is a key part of the health education curriculum, and this course will cover SEL in depth. This course has also been added to the Advanced Certificate in Health Education curriculum as an elective.

The Lehman College M.S.Ed. in Health Education program has run as a 39-credit program and was changed to a 33-credit requirement effective Fall 2021. NYSED has 30 semester hours of health content courses as a requirement to apply for certification as communicated to students in Fall 2021, which would make the 33 credits deficient in health content required by NYSED. Some students might be short health content credits so by adding this required course, HEA 626 and an additional elective, the program will now become a 39-credit program. The program must comply to all NYSED recent changes.

For Sequence 2, the change will also add the required course HEA 626, and the number of health content electives will go from 9 credits to 6 credits so that the credit hours will remain at 30 credits.

**5. Date of departmental approval: February 2, 2022**

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

**DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES**

**CURRICULUM CHANGE**

1. **Type of change:** Course Description; Credits

2. **From:**

Department(s)	Latin American and Latino Studies
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latin American and Latino Studies
Course Prefix & Number	LAC 750
Course Title	Topics in Latin American, Latino and Puerto Rican Studies
Description	Study of various topics in Latin American, Latino and Puerto Rican Studies. For specific topics and sections each semester, consult the Department. (May be repeated for a maximum of six credits.)
Pre/ Co Requisites	Departmental Approval
Credits	3 (maximum 6 credits)
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



**3. To:**

Department(s)	Latin American and Latino Studies
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latin American and Latino Studies
Course Prefix & Number	LAC 750
Course Title	Topics in Latin American, Latino and Puerto Rican Studies
Description	Study of various topics in Latin American, Latino and Puerto Rican Studies. For specific topics and sections each semester, consult the Department. (May be repeated for a maximum of <u>nine</u> credits.)
Pre/ Co Requisites	Departmental Approval
Credits	3 (maximum <u>9</u> credits)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**4. Rationale:**

This change increases the maximum credits that can be taken for this 3-credit course from 6 to 9. In some cases, students in the Liberal Studies MA program, who are the primary students enrolled in this course, have needed to take three different sections of this course (i.e. covering three distinct topics). This change will enable them to do so without receiving special permission from the Registrar and the Graduate Studies office.

**5. Date of Departmental Approval: 2/9/2022**

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Advanced Certificate Program: Bilingual Extension—Intensive Teacher Institute/ Clinically Rich Program

Hegis Number: 0899.70

Program Code: 40619

Effective Term: Spring 2023

1. **Type of Change:** Addition of Distance Education Format

2. **From:**

**Advanced Certificate Program: Bilingual Extension—Intensive Teacher Institute--Clinically Rich Program (15 credits)**

This program will be offered to New York State-certified teachers grades 5 -12 who are bilingual in English and in a Home Language other than English and who seek a bilingual extension to their certification(s). This program requires 12 credits in Bilingual Education content courses and 3 credits in supervised teaching of content, literacy, and language arts in both languages.

**Admission Requirements:**

- A bachelor's degree (or its equivalent) from an accredited college or university.
- An undergraduate or master's degree index of at least 3.0.
- New York State teacher certification grades 5-grade 12 (other than in World Languages or ESOL).
- Candidate is bilingual in English and a Home Language other than English.
- One (1) letter of recommendation and two 500-word essays, one in English and one in the Home Language.
- Meet additional Department, College, and New York State requirements, if any.
- If conditionally admitted, make up requirements in the first semester.

**Certificate Requirements:**

In order to receive tuition assistance from the Intensive Teacher Institute (ITI), candidates for the Advanced Certificate: Bilingual Extension—ITI--Clinically Rich Program must successfully complete the program of study in one calendar year (summer, fall, spring), receive field supervision during the program and for one year following graduation, earn an overall index of 3.0 or higher, and fulfill additional program

requirements (see adviser for details). In order to be recommended for the Bilingual Extension after graduation, candidates must pass the Bilingual Education Assessment (BEA). We recommend taking the BEA starting in the third semester.

### **Program of Study:**

#### **Content Courses (12 crs)**

ESC 759: Foundations of Bilingual/ Bicultural Education	3 credits
ESC 769: Latinos in U.S. Schools	3 credits
ESC 761: Teaching English as a New Language, grades 5-12	3 credits
ESC 763: Teaching Secondary Bilingual Language Arts and Content Literacy	3 credits

#### **Supervised Bilingual Teaching (3 crs)**

ESC 790: Workshop in Curriculum Materials Development in Specialized Areas: Teaching Bilingual Literacy and Language Arts, grades 5-12.	2 credits
ESC 790: Workshop in Curriculum Materials Development in Specialized Areas: Teaching Bilingual Content Literacy, grades 5-12.	1 credit

### **TOTAL CREDITS FOR CERTIFICATE: 15**

### **3. To:**

#### **Advanced Certificate Program: Bilingual Extension—Intensive Teacher Institute--Clinically Rich Program (15 credits)**

This program will be offered to New York State-certified teachers grades 5-12 who are bilingual in English and in a Home Language other than English and who seek a bilingual extension to their certification(s). This program requires 12 credits in Bilingual Education content courses and 3 credits in supervised teaching of content, literacy, and language arts in both languages.

Candidates wishing to do so may complete the degree program entirely online by taking online courses only. Please see Options One and Two listed below.

### **Admission Requirements:**

- A bachelor's degree (or its equivalent) from an accredited college or university.
  - An undergraduate or master's degree index of at least 3.0.
  - New York State teacher certification grades 5-grade 12 (other than in World Languages or ESOL).
  - Candidate is bilingual in English and a Home Language other than English.
  - One (1) letter of recommendation and two 500-word essays, one in English and one in the Home Language.

- Meet additional Department, College, and New York State requirements, if any.
- If conditionally admitted, make up *requirements* in the first semester.

### **Certificate Requirements:**

In order to receive tuition assistance from the Intensive Teacher Institute (ITI), candidates for the Advanced Certificate: Bilingual Extension—ITI--Clinically Rich Program must successfully complete the program of study in one calendar year (summer, fall, spring), receive field supervision during the program and for one year following graduation, earn an overall index of 3.0 or higher, and fulfill additional program requirements (see adviser for details). In order to be recommended for the Bilingual Extension after graduation, candidates must pass the Bilingual Education Assessment (BEA). We recommend taking the BEA starting in the third semester.

### **OPTION ONE: Hybrid/Campus Program**

#### **Program of Study:**

#### **Content Courses (12 crs)**

ESC 759: Foundations of Bilingual/ Bicultural Education	3 credits
ESC 769: Latinos in U.S. Schools	3 credits
ESC 761: Teaching English as a New Language, grades 5-12	3 credits
ESC 763: Teaching Secondary Bilingual Language Arts and Content Literacy	3 credits

#### **Supervised Bilingual Teaching (3 crs)**

ESC 790: Workshop in Curriculum Materials Development in Specialized Areas: Teaching Bilingual Literacy and Language Arts, grades 5-12.	2 credits
ESC 790: Workshop in Curriculum Materials Development in Specialized Areas: Teaching Bilingual Content Literacy, grades 5-12.	1 credit

**TOTAL CREDITS FOR CERTIFICATE: 15**

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

#### **Program of Study:**

#### **Content Courses (12 crs)**

ESC 759: Foundations of Bilingual/ Bicultural Education	3 credits
ESC 769: Latinos in U.S. Schools	3 credits
ESC 761: Teaching English as a New Language, grades 5-12	3 credits
ESC 763: Teaching Secondary Bilingual Language Arts and Content Literacy	3 credits

**Supervised Bilingual Teaching (3 crs)**

ESC 790: Workshop in Curriculum Materials Development 2 credits  
in Specialized Areas: Teaching Bilingual Literacy and  
Language Arts, grades 5-12.

ESC 790: Workshop in Curriculum Materials Development 1 credit  
in Specialized Areas: Teaching Bilingual Content Literacy, grades 5-12.

**TOTAL CREDITS FOR CERTIFICATE: 15**

**4. Rationale:**

The addition of the distance education format for the Advanced Certificate will not affect the course learning objectives of the existing program since the delivery mode of the courses is the only change implemented. The distance learning format will allow students to complete the program by taking all courses online. The department will offer at least one section of each course online.

**5. Date of departmental approval: February 24, 2022**

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

**DEPARTMENT OF SOCIOLOGY**

**CURRICULUM CHANGE**

1. **Type of change:** Course Description, Credits

2. **From:**

Department(s)	Sociology
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	Sociology
Course Prefix & Number	SOC 751
Course Title	Topics in Sociology
Description	Study of various topics in sociology. (For specific topics and sections each semester, consult the Department.) (May be repeated for a maximum of six credits.)
Pre/ Co Requisites	Departmental Approval
Credits	3 (maximum 6 credits)
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

**3. To:**

Department(s)	Sociology
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	Sociology
Course Prefix & Number	SOC 751
Course Title	Topics in Sociology
Description	Study of various topics in sociology. (For specific topics and sections each semester, consult the Department.) (May be repeated for a maximum of <u>nine</u> credits.)
Pre/ Co Requisites	Departmental Approval
Credits	3 (maximum <u>9</u> credits)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**4. Rationale:**

This change increases the maximum credits that can be taken for this 3-credit course from 6 to 9. In some cases, students in the Liberal Studies MA program, who are the primary students enrolled in this course, have needed to take three different sections of this course (i.e. covering three distinct topics). This change will enable them to do so without receiving special permission from the Registrar and the Graduate Studies office.

**5. Date of Departmental Approval:** February 14, 2022



**GOVERNANCE COMMITTEE**  
**Senate Report**  
**April 13, 2022**

1. Standing Committee Faculty Nominations
  - a. Nomination Process Ended March 15<sup>th</sup>
  - b. All Nominations To Be Talled
  - c. Governance Will Prepare A Slate
  - d. Election At May Senate Meeting
  
2. Senate Bylaws Amendments
  - a. Governance Working On Amendments To Bylaws
  - b. Complete Amendments To Be Presented To Senate Fall 2022
  - c. Two New Standing Committees To Be Proposed At **May** Meeting
    - i. Committee on Assessment
    - ii. Committee on Equity, Inclusion, Accessibility, and Anti-Racism
  - d. Draft Membership/Functions of New Committees Attached
  - e. Send Comments, Questions, Concerns
  
3. Next Governance Committee Meeting: April 25<sup>th</sup>, 1pm (Zoom)



## **Article IV, Section 15. Committee on Assessment**

a) Membership:

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

b. Functions:

i. Reviews the Institutional Effectiveness Plan, reports to the Senate, and recommends policies regarding the institutional effectiveness of academic and administrative affairs of the College;

ii. Reviews academic assessment information at the institutional, program and course levels, including General Education and Institutional Learning Outcomes (ILOs);

iii. Reviews assessment information from Administrative, Educational, and Student Support (AES) units; communicates assessment findings to the Senate.

iv. Reviews the use of assessment tools and results for continuous improvement in Lehman College's governance, planning, resource allocation, program-level and institutional learning outcomes;

v. Disseminates information on best practices in assessment;

vi. Advises and recommends on the development of broader assessment policies, practices, and technology to promote student achievement and improvement in curricular, pedagogical, administrative, and support services.

**Article IV, Section 16. Committee on Equity, Inclusion,  
Accessibility and Anti-Racism**

a. Membership:

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

b. Functions:

- i. Reviews and recommends policies and procedures to create and promote an inclusive, equitable, accessible and antiracist community.
- ii. Recommends strategies and policies to attract and retain a more diverse faculty and staff.
- iii. Reviews the College's inclusion-oriented activities and efforts, including but not limited to heritage and history month events programming, and recommends opportunities for improvement and expansion.
- iv. Reviews campus-wide initiatives relating to equity, inclusion, accessibility and anti-racism, including but not limited to training, workshops, and professional development.
- v. Assists with recommendations for more diverse and anti-racist curricula.
- vi. Reports on successful Lehman initiatives to promote and sustain an inclusive, equitable, accessible and antiracist community, as well as areas where such efforts are lacking.

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

Senate Meeting: April 13, 2022

The CAEAS committee met on March 23, 2022 at 4-5pm. A quorum was present.

The committee heard a proposed resolution for a posthumous degree conferral. The committee voted unanimously to approve the posthumous degree and brings it to the Senate floor for a vote.

**Resolution: Posthumous Degree - Mr. Eric Garrido**

***Department of Counseling Leadership, Literacy and Special Education***

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

WHEREAS, Eric was a graduate student in the Educational Leadership program at Lehman College who was in excellent standing; with 21 credits, a 4.0 GPA and scheduled to graduate in May 2021; and

WHEREAS, Eric was deeply focused on his academic goals, and was unflinching in his commitment to supporting his fellow classmates in his cohort; and

WHEREAS, Eric was a caring and committed student, father to his young daughter and husband, who enrolled in Educational Leadership to become a future school leader and advocate for social justice in urban schools; and

WHEREAS, Eric passed away suddenly in late 2020 with a bright future ahead of him; and

WHEREAS, the faculty of the Department of Counseling, Leadership, Literacy and Special Education have requested that Eric Garrido be awarded a posthumous degree; and

WHEREAS, the Chair of the Department of Counseling, Leadership, Literacy and Special Education and the Dean of the School of Education have recommended that Eric Garrido be awarded a posthumous degree; and

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

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

RESOLVED, that the Herbert H. Lehman College Senate comprised of faculty, students, and administrators, hereby recommends that President confer a posthumous Master of Science in Education Degree to Mr. Eric Garrido.

## Senate Meeting

### Undergraduate Curriculum Committee (UCC) Report

**The following proposals were approved unanimously by the UCC, with a quorum present on ( 6/7 members in attendance):**

1. Economics and Business Department
  - ECO 300 Change in prerequisite
2. Health Sciences Department
  - Health Services Administration B.S. Change in degree requirements, add distance format
  - REC 200-CUNY Common Submission Form Pathways
5. Music, Multimedia, Theatre and Dance
  - THE(DNC) 324-New course
6. Middle and High School Education Department
  - Undergraduate Secondary Teacher Education Program Minor and Certification Requirement-Change in degree requirements
  - Certification in K-12 in Art Education-Create new certificate
  - Certification in secondary English education-Create new certificate
  - Certification in French Education-Create new certificate
  - Certification in secondary Spanish education-Create new certificate
  - Certification in Italian Education-Create new certificate
  - Certification in secondary Math education-Create new certificate
  - Certification in secondary Biology education-Create new certificate
  - Certification in secondary Chemistry education-Create new certificate
  - Certification in secondary Earth Science education-Create new certificate
  - Certification in secondary Physics education-Create new certificate
  - Certification in secondary Social Studies Education -Create new certificate
  - ESC 463-Change in title, description
  - ESC 471-Change in description
  - ESC 410-Change in prerequisite
  - ESC 422-Change in prerequisite

**Informational items**

- BBA 192-Experimental course
- BBA 193-Experimental course
- BBA 194-Experimental course
- BBA 201-Experimental course
- BBA 202-Experimental course
- BBA 203-Experimental course
- ECO 346-Experimental course

Next meeting: 5/04/22

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

**DEPARTMENT OF ECONOMICS AND BUSINESS**

**CURRICULUM CHANGE**

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

2. **From:**

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Economics
Course Prefix & Number	ECO 300
Course Title	Intermediate Macroeconomics
Description	Determination of national income and interest rates through the interaction of real and monetary sectors; effect of fiscal and monetary policies on economic stability and growth; and macroeconomic relations among open economies.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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**3. To:**

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Economics
Course Prefix & Number	ECO 300
Course Title	Intermediate Macroeconomics
Description	Determination of national income and interest rates through the interaction of real and monetary sectors; effect of fiscal and monetary policies on economic stability and growth; and macroeconomic relations among open economies.
Pre/ Co Requisites	<u>ECO 166</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

ECO 300 is an intermediate course in Macroeconomics and thus, an understanding of ECO 166 (Introduction to Macroeconomics) is essential for students' success.

**5. Date of departmental approval: 2/10/2022**



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

**DEPARTMENT OF ECONOMICS AND BUSINESS**

**CURRICULUM CHANGE**

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

2.

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 192
Course Title	Introduction to Cybersecurity in Business
Description	Provides a fundamental understanding of information security for businesses, covering topics which include introduction of cybersecurity concepts, different types of malware and attacks, and tools and measures used by organizations to mitigate cyber attacks.
Pre/ Co Requisites	NA
Credits	1
Hours	1
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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**3. Rationale:**

The Internet is a staple for organizations. While it is a useful tool, it also poses a danger without proper protection esp. for businesses since they face significant financial losses from cyber attacks. This introductory course in cybersecurity for businesses covers the importance of exercising cybersecurity, awareness of dangers from the internet usage, maintaining data confidentiality and awareness of good practices when using the cyber space and social media.

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

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

- describe various cybersecurity concepts
- Identify different types of malware and attacks
- Recommend common technology tools to manage risks and handle threats
- Explain strategies available to organizations to protect against cyber attacks
- Describe careers and skill qualifications of cybersecurity professionals.

**5. Date of Departmental Approval: 2/10/2022**

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

**DEPARTMENT OF ECONOMICS AND BUSINESS**

**CURRICULUM CHANGE**

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

2.

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 193
Course Title	Management of Information Security in Business
Description	Exploration of contemporary issues relating to types of cyberattacks, cloud-based and mobile device information security, prevention from cyberattacks, and standards and regulations regarding protections
Pre/ Co Requisites	BBA 192 or Departmental permission
Credits	1
Hours	1
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. Rationale:**

By creating awareness of different types of cyber attacks on businesses, it helps students to develop skills and strategies to maintain information security in their business operations. In addition, it educates the students on regulations and standards which are available to protect their organizations.

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

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

- Explain and describe various types of cyberattacks and their impacts on organizations.
- Explain cybersecurity issues and the cloud.
- Interrelate with cybersecurity tools, environments, and dependencies.
- Identify contemporary cybersecurity standards and regulations used in the industry.

**5. Date of Departmental Approval: 2/10/2022**

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

**DEPARTMENT OF ECONOMICS AND BUSINESS**

**CURRICULUM CHANGE**

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

2.

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 194
Course Title	Introduction to Fundraising and Development
Description	A fundamental approach to philanthropy, development, and fundraising; including a values-based perspective, and changing attitudes and practices around fundraising.
Pre/ Co Requisites	NA
Credits	1
Hours	1
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. Rationale:**

Each year, billions of philanthropic dollars contribute significantly to the operations and mission of thousands of institutions across the country. Throughout this course, students will gain a comprehensive understanding of fundraising and development, benefiting from a selection of experiential activities designed to ensure they acquire the basic skills needed to become more competitive in finance, nonprofit management, higher education, and other related fields with a focus in minority-led nonprofit organizations serving local communities.

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

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

- Describe the ethical principles that guide development and fundraising
- Define essential terminologies within development and fundraising
- Summarize the impact of philanthropy in the United States
- Draft organizational priorities (vision and goals)
- Develop and execute a fundraising plan
- Create a strategic and marketing plan

**5. Date of Departmental Approval: 2/10/2022**

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

**DEPARTMENT OF ECONOMICS AND BUSINESS**

**CURRICULUM CHANGE**

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

2.

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 201
Course Title	Risk Management and Cybersecurity
Description	Business and management aspects for maintaining information security in an organization with topics including qualitative and quantitative analysis on risk management, planning, investment, and implementation of cybersecurity measures.
Pre/ Co Requisites	BBA 193 or Departmental Permission
Credits	1
Hours	1
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. Rationale:**

This course in cybersecurity addresses risk management aspects of maintaining information security in an organization, highlighting the importance of improving cybersecurity measurements regularly, and continued cybersecurity investment to ensure operation of businesses in safe environment.

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

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

- Incorporate multiple perspectives in planning cybersecurity controls to address vulnerabilities.
- Plan and conduct a risk management program for cybersecurity in an organization.
- Participate effectively as a member of a team to develop cybersecurity spending plans and priorities for an organization.

**5. Date of Departmental Approval: 2/10/2022**



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

**DEPARTMENT OF ECONOMICS AND BUSINESS**

**CURRICULUM CHANGE**

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

2.

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 202
Course Title	Donor Relations and Stewardship
Description	Explores donor relationship building process by examining the different types of donors and the steps to secure a gift
Pre/ Co Requisites	BBA 194 or Departmental permission
Credits	2
Hours	2
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Fundraising is built on successful partnerships. It is essential to understand the

intricacies of donor relations and stewardship. Since institutions find the majority of their donor base through this process, it is crucial to understand the critical parts to build stronger relationships by identifying the donor interests and needs. Through a hands-on project of developing a proposal, students will develop key practical skills to create a prospect identification plan, and implement a development process aimed to attract, cultivate, and steward donors.

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

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

- Explain and describe the different types of donors
- Describe the process of securing a gift from a donor
- Summarize the process of donor identification
- Justify stewardship in the development process
- Develop fundraising strategies for different types of donors
- Identify key performance indicators (KPIs) and track outcomes
- Distinguish different ways to implement donor recognition
- Create an appropriate reporting process showcasing the impact a gift
- Complete a mini-capstone project - making the ask, message and materials for solicitation

**5. Date of Departmental Approval: 2/10/2022**

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

**DEPARTMENT OF ECONOMICS AND BUSINESS**

**CURRICULUM CHANGE**

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

2.

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 203
Course Title	Beyond Annual Giving Campaigns
Description	Experimental learning in strategizing, planning, launching, running, and closing different types of giving campaigns.
Pre/ Co Requisites	BBA 202 or Departmental Permission
Credits	2
Hours	2
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This advanced course in fundraising and development addresses the importance of

building a base of support for an annual fund, highlighting the process of developing an annual gift campaign, and distinguishing between other types of campaigns and comparing the fundamentals of each. Students will build on previous knowledge acquired in the previous two courses, culminating in launching a real campaign benefiting a local nonprofit.

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

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

- List the details of a campaign from pre-planning to closing
- Describe various types of campaigns
- Analyze the steps in the donor development process to a campaign
- Develop and launch an annual gift campaign
- Appraise career opportunities in fundraising and development
- Launch an authentic campaign benefiting a local nonprofit through a capstone project

5. **Date of Departmental Approval:** 2/10/2022

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

**DEPARTMENT OF ECONOMICS AND BUSINESS**

**CURRICULUM CHANGE**

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

2.

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Economics
Course Prefix & Number	ECO 346
Course Title	U.S.- Mexico Economic Relations
Description	Examines and evaluates economics and trade relations between U.S. and Mexico since 1970 using political economy approach to understand the role of, and relationships among individuals, government, and policymakers.
Pre/ Co Requisites	ECO 166 and ECO 167
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. Rationale:**

The US and Mexico share a border of almost 2,000 miles and a long history of economic and trade interactions. Mexico is one of the top commercial partners of the US as per the value of exports, imports as well as capital and resource movements. Trade, foreign direct investments, multinational firms, migration flows, bilateral and multilateral cooperation and political cycles between these two nations have impacted the social, economic and demographic landscape on both sides of the border. This course advances students' knowledge on the evolution of US and Mexico macroeconomic structure and their trade relations since 1970.

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

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

- Explore the historical configuration of the US and Mexican economies as well as their competitive advantage and trade patterns.
- Identify and use economic development and business cycle models to analyze the US-Mexico relations.
- Explain the social and economic impact of migration on the US and Mexican economies, in particular on their labor markets.
- Explain bilateral and multilateral economic and trade collaborations between these two countries.
- Discuss historical trends of the US-Mexico economic and trade relations

**5. Date of Departmental Approval: 2/10/2022**

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Health Services Administration, B.S.

Hegis Number: 1202

Program Code: 10113

Effective Term: Spring 2023

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

2. **From:**

**Health Services Administration, B.S. (58 Credit Major)**

The program in Health Services Administration provides an economically and culturally diverse undergraduate student population with the critical knowledge and skills needed by health services managers who will work with clinicians to manage health care delivery systems, hospitals, organized physician groups, community health facilities (including ambulatory care facilities), nursing homes, extended care facilities, financing and insurance agencies, managed care organizations, and other organizations which either directly provide critical personal health care services or support the provision of those services.

This program serves a number of purposes:

- To give students an enhanced capacity and opportunity to seek and obtain challenging administrative positions which allow them to plan, implement, and manage a wide variety of health services which are delivered in a comprehensive range of health services organizations and settings.
- To provide students with an educational background which helps them to pursue a variety of health services career options, including certification and licensure options: for instance, an HSA major can help students meet the professional requirements which will make them eligible for admission to the New York State Licensing Examination for Nursing Home Administrators.
- To prepare students for graduate study in Health Services Administration.

**Admission Requirements**

An application for admission to the program in Health Services Administration requires a cumulative index of 2.5 for admission.

The distribution of courses and credits to be earned by majors pursuing the general program in Health Services Administration is as follows (58 credits):

**9 credits in Departmental courses:**

		Credits
HSD 266	The U.S. Health Care Delivery System	3
HSD 269	Fundamentals of Biostatistics for Health Professionals	3
HSD 306	Epidemiology	3

**18 credits in Health Services Administration:**

		Credits
HSA 267	Management of Health Organizations	3
HSA 301	Human Resources Management and Labor Relations in Health Services	3
HSA 304	Financial Aspects of Health Care Administration	3
HSA 312	Managed Health Care	3
HSA 402	Research and Program Evaluation in Health Services Administration	3
HSA 403	Strategic Management: Health Planning in a Competitive Environment	3

**6 credits in Health Services Administration Internship:**

HSA 469	Health Services Administration Pre-Internship Seminar	3
HSA 470	Health Services Administration Internship	3

*Departmental permission required to waive internship. Applications for waiver must be submitted 60 days prior to the semester the internship will take place.*

**6 credits in Psychology:**

		Credits
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PSY 166	General Psychology	3
	PSY One 200 or 300 Level PSY course	3
	Chosen with HSA advisement	
		Credits

**6 credits in Economics and Accounting:**

		Credits
ECO166	Introduction to Macroeconomics	3
Or		
ECO167	Introduction to Microeconomics	3
ACC185	Introduction to Accounting for Non-Accounting Majors	3
Or		
ACC171	Principles of Accounting I	3

**9 credits of required electives:**

Chosen from EXS, HEA, HPI, HSA, HSD, REC, and/or REH, with approval of the adviser, or:

Courses:		Credits
BBA 204	Principles of Management	3
BBA 336	Business Law I	3
ENW 300	Business Writing (Formerly ENW 204) (Prereq: Department Approval)	3
ENW 307	Health and Science Writing (Prereq: Department Approval)	3
HIN 268	Growth and Development (Prereq: 30 College Credits)	3
PHI 172	Contemporary Moral Issues	3
PHI 330	Business Ethics (Prereq: BBA 204 or Philosophy Department Approval)	3
PSY 335	Health Psychology (May count as an HSA Major Elective, or as meeting the 200/300 Level Psychology Requirement, but it cannot count as both) (Prereq: PSY 166)	3
SOC 240	Death, Dying, and Bereavement	3
SOC 305	Sociology of Health Care (Prereq: SOC 166 or 1 (2) level SOC)	3

NOTE: Students who declared the Health Services Administration (HSA) Major prior to September 15, 2017 must follow the required curriculum for the 55 Credit Subplan for that major. Information concerning those requirements is available from the HSA Program in Gillet Hall, and by clicking [here](#).

Students who declare an HSA Major after September 14, 2017 will follow the required curriculum for the 54 Credit Subplan as indicated in the current catalog.

### **3. To: Health Services Administration, B.S. 58 credits**

The program in Health Services Administration provides an economically and culturally diverse undergraduate student population with the critical knowledge and skills needed by health services managers who will work with clinicians to manage health care delivery systems, hospitals, organized physician groups, community health facilities (including ambulatory care facilities), nursing homes, extended care facilities, financing and insurance agencies, managed care organizations, and other organizations which either directly provide critical personal health care services or support the provision of those services.

This program serves a number of purposes:

- To give students an enhanced capacity and opportunity to seek and obtain challenging administrative positions which allow them to plan, implement, and manage a wide variety of health services which are delivered in a comprehensive range of health services organizations and settings.
- To provide students with an educational background which helps them to pursue a variety of health services career options, including certification and licensure options: for instance, an HSA major can help students meet the professional requirements which will make them eligible for admission to the New York State Licensing Examination for Nursing Home Administrators.
- To prepare students for graduate study in Health Services Administration.

#### **Admission Requirements**

An application for admission to the program in Health Services Administration requires a cumulative index of 2.5 for admission.

The distribution of courses and credits to be earned by majors pursuing the general program in Health Services Administration is as follows (58 credits):

#### **9- credits in Departmental courses:**

Credits
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HSD 266	The U.S. Health Care Delivery System	3
HSD 269	Fundamentals of Biostatistics for Health Professionals	3
HSD 306	Epidemiology	3

**18 credits in Health Services Administration:**

		Credits
HSA 267	Management of Health Organizations	3
HSA 301	Human Resources Management and Labor Relations in Health Services	3
HSA 304	Financial Aspects of Health Care Administration	3
HSA 312	Managed Health Care	3
HSA 402	Research and Program Evaluation in Health Services Administration	3
HSA 403	Strategic Management: Health Planning in a Competitive Environment	3

**6 credits in Health Services Administration Internship:**

HSA 469	Health Services Administration Pre-Internship Seminar	3
HSA 470	Health Services Administration Internship	3

*Departmental permission required to waive internship. Applications for waiver must be submitted 60 days prior to the semester the internship will take place.*

**6 credits in Psychology:**

		Credits
PSY 166	General Psychology	3
	<u>PSY One 200 or 300 Level PSY course</u>	<u>3</u>

## Chosen with HSA advisement

		Credits
<b><u>10 credits in Economics, Accounting, and Math:</u></b>		
		Credits
<u>MAT 132</u>	<u>Introduction to Statistics and</u>	4
ECO 166	Introduction to Macroeconomics	3
Or		
ECO 167	Introduction to Microeconomics and	3
ACC 185	Introduction to Accounting for Non-Accounting Majors	3
Or		
ACC 171	Principles of Accounting I	3

**9 credits of required electives:**

Chosen from EXS, HEA, HPI, HSA, HSD, REC, and/or REH, with approval of the adviser, or:

Courses:		Credits
BBA 204	Principles of Management	3
BBA 336	Business Law I	3
ENW 300	Business Writing (Formerly ENW204) (Prereq: Department Approval)	3
ENW 307	Health and Science Writing (Prereq: Department Approval)	3
HIN 268	Growth and Development (Prereq: 30 College Credits)	3
PHI 172	Contemporary Moral Issues	3
PHI 330	Business Ethics (Prereq: BBA204 or Philosophy Department Approval)	3
PSY 335	Health Psychology (May count as an HSA Major Elective, or as meeting the 200/300 Level Psychology Requirement, but it cannot count as both) (Prereq: PSY166)	3
SOC 240	Death, Dying, and Bereavement	3

SOC 305 Sociology of Health Care 3  
(Prereq: SOC 166 or 1 (2) level SOC)

NOTE: Students who declared the Health Services Administration (HSA) Major prior to September 15, 2017 must follow the required curriculum for the 55 Credit Subplan for that major. Information concerning those requirements is available from the HSA Program in Gillet Hall, and by clicking [here](#).

Students who declare an HSA Major after September 14, 2017 will follow the required curriculum for the 54 Credit Subplan as indicated in the current catalog.

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

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

MAT 132 has been a hidden pre-requisite, required for HSD 269, but not specified in the HSA bulletin. By formally requiring the class, we will help students use TAP to pay for a required class, remind students of the required statistics prerequisite to biostatistics, and be transparent with students about the degree requirements.

**5. Date of departmental approval:** May 5, 2021 and February 2, 2022

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**Curriculum Change**

Program Name and Award: Undergraduate Secondary Teacher Education Program Minor and Certification Requirements (Art, English, Foreign Language, Mathematics, Science and Social Studies)

Effective Term: Spring 2023

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

2. **From**:  
**Undergraduate Secondary Teacher Education Program Minor and Certification Requirements (Art, English, Foreign Language, Mathematics, Science and Social Studies)**

The Middle and High School Education Minor is open to all Lehman students. The minor consists of four courses: ESC 301, ESC 302, ESC 429, and a fourth ESC course chosen in consultation with the education adviser. ~~A student may graduate with the Minor, or may continue beyond with the Certification Sequence leading to New York State grades 7-12 teacher certification<sup>1</sup>.~~

Students aspiring to the ~~Certification Sequence~~ must declare a specific major in art, English, math, science, history, Spanish, French, or Italian together with a minor in Middle and High School Education.

**~~MHSE Minor (12-13 credits)~~**

The ~~Minor~~ presents an opportunity for all Lehman students to engage with the issues, knowledge and skills of teaching and learning in urban middle and high schools, but does not grant a teaching credential.

		Credits
ESC 301	Psychological Foundations of Middle and High School	3
ESC 302	Social Foundations of Education: A Multicultural Perspective	3
ESC 429	Language and Literacies Acquisition in Secondary Education	3

ESC 463 ~~Special Needs Education: The Identification Instruction & Assessment Special Needs Population Middle & HS~~ 3

### Or

A teaching methods course ESC 410-ESC 462 (3 credits) for art<sup>1</sup>, English<sup>2</sup>, foreign language<sup>3</sup>, math<sup>4</sup>, science<sup>5</sup>, and social studies<sup>6</sup>

~~Students who wish to earn New York State 7-12 certification<sup>1</sup> must additionally qualify for, and then complete the Certification Sequence.~~

### ~~The Certification Sequence (12-16 credits)~~

#### Entrance

~~In order to continue beyond the Minor and into the Certification Sequence as a teacher candidate, the student must meet the following criteria:~~

- ~~1. Enter the Certification Sequence with a minimum overall GPA of 3.0;~~
- ~~2. Complete half of the major courses; and~~
- ~~3. Submit the Declaration of Academic Plan and Sub-plan (Leading to Teacher Certification) to the education adviser.~~

#### Continuation

~~Teacher candidates must maintain a minimum overall GPA of 3.0.~~

~~The Certification Sequence comprises five additional ESC courses in methods, fieldwork and student teaching.~~

#### Teaching Methods and/or Special Needs Students

~~In consultation with the education adviser, candidates who completed ESC 463 as part of the minor will select two method courses in their content areas. If they have not, they will select ESC 463 and their remaining method course:~~

~~ESC 463 (3 credits) Special Needs Education~~

~~Art methods: ESC 414 (3 credits) and DEC 436 (3 credits)~~

~~English methods: ESC 410 (3 credits) and ESC 422 (3 credits)~~

~~Foreign language methods: ESC 462 (3 credits) and ESC 424 (3 credits)~~

~~Math methods: ESC 4480 (3 credits) and ESC 432 (3 credits)~~

~~Science methods: ESC 467 (3 credits) and ESC 419 (3 credits)~~

~~Social studies methods: ESC 433 (3 credits) and ESC 434 (3 credits)~~

#### Student Teaching Experience and Seminar

~~Before entering the student teaching experience, candidates should submit passing scores from the EAS (Educating All Students) and CST (Content Specialty Test) certification tests.~~

Credits

ESC 470	Student Teaching in the Middle and High School Grades	3
ESC 471	Student Teaching Seminar	3

### Exit

~~In addition to completing the above ESC course requirements, the candidate must complete the following additional requirements to exit the program and receive Lehman College's recommendation for New York State Teacher Certification:~~

- ~~1. All candidates seeking New York State Teacher Certification must have a minimum of 6 credits (two college-level courses) in each of the following four Liberal Arts and Science subject areas: Mathematical Processes, Scientific Processes, Concepts in Historical and Social Sciences, and English/Literature.~~
- ~~2. Complete two semesters of college-level study of a language other than English.~~
- ~~3. Complete three State-mandated workshops on (a) Child Abuse Identification and Reporting; (b) School Violence Intervention and Prevention; and (c) Dignity for All Students Act (DASA).~~
- ~~4. Foreign language candidates must complete courses 3180 and 3190 in their language majors, and pass the ACTFL OPI (oral proficiency interview).~~
- ~~5. Social studies teacher candidates must additionally complete 3-credit courses (for a total of 24 credits) with grades of C or better in each of the following social science disciplines: Anthropology, Economics, European or World History, Geography, Political Science, Psychology, Sociology, and U.S. History.~~

~~\*The Health program has been discontinued and will not accept future applicants.~~

### 3. To:

#### **Undergraduate Secondary Teacher Education Program Minor and Certification Requirements (Art, English, Foreign Language, Mathematics, Science and Social Studies)**

To earn the Initial Certificate to teach in New York State, candidates will first complete the Middle and High School Education Minor, and after, the appropriate Certificate. The Middle and High School Education Minor is open to all Lehman students. The minor consists of four courses: ESC 301, ESC 302, ESC 429, and a fourth ESC course chosen in consultation with the education adviser. Students may graduate with the minor or they can complete the remaining ESC courses in their appropriate Certificate as long as they maintain a minimum 3.0 GPA in their records.

Students aspiring to earn the Initial Certificate to teach in New York State must declare specific majors in art, English, math, science, history, Spanish, French, or Italian together with the minor in Middle and High School Education.

#### **The Middle and High School Education Minor (12-13 credits)**



The minor presents an opportunity for all Lehman students to engage with the issues, knowledge and skills of teaching and learning in urban middle and high schools, but does not grant a teaching credential.

		Credits
ESC 301	Psychological Foundations of Middle and High School	3
ESC 302	Social Foundations of Education: A Multicultural Perspective	3
ESC 429	Language and Literacies Acquisition in Secondary Education	3
ESC 463	<u>Teaching Students with Disabilities</u>	3

**Or**

A teaching methods course in the appropriate content area for the major, ESC 410-ESC 462 (3-4 credits) may replace ESC 463.

### **Certificates in Content Areas**

Students may declare a Certificat in the appropriate content area for their major if they meet the following criteria:

1. Completion of the Middle and High School Education Minor.
2. Earn a minimum overall 3.0 GPA.
3. Complete approximately one-half of the major credits.

#### **4. Rationale:**

The proposed Certificates will simplify the process for earning the Initial Certificate to teach in New York State while providing an additional academic credential supporting Lehman College's 90x30 challenge. Students will be able to select a major and stay with the major over the course of the program. Further, the Certificate will provide a gateway for meeting minimum requirements as established by New York State and the Council for the Accreditation of Educator Preparation. The learning goals and objectives of the department remain unchanged because we are only proposing a new academic credential and simplified structure for the existing program.

#### **5. Date of departmental approval: 5/13/2021**

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

Name of Program and Degree Award: Certificate in K-12 Art Education

Hegis #:

Program Code: TBD

Effective Term: Spring 2023

1. **Type of Change:** Create new certificate

2. **Description:**

**Certificate in K-12 Art Education (12-13 credits)**

**Entrance to the Certificate**

Students may declare the Certificate in K-12 Art Education if they meet the following criteria:

1. Completion of the Middle and High School Education Minor.
2. Earn a minimum overall 3.0 GPA.
3. Complete approximately one-half of the major credits.

**Continuation in the Certificate**

Teacher candidates must maintain a minimum overall GPA of 3.0. If candidates fall below the minimum GPA, they will not be eligible for the student teaching experience comprising ESC 470 and ESC 471 as well as the Lehman College recommendation for the Initial Certificate to teach in New York State.

		Credits (6-7)
DEC 436	Art Methods in Childhood, Grades 1-6	3
	and	
ESC 463	Teaching Students with Disabilities	3
	or*	
ESC 414	Special Methods in Art	3
	With the corequisite,	
ESC 476	Field Hours I	1

\*Candidates have the option of completing either ESC 463, or ESC 414 and ESC 476 to fulfill the Middle and High School Education Minor. They will complete the other course(s) as part of the Certificate.

**Student Teaching Experience and Seminar (ESC 470 and ESC 471)**

Before entering the student teaching experience, candidates are encouraged to submit passing scores from the EAS (Educating All Students) and CST (Content Specialty Test) certification tests.

		Credits (6)
ESC 470	Student Teaching in the Middle and High School Grades	3
ESC 471	Student Teaching Seminar	3

**Additional Requirements for the New York State Initial Certificate Recommendation:**

In addition to completing the above ESC course requirements, the candidate must complete the following requirements to exit the program and receive Lehman College's recommendation for the New York State Initial Certificate:

1. All candidates seeking the New York State Initial Certificate must have a minimum of 6 credits (two college-level courses) in each of the following four Liberal Arts and Science subject areas: Mathematical Processes, Scientific Processes, Concepts in Historical and Social Sciences, and English/Literature.
2. Complete two semesters of college-level study of a language other than English.
3. Complete three State-mandated workshops on (a) Child Abuse Identification and Reporting; (b) School Violence Intervention and Prevention; and (c) Dignity for All Students Act (DASA).

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

The proposed Certificate will simplify the process for earning the Initial Certificate to teach in New York State while providing an additional academic credential supporting Lehman College's 90x30 challenge. Students will be able to select a major and stay with the major over the course of the program. Further, the Certificate will provide a gateway for meeting minimum requirements as established by New York State and the Council for the Accreditation of Educator Preparation. The learning goals and objectives of the department remain unchanged because we are only proposing a new academic credential and simplified structure for the existing program.

**4. Date of departmental approval: 5/13/2021**

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

Name of Program and Degree Award: Certificate in Secondary English Education  
Hegis #:  
Program Code: TBD  
Effective Term: Spring 2023

1. **Type of Change:** Create new certificate

2. **Description:**

**Certificate in Secondary English Education (13-14 credits)**

**Entrance to the Certificate**

Students may declare the Certificate in Secondary English Education if they meet the following criteria:

1. Completion of the Middle and High School Education Minor.
2. Earn a minimum overall 3.0 GPA.
3. Complete approximately one-half of the major credits.

**Continuation in the Certificate**

Teacher candidates must maintain a minimum overall GPA of 3.0. If candidates fall below the minimum GPA, they will not be eligible for the student teaching experience comprising ESC 470 and ESC 471 as well as the Lehman College recommendation for the Initial Certificate to teach in New York State.

Candidates will complete one of the following in the Middle and High School Education Minor. Subsequently, they will complete the remaining two in the Secondary English Education Certificate:

		Credits (7-8)
ESC 410	Teaching Writing in Secondary School	4
ESC 463	Teaching Students with Disabilities	3
	or*	
ESC 422	Teaching English in Middle and High School	3
	With the corequisite,	

ESC 476	Field Hours I	1
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\*Candidates have the option of completing either ESC 463, or ESC 422 and ESC 476 to fulfill the Middle and High School Education Minor. They will complete the other course(s) as part of the Certificate.

### Student Teaching Experience and Seminar (ESC 470 and ESC 471)

Before entering the student teaching experience, candidates are encouraged to submit passing scores from the EAS (Educating All Students) and CST (Content Specialty Test) certification tests.

		Credits (6)
ESC 470	Student Teaching in the Middle and High School Grades	3
ESC 471	Student Teaching Seminar	3

### Additional Requirements for the New York State Initial Certificate Recommendation:

In addition to completing the above ESC course requirements, the candidate must complete the following requirements to exit the program and receive Lehman College's recommendation for the New York State Initial Certificate:

1. All candidates seeking the New York State Initial Certificate must have a minimum of 6 credits (two college-level courses) in each of the following four Liberal Arts and Science subject areas: Mathematical Processes, Scientific Processes, Concepts in Historical and Social Sciences, and English/Literature.
2. Complete two semesters of college-level study of a language other than English.
3. Complete three State-mandated workshops on (a) Child Abuse Identification and Reporting; (b) School Violence Intervention and Prevention; and (c) Dignity for All Students Act (DASA).

### **3. Rationale (Explain how this change will impact learning goals and objectives of the department and Major/Program):**

The proposed Certificate will simplify the process for earning the Initial Certificate to teach in New York State while providing an additional academic credential supporting Lehman College's 90x30 challenge. Students will be able to select a major and stay with the major over the course of the program. Further, the Certificate will provide a gateway for meeting minimum requirements as established by New York State and the Council for the Accreditation of Educator Preparation. The learning goals and objectives of the department remain unchanged because we are only proposing a new academic credential and simplified structure for the existing program.

**4. Date of departmental approval: 5/13/2021**

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**Create New Program**

Name of Program and Degree Award: Certificate in Secondary French Education

Hegis #:

Program Code: TBD

Effective Term: Spring 2023

1. **Type of Change:** Create new certificate

2. **Description:**  
**Certificate in Secondary French Education (13-14 credits)**

Entrance to the Certificate

Students may declare the Certificate in Secondary French Education if they meet the following criteria:

1. Completion of the Middle and High School Education Minor.
2. Earn a minimum overall 3.0 GPA.
3. Complete approximately one-half of the major credits.

Continuation in the Certificate

Teacher candidates must maintain a minimum overall GPA of 3.0. If candidates fall below the minimum GPA, they will not be eligible for the student teaching experience comprising ESC 470 and ESC 471 as well as the Lehman College recommendation for the Initial Certificate to teach in New York State.

Candidates will complete one of the following in the Middle and High School Education Minor. Subsequently, they will complete the remaining two in the Secondary French Education Certificate:

		Credits (7-8)
ESC 462	Teaching Language Arts in Languages Other than English	4
ESC 463	Teaching Students with Disabilities	3
	or*	

ESC 424	Teaching Foreign Languages in Middle and High School	3
	With the corequisite,	
ESC 476	Field Hours I	1

\*Candidates have the option of completing either ESC 463, or ESC 424 and ESC 476 to fulfill the Middle and High School Education Minor. They will complete the other course(s) as part of the Certificate.

#### Student Teaching Experience and Seminar (ESC 470 and ESC 471)

Before entering the student teaching experience, candidates are encouraged to submit passing scores from the EAS (Educating All Students) and CST (Content Specialty Test) certification tests.

		Credits (6)
ESC 470	Student Teaching in the Middle and High School Grades	3
ESC 471	Student Teaching Seminar	3

#### Additional Requirements for the New York State Initial Certificate Recommendation:

In addition to completing the above ESC course requirements, the candidate must complete the following requirements to exit the program and receive Lehman College's recommendation for New York State Teacher Certification:

1. All candidates seeking New York State Teacher Certification must have a minimum of 6 credits (two college-level courses) in each of the following four Liberal Arts and Science subject areas: Mathematical Processes, Scientific Processes, Concepts in Historical and Social Sciences, and English/Literature.
2. Complete two semesters of college-level study of a language other than English.
3. Complete three State-mandated workshops on (a) Child Abuse Identification and Reporting; (b) School Violence Intervention and Prevention; and (c) Dignity for All Students Act (DASA).
4. Foreign language candidates must complete courses 3180 and 3190 in their language majors and pass the ACTFL OPI (oral proficiency interview).

### **3. Rationale (Explain how this change will impact learning goals and objectives of the department and Major/Program):**



The proposed Certificate will simplify the process for earning the Initial Certificate to teach in New York State while providing an additional academic credential supporting Lehman College's 90x30 challenge. Students will be able to select a major and stay with the major over the course of the program. Further, the Certificate will provide a gateway for meeting minimum requirements as established by New York State and the Council for the Accreditation of Educator Preparation. The learning goals and objectives of the department remain unchanged because we are only proposing a new academic credential and simplified structure for the existing program.

**4. Date of departmental approval: 5/13/2021**

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**Create New Program**

Name of Program and Degree Award: Certificate in Secondary Spanish Education

Hegis #:

Program Code: TBD

Effective Term: Spring 2023

1. **Type of Change:** Create new certificate

2. **Description:**  
**Certificate in Secondary Spanish Education (13-14 credits)**

Entrance to the Certificate

Students may declare the Certificate in Secondary Spanish Education if they meet the following criteria:

4. Completion of the Middle and High School Education Minor.
5. Earn a minimum overall 3.0 GPA.
6. Complete approximately one-half of the major credits.

Continuation in the Certificate

Teacher candidates must maintain a minimum overall GPA of 3.0. If candidates fall below the minimum GPA, they will not be eligible for the student teaching experience comprising ESC 470 and ESC 471 as well as the Lehman College recommendation for the Initial Certificate to teach in New York State.

Candidates will complete one of the following in the Middle and High School Education Minor. Subsequently, they will complete the remaining two in the Secondary Spanish Education Certificate:

		Credits (7-8)
ESC 462	Teaching Language Arts in Languages Other than English	4
ESC 463	Teaching Students with Disabilities	3
	or*	

ESC 424	Teaching Foreign Languages in Middle and High School	3
	With the corequisite,	
ESC 476	Field Hours I	1

\*Candidates have the option of completing either ESC 463, or ESC 424 and ESC 476 to fulfill the Middle and High School Education Minor. They will complete the other course(s) as part of the Certificate.

#### Student Teaching Experience and Seminar (ESC 470 and ESC 471)

Before entering the student teaching experience, candidates are encouraged to submit passing scores from the EAS (Educating All Students) and CST (Content Specialty Test) certification tests.

		Credits (6)
ESC 470	Student Teaching in the Middle and High School Grades	3
ESC 471	Student Teaching Seminar	3

#### Additional Requirements for the New York State Initial Certificate Recommendation:

In addition to completing the above ESC course requirements, the candidate must complete the following requirements to exit the program and receive Lehman College's recommendation for New York State Teacher Certification:

1. All candidates seeking New York State Teacher Certification must have a minimum of 6 credits (two college-level courses) in each of the following four Liberal Arts and Science subject areas: Mathematical Processes, Scientific Processes, Concepts in Historical and Social Sciences, and English/Literature.
2. Complete two semesters of college-level study of a language other than English.
3. Complete three State-mandated workshops on (a) Child Abuse Identification and Reporting; (b) School Violence Intervention and Prevention; and (c) Dignity for All Students Act (DASA).
4. Foreign language candidates must complete courses 3180 and 3190 in their language majors and pass the ACTFL OPI (oral proficiency interview).

#### **3. Rationale (Explain how this change will impact learning goals and objectives of the department and Major/Program):**

The proposed Certificate will simplify the process for earning the Initial Certificate to teach in New York State while providing an additional academic credential supporting Lehman College's 90x30 challenge. Students will be able to select a major and stay with the major over the course of the program. Further, the Certificate will provide a gateway for meeting minimum requirements as established by New York State and the Council for the Accreditation of Educator Preparation. The learning goals and objectives of the department remain unchanged because we are only proposing a new academic credential and simplified structure for the existing program.

**4. Date of departmental approval: 5/13/2021**

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**Create New Program**

Name of Program and Degree Award: Certificate in Secondary Italian Education

Hegis #:

Program Code: TBD

Effective Term: Spring 2023

1. **Type of Change:** Create new certificate

2. **Description:**  
**Certificate in Secondary Italian Education (13-14 credits)**

Entrance to the Certificate

Students may declare the Certificate in Secondary Italian Education if they meet the following criteria:

1. Completion of the Middle and High School Education Minor.
2. Earn a minimum overall 3.0 GPA.
3. Complete approximately one-half of the major.

Continuation in the Certificate

Teacher candidates must maintain a minimum overall GPA of 3.0. If candidates fall below the minimum GPA, they will not be eligible for the student teaching experience comprising ESC 470 and ESC 471 as well as the Lehman College recommendation for the Initial Certificate to teach in New York State.

Candidates will complete one of the following in the Middle and High School Education Minor. Subsequently, they will complete the remaining two in the Secondary Italian Education Certificate:

		Credits (7-8)
ESC 462	Teaching Language Arts in Languages Other than English	4
ESC 463	Teaching Students with Disabilities	3
	or*	

ESC 424	Teaching Foreign Languages in Middle and High School	3
	With the corequisite,	
ESC 476	Field Hours I	1

\*Candidates have the option of completing either ESC 463, or ESC 424 and ESC 476 to fulfill the Middle and High School Education Minor. They will complete the other course(s) as part of the Certificate.

#### Student Teaching Experience and Seminar (ESC 470 and ESC 471)

Before entering the student teaching experience, candidates are encouraged to submit passing scores from the EAS (Educating All Students) and CST (Content Specialty Test) certification tests.

		Credits (6)
ESC 470	Student Teaching in the Middle and High School Grades	3
ESC 471	Student Teaching Seminar	3

#### Additional Requirements for the New York State Initial Certificate Recommendation:

In addition to completing the above ESC course requirements, the candidate must complete the following requirements to exit the program and receive Lehman College's recommendation for New York State Teacher Certification:

1. All candidates seeking New York State Teacher Certification must have a minimum of 6 credits (two college-level courses) in each of the following four Liberal Arts and Science subject areas: Mathematical Processes, Scientific Processes, Concepts in Historical and Social Sciences, and English/Literature.
2. Complete two semesters of college-level study of a language other than English.
3. Complete three State-mandated workshops on (a) Child Abuse Identification and Reporting; (b) School Violence Intervention and Prevention; and (c) Dignity for All Students Act (DASA).
4. Foreign language candidates must complete courses 3180 and 3190 in their language majors and pass the ACTFL OPI (oral proficiency interview).

#### **3. Rationale (Explain how this change will impact learning goals and objectives of the department and Major/Program):**

The proposed Certificate will simplify the process for earning the Initial Certificate to teach in New York State while providing an additional academic credential supporting Lehman College's 90x30 challenge. Students will be able to select a major and stay with the major over the course of the program. Further, the Certificate will provide a gateway for meeting minimum requirements as established by New York State and the Council for the Accreditation of Educator Preparation. The learning goals and objectives of the department remain unchanged because we are only proposing a new academic credential and simplified structure for the existing program.

**4. Date of departmental approval: 5/13/2021**

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**Create New Program**

Name of Program and Degree Award: Certificate in Secondary Mathematics Education

Hegis #:

Program Code: TBD

Effective Term: Spring 2023

1. **Type of Change:** Create new certificate

2. **Description:**

**Certificate in Secondary Mathematics Education (12-13 credits)**

Entrance to the Certificate

Students may declare the Certificate in Secondary Mathematics Education if they meet the following criteria:

1. Completion of the Middle and High School Education Minor.
2. Earn a minimum overall 3.0 GPA.
3. Complete approximately one-half of the major credits

Continuation in the Certificate

Teacher candidates must maintain a minimum overall GPA of 3.0. If candidates fall below the minimum GPA, they will not be eligible for the student teaching experience comprising ESC 470 and ESC 471 as well as the Lehman College recommendation for the Initial Certificate to teach in New York State.

Candidates will complete one of the following in the Middle and High School Education Minor. Subsequently, they will complete the remaining two in the Secondary Mathematics Education Certificate:

		Credits (6-7)
ESC 448	Teaching Problem Solving in Mathematics in Middle and High School	3
ESC 463	Teaching Students with Disabilities	3
	or*	



ESC 432	Teaching Mathematics in Middle and High School	3
	With the corequisite,	
ESC 476	Field Hours I	1

\*Candidates have the option of completing either ESC 463, or ESC 432 and ESC 476 to fulfill the Middle and High School Education Minor. They will complete the other course(s) as part of the Certificate.

### Student Teaching Experience and Seminar (ESC 470 and ESC 471)

Before entering the student teaching experience, candidates are encouraged to submit passing scores from the EAS (Educating All Students) and CST (Content Specialty Test) certification tests.

		Credits (6)
ESC 470	Student Teaching in the Middle and High School Grades	3
ESC 471	Student Teaching Seminar	3

### Additional Requirements for the New York State Initial Certificate Recommendation:

In addition to completing the above ESC course requirements, the candidate must complete the following requirements to exit the program and receive Lehman College's recommendation for New York State Teacher Certification:

1. All candidates seeking New York State Teacher Certification must have a minimum of 6 credits (two college-level courses) in each of the following four Liberal Arts and Science subject areas: Mathematical Processes, Scientific Processes, Concepts in Historical and Social Sciences, and English/Literature.
2. Complete two semesters of college-level study of a language other than English.
3. Complete three State-mandated workshops on (a) Child Abuse Identification and Reporting; (b) School Violence Intervention and Prevention; and (c) Dignity for All Students Act (DASA).

### **3. Rationale (Explain how this change will impact learning goals and objectives of the department and Major/Program):**

The proposed Certificate will simplify the process for earning the Initial Certificate to teach in New York State while providing an additional academic credential supporting Lehman College's 90x30 challenge. Students will be able to select a major and stay with the major over the course of the program. Further, the Certificate will provide a gateway for meeting minimum requirements as established by New York State and the Council

for the Accreditation of Educator Preparation. The learning goals and objectives of the department remain unchanged because we are only proposing a new academic credential and simplified structure for the existing program.

**4. Date of departmental approval: 5/13/2021**

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

Name of Program and Degree Award: Certificate in Secondary Biology Education

Hegis #:

Program Code: TBD

Effective Term:

1. **Type of Change:** Create new certificate

2. **Description:**

**Certificate in Secondary Biology Education (12-13 credits)**

**Entrance to the Certificate**

Students may declare the Certificate in Secondary Biology Education if they meet the following criteria:

1. Completion of the Middle and High School Education Minor.
2. Earn a minimum overall 3.0 GPA.
3. Complete approximately one-half of the major credits.

**Continuation in the Certificate**

Teacher candidates must maintain a minimum overall GPA of 3.0. If candidates fall below the minimum GPA, they will not be eligible for the student teaching experience comprising ESC 470 and ESC 471 as well as the Lehman College recommendation for the Initial Certificate to teach in New York State.

Candidates will complete one of the following in the Middle and High School Education Minor. Subsequently, they will complete the remaining two in the Secondary Biology Education Certificate:

		Credits (6-7)
ESC 467	Community Resources for Science Teaching and Learning	3
ESC 463	Teaching Students with Disabilities	3
	or*	
ESC 419	Teaching Science in Middle and High School	3

With the corequisite,

ESC 476	Field Hours I	1
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\*Candidates have the option of completing either ESC 463, or ESC 419 and ESC 476 to fulfill the Middle and High School Education Minor. They will complete the other course(s) as part of the Certificate.

Student Teaching Experience and Seminar (ESC 470 and ESC 471)

Before entering the student teaching experience, candidates are encouraged to submit passing scores from the EAS (Educating All Students) and CST (Content Specialty Test) certification tests.

		Credits (6)
ESC 470	Student Teaching in the Middle and High School Grades	3
ESC 471	Student Teaching Seminar	3

Additional Requirements for the New York State Initial Certificate Recommendation:

In addition to completing the above ESC course requirements, the candidate must complete the following requirements to exit the program and receive Lehman College's recommendation for New York State Teacher Certification:

1. All candidates seeking New York State Teacher Certification must have a minimum of 6 credits (two college-level courses) in each of the following four Liberal Arts and Science subject areas: Mathematical Processes, Scientific Processes, Concepts in Historical and Social Sciences, and English/Literature.
2. Complete two semesters of college-level study of a language other than English.
3. Complete three State-mandated workshops on (a) Child Abuse Identification and Reporting; (b) School Violence Intervention and Prevention; and (c) Dignity for All Students Act (DASA).

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

The proposed Certificate will simplify the process for earning the Initial Certificate to teach in New York State while providing an additional academic credential supporting Lehman College's 90x30 challenge. Students will be able to select a major and stay with the major over the course of the program. Further, the Certificate will provide a gateway for meeting minimum requirements as established by New York State and the Council for the Accreditation of Educator Preparation. The learning goals and objectives of the

department remain unchanged because we are only proposing a new academic credential and simplified structure for the existing program.

4. **Date of departmental approval:** 5/13/2021

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**Create New Program**

Name of Program and Degree Award: Certificate in Secondary Chemistry Education

Hegis #:

Program Code: TBD

Effective Term: Spring 2023

1. **Type of Change:** Create new certificate

2. **Description:**

**Certificate in Secondary Chemistry Education (12-13 credits)**

Entrance to the Certificate

Students may declare the Certificate in Secondary Chemistry Education if they meet the following criteria:

1. Completion of the Middle and High School Education Minor.
2. Earn a minimum overall 3.0 GPA.
3. Complete approximately one-half of the major credits.

Continuation in the Certificate

Teacher candidates must maintain a minimum overall GPA of 3.0. If candidates fall below the minimum GPA, they will not be eligible for the student teaching experience comprising ESC 470 and ESC 471 as well as the Lehman College recommendation for the Initial Certificate to teach in New York State.

Candidates will complete one of the following in the Middle and High School Education Minor. Subsequently, they will complete the remaining two in the Secondary Chemistry Education Certificate:

		Credits (6-7)
ESC 467	Community Resources for Science Teaching and Learning	3
ESC 463	Teaching Students with Disabilities	3
	or*	

ESC 419	Teaching Science in Middle and High School	3
	With the corequisite,	
ESC 476	Field Hours I	1

\*Candidates have the option of completing either ESC 463, or ESC 419 and ESC 476 to fulfill the Middle and High School Education Minor. They will complete the other course(s) as part of the Certificate.

### Student Teaching Experience and Seminar (ESC 470 and ESC 471)

Before entering the student teaching experience, candidates are encouraged to submit passing scores from the EAS (Educating All Students) and CST (Content Specialty Test) certification tests.

		Credits (6)
ESC 470	Student Teaching in the Middle and High School Grades	3
ESC 471	Student Teaching Seminar	3

### Additional Requirements for the New York State Initial Certificate Recommendation:

In addition to completing the above ESC course requirements, the candidate must complete the following requirements to exit the program and receive Lehman College's recommendation for New York State Teacher Certification:

1. All candidates seeking New York State Teacher Certification must have a minimum of 6 credits (two college-level courses) in each of the following four Liberal Arts and Science subject areas: Mathematical Processes, Scientific Processes, Concepts in Historical and Social Sciences, and English/Literature.
2. Complete two semesters of college-level study of a language other than English.
3. Complete three State-mandated workshops on (a) Child Abuse Identification and Reporting; (b) School Violence Intervention and Prevention; and (c) Dignity for All Students Act (DASA).

### **3. Rationale (Explain how this change will impact learning goals and objectives of the department and Major/Program):**

The proposed Certificate will simplify the process for earning the Initial Certificate to teach in New York State while providing an additional academic credential supporting Lehman College's 90x30 challenge. Students will be able to select a major and stay with the major over the course of the program. Further, the Certificate will provide a gateway for meeting minimum requirements as established by New York State and the Council

for the Accreditation of Educator Preparation. The learning goals and objectives of the department remain unchanged because we are only proposing a new academic credential and simplified structure for the existing program.

**4. Date of departmental approval: 5/13/2021**



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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**Create New Program**

Name of Program and Degree Award: Certificate in Secondary Earth Science Education

Hegis #:

Program Code: TBD

Effective Term: Sprong 2023

**1. Type of Change:** Create new certificate

**2. Description:**

**Certificate in Secondary Earth Science Education (12-13 credits)**

Entrance to the Certificate

Students may declare the Certificate in Secondary Earth Science Education if they meet the following criteria:

4. Completion of the Middle and High School Education Minor.
5. Earn a minimum overall 3.0 GPA.
6. Complete approximately one-half of the major credits.

Continuation in the Certificate

Teacher candidates must maintain a minimum overall GPA of 3.0. If candidates fall below the minimum GPA, they will not be eligible for the student teaching experience comprising ESC 470 and ESC 471 as well as the Lehman College recommendation for the Initial Certificate to teach in New York State.

Candidates will complete one of the following in the Middle and High School Education Minor. Subsequently, they will complete the remaining two in the Secondary Earth Science Education Certificate:

		Credits (6-7)
ESC 467	Community Resources for Science Teaching and Learning	3
ESC 463	Teaching Students with Disabilities	3
	or*	

ESC 419	Teaching Science in Middle and High School	3
	With the corequisite,	
ESC 476	Field Hours I	1

\*Candidates have the option of completing either ESC 463, or ESC 419 and ESC 476 to fulfill the Middle and High School Education Minor. They will complete the other course(s) as part of the Certificate.

#### Student Teaching Experience and Seminar (ESC 470 and ESC 471)

Before entering the student teaching experience, candidates are encouraged to submit passing scores from the EAS (Educating All Students) and CST (Content Specialty Test) certification tests.

		Credits (6)
ESC 470	Student Teaching in the Middle and High School Grades	3
ESC 471	Student Teaching Seminar	3

#### Additional Requirements for the New York State Initial Certificate Recommendation:

In addition to completing the above ESC course requirements, the candidate must complete the following requirements to exit the program and receive Lehman College's recommendation for New York State Teacher Certification:

1. All candidates seeking New York State Teacher Certification must have a minimum of 6 credits (two college-level courses) in each of the following four Liberal Arts and Science subject areas: Mathematical Processes, Scientific Processes, Concepts in Historical and Social Sciences, and English/Literature.
2. Complete two semesters of college-level study of a language other than English.
3. Complete three State-mandated workshops on (a) Child Abuse Identification and Reporting; (b) School Violence Intervention and Prevention; and (c) Dignity for All Students Act (DASA).

### **3. Rationale (Explain how this change will impact learning goals and objectives of the department and Major/Program):**

The proposed Certificate will simplify the process for earning the Initial Certificate to teach in New York State while providing an additional academic credential supporting Lehman College's 90x30 challenge. Students will be able to select a major and stay with the major over the course of the program. Further, the Certificate will provide a gateway for meeting minimum requirements as established by New York State and the Council for the Accreditation of Educator Preparation. The learning goals and objectives of the

department remain unchanged because we are only proposing a new academic credential and simplified structure for the existing program.

4. **Date of departmental approval:** 5/13/2021

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**Create New Program**

Name of Program and Degree Award: Certificate in Secondary Physics Education

Hegis #:

Program Code: TBD

Effective Term: Spring 2023

1. **Type of Change:** Create new certificate

2. **Description:**

**Certificate in Secondary Physics Education (12-13 credits)**

Entrance to the Certificate

Students may declare the Certificate in Secondary Physics Education if they meet the following criteria:

1. Completion of the Middle and High School Education Minor.
2. Earn a minimum overall 3.0 GPA.
3. Complete approximately one-half of the major credits.

Continuation in the Certificate

Teacher candidates must maintain a minimum overall GPA of 3.0. If candidates fall below the minimum GPA, they will not be eligible for the student teaching experience comprising ESC 470 and ESC 471 as well as the Lehman College recommendation for the Initial Certificate to teach in New York State.

Candidates will complete one of the following in the Middle and High School Education Minor. Subsequently, they will complete the remaining two in the Secondary Physics Education Certificate:

		Credits (6-7)
ESC 467	Community Resources for Science Teaching and Learning	3
ESC 463	Teaching Students with Disabilities	3
	or*	

ESC 419	Teaching Science in Middle and High School	3
	With the corequisite,	
ESC 476	Field Hours I	1

\*Candidates have the option of completing either ESC 463, or ESC 419 and ESC 476 to fulfill the Middle and High School Education Minor. They will complete the other course(s) as part of the Certificate.

### Student Teaching Experience and Seminar (ESC 470 and ESC 471)

Before entering the student teaching experience, candidates are encouraged to submit passing scores from the EAS (Educating All Students) and CST (Content Specialty Test) certification tests.

		Credits (6)
ESC 470	Student Teaching in the Middle and High School Grades	3
ESC 471	Student Teaching Seminar	3

### Additional Requirements for the New York State Initial Certificate Recommendation:

In addition to completing the above ESC course requirements, the candidate must complete the following requirements to exit the program and receive Lehman College's recommendation for New York State Teacher Certification:

1. All candidates seeking New York State Teacher Certification must have a minimum of 6 credits (two college-level courses) in each of the following four Liberal Arts and Science subject areas: Mathematical Processes, Scientific Processes, Concepts in Historical and Social Sciences, and English/Literature.
2. Complete two semesters of college-level study of a language other than English.
3. Complete three State-mandated workshops on (a) Child Abuse Identification and Reporting; (b) School Violence Intervention and Prevention; and (c) Dignity for All Students Act (DASA).

### **3. Rationale (Explain how this change will impact learning goals and objectives of the department and Major/Program):**

The proposed Certificate will simplify the process for earning the Initial Certificate to teach in New York State while providing an additional academic credential supporting Lehman College's 90x30 challenge. Students will be able to select a major and stay with the major over the course of the program. Further, the Certificate will provide a gateway for meeting minimum requirements as established by New York State and the Council

for the Accreditation of Educator Preparation. The learning goals and objectives of the department remain unchanged because we are only proposing a new academic credential and simplified structure for the existing program.

**4. Date of departmental approval: 5/13/2021**

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

**Department of Middle and High School Education**

**Create New Program**

Name of Program and Degree Award: Certificate in Secondary Social Studies Education

Hegis #:

Program Code: TBD

Effective Term: Spring 2023

1. **Type of Change:** Create new certificate

2. **Description:**

**Certificate in Secondary Social Studies Education (13-14 credits)**

Entrance to the Certificate

Students may declare the Certificate in Secondary Social Studies Education if they meet the following criteria:

1. Completion of the Middle and High School Education Minor.
2. Earn a minimum overall 3.0 GPA.
3. Complete approximately one-half of the major credits.

Continuation in the Certificate

Teacher candidates must maintain a minimum overall GPA of 3.0. If candidates fall below the minimum GPA, they will not be eligible for the student teaching experience comprising ESC 470 and ESC 471 as well as the Lehman College recommendation for the Initial Certificate to teach in New York State.

Candidates will complete one of the following in the Middle and High School Education Minor. Subsequently, they will complete the remaining two in the Secondary Social Studies Education Certificate:

		Credits (7-8)
ESC 434	Teaching U.S. History and Government in Middle and High School	4
ESC 463	Teaching Students with Disabilities	3
or*		

ESC 433	Teaching World History to Middle and High School Students	3
	With the corequisite,	
ESC 476	Field Hours I	1

\*Candidates have the option of completing either ESC 463, or ESC 433 and ESC 476 to fulfill the Middle and High School Education Minor. They will complete the other course(s) as part of the Certificate.

#### Student Teaching Experience and Seminar (ESC 470 and ESC 471)

Before entering the student teaching experience, candidates are encouraged to submit passing scores from the EAS (Educating All Students) and CST (Content Specialty Test) certification tests.

		Credits (6)
ESC 470	Student Teaching in the Middle and High School Grades	3
ESC 471	Student Teaching Seminar	3

#### Additional Requirements for the New York State Initial Certificate Recommendation:

In addition to completing the above ESC course requirements, the candidate must complete the following requirements to exit the program and receive Lehman College's recommendation for the New York State Initial Certificate:

1. All candidates seeking the New York State Initial Certificate must have a minimum of 6 credits (two college-level courses) in each of the following four Liberal Arts and Science subject areas: Mathematical Processes, Scientific Processes, Concepts in Historical and Social Sciences, and English/Literature.
2. Complete two semesters of college-level study of a language other than English.
3. Complete three State-mandated workshops on (a) Child Abuse Identification and Reporting; (b) School Violence Intervention and Prevention; and (c) Dignity for All Students Act (DASA).
4. Social studies teacher candidates must additionally complete 3-credit courses (for a total of 24 credits) with grades of C or better in each of the following social science disciplines: Anthropology, Economics, European or World History, Geography, Political Science, Psychology, Sociology, and U.S. History.



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

The proposed Certificate will simplify the process for earning the Initial Certificate to teach in New York State while providing an additional academic credential supporting Lehman College's 90x30 challenge. Students will be able to select a major and stay with the major over the course of the program. Further, the Certificate will provide a gateway for meeting minimum requirements as established by New York State and the Council for the Accreditation of Educator Preparation. The learning goals and objectives of the department remain unchanged because we are only proposing a new academic credential and simplified structure for the existing program.

**4. Date of departmental approval: 5/13/202**

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** *Course title; course description*

2. **From:** Strikethrough the changes

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 463
Course Title	<del>Special Needs Education: The Identification Instruction &amp; Assessment Special Needs Population Middle &amp; HS</del>
Description	<del>Laws and regulations pertaining to the education of special needs children; information on categories of disability, including autism; identifying and remediating specific learning disabilities; special education process; classroom management and positive behavioral supports and interventions; individualized and differentiated instruction; effective co-teaching and collaboration. Fieldwork required.</del>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 463
Course Title	<u>Teaching Students with Disabilities</u>
Description	<u>Identification, instruction, and assessment of culturally and linguistically diverse students with disabilities.</u> Laws and regulations pertaining to <u>students with disabilities</u> ; information on categories of disability; <u>working with individualized education plans (IEPs)</u> ; positive behavioral supports and interventions; individualized and differentiated instruction; effective co-teaching and collaboration. Fieldwork required.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics

	<input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**

These updates align the course title and description with current State regulations and eliminate redundancy. References to specific subjects or grade bands were deleted since the course is open to all departmental programs.

5. **Date of departmental approval:** 10/20/2021

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** Description

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

Department(s) )	Middle and High School Education
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	Education
Course Prefix & Number	ESC 471
Course Title	Student Teaching Seminar
Description	<del>Current issues and challenges of student teaching in middle and high schools.</del> Weekly seminar and assigned in-school activities required. Required state certification student teaching assessments supported through the course.
Pre/ Co Requisites	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.)	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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3. **To:** Underline the changes

Department(s) )	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 471
Course Title	Seminar in Secondary Student Teaching
Description	<u>Analysis of problems and/or practices in secondary school teaching with an emphasis on teaching and learning language and literacies.</u> Weekly seminar and assigned in-school activities required. Required state teacher certification assessments supported through the course.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Methods
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

	<ul style="list-style-type: none"><li><input type="checkbox"/> Flexible</li><li><input type="checkbox"/> World Cultures</li><li><input type="checkbox"/> US Experience in its Diversity</li><li><input type="checkbox"/> Creative Expression</li><li><input type="checkbox"/> Individual and Society</li><li><input type="checkbox"/> Scientific World</li></ul>
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4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

The description was changed to reflect the focus of the course in meeting New York State core requirements.

5. **Date of departmental approval:** 11/8/2021

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisite

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 410
Course Title	Teaching Writing in Secondary School
Description	An examination of writing theory and practice for the purpose of developing effective performance in the teaching of composition. Practice in teaching and evaluating writing and in measuring progress. Field experience and instruction in individual writing instruction.
Pre/ Co Requisites	ESC 301
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics



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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 410
Course Title	Teaching Writing in Secondary School
Description	An examination of writing theory and practice for the purpose of developing effective performance in the teaching of composition. Practice in teaching and evaluating writing and in measuring progress. Field experience and instruction in individual writing instruction.
Pre/ Co Requisites	ESC 301 <u>and departmental permission</u>
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics

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

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

These courses are intended for teacher candidates with specific conditions. Lately, random students have been enrolling in the courses.

5. **Date of departmental approval:** 2/10/2022

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

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

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 422
Course Title	Teaching English in Middle and High School
Description	Introduction to methods and materials for teaching English at the middle and high school levels. Developing communicative competence, academic literacy through the four skills, and crosscultural awareness in a language other than English. Curriculum development; use of relevant technology; current standards; lesson planning; instructional strategies; inclusion of special populations; and assessment.
Pre/ Co Requisites	ESC 476
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	NA

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 422
Course Title	ESC 422 Teaching English in Middle and High School
Description	Introduction to methods and materials for teaching English at the middle and high school levels. Developing communicative competence, academic literacy through the four skills, and crosscultural awareness in a language other than English. Curriculum development; use of relevant technology; current standards; lesson planning; instructional strategies; inclusion of special populations; and assessment.
Pre/ Co Requisites	<u>Corequisite: ESC 476 Departmental permission required.</u>
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing)	Methods

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):**

These courses are intended for teacher candidates with specific conditions. Lately, random students have been enrolling in the courses.

5. **Date of departmental approval:** 2/10/2022

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

**DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE**

**CURRICULUM CHANGE**

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

2.

Department(s)	Music, Multimedia, Theatre, and Dance
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	Theatre
Course Prefix & Number	THE (DNC) 324
Course Title	Social Media for the Creative Arts Professional
Description	Current strategies, techniques and tools for the creative arts professional to grow and engage a community using social media platforms. How to create and optimize campaigns, enhance an offering in an area of expertise, develop data-driven audiences and build social media marketing strategies for building entrepreneurial success for the creative arts professional.
Pre/ Co Requisites	Departmental Permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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

	_____ Individual and Society _____ Scientific World
--	--

### 3. **Rationale:**

Our Theatre and Dance majors need to learn the skills necessary for building online audiences as successfully as they do their live audiences. The current trends in the creative arts make it essential that our students learn how to grow and engage their professional communities in a virtual way using social media platforms. Currently, we do not offer a course with this level of concentration on this topic.

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

Program Goal: Demonstrate the ability to work as versatile, self-directed performing artists in multimedia performing arts.

#### **Course Objectives and Learning Outcomes:**

- Demonstrate an understanding of the theory, trends and current strategies behind the development and maintenance of building an online presence on social media platforms and the role that presence plays in the growth of their business as a Creative and Performing Arts Professional.
- Demonstrate an understanding of current strategies, techniques and tools for the creative arts professional to grow and engage a community using social media platforms. How to create and optimize campaigns, enhance an offering in an area of expertise, develop data-driven audiences and build social media marketing strategies for building entrepreneurial success for the creative arts professional. All of this is demonstrated in the completion of both a research paper and from creating actual online models and templates of social media platforms based on the tools and techniques being taught.

- Outcome 3.1

Operate basic audiovisual equipment for multimedia, dance, and/or theatre production, including but not limited to lighting, sound, and/or video.

- Outcome 3.2

Edit multimedia projects.

- Outcome 5.2

Perform essential tasks in producing, including marketing, box office, and house management on a theatrical production.

### 5. **Date of Departmental Approval:** April 9, 2021

## CUNY Common Core Course Submission Form

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

<b>College</b>	Lehman College
<b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b>	REC 200
<b>Course Title</b>	History and Philosophy of Recreation
<b>Department(s)</b>	Health Sciences
<b>Discipline</b>	Recreation Education
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Pre-requisites (if none, enter N/A)</b>	n/a
<b>Co-requisites (if none, enter N/A)</b>	n/a
<b>Catalogue Description</b>	Reviews historical development of recreation and leisure and examines theories of play and recreation and the functions of organized recreation services in the U.S. today.
<b>Special Features (e.g., linked courses)</b>	
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended

**Indicate the status of this course being nominated:**

current course     revision of current course     a new course being proposed

### CUNY COMMON CORE Location

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

**Required**

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

**Flexible**

- World Cultures and Global Issues     Individual and Society
- US Experience in its Diversity     Scientific World
- Creative Expression

### Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

**If you would like to request a waiver please check here:**

Waiver requested

**If waiver requested:**

Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.

**If waiver requested:**

Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.



## Learning Outcomes

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

### D. Individual and Society

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

This SLO is assessed by writing assignments, exams, and online and in-class group discussion activities that require students to gather, interpret and assess information from a variety of sources and points of view.

- Example: A writing assignment that gathers, interprets, and assesses information through interviewing diverse individuals regarding the role of recreation in contemporary society (such as what does recreation mean to you? How important is recreation in life? What factors in your life influence the usage of your leisure time? How has the global pandemic affected the aspects of your leisure time or leisure activities?)

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

This SLO is assessed by writing assignments, exams, and online and in-class group discussion activities that require students to gather and critically evaluate textual evidence from various sources on the topics covered in the class.

- Example: A writing assignment requires students to read the book "Flow, The Psychology of Optimal Experience" by Mihaly Csikszentmihalyi. In the assignment, students are asked to analyze Mihaly Csikszentmihalyi's optimal experience investigations critically. It includes but is not limited to their thoughts and reactions to the reading and how they would incorporate them into the future, including personal experience.

- Evaluate evidence and arguments critically or analytically.

This SLO is assessed by writing assignments and in-class group discussion activities where students are asked to present their arguments and findings orally in classroom.

- Example: A final assignment provides students with an opportunity to explore, discover and develop their own personal philosophy of recreation. This assignment is designed for students to produce well-reasoned written personal thoughts and ideas about recreation, but it also requires using appropriate information they have learned in the course to support the argument.

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

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

This SLO is assessed by writing assignments, exams, quizzes, and/or online and in-class group discussions activities that requires students to identify and apply fundamental leisure and recreation-related concepts in particular examples or assigned readings.

- Example: Discussion activities and exam questions require students to discuss and reflect upon competing leisure-related theories of and fundamental concepts

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.

<p>about history and philosophy of leisure, recreation and play.</p>	
<p>This SLO is assessed by writing assignments, exams, and online and in-class group discussion activities wherein students examine sociocultural factors affecting personal leisure values and involvement, such as age, gender, sexual orientation, racial and ethnic identity, and socioeconomic status.</p> <ul style="list-style-type: none"> <li>• Example: An in-class activity asks students to examine leisure constraints, wherein students attempt to reflect on the barriers to participating in leisure and recreation activities in contemporary society. Through in-depth discussion, students are able to identify socio-cultural factors as leisure constraints affecting experience, values, and/or choices of leisure and recreation activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Examine how an individual's place in society affects experiences, values, or choices.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate and assess ethical views and their underlying premises.</li> <li>• Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>
<p>This SLO is assessed by writing assignments, exams, and online and in-class group discussion activities wherein students examine the emerging trends or future of the trends based on new technology, new ideas, and new needs of our society and our community and their impacts on the field of recreation.</p> <ul style="list-style-type: none"> <li>• Example: An online discussion forum asks students to gather, interpret, and assess the new emerging trends in contemporary society and discuss how recreation providers can apply them to their services.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>

## REC 200 – HISTORY AND PHILOSOPHY OF RECREATION (3 CR.)

Department of Health Sciences  
School of Health Sciences, Human Sciences, and Nursing  
Lehman College of City University of New York

**Instructor:** Professor XXX

**Class Day/ Time:** Tuesdays/ XX:00- XX:00

**Class Location:** APEX XXX

### **COURSE DESCRIPTION**

Reviews historical development of recreation and leisure and examines theories of play and recreation and the functions of organized recreation services in the U.S. today.

### **STUDENT LEARNING OUTCOMES**

- 1) Identify leisure-related histories, philosophies, and definitions
- 2) Clarify the meaning, importance, and value of recreation and leisure throughout the lifespan, with diverse population and in society
- 3) Demonstrate social cultural factors influencing one's leisure lifestyle
- 4) Analyze the roles of leisure and recreation reflecting diverse groups and culture
- 5) Demonstrate the functions and benefits of leisure and recreation
- 6) Increase one's knowledge of leisure service providers, the profession and future issues facing the profession in our society
- 7) Describe introductory knowledge in travel and tourism field.
- 8) Identify issues and challenges we face in recreation and leisure field and provide strategies to overcome them
- 9) Develop your own personal recreation philosophy

### **TEXTBOOKS (REQUIREMENT)**

- Cordes, K. A. (2013). Applications in recreation and leisure for today and the future (4<sup>th</sup> ed.). Urbana, IL: Sagamore Publishing LLC. (**\$47.23**)
- Csikszentmihalyi, M. (1991). Flow: The psychology of optimal experience. New York, NY: Harper Perennial Publishers. (**\$8.58**)
- Supplementary readings will be provided in class

### **I. GRADING POLICY AND EVALUATION**

<b>Assignments</b>	<b>Points</b>
• Quizzes	15 Points
• Discussions	12 Points
• In-Class Activities	10 Points
• Assignments #1 ( <b><i>Time Budget and Activity</i></b> )	9 Points
• Assignments #2 ( <b><i>Recreation Philosophy Interview</i></b> )	7 Points
• Assignments #3 ( <b><i>Flow</i></b> )	7 Points
• Assignments #4 ( <b><i>Personal Philosophy</i></b> )	6 Points
• Film & Reflection Paper	2 Points

- Mid-term exam 16 Points
- Final exam 16 Points

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100 points in total

## II. GRADING SCALE

A (93 - 100), A- (90 - 92), B+ (134 - 130), B (129 - 124), B- (123 - 118), C+ (117 - 114), C (112 - 109), C- (108 - 100), D+ (99 - 95), D (94 - 90), F (89 and below).

## COURSE POLICIES

### 1. BLACKBOARD CLASS

Students are required to access to the internet on a weekly basis. It is your responsibility to check the blackboard regularly to get all important information regarding the class. We will be using a **Blackboard** site for much of the class activities, assignments, and communication. A blackboard can be accessed through the Lehman website at [www.lehman.cuny.edu](http://www.lehman.cuny.edu). If you have any questions about your Lehman email address or your password, or if you have any problems accessing the site, please call the computer helpdesk at 718-960-1111.

### 2. ZOOM CLASS

It is required for students to participate in Zoom classes from 9:30 am to 12:10 pm on Tuesdays (Aug. 31 and Oct. 5). If you don't know how to join a zoom meeting, please see the video clip below:

[How to join a Zoom Meeting](#)

\*Synchronous zoom meetings will not be recorded, and I am unable to provide notes on what you've missed. If you are unable to attend, please make arrangements with peers to get notes and information.

\*This is a virtual classroom; therefore, appropriate classroom behavior is expected (i.e., **Student Online Classroom Etiquette**):

- **Be on Time:** Zoom class sessions are live, so showing up on time is part of your responsibility as an attendee. Set up calendar notifications that remind you to log in a few minutes before the scheduled start time.
- **Distraction-free and quiet environment:** Log into the class from a distraction-free, quiet environment (Do not operate a vehicle while participating in a zoom session).
- **Display your Full-name-** Make sure that your name is displayed clearly for me to see (Contact me if you would like to use a different name)
- **Turn it off (sometimes):** Feel free to turn off your video if you need to leave your computer briefly during a session or eat a quick snack. Otherwise, it is best to keep your video on to help establish a sense of community with your classmates and instructor.
- **Be Present –** Being present is more than just clicking “Join Meeting.” You should attend our class meetings in a way that enables you to view the screen and the content I am presenting, as well as pay attention with minimal distractions.
- **Utilize the mute button-** Consider keep your audio on mute until you want to speak. This will help to limit background noise.

### 3. ASSIGNMENT GUIDELINE AND FORMAT

You can find each assignment guideline in the blackboard.

- #1. Time Budget and Activity Assignment
- #2. Recreation Philosophy Interview
- #3. Flow Assignment
- #4. Personal Philosophy

\*\*All assignments must be typed, except of in-class activities. Assignments must be submitted as a word document or as a pdf.

### 4. LATE ASSIGNMENT

Late assignments will be accepted until the end of the week (by Friday) with a **20% deduction for each day the assignment is late**. **Assignments will NOT be accepted after the week is complete** unless there is a death in the family or a medical emergency and documentation verifying such occurrence is provided to the instructor. This applies to ALL assignments.

### 5. ACADEMIC INTEGRITY

Students are expected to maintain the highest standards of integrity and honesty. Any form of plagiarism or cheating may result in receiving a failing grade in the course, suspension, and/or expulsion.

### 6. THE ACADEMIC CENTER FOR EXCELLENCE (ACE) AND THE SCIENCE LEARNING CENTER (SLC)

The Academic Center for Excellence (ACE) and the Science Learning Center (SLC) are two of the tutoring centers on campus. The ACE provides appointment-based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing and academic skills workshops. The SLC provides drop-in tutoring for natural science courses. However, ACE and SLC services are now online in this semester. To obtain more information about the ACE and the SLC, please visit their website at <http://www.lehman.edu/issp>, or please call the ACE at 718-960-8175, and the SLC at 718-960-7707.

### 7. ACCOMODATING DISABILITIES

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441.

## COURSE OUTLLINE

- Week 1. Introduction, Handout and assignment review
- Week 2. The Nature of Leisure, Recreation & Play
- Week 3. History of Recreation
- Week 4. Leisure, Recreation, and the Individual in Society
- Week 5. Leisure through life span
- Week 6. Health, Fitness, Wellness, and Livability
- Week 7. Mid-Term Exam
- Week 8. Sociocultural Factors affecting Leisure I
- Week 9. Sociocultural Factors affecting Leisure II
- Week 10. Providers and Resources in Leisure and Recreation Service

Week 11. Leisure as Profession

Week 12. Travel and Tourism

Week 13. Issues and Challenges in Recreation and Leisure

Week 14. Film (America's Western National Parks) and reflection paper

Week 15. Final Exam

RESOLUTION  
by the Academic Freedom Committee  
on the Defacement, Mutilation, or Destruction of Posters  
David Manier, Chair  
March 22, 2022

Whereas, over the past three years, there have been signs/posters on Lehman campus with a social justice theme that have been defaced and physically removed from the walls; and

Whereas, during the past few months, PSC Union posters were ripped from the doors of Lehman College professors' offices, without their knowledge or consent, and were never returned to them; and

Whereas on January 6<sup>th</sup>, 2022, racist and antisemitic graffiti were found carved into a public bulletin board at Queens College; and

Whereas similar incidents have happened on other CUNY campuses over the past several years (e.g., racist vandalism at BMCC and anti-Muslim incidents at Brooklyn College), as well as other parts of New York City (e.g., anti-Asian hate crimes); and

Whereas hate crimes and bias incidents are defined in New York State as offenses and illegal acts that entail a "belief or perception regarding the race, color, national origin, ancestry, gender, gender identity or expression, religion, religious practice, age, disability or sexual orientation of a person, regardless of whether the belief or perception is correct"; and

Whereas the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the Clery Act) requires colleges and universities to collect and publish statistics about crimes reported on or near campus (including hate crimes, which must be reported separately); and

Whereas the First Amendment protects our right to free speech (including political speech, such as signs and posters expressing views on political issues); and

Whereas CUNY is guided by the Henderson Rules to Maintain Public Order and Campus Codes of Conduct, pursuant to Article 129A of the Education Law, which begin as follows: "The tradition of the university as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedoms; the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility and trust among teachers and students, only when members of the university community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy"; and

Whereas Article 8 of the current collective bargaining agreement between PSC and CUNY ensures that "Neither the University nor the Union will interfere with, restrain or coerce the employees covered by this Agreement because of membership in or non-membership in or lawful activity on behalf of the Union"; and

Whereas the Lehman College Mission Statement includes a commitment to advancing equity, inclusion, and social justice and to fostering a campus environment that respects and values diverse perspectives and identities; and

Whereas the Lehman College Statement on Academic Freedom affirms that, when an individual expresses views that others find controversial or unacceptable, the appropriate response may be to respectfully disagree, but under no circumstances should a member of our community be subjected to any form of bullying (including cyberbullying) or administrative retaliation as a consequence of expressing controversial views; and

Whereas we uphold and support the Non-Discrimination Policy of the City University of New York, which states that efforts to "promote diversity and to combat bigotry are an inextricable part of the educational mission of the University," and therefore combating racism is an essential aspect of our educational mission at Lehman College; now therefore be it

*Resolved*, that the Lehman College Senate affirms the following:

1. We encourage Lehman College faculty and students to express their views, including on politically significant issues, accepting that at times these views may be challenging, and may even appear to be dangerous, to the status quo; and
2. Lehman College will continue to strive to protect the security and safety of those on campus, including their freedom to express their views (e.g., with signs and posters), and will investigate cases where this freedom has been violated; and
3. If an individual disagrees with a sign or poster on Lehman campus, it is not appropriate to deface, mutilate, or destroy it; and
4. Instances of hateful graffiti and vandalism (e.g., racist, anti-gay, antisemitic, anti-Muslim, etc.) will be investigated by the College and, where legally appropriate under New York State Penal Law, will be referred to the NYPD and the New York State Police Hate Crimes Task Force.





## Library Technology and Telecommunications Committee Report

Meeting Date: March 30<sup>th</sup>

Next Meeting: April, 27<sup>th</sup>

### Library

- Library has SUSPENDED Day Pass Reservation System effective March 28<sup>th</sup>. Simply Swipe your Lehman ID Card to gain entry. Please respect Library Policies.
- Group Study Rooms now available at 50% capacity. Third Floor Group Study Rooms may be reserved for Two Students. Please reserve with LibCal.
- Library received funds from Provost's Office to license ebooks – and has purchased 100 titles promoting diversity and inclusion. Titles are sharable and in most cases available for unlimited use. Easiest way to search is with OneSearch or EBSCO eBook Collection.
- Students encouraged to visit Periodicals Room on Concourse [Basement] level to participate in Online Zoom Classes. Please bring your own Laptop-Headphones – and respect other students working in area.
- Drop-in Zoom Research support available Tuesday and Wednesday afternoons, 2:00 – 5:00 PM. Please schedule Appointment on LibCal.
- Chat, e-mail, telephone support still available to College community
- Library and Latin American-Latino Studies announce Virtual Reading and Discussion of Axel Elias' *Mexico City's Olympic Games* Wednesday, April 27<sup>th</sup>, 1:00 – 2:00 PM. Please register on Library homepage.

### Information Technology

- After spring break, on April 18<sup>th</sup>, the Lehman community will see several enhancements to CUNYfirst. While the core student functions and pages will be familiar and continue to work as they do now, enhancements will change the appearance and how we interact with **CUNYfirst**
- This includes-A redesigned tile-based CUNYfirst Home page with improved search and a mobile friendly design that adjusts to fit the display of your mobile device.
- Enhanced search capabilities making it easy to find information and functions.
- Learn more about the upgrade by visiting: [lehman.edu/cunyfirst](http://lehman.edu/cunyfirst) or visit your Bb Homepage and click on the CUNYfirst banner. CUNYfirst will be offline from 7 PM, April 14<sup>th</sup> through 10 PM Monday, April 18<sup>th</sup>.

- The IT division continues provides additional technical demos of Hy-flex teaching spaces upon request. The college plans to complete the upgrade approx. 90 classrooms during the summer in preparation for the fall semester.
- Tech Fee Committee has finished the process of reviewing submitted proposals. The final recommendations will be presented to President Delgado for review and approval. Thanks to the students, faculty and staff who contributed to the committee. Tech Fee funds generally become available during the fall semester

### **Blackboard**

- Members of the university community will be viewing demonstrations from the three vendors who have been chosen to present their Learning Management Systems to CUNY. The demonstrations will take place in early May.
- Summer courses have been created and faculty will see the courses on the Bb Homepage.
- The 2022 Bronx Ed Tech Showcase is scheduled for Friday, May 6<sup>th</sup>. This virtual event is open to the CUNY Community. The Showcase is a collaborative event between the three Bronx CUNY Colleges. Students and Faculty are invited to submit a proposal to present at the showcase. The theme of the 2022 Showcase is: *Balancing Learning Modalities: Equity, Access and The Future of Higher Ed*

### **Online Education**

- The Office of Online Education is working with participating faculty in The Course Design Institute. The program is designed to assist faculty in the redesign of their courses for Bb

Lehman College  
The City University of New York  
Minutes of the Meeting – Campus Life and Facilities Report

**AGENDA ITEMS COVERED:**

**1. UPDATES**

- a. Introductions Student Representatives
  - i. Andre Junior @ Lehman; Served in SGA; Art specializing drawing and design; will serve until the end of this academic year
  - ii. Esther – Served in SGA; Anthropology, Biology & Chemistry; will serve until the end of this academic year.
  - iii. No student concerns as of to date.
  - iv. STUDENTS EXPERIENCES WITH RANDOM TESTING:
    - 1. John questioned students about COVID testing: Esther did share some difficulties that students are encountering with the random testing since Lehman is a commuter school. Andre also sees students running into issues re: vaccination. John also expressed concerns that students are not receiving the emails about random testing.
    - 2. Penny indicated two students missed the midterm because they never received the email re: random testing. Must acknowledge that students are not getting some of these emails and thus the college must understand that they cannot tell students that they cannot gain entrance to campus, especially during midterms and finals.
    - 3. Carole has also had issues with testing – students were told that they will not have access to campus until results are posted, but CUNY policy states “you have access until the results are posted”.
      - a. NEXT STEPS: Carole will connect with Penny Prince and send Rene a second email voicing the committee’s concerns.
- b. Robin Auchincloss, Director of Campus Life & Facilities
  - i. CAMPUS CONSTRUCTION & UPGRADES:
    - 1. Nursing Building – steel structure is being erected. Status of construction can be viewed on the Campus Facilities website: <https://www.lehman.edu/administration/facilities-management/new-nursing-research-center.php> The nursing building is scheduled to be completed by Fall 2023.
    - 2. A new air handling unit is being installed for the Gillet Auditorium over spring break.
    - 3. Carmen Lecture Halls are scheduled to be fully renovated, one at a time starting next winter.

4. Emergency Power Upgrade – This project is currently running conduit in Carman and Davis that will connect equipment to new emergency generators.
  5. Teaching and Learning Center Project for Old Gym is in bidding process.
- ii. FOOD SERVICES:
1. World Cup Café will open a café in Carman. Scheduled to open in the next several weeks.
  2. At this time there is no new vendor in place for the cafeteria in the Music Building.
    - a. Vani and Lucy came to talk to the committee about plant-based vendors for [avkannan@gmail.com](mailto:avkannan@gmail.com); [lucymercadomu@gmail.com](mailto:lucymercadomu@gmail.com) the cafeteria.
    - b. Vani: works around food justice and shared several, healthy, plant-based food vendors that could be a potential vendor for the large cafeteria. The question is – how can we plug in to these affordable, local plant-based organizations?
      - i. Next Stop Vegan, No Carne Bodega, Botanical Market, Vegan's Delight, Healthy Fresh, Ceremony Cerebellum, Break Bread Not Hearts, Woke Foods. Break Bread Not Heart's and Ceremony Cerebellum work together.
      - ii. Chilis on Wheels (contact Eloisa: [Eloisa@chilisonwheels.org](mailto:Eloisa@chilisonwheels.org) - she would be happy to speak with you) – <https://www.chilisonwheels.org/> Chilis on Wheels is a vendor and has been on an advocate for creating plant-based options in K-12 schools.
      - iii. Blackricanvegan - [https://instagram.com/blackricanvegan?utm\\_medium=copy\\_link](https://instagram.com/blackricanvegan?utm_medium=copy_link)
    - c. Leah Johnney – was a former student who organized the food pantry and the lack of access to fresh and healthy food. Vani will try and contact her to see if she could support Lehman's efforts in finding a new vendor.
      - i. NEXT STEPS: Jen Collett will work with Vani and Lucy to write an email to Lehman College Business Office – VP business; direct communication to Gina Harwood.
  - c. LIBRARY – The library has revised access requirement so that students no longer have to reserve passes to gain entrance to the library. Kenneth Schlesinger sent an email to the Lehman community informing all of the change in operation.

## 2. SPRING 2022 MEETINGS:

- a. During the Spring semester the Campus Life and Facilities Committee will meet on the first Wednesday of the month from 2:30-3:30 PM over zoom. The dates are as follow:
  - Wednesday, May 4, 2:30-3:30 PM

ZOOM LINK:

<https://lehman-cuny-edu.zoom.us/j/86561250313?pwd=M2pOY3RsNTd2a0FzTzVSMzhVM0lZQT09>

Meeting ID: 865 6125 0313 Passcode: 480620

# Lehman Senate Budget Committee Report

Based on committee meeting on 2/23/2022

## *Membership and attendance of Joint committee of Senate and FP&B Budget and Long-Range Planning*

### **Senators**

Haiping Cheng  
Mia Budescu

Alexander Nunez Terres

**Theresa Lundy**

Monica Duncan  
(Rick DesRochers)

Ruth Wangerin

### **FP&B members**

**Brian Murphy**  
**Dene Hurley**

Marie Marianetti

**Wesley Pitts**

Carl Mazza

### **Administration**

**Peter Nwosu**  
**Rene Rotolo**

Bethania Ortega

**Bold font indicate the presence**

### **Students**

Beatrice Donkor  
**John Soto**

Olivia Opoku

Jamie Price

Sahari Vasquez

Sandra Mathura

**Guests:** Susan Ebersole

**The Budget committee meeting was called to order at 1:10 pm by Haiping Cheng on Feb 23, 2022**

- **Budget update:** VP Rotolo and Budget Director Ortega
  - Financial plan update (see slides)
  - FY22 Strategic funding project list (see slides)
  - FY22 CRRSAA/ARPA (Federal Covid 19 fund) funded project list (see slides)
  
- **Provost report/Grant Office Report:**
  - Provost Nwosu: CUNY faculty hiring through addition to the campus baseline budget → permanent hires
    - Phase 1
      - Spring 2022: CUNY wide 250 lines, Lehman 14 lines
      - Fall 2023: CUNY wide 250 lines, pending CUNY FY23 budge approval
    - Phase 2
      - CUNY wide 540 tenure-track lines, pending FY23 budget approval
  
- **Lehman Foundation Report** VP Ebersole,
  - See slide

**Herbert H. Lehman College Foundation, Inc. Senate Report from FY19-22 as of 12.31.21**

GIFT INCOME SUMMARY	FY19 TOTAL as of 6.30.19		FY20 TOTAL as of 6.30.20		FY21 TOTAL as of 6.30.21		FY22 TOTAL as of 12.31.21	
	Programs & Departmental	Inst. Advancement	Programs & Departmental	Inst. Advancement	Programs & Departmental	Inst. Advancement	Programs & Departmental	Inst. Advancement
CASH (include pledge/stock payments)								
Alumni	\$29,946	\$185,542	\$21,446	\$147,653	\$23,710	\$1,423,264	\$7,017	\$160,396
Friends	\$198,899	\$152,392	\$51,433	\$301,164	\$108,277	\$402,476	\$55,507	\$56,906
Faculty and Staff	\$49,633	\$21,782	\$60,621	\$51,660	\$19,197	\$40,636	\$3,648	\$9,393
Corporation and Foundation	\$383,352	\$810,868	\$434,024	\$762,719	\$391,641	\$782,580	\$344,424	\$978,565
Retirees	\$77,655	\$3,199	\$4,262	\$8,531	\$1,469	\$50,370	\$5,285	\$6,325
Fundraising Consortia (e.g. United Way)	\$0.00	\$318	\$0	\$663	\$0	\$0	\$0	\$0
Subtotals	\$739,485	\$1,174,101	\$571,785	\$1,272,390	\$544,294	\$2,699,327	\$415,882	\$1,211,586
<b>Grand Totals</b>	<b>\$1,913,586</b>		<b>\$1,844,175</b>		<b>\$3,243,621</b>		<b>\$1,627,467</b>	
Investment		\$300,326		\$291,043		\$1,025,793		N/A
Expenses (includes all expenditures absorbed by the Foundation)	Overall FY19		Overall FY20		Overall FY21		Overall FY22	
Operational		\$363,803		\$91,970		\$242,458		\$190,941
Scholarships		\$568,710		\$574,976		\$466,736		\$285,535
Programs and College Support		\$756,730		\$1,300,762		\$716,607		\$642,833
<b>Total Expenses</b>		<b>\$1,689,243.00</b>		<b>\$1,967,707.81</b>		<b>\$1,425,801.10</b>		<b>\$1,119,308.73</b>
<b>Net Income/(Loss)</b>		<b>\$524,668.55</b>		<b>\$167,510.80</b>		<b>\$2,843,612.45</b>		<b>\$508,158.60</b>
The endowment unrealized gain (investment) is calculated annually.								

Next Budget committee meeting,  
April 27, 2022, 1-2:30pm



**University Faculty Senate Meeting Notes – March 29, 2022**  
**Prepared by Melissa Castillo Planas**

- 1. Approval of the Agenda - approved**
- 2. Approval of the Minutes of February 22, 2022 – approved**
- 3. Chair’s Report – Martin Burke – 6:35 – 6:50 p.m.**

April 1 is when state budget is supposed to be passed. There are currently 3 competing budgets, but in all cases the numbers look good for CUNY and SUNY – substantial additional monies are in all budgets. Also closing of TAP gap are in all 3 budgets.

The NYC budget is on a different cycle and will be decided in June. Mayor Adam is asking for 3% reductions, however, additional monies from Albany means that it would be a real 3%, especially for the community colleges.

Underrepresentation of fulltime faculty compared to SUNY especially at minority serving institutions has been brought to the attention of legislators and is real testament to the work of UFS/ Ned Benton.

Budget Advisory committee is preparing a memo to Chancellor and CUNY leadership asking for faculty input in how all this money is allocated. So could have good budget news, but need to find out more about changes in the allocation model and need to make sure there are faculty voices involved.

Budget is of course related to tuition and enrollment. Previous reports have detailed the stonewall between the administration and executive committee relating to enrollment. The threat of FOIA seemed to work and had a meeting with head of enrollment and went through numbers and plans for initiatives that will be proposed to central office. Overall the EC was underwhelmed by the plans to deal with the enrollment/ budget issues. At the board of trustees meeting last week, the chancellor has announced a reorganization of enrollment – no longer part of student affairs. There will be a NEW vice chancellor of enrollment affairs with a national search. Currently the interim is Dr. Sarmiento, currently in charge of enrollment and recruiting at Lehman College.

He thinks that compared to SUNY- who has a well-organized, well-funded recruitment campaign – CUNY seems behind.

- 4. Nominations for Members-At-Large of the UFS Executive Committee, UFS Chair, and Vice-Chair – Matthew J. Cotter – 6:50 – 7:00 p.m.**

Matthew Cotter went over the nomination protocol and responsibilities. It’s a lot of work! Some people were nominated, mostly the well-known names – this goes on until May.

**5. Proposed Resolution from the Academic Freedom Committee – Douglas Medina – 7:00 – 7:20 p.m.**

Resolution is about “Defending Academic Freedom to Teach About Race and Gender Justice and Critical Race Theory” and a response to bills that have been introduced by state legislators to ban or limit teaching on these issues.

Q: Is this an issue at CUNY?

A: No more preemptive, but please contact the committee if something arises.

Q: It is an issue at CUNY because it’s part of a larger cultural discourse that is meant to delegitimize these disciplines and those who are scholars within them. I think it’s a problem now that is affecting women, people of color and LGBTQ faculty. So she thinks this is important resolution for right now.

Q: Another in support – so many states have banned critical race theory and we need to send a message that they have a place at CUNY

Q: Another in support and believes its more than preemptive because of the current national dialogue. We need to feel as safe as we can feel in presenting the ideas we want to present to our students.

Q: Queensborough Senate passed a similar resolution unanimously including administration and students.

Q: Also important so that faculty at other universities see our support.

**Resolution Passes – 94%yes, 1% no, 4% abstain (I voted yes).**

**6. Proposed Resolution from the Academic Affairs Committee – Lubie G. Alatraste – 7:20 – 7:40 p.m.**

This is a revised resolution around shared governance between academic affairs and UFS prior to decision making. Specifically they want to be consulted with regards to course modalities (70/30), but also about other issues because they feel that faculty know the situation on the ground and should be consulted.

Q: This is important not just relating to course modalities, but because administration has tried to dictate other things – like what courses new Lecturers can teach. Administration should not be making autocratic decisions without faculty input.

Q: Why are we “inviting them to collaborate” rather than stronger language.

A: Thought as first resolution should try diplomacy.

Q: We have been pushed into a position to defend what pre-covid would have been unthinkable and is literally black and white in CUNY bylaws. So we need to support this resolution. Faculty

need to determine the content of their courses (previous resolution) but also the content of our schedules – this is in the Bylaws. At some point you just need to say stop.

Q: The pandemic really hurt shared governance, who knows what could happen next. So we need to go on record about this issue, so that if we need to go up to the AAUP we have a record.

+ some more similar comments of support and the importance of shared governance +

Chair Martin Burke adds an additional point of information – In a convo with Dan Lemons said there will be no more 70/30 University wide mandate but there could be some mandates on individual campuses. Also Lemons said there was no plan to go back to pre-Covid practices (not sure exactly what that references, guessing about classes?).

**Resolution Passes with 98% yes, 2% abstain.**

## **7. New Business – 7:40 – 8:00 p.m.**

Prof. Wiseman – Status of Faculty Committee – will have a resolution that will submit to EC for May meeting, please read before because quite lengthy.

Prof. Benton – Budget Advisory Committee – will send out updated report on ratios of faculty per 1000 students since what you all saw earlier this year. Some ratios have gone up because enrollments have gone down. Also filed a FOIA on CUNY for the information of the number of lecturer positions allocated to each campus. Have asked twice to be provided this information and been put off.

Prof. Verzani – CUNY PR doesn't properly highlight excellence. Dennis Sullivan won Abel Prize (known as Math Nobel)

Chair New Business –

- 1) Matt Cotter & Burke will be attending some conferences with SUNY UFS and something else I didn't catch. They Will report back.
- 2) New Committee – “Strategic Roadmapping Initiative” about the University future 10 year plan – co-chaired by Dan Lemons (rep administration) and Christine Li (UFS, city college). A bunch of subcommittees, some will be having public meetings, some faculty membership on committees but not as much as they wanted. Sometime in early Fall, the results of this roadmap will be shared with the University. A lot of credit to Christine Lee for trying to get faculty voices and increasing transparency.

Matthew Cotter adds that a website about this whole process will be launched early April according to Administration. Christine Li confirms this and says she has pushed that everything is on there – who is on all the committees, etc. First workshop is Thursday 3/31.

# Academic Assessment Committee Report

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Lehman College, The City University of New York

*Victor M. Brown, Ph.D., M.B.A., Associate Provost for Academic Programs and Educational Effectiveness*

# Review of 2022 AY Assessment Plans

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- Is underway
- Pairs of Academic Assessment Committee members have been reviewing plans using the approved template
- Ideas for improving the process have been generated
- Follow-up discussions with some assessment coordinators has occurred subsequent to their receiving the feedback

# Virtual Visit to CSU-Fullerton

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- Outcomes were discussed
- Practices that are consistent with Lehman's practices and practices that could be considered were discussed

# Practices for Consideration

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- Role of Associate Deans
- Twice per semester meetings with all assessment coordinators
- Use of Institutional Research data in assessment
- Half-day annual assessment event: Details to be finalized at the next meeting

# Half-Day Assessment Event

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- Preliminary discussion for a Spring 2022 event
- Suggestions included:
  - Gathering faculty questions in advance of the summit to inform discussions
  - Sharing of Assessment artifacts
  - Discussing the use of data to guide assessment and improvement



# Assessment Workshop

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*Accreditation Expectations concerning Assessment:*

- *Was held on March 17th*
- *Covered findings from Self-Study follow-up from 2019 through 2021:  
199 Commission Actions; 55 requests for follow-up; 158 issues*

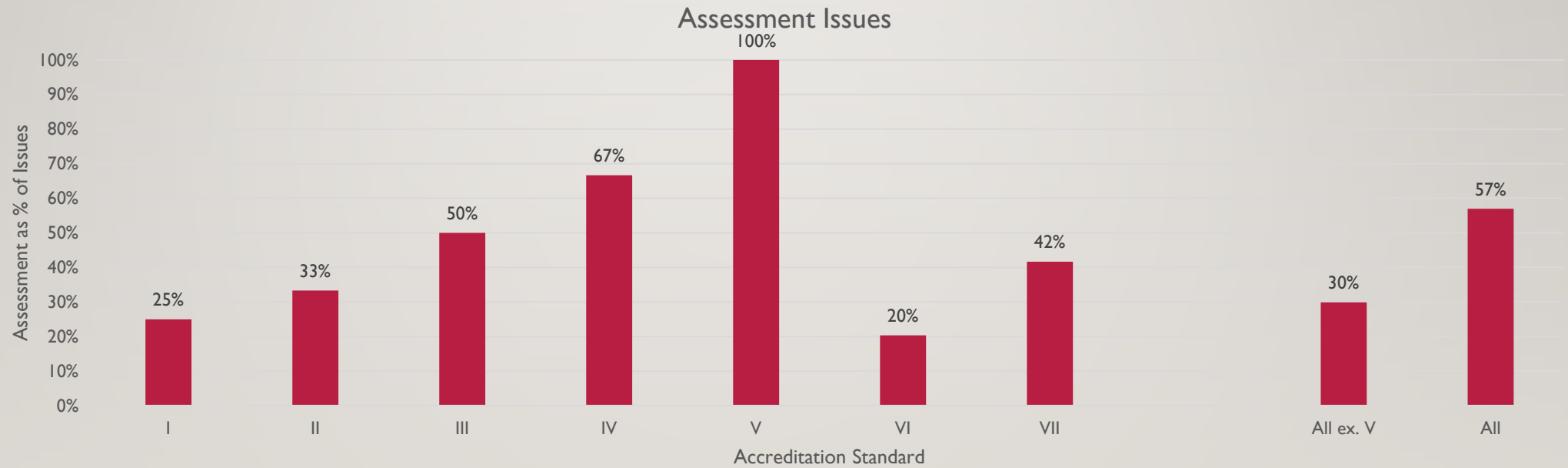
# Assessment Workshop

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## *Key Takeaways*

- *Attendees were made familiar with the two accreditation standards responsible for most of the follow-up (Standards V and VI)*
- *Attendees were briefed on the major issues for follow-up under each of the accreditation standards*
- *Attendees were shown the importance MSCHE places on accreditation through its requests for follow-up*

# Assessment Workshop



# Next Meeting

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April 5<sup>th</sup> at 10:00 AM