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**Minutes of
The Lehman College Senate Meeting
Wednesday, May 5, 2021
Senate Meeting**

Senators Present: Aisemberg, G.; Ali, S.; Auslander, D.; Austin, L.; Babalola, V.; Banks, R.; Baraldi, C.; Bayne, G.; Bergmann, R.; Bettioli, R.; Boston, N.; Budescu, M.; Burton-P.; Calvet, L.; Campeanu, S.; Cheng, H.; Cooper, W.; Dominquez, V.; Donkor, B.; Dumais, S.; Ebersole, S.; Ewing-M.; Fakhouri, S.; Farrell, R.; Fera, J.; Finger, R.; Firpo, A.; Ford, G.; Fortunato-T.; Georges, C.; Gonzalez C.; Goring, S.; Harrison, E.; Hattori, T.; Hyman, D.; Joseph, S.; Kim, C.; Kim, H.; Lemons, D.; Loscocco, P.; Louche, Z.; Machado, E.; MacK.; Mahon, J.; Maney, B.; Manier, D.; Marianetti, M.; Markens, S.; Mazza, C.; McK.; Mellen, A.; Mills, P.; Mills-B.; Morgan, J.; Munch, J.; Murphy, B.; Muturia, F.; Nunez-T.; Nwosu, P.; O'D.; O'N.; Ohmer, S.; Prince, P.; Ramirez, M.; Rice, A.; Rosario, Y.; Rotolo, R.; Saforo, E.; Sarmiento, R.; Schlesinger, K.; Sisselman, A.; Tetteh, B.; Valdovinos, C.; Valentine, R.; Wright, J.; Yavuz, D.; Zerphey, N.

Senators Absent: Alexander-Street, A.; Collett, J.; Durodola, S.; Marcelino, K.; Ridley, T.; Schwittek, D.; Sofianos, E.; Stein Smith, S.

The meeting was called to order by President Daniel Lemons at 3:35 p.m.

1. Approval of the Minutes

The minutes of the April 7, 2021 Senate meeting was unanimously approved.

2. Announcements and Communications

a. Report of the President—

Dr. Lemons reminded that not only would this be the last meeting of the College Senate for the academic year, but that the assembly would also be his final meeting to preside over, as he has been appointed to the role of University Provost at CUNY. He acknowledged the College Senate's transition from in-person to online meetings amid the pandemic and thanked the Senate Chair and the Governance Committee Chair, Professor Joseph Fera, for doing a remarkable job in helping to keep the Senate functioning. Dr. Lemons announced that in September, the College Senate would officially be scheduled to meet in person and that there were measures in place to ensure a safe and successful gathering.

Dr. Lemons discussed the State budget.

41 Dr. Lemons informed that the current budget was approved with modifications—
42 modifications distinct from the last budget passed in April of 2020, which was reduced by
43 twenty percent for the last fiscal year. He reminded that, as a result of the April 2020
44 budget, the College struggled for two-thirds of the year in its attempt to adapt to the
45 reduction. Dr. Lemons thanked the chairs, deans, and program directors for helping the
46 College to succeed within such limitations.

47
48 Dr. Lemons briefed on several advantages that Lehman College and its students would
49 receive. He recapped a key feature of the State’s new budget, which would include a step
50 to eliminate the TAP gap. He also reminded that students would benefit from the
51 University’s tuition freeze. However, he also cautioned on the negative impacts the College
52 would face in terms of structural deficits, as the State has yet to fund mandatory cost
53 increases.

54
55 Dr. Lemons shared that as the College manages its fund balance and constructs a budget
56 for the next year, \$2 million will be allocated for initiatives related to the new strategic
57 plan. The aim, Dr. Lemons elaborated, would be to retain a four- to five-percent fund
58 balance, as recommended by the State Comptroller, while trying to provide necessary
59 services to faculty, staff, and students.

60
61 Dr. Lemons informed that the one-time funding of the Federal stimulus package, which
62 will remain available until approximately August of 2023, will help defray the costs that
63 the College has incurred due to the pandemic. He elaborated that the CARES act provided
64 \$14 billion for higher education institutions, \$6.6 million to Lehman College students, and
65 allocated an additional \$6.6 million plus \$1 million of MSI dedicated funds to the College.
66 Dr. Lemons explained that the funds would not be allocated directly to the College budget,
67 but that the monies would instead be received through reimbursement. He explained that
68 of the approximate \$7.6 million, the College has received \$2 million in reimbursements for
69 funding allocated over a year ago. Dr. Lemons also detailed the contributions of the
70 CRSSA act, which gave \$23 billion to higher education institutions and \$6.6 million
71 directly to Lehman College students, which he announced would be paid directly to
72 students sometime the coming few weeks. Dr. Lemons also informed that the CRSSA funds

73 for students would now be allocated to undocumented students, and those funds will be
74 held until there is a ruling from the U.S. Justice Department on whether such funds may be
75 distributed to undocumented students. CRSSA is expected to provide an additional \$19.2
76 million and another \$1.6 million in MSI funding to Lehman College, the purposes of which
77 are to be used for lost revenue, the direct costs of COVID-19, and other expenses. Dr.
78 Lemons informed that Lehman has yet to receive these funds. Furthermore, he apprised
79 that on March 11, 2021, the ARPA legislation will fund \$40 billion to higher education
80 institutions; it is estimated that \$22 million will be given directly to Lehman College
81 students. It is also estimated that another \$22-24 million will be provided to the College
82 for the same purposes as the CRSSA act.

83
84 Dr. Lemons provided a breakdown on the \$30 million gifted to Lehman College by
85 philanthropist Mackenzie Scott and offered an overview on how such would be spent in the
86 next four years. He informed that \$4 million would be spent through unrestricted direct use
87 on immediate student aid, campus-wide initiatives, and IA capacity building. He also
88 informed that the remaining \$26 million would be added to the endowment, and the annual
89 income used to support areas such as student impact and success, campus-wide initiatives,
90 academic excellence, and the presidential opportunity fund.

91
92 Dr. Lemons discussed reentry for the fall of 2021 and informed that reentry to campus offices
93 may occur as early as August of 2021, sometime after the reopening of the City in July. Dr.
94 Lemons informed that there would be a regular on-campus program that would test faculty,
95 staff and students for COVID-19, and that those vaccinated would not have to participate in
96 testing. He urged all to read the Chancellor's forthcoming email for further information on
97 CUNY's in-person and remote policy.

98
99 Dr. Lemons made several announcements. He congratulated the School of Education for a
100 highly successful CAEP accreditation visit, in which it received a perfect score. Dr. Lemons
101 shared that the score was the result of a three-year tremendous effort made by faculty, staff,
102 and the School's administration—a process he has had the opportunity to witness firsthand.
103 He also announced that on May 6, 2021, there would be an event celebrating faculty
104 achievement, he urged all to join. In addition, Dr. Lemons listed a number of the College's

105 major successes and initiatives, including a fundraising gala scheduled for June 8, 2021; the
106 launch of the Bronx Recovery Corps; a separate line item that Lehman received in the State
107 budget—an approximate \$835,000 for the Old Gym’s Ace Student Learning Center; a
108 successful Bronx Environmental Summit that will hopefully launch an initiative in the
109 environment at Lehman College; Sofia Latif, Lehman’s first recipient of a Boren award; a
110 number of new building projects that have been completed and many others that are
111 underway; and a list of recommendations made by the campus climate taskforce, which
112 includes a suggested engagement with outside experts who would assist the College through
113 survey of the campus climate followed by recommendations for multi-year actions.

114
115 Dr. Lemons thanked all for their support and partnership over the years, and shared the
116 sentiment that he was lucky to have met such dedicated, smart, sharing, and collaborative
117 individuals.

118
119 **b. Student Legislative Assembly—**

120 Ms. Sumana Ali informed that this would be her final meeting as a member of the Senate, as
121 she would be graduating this academic year. She thanked all for a wonderful experience and
122 informed that she would do everything in her power to ensure a smooth transition for the
123 next Chair of SLA.

124
125 Ms. Ali expressed that SLA was disappointed to hear that the College could not implement
126 the CR/NC policy for the spring 2021 term, as the CUNY Board of Trustees (BOT) did not
127 extend CR/NC options past Fall 2020. Ms. Ali acknowledged that, despite the oversight, so
128 much time and energy was spent on addressing the issue, and she thanked the CAEAS
129 committee and Professor Campeau for their efforts in helping to produce meaningful work.

130
131 Ms. Ali presented the Land Acknowledgement Statement in recognition of the
132 Lunaapewaak, Munsee-speaking peoples, as the original stewards of the land on which
133 Lehman College now resides. There were no questions or comments. Dr. Lemons moved to
134 vote on the statement and it was unanimously approved.

135
136 See Attachment I

137

138 **REPORTS OF STANDING COMMITTEES–**

139

140 **1. Graduate Studies**

141 Professor Janet DeSimone presented proposals for curriculum changes in the following departments:
142 Early Childhood and Childhood Education; History; Biological Sciences; Economics and Business;
143 Middle and High School Education; Health Sciences; and Music, Multimedia, Theatre, and Dance.
144 All presented proposals were unanimously approved.

145

146 See Attachment II

147

148 **2. Governance Committee**

149 Professor Joseph Fera presented the 2021 slate of faculty members nominated to serve on College
150 Senate Standing Committees and summarized the elections process. He then opened the floor to
151 additional nominations, questions, and comments. There were none. Dr. Lemons moved to a vote
152 and the slate of nominees were approved by unanimous vote.

153

154 Prof. Fera briefed on the faculty senator at-large nominations process and reminded all to participate.

155

156 See Attachment III

157

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

159 Professor Sandra Campeanu presented three items for approval. The first was the Transfer Credit
160 Policy Change proposal; Dr. Lemons moved to a vote and the proposal was unanimously approved.
161 The second was a proposal for a curriculum change in the department of Health Sciences; Dr.
162 Lemons moved to a vote and the proposal was unanimously approved. Lastly, Professor Campeanu
163 presented the list of undergraduate and graduate students for approval; Dr. Lemons moved to a vote
164 and the list was unanimously approved.

165

166 Professor Campeanu also presented one informational item regarding the CR/NC policy for Spring
167 2021. Professor Campeanu thanked Sumana Ali and all students for their commitment and hard work

168 on the policy. She expressed that the CR/NC subcommittee would continue their work in the fall to
169 revise Lehman’s existing pass/fail policy as a precautionary measure, to assist with similar
170 emergencies in the future.

171

172 See Attachment IV

173

174 **4. Undergraduate Curriculum**

175 Professor Lynn Rosenberg presented proposals for curriculum changes in the following departments:
176 Art; Early Childhood and Childhood Education; Earth, Environmental, and Geospatial Sciences;
177 English; Health Sciences; Philosophy; and Sociology. All presented proposals were unanimously
178 approved.

179

180 See Attachment V

181

182 **5. Academic Freedom:**

183 There was no report.

184

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

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

188

189 See Attachment VI

190

191 **7. Campus Life and Facilities**

192 There was no report. Professor Penny Prince shared that the responses from the new COACHE
193 survey showed that problems with ventilation, accessibility, and technology were found to be the
194 main issues in the classroom. She also informed that the committee would present the COACHE
195 survey findings at the next meeting of the College Senate.

196

197 **8. Budget and Long-Range Planning**

198 Professor Haiping Cheng presented the report of the Joint Committee of Senate and FP&B Budget
199 and Long Range Planning.

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See Attachment VII

9. University Faculty Senate Report

There was no report.

4. Report of Ad Hoc Committee

a. Report of the Academic Assessment Council—

Dr. Victor Brown provided an update on the activities of the Academic Assessment Council Ad-Hoc Committee.

See Attachment VIII

b. Best practices for Determining Class Size—

There was no report. Professor Wendell Cooper briefed on the committees activities and expressed that the committee would have a report for the next academic year. Professor Cooper also shared a preview on the class-size resolution; he apprised that the resolution was a co-authored document still in progress and urged all interested to submit recommendations.

Dr. Lemons motioned to change the agenda’s order of business as follows: to address New Business before Old Business. It was seconded. Dr. Lemons moved to vote on the change—to address New Business before Old—and it was unanimously approved.

New Business----Professor Alan Kluger briefed the ombudsman report.

See Attachment IX

Ms. Sumana Ali presented the resolution on the Pass/No Credit policy (P/NC) for spring 2021. There was a motion to add the resolution to the agenda and it was seconded. Dr. Lemons moved to vote on the resolution’s inclusion and it was added to the agenda by a two-thirds majority vote.

233 Thereafter, the floor was opened for discussion on the P/NC policy resolution. Student senator
234 Nadine Zerphey argued, in light of the revoked CR/NC policy approved at the last meeting of the
235 Senate, that the goal of the P/NC policy would be to offer students a flexible alternative over their
236 grades; she also informed that the President and the Provost would be charged to advocate for the
237 policy as well as ensure that it is presented to the CUNY BOT as an exception. Dr. Lemons
238 commented on the charge and cautioned that it was not uncommon for the CUNY BOT to reject
239 proposals. He elaborated that such was the reality for Lehman College and other CUNY colleges,
240 as despite their call for consideration, exceptions were often denied. Subsequently, senators
241 commented on issues with the P/NC policy. They noted how the twenty-day rule, in which students
242 could elect into the P/NC policy following the posting of grades, would delay student academic
243 progress, and worse, force students to miss out on an entire semester. Senators explained that as a
244 manual review of student appeals was being requested, and as such is something that would require
245 much time and manpower, which is greatly limited, students would be negatively impacted.

246
247 Professor Sarah Ohmer put forth an amendment to change a portion of the second to last paragraph,
248 which was to change “20 days” to “10 days.” It was seconded. Discussion on the amendment
249 ensued. Many discussed how, timewise, the goal of the resolution would be too difficult to achieve,
250 as the CUNY BOT would be unable to meet in full until the end of June, after the end of the term.
251 It was also pointed out that the CAPPB subcommittee meetings of the CUNY BOT had already met
252 prior to the May CUNY BOT meeting, and would be unable to review the resolution as well. Dr.
253 Lemons moved to vote on the amendment and the amendment was passed by majority vote.

254
255 The Senate body revisited the P/NC policy resolution as amended and discussion ensued. There
256 were many questions regarding its implementation and its impact on students. Professor Sandra
257 Campeanu pointed out that the resolution did not mention general education requirements and that
258 its addition was important, as the current pass/fail policy does not allow students to use pass/fail for
259 general education requirements. Professor Campeanu proposed an amendment to the P/NC policy,
260 which was to add “or for general education requirements” at the end of the second paragraph of the
261 resolution. The amendment was seconded and discussion ensued. Professor Sarah Ohmer called the
262 question and the College Senate voted to close off the debate on the amendment, which would
263 require a two-thirds majority vote to approve. A vote was taken and the question was unanimously

264 approved. Dr. Lemons moved to vote on the amendment proposed by Professor Sandra Campeanu.
265 The amendment failed by majority vote.

266
267 The Senate body revisited the P/NC policy with its amended inclusion of language that replaces
268 “20 days” with “10 days” on the second to last paragraph. The question was called to close off the
269 debate on the resolution entirely and a vote was taken. The question was approved by a two-thirds
270 majority vote. Dr. Lemons moved to vote on the resolution as amended. The amended resolution
271 failed by majority vote.

272

273 See Attachment X

274

275 Professor Haiping Cheng announced that Biology students would be hosting a public talk on
276 COVID-19 vaccinations. He provided the link in the chat window.

277

278 **Old Business**----CR/NC Policy

279 Professor Catherine Alicia Georges motioned to adjourn the meeting and it was seconded. As there
280 was other business pending, the motion was considered out of order and was, therefore, denied.

281

282 Professor David Hyman revisited the CR/NC policy. As there had not been an official statement by
283 the President, Professor Hyman asked that Dr. Lemons share his thoughts on the matter. Dr. Lemons
284 obliged and offered his reflection. He informed that there was every intention of seeing the policy
285 through that was approved in the April meeting of the Senate. He informed that the Senates approved
286 policy had been conveyed to the CUNY Office of Academic Affairs (OAA), and the College had
287 begun preparing for its implementation. Although the CUNY Central Office had stated at the end
288 of the Fall Term of 2020 that a Spring 2021 Term CR/NC policy would not be favored, it was
289 considered possible that the CUNY BOT could none-the-less extend it as had happened at the end
290 of the Fall Term. However, Dr. Lemons expressed that the CR/NC policy had not been entertained,
291 and the CUNY BOT did not intend to extend the CR/NC option to Spring 2021. Dr. Lemons shared
292 that he and everyone had felt deeply the distress students had experienced during the academic year
293 in which nearly 98% of courses were taken via remote learning; he reassured that the motivations
294 of everyone at the Collegewere purely for the benefit of its students. Thereafter, there were many
295 suggestions made by senators on how to improve communication between students, faculty, and

296 staff, so as to avoid similar circumstances in the future, including added measures for transparency
297 and regular meetings between students and the administration. Dr. Lemons agreed and noted that
298 such was always encouraged and supported by the College, but expressed that meetings may have
299 been less regular due to the College's remote status. Dr. Lemons shared that he would discuss the
300 issues presented at the College Senate with Dr. Fernando Delgado, and in an effort to better the
301 communication between students, faculty, and staff, ensure that the suggestions made by members
302 of the Senate are brought to Dr. Delgado's attention as the College moves forward.

303

304 **ADJOURNMENT**

305 President Lemons adjourned the meeting at 7:07 p.m.

306

307

308 Respectfully submitted:

309

310 Cynthia Cessant



The Student Legislative Assembly acknowledges the working group members, Michael Buckley, Renuka Sankaran, Analia Firpo, Duran Fiack, and Martha Lerski, for their initiative and leadership. We also offer our thanks to Chief Dwaine Perry, Chief Mann, and Mr. Burton to support the working group. The purpose of the following statement is to recognize the original stewards of the land Lehman College stands on and make an effort to live by their example. We recommend this statement to be read at campus events, graduation, and governance body meetings like College Senate.

Lehman College acknowledges the Lunaapewaak, Munsee-speaking peoples, the original stewards of the land, water, and air where this college now sits. We recognize their contributions to the success of the American Revolution via access to paths, iron ore, and serving alongside colonists during the War of Independence, including battles in the Bronx. We recognize the importance of Indigenous perspectives regarding the relationship of all living beings with the environment and look to that model of a sustained and adaptive connection to this land despite the brutal and enduring legacy of settler colonialism. Because our gratitude is not enough, we commit to sustaining the Lunaapewaak legacy by educating ourselves on how we can be better stewards of this land. We commit to evoking the Lunaapewaak, Munsee People's memory by making this college a refuge and vehicle for both community and self-realization for marginalized and persecuted people.



GOVERNANCE COMMITTEE

Senate Report

May 5th, 2021

1. Standing Committees Faculty Vacancy Nominations
 - a. Roughly Half of Faculty Terms on Standing Committees Expire 6/21
 - b. Review 3-Step Nomination Process
 - c. Committee Representation is Balanced by School Representation
 - d. Nominees Have Agreed to Serve
 - e. All Elections Uncontested
 - f. No Additional Nominations: Move To Yes/No Vote on Slate
 - g. Nominations From Floor: Contested Elections, Email Ballot
 - h. Are There Additional Nominations?

2. Faculty Senator At-Large Nomination Ballots
 - a. All Senator-At Large Terms Expire End of This AY
 - b. Election Through Email: May 3rd – May 17th
 - c. Election Ballot Emailed By: katherine.burt@lehman.cuny.edu
 - d. Winners Notified By Email

3. Next Governance Committee Meeting: May 6th at 9am via Zoom

The Lehman College Senate Standing Committee Faculty Member Election Process 2021

Step 1: Nomination Solicitation

All Faculty and Staff are asked to contribute nominations to fill Senate Committee faculty member seats that will be vacant as of June 2021.

March 1st – March 15th by Email



Step 2: Slate Prepared

The Senate Governance Committee prepares a slate of candidates to fill committee vacancies using the collected solicitations. The Governance Committee attempts to prepare a slate that balances school representation; it also verifies that those nominated are willing to serve.

March/April Governance Meeting

Step 3: The Senate Votes

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

May 5th Senate Meeting

**SHARED
Governance**

NOMINATION SLATE 2021

Faculty Serving to June 2022

Academic Freedom

David Manier, PSY
Mohan Vinjamuri, SWK

Admissions, Evaluations, Academic Standards

Andrea Boyar, HEA SCI
Sandra Campeanu, PSY
Tanja Haxhoviq, MAT

Budget and Long Range Planning

Mia Budescu, PSY
Haiping Cheng, BIO
Alexander Nunez Torres, ECO

Library, Technology and Telecommunications

Stephen Castellano, IT
Jennifer McCabe, MMTD
Jennifer Van Allen, CLLSE

Campus Life and Facilities

Kofi Benefo, SOC
Jennifer Collett, ECCE
Penny Prince, MUS

Undergraduate Curriculum

Amod Choudhary, ECO
David Hyman, ENG
Daniel Stuckart, MHSE

Graduate Studies

Edward Kennely, BIO
Carl Mazza, SWK
Lalitha Samuel, HEA SCI

Faculty Nominees Serving to June 2023

Academic Freedom

Diane Auslander, HIS
Duran Fiack, POL
Kevin Johnson, MAT

Admissions, Evaluations, Academic Standards

Sheila Blachman, CLLSE
Andrei Jitianu, CHE
Abigail Mellen, HIS

Budget and Long Range Planning

Richard Desrochers, MMTD
Theresa Lundy, NUR
Ruth Wangerin, ANT

Library, Technology and Telecommunications

Sherry Deckman, MHSE
Joseph Mohorcich, POL
Donna McGregor, CHE

Campus Life and Facilities

Carole Baraldi, NUR
Christine Neumayer, SLHS
John Ongley, PHI

Undergraduate Curriculum

Yuri Gorokhovich, EEGS
Julie Maybee, PHI
Lynn Rosenberg, SLHS
Vincent Prohaska*, PSY

Graduate Studies

Janet Desimone, CLLSE
Joseph McElligott, ENG
Liat Sieger, SLHS

Auxiliary Enterprise Corporation

(Term Expires 6/2021)

(2 nominees needed)

Katherine Burt, HEA SCI

Katherine Burt, HEA SCI

Brenda Hernandez-Acevedo, NUR

Ombudsperson

(Term Expires 6/2021)

(2 nominees needed)

Alan Kluger, PSY

Alan Kluger, PSY

Paula Loscocco, ENG

Note: Lehman College Association faculty terms end 6/2023.

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

Senate Meeting: May 5, 2021

The CAEAS committee met on April 13 at 12-1pm and on April 28 at 12:30-1pm, and had a quorum present at both meetings.

The committee heard a proposal for a policy change regarding transfer credits. The proposed change is required to bring Lehman in compliance with CUNY policy. The committee voted unanimously to approve the policy change, and now brings it to the Senate floor for a vote.

The committee heard a proposal from the Department of Health Sciences to raise the minimum GPA required for the Nutrition and Dietetics major and to make the pre-entry examination required. These changes are important for the department's accreditation and the committee voted unanimously to approve the changes. CAEAS now brings the proposal to the Senate floor for a vote.

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

The committee also presents an informational item regarding the CR/NC policy for Spring 2021. Since CAEAS was never formally discharged from providing guidance on the matter, and since it has been requested that CAEAS provide such a report, the committee presents an informational report containing all data and relevant information gathered while researching the CR/NC policy and its implications.

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Dietetics Foods and Nutrition, BS

Hegis Number:

Program Code:

Effective Term: Fall 2020

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

2. **From:**

Dietetics, Foods, and Nutrition, B.S. (49.5-63.5 Credit Major)

The programs in Dietetics, Foods, and Nutrition (DFN) include two options: ~~Option I (Didactic Program in Dietetics or DPD) and Option II (Culinary Nutrition and Food Service)~~ and are designed to prepare students for entry-level employment in nutrition and food-related positions in healthcare facilities, community agencies, cooperative extension, food service operations, culinary or nutrition education, and/or the food industry. Students are also prepared for post-graduate education in nutrition and food-related fields.

~~The curriculum for the Dietetics, Foods, and Nutrition major Option I complies with the requirements for a DPD and is accredited by ACEND, the Accreditation Council for Education in Nutrition and Dietetics which is located at 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995 and can be reached at 800/877-1600, ext. 5400 or by email at ACEND@eatright.org. Students fulfilling all requirements for successful completion of the ACEND-accredited DPD are eligible for a Verification Statement and can apply for supervised practice in an ACEND-accredited dietetic internship (DI), which enables the student to take the CDR examination to become a registered dietitian nutritionist (RDN). The DPD Verification Statement also provides the opportunity to take the examination to become a Nutrition and Dietetic Technician, Registered (NDTR). DPD students must comply with the Code of Ethics for the Profession of Dietetics adopted by the Academy for Nutrition and Dietetics in order to progress in the program. Students who violate these requirements may be dropped from the program, in addition to any other sanctions that may be imposed by the College or the Profession. Students completing the program are required to take the DPD qualifying examination prior to receipt of the Verification Statement. For further information on the ~~DPD~~, please see the DPD Handbook.~~

~~The Culinary Nutrition and Food Service Option (DFN Option II) prepares graduates to work in culinary nutrition education and in nutrition-oriented food service facilities.~~

~~Graduates of this Option may take an additional specified course in diet therapy and apply to become certified dietary managers (CDM) via the Association of Nutrition and Foodservice Professionals (AFNP).~~

~~A minimum GPA of 3.0 is required for admission into the DPD (Option I) and a minimum GPA of 2.5 is required for Option II. These GPAs must be maintained or students will be dropped from the DFN programs. An online application to declare the DFN major is required. The application must be submitted by the semester prior to acceptance and entry into the major: December 1st for entry in the Spring semester and April 1st for entry in the Fall semester. Students applying for acceptance into the DPD may be required to take a pre-entry examination to assess aptitude for the program.~~

~~All DFN students must act in accordance with the CUNY Policy on Academic Integrity, successfully complete a tutorial on plagiarism, and earn and maintain the ServSafe credential.~~

DFN Major

The distribution of courses and credits to be earned by all majors is as follows (~~33.5~~ credits):

6 credits in Health Sciences:

Credits

HSD 240 Nutrition and Health 3

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

~~16 credits in Dietetics, Foods, and Nutrition:~~

Credits

DFN 120 The Nature and Science of Food 3

DFN 220 Foods, Society, and Health 4

DFN 330 Quantity Food Procurement, Production, and Service 3

DFN 341 Nutrition Throughout the Life Cycle 3

DFN 430 Management of Dietetic Services 3

3 credits in Nutrition Education and Counseling:

Credits

DFN 437 Nutrition Education & Counseling 3

4 credits in Biological Sciences:

Credits

BIO 230 Microbiology 4

4.5 credits in Chemistry:

Credits

CHE 114 Essentials of General Chemistry Lecture 3

CHE 115 Essentials of General Chemistry Laboratory 1.5

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

~~Option I: Dietetics, Foods, and Nutrition, ACEND-Accredited (63.5 credits)~~

~~Additional courses to be taken (30 credits):~~

~~3 credits in Health Sciences:~~

Credits

~~HSD 269 Fundamentals of Biostatistics for Health Professionals 3~~

14 credits in Dietetics, Foods, and Nutrition:

Credits

DFN 348	Nutrition in the Management of Disease	3
DFN 441	Seminar in Professional Practice of Nutrition and Dietetics	2
DFN 445	Advanced Nutrition	4
DFN 448	Nutrition in the Management of Disease II	3

DFN 470	Dietetic Services Field Experience	2
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Or

DFN 471	Field Experience in Clinical Nutrition	2
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Or

DFN 472	Field Experience in Community Nutrition	2
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4 credits in Biology:

Credits

~~BIO 228 Mammalian Physiology 4~~

BIO 228: BIO 181-BIO 182 (8 credits) may be substituted.

9 credits in Chemistry:

Credits

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

And

CHE 244	Introduction to Biochemistry	3
---------	------------------------------	---

CHE 245	Biochemistry Laboratory	1.5
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Or

DFN 244	Nutritional Biochemistry	3
---------	--------------------------	---

DFN 245	Nutritional Biochemistry Laboratory	1
---------	-------------------------------------	---

To receive a statement verifying completion of the Didactic Program in Dietetics (DPD) accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), students must ~~successfully complete all courses required for Option I, and demonstrate computer literacy. Students must also successfully complete PSY 166, which satisfies A General Education Requirement.~~ More information on the Didactic Program in Dietetics can be found in the DPD Handbook.

~~Option II: Food Service and Culinary Nutrition (49.5 Credits)~~

~~This option reflects the need for a concentration in foods, foodservice, and culinary nutrition for those students who, while seeking a degree in Dietetics, Foods, and Nutrition, are particularly interested in serving the needs of the foodservice industry as professionals providing nutritious options to restaurants, corporate and community foodservice, and catering facilities.~~

Additional courses to be taken (16 credits):

2 credits in Dietetics, Foods, and Nutrition:

Credits

DFN 470	Dietetic Services Field Experience	2
---------	------------------------------------	---

3 credits of an Elective in:
DFN, EXS, HEA, HAS, HSD, REC

8 credits in Biological Sciences:

Credits

BIO 181 Anatomy and Physiology I 4

BIO 182 Anatomy and Physiology II 4

3 credits in Accounting:

Credits

ACC 185 — Introduction to Accounting for Non-Accounting Majors 3

3. To: Underline the changes

Dietetics, Foods, and Nutrition, B.S. (52.5-63.5 Credit Major)

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

GPA Requirements

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

Admission Information

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

Nutrition and Dietetics major

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

120 South Riverside Plaza

Suite 2190

Chicago, IL 60606-6995

(800) 877-1600, ext. 5400

ACEND@eatright.org

DPD Verification

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

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

Code of Ethics Compliance

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

Becoming a Registered Dietitian Nutritionist (RD/RDN)

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

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

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

Culinary and Community Nutrition major

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

DFN Major

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

3 credits in Health Sciences:

HSD 240 Nutrition and Health 3

22 credits in Dietetics, Foods, and Nutrition:

DFN 120 The Nature and Science of Food 3

DFN 220 Foods, Society, and Health 4

DFN 330 Quantity Food Procurement, Production, and Service 3

DFN 341 Nutrition Throughout the Life Cycle 3

DFN 369 Research Methods in Nutrition 3

DFN 430 Management of Dietetic Services 3

DFN 437 Nutrition Education & Counseling 3

12 credits in Biological Sciences:

BIO 181 Anatomy and Physiology I 4

BIO 182 Anatomy and Physiology II 4

BIO 230 Microbiology 4

4.5 credits in Chemistry:

CHE 114 Essentials of General Chemistry Lecture 3

CHE 115 Essentials of General Chemistry Laboratory 1.5

Nutrition and Dietetics major (67 credits)

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

17 credits in Dietetics, Foods, and Nutrition:

DFN 248 Introduction to Nutrition in Health Care 3

DFN 348 Nutrition in the Management of Disease 3

DFN 441 Seminar in Professional Practice of Nutrition and Dietetics 2

DFN 445 Advanced Nutrition 4

DFN 448 Nutrition in the Management of Disease II 3

DFN 470 Dietetic Services Field Experience 2

Or

DFN 471 Field Experience in Clinical Nutrition 2

Or

DFN 472 Field Experience in Community Nutrition 2

8.5-9 credits in Chemistry:

CHE 120 Essentials of Organic Chemistry Lecture I 3

CHE 121 Essentials of Organic Chemistry Laboratory II 1.5

And

CHE 244 Introduction to Biochemistry 3

CHE 245 Biochemistry Laboratory 1.5

Or

DFN 244 Nutritional Biochemistry 3

DFN 245 Nutritional Biochemistry Laboratory 1

Culinary and Community Nutrition major (61.5 Credits)

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

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

3 credits in Health Sciences:

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

8 credits in Dietetics, Foods, and Nutrition:

DFN 340 Community Nutrition and Food Justice 3

DFN 347 Introduction to Diet Therapy 3

DFN 470 Dietetic Services Field Experience 2

OR

DFN 472 Community Nutrition Field Experience 2

3 credits of an elective in:

DFN, EXS, HEA, HSA, HSD, REC

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

Replacing current subplans with new subplans

The DFN Program's Option 1 (Didactic Program in Dietetics or DPD) and Option 2 (Food Service and Culinary Nutrition) are being replaced with new sub-plans to increase retention and graduation rates for student majors and to maintain ACEND accreditation for the first Option. Creating the new sub-plans (rather than making changes to existing sub-plans) is preferred so that students currently enrolled in the existing sub-plans do not experience any difficulty completing their degree requirements. The rationale for these proposed sub-plans is explained below: The DFN Programs Option 1 (didactic Program in Dietetics or DPD) and Option 2 (Food service and Culinary Nutrition are being renamed to modernize their names to increase retention and graduation rates for student majors and to maintain ACEND accreditation for the first Option. Creating the new sub-plans (rather than making changes to existing sub-plans) is preferred so that students currently enrolled in the existing sub-plans do not experience any difficulty completing their degree requirements. The rationale for these proposed sub-plans is explained below:

- a) The name, "Option 1" in and of itself, has been perceived by students who declare this sub-plan as more "appealing" than Option 2 based on a) simple numerical ranking, and b) its status of being accredited. Changing the name, "Option 1 (Didactic Program in Dietetics or DPD)" to "Nutrition and Dietetics" and "Option 2 (Food Service and Culinary Nutrition)" to "Culinary and Community Nutrition," would rectify this problem as well as reduce the number of students whose academic performance suffers because of choosing Option 1, the more rigorous sub-plan.

- b) Students who major in Option 2 (Food Service and Culinary Nutrition) are more frequently finding employment in community nutrition. Additionally, student feedback suggests their steering away from Option 2 given negative and inaccurate perceptions around “food service” work. The new sub-plan name, “Culinary and Community Nutrition,” more accurately reflects professional trajectory and uses terminology with better “curb appeal” for prospective students. The same rationale is used for replacing “Option 1 (Didactic Program in Dietetics or DPD)” with “Nutrition and Dietetics.”

Formatting changes to bulletin description

Making changes to the descriptions in the bulletin (e.g. adding headings and numbering, when appropriate) will make it easier for students to navigate the website and find the important information they need.

Updating the GPA requirements

While maintaining a 3.0 GPA has been the requirement for the ACEND-Accredited Option 1, the new Nutrition and Dietetics option would increase the requirement to a GPA of 3.3. We view this update as essential for the future viability of this option because the program is currently at risk of losing accreditation. Overall GPA and course grades in advanced dietetics courses are of utmost importance in the process of matching with a dietetic internship (a criterion for accreditation and the GPAs of our Option 1 students are not competitive enough to do so. As such, other ACEND-accredited majors (aka DPD) in CUNY schools have similar requirements. For instance, the Hunter College DPD requires a 3.3 GPA in all coursework for the dietetic internship with a minimum “B” grade in specific courses. Students who are dropped from the program are good candidates for Health Education and Promotion option 2, which only has a GPA requirement of 2.0.

In order to maintain accreditation and ensure that students apply for and successfully match with a dietetic internship site upon graduation, it is imperative to enroll students who will be competitive in the process to become a Registered Dietitian Nutritionist. For instance, Lehman College is itself a DI site and typically matches with students who have a GPA between 3.5-3.7. Increasing the (maintained) GPA to 3.3 will develop more of our undergraduate DPD students to be viable candidates for the Dietetic Internship at Lehman and better position the program for continued accreditation.

Changing the pre-examination requirement for the Nutrition and Dietetics option

In order to ensure fairness and uniform program implementation, all students interested in the Nutrition and Dietetics sub-plan will be required to take a pre-examination (previously, the bulletin indicated that students “may be” required to take a pre-examination for entry into the ACEND-accredited Option 1 major). More details have been added to indicate when students will be eligible to take the exam.

Replacing HSD 266 with DFN 248 for the Nutrition and Dietetics option

Due to the broad nature of HSD 266 (The U.S. Health Care Delivery System), student learning outcomes do not include knowledge of specific content on dietetics and nutrition within these delivery systems. The course that will replace it, DFN 248 (Introduction to Nutrition in Health Care), will provide students with an understanding of

relevant content from HSD 266 as well as dietetics-specific concepts, like coding and billing in nutrition, nutrition diagnostic codes, and using diagnostic codes in patients' medical records. This course is necessary to introduce prior to DFN 348 so as to better prepare students for the more rigorous, upper-level medical nutrition therapy coursework.

Replacing HSD 269 with DFN 369

HSD 269 (Biostatistics) provides students with an understanding of how to conduct and interpret statistical analyses. Historically, DFN students who take this course have not gained an adequate understanding of research methods. As many program graduates go on to obtain employment as registered dietitian nutritionists, dietetic technicians, or community nutrition educators, they will benefit more from an understanding of how to read and interpret relevant scientific literature. Therefore, HSD 269 will be replaced with a dietetics-focused course focused on reading and interpreting research (DFN 369 Research Methods in Nutrition).

Increasing credit requirement for the Culinary and Community Nutrition major

Many of our DFN students go on to become community nutrition educators. Currently, the program does not offer a community nutrition course. DFN 340 (Community Nutrition and Food Justice) will be required for the new Culinary and Community Nutrition option in order to better prepare students to become community nutrition educators. A second course, DFN 347 (Introduction to Diet Therapy), is currently offered as an elective but would be required to ensure that students who complete the program are eligible to become a Certified Dietary Manager. The third course, DFN 369, would also be required per the rationale above. A course in accounting would be removed from this sub-plan as the course content is no longer deemed beneficial or necessary for students who progress in this field.

6. **Date of departmental approval:**

7. **Date of CAEAS approval:** April 28, 2021

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

ADMISSIONS, EVALUATION AND ACADEMIC STANDARDS COMMITTEE

POLICY CHANGE

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

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

The following rules govern the evaluation of transfer credit:

- Credit is usually granted for a course from a college or university accredited by one of the following accrediting bodies if the description of that course matches that of a similar course offered by Lehman College: Middle States Association of Colleges and Schools/Commission on Higher Education; New England Association of Schools and Colleges/ Commissions on Institutions of Higher Education; North Central Association of Colleges and Schools; Northwest Association of Schools and Colleges; Southern Association of Colleges and Schools/Commission on Colleges; Western Association of Schools and Colleges/ Accrediting Commission for Community and Junior Colleges; Western Association of Schools and Colleges/ Accrediting Commission for Senior Colleges and Universities; Accrediting Commission for Community and Junior Colleges; Accreditation Commission for Education in Nursing, Commission for Nursing Accreditation Education and accreditation by the New York State Board of Regents and the Commissioner of Education of the colleges currently listed on the NYSED college accreditation site.
- Credit for a course at a postsecondary institution not accredited by one of the above-mentioned accrediting bodies, whose description matches that of a similar course offered by Lehman College may be granted with departmental approval.
- Courses from non-accredited institutions that do not have a Lehman equivalent will not transfer.
- Courses completed outside the City University system with a grade of D or below will not be credited by Lehman College. They will be included, however, in the cumulative index to determine an applicant's eligibility for admission.
- ~~The maximum total number of credits that may be transferred towards the degree at Lehman College from Associate degree-granting institutions is 70.~~ Students must satisfy the requirement that at least 30 credits as well as at least half of the credits in the major or in an interdisciplinary program, minor or certificate be completed at Lehman College. (See the definition of credits in residence in the section on "Degree Requirements" in this Bulletin, under the heading "Credit Requirements.")

3. **To:** Underline the changes

Transfer Credit

The following rules govern the evaluation of transfer credit:

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- Credit for a course at a postsecondary institution not accredited by one of the above-mentioned accrediting bodies, whose description matches that of a similar course offered by Lehman College may be granted with departmental approval.
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- Courses completed outside the City University system with a grade of D or below will not be credited by Lehman College. They will be included, however, in the cumulative index to determine an applicant's eligibility for admission.
- Students must satisfy the requirement that at least 30 credits as well as at least half of the credits in the major or in an interdisciplinary program, minor or certificate be completed at Lehman College. (See the definition of credits in residence in the section on "Degree Requirements" in this Bulletin, under the heading "Credit Requirements.")

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

The proposed change to the transfer of credit policy is to align the college with the CUNYwide Transfer of Credit Policy which states "Resolved, that all courses taken for credit at an undergraduate CUNY college be accepted for credit at every other CUNY undergraduate college, regardless of whether a specific equivalency exists at the transfer college, to an extent consistent with grade requirements and residency rules at the transfer colleges".

5. **Date of CAEAS approval:** April 13, 2021

Information gathered concerning implications of the CR/NC policyPre-Health Advising:

- Schools of the health professions generally will *not* accept CR/NC grades for their core requirements for any semesters aside from Spring 2020, particularly when it is an opt-in system (i.e., the student could have received a grade for the course). While some individual schools may consider it, in general students would dramatically narrow their options by taking CR grades for core requirements outside of that one semester.
- Medical schools sometimes accept students with a grade of D in one or more of their core requirements. Those same medical schools, however, would be likely to balk at a grade of CR in any semester other than Spring 2020, because it is in effect withholding information from them.
- As far as schools of the health professions are concerned, other courses, including major and general education requirements, could be taken for a grade of CR.
- Here is the list of courses that are most often used as core requirements by schools of the health professions:

BIO 166	BIO 167	BIO 181	BIO 182	BIO 238	BIO 240
BIO 331	BIO 400	CHE 166	CHE 167	CHE 168	CHE 169
CHE 232	CHE 233	CHE 234	CHE 235	CHE 444	ECO 167
ENG 111	ENG 121	EXS 430	MAT 108	MAT 132	MAT 171
MAT 172	MAT 175	PHY 166	PHY 167	PHY 168	PHY 169
PSY 166	PSY 217	PSY 218	PSY 219	PSY 226	PSY 234

Pre-Graduate Advising:

- CR sometimes counted as a D grade
- Faculty in graduate programs where a student applies will re-evaluate student transcript and re-calculate GPA of student: pre-requisites often are not allowed to be CR/NC so a student might have to repeat course for a letter grade OR “CR” might count as “D”
- Graduate programs will use a holistic approach and look to see if “CR” is the exception or a pattern

Credit No Credit Policy for Lehman Spring 2021 Survey

1,257 responses

Please consider the following and then answer the questions below:

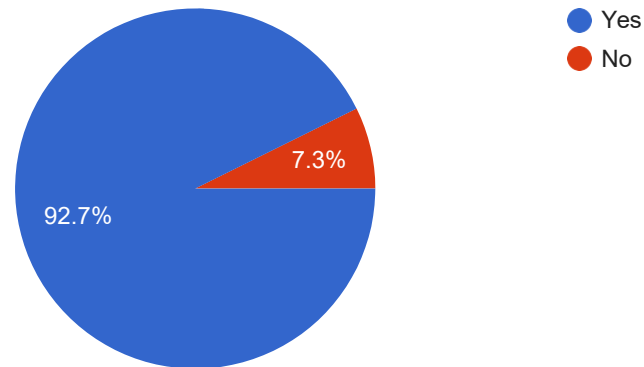
Graduate programs sometimes consider a course taken as "CR" to be equivalent to a "D" in their calculation.

There might be some financial aid implications for some students who exercise the CR/NC option.

In order to graduate, undergraduate students need a minimum 2.0 GPA overall and in their major; for graduate students, a minimum 3.0 GPA is required.

Would you like the Credit/No Credit policy back for Spring 2021?

1,215 responses



If yes, Why ?

935 responses

Online classes have always been very difficult for me and i know a lot of my classmates feel the same. Letter grades would work if we were in school, but considering that we're still fully remote, the credit no credit policy helps us students decide what we want to do with our grades

Remote classes are not beneficial for a lot of student. Even a lot of professors are not meant to be remote, for they do not know the proper way of actually educating us properly. Not only that aloe of courses have just been us teach ourselves & it is pretty challenging on top of all of the other things happening around us. It's not easy concentrating at home.

Lack of jobs causes a lot of stresses causing many students including my self a huge amount of stress affecting our acedemic work as well

I have been affected by Covid and got really sick. I emailed my professors and they knew about the situation. It's extremely hard for me to catch up on work after missing out due to the fact I was so sick. I would hate for my gpa my last semester to be affected by this

If no, Why not ?

94 responses

No, for people that have transferred and don't have any type of gpa or need to improve their gpa because they're planning on graduating soon it messes them up.

I don't want it to effect my financial aide during a time I need it most.

Because some school might take it as a D

I must obtain letter grades for my degree and future career

Because it's only a D grade and not an Incomplete grade.

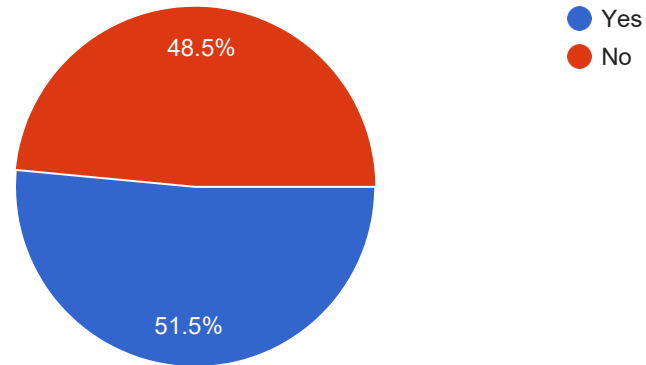
I just need my letter grades

We have to get back to some type of normalcy again.

I do not want to mess with my gpa

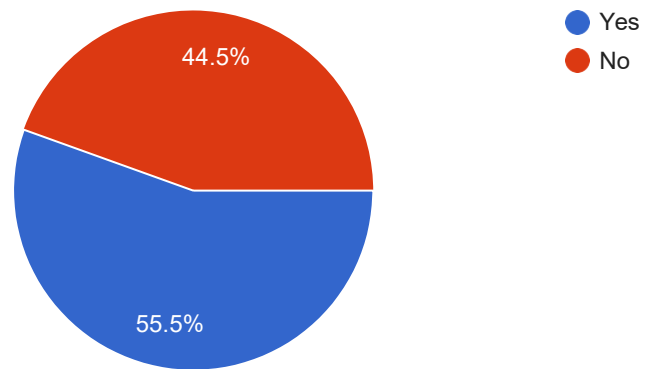
Have you personally used this policy before ?

1,206 responses



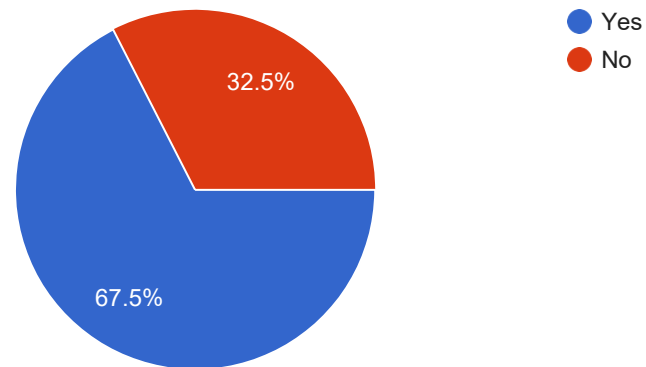
Do you think it should be necessary for a student to see an advisor before utilizing this policy?

1,211 responses



Do you support the general implementation of a restricted CR/NC policy after Spring 2021?

1,190 responses



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Google Forms

Financial Aid:**On the federal Title IV side:**

- The CR/NC grades will have a minimal to no impact on students who are in good academic standing.
- A student can receive Federal Financial Aid for CR/NC courses they are repeating
- A student must make Satisfactory Academic Progress (SAP) to be qualified for Federal Financial Aid. SAP is measured by GPA (grade point average) and taking and completing appropriate courses toward a degree. Therefore, a student may have trouble with qualifying for aid if they have a cumulative GPA that is below a 2.0 for undergrads and 3.0 for grads. Opting into the CR/NC option may result in your GPA to remain below the required GPA necessary to be aid eligible.
- We have identified 368 students that are in the failed SAP category for Spring 2021. These students opting into the CR/NC option may potentially lose their financial aid eligibility for the 2021-2022 Academic Year.

On the New York State TAP side:

- For the Fall 2020 term, 64 students filed a COVID Tap waiver with HESC. Approximately 11 have been processed (approved) by HESC leaving the majority of the waivers not been processed. One of the reasons why HESC has not process these waivers is due to NYS Budget allocation for the year 2020-2021 still pending.
 - We identified 104 students that received TAP for Fall 2020, opted into the CR/NC grading option and did not receive TAP for the Spring 2021. We would need to do a case by case review to determine if the students lost their TAP due to opting into CR/NC.
 - There are multiple reasons why a student could lose TAP eligibility. If a student opts for a CR grade, and then takes the course again for a letter grade, TAP will **NOT** pay for this course.
-
- How many students are borderline for losing financial aid?
 - 2000+ students got reviewed last year, 300 were sent a letter giving them probation; for those who were told “no”, CR/NC will hurt them
 - Is there a penalty for dropping a course late in the semester? Only if drop below 12 credits?
 - Can lose eligibility for TAP
 - What are the implications for other types of aid/scholarships?
 - The CR/NC grade policy can have a negative impact on certain scholarships being that each scholarship has its own requirements that are set at the discretion of the donor. Prior to a student opting into the CR/NC they should refer to their award letter or the respective department in which are awarding the scholarship for clarification of their requirements.

- For students that are opting to exercise the CR/NC grade policy option, any Title IV Aid (Federal Grants & Federal Loans) awarded during the semester is still being counted towards their lifetime eligibility usage.
- Peter Vallone Academic Scholarship: CR/NC grade policy option can impact these students due to being required to register as a full-time student each semester (except summer) and maintain at least a 3.0 cumulative GPA.
- The CR/NC grade policy can have a negative impact on certain scholarships being that each scholarship has its own requirements that are set at the discretion of the donor.
- Will financial aid be able to advise students in a timely manner (for individual cases) for opting into CR/NC?
 - The Office of Financial always makes it its purpose to answer all questions received but all questions received are answered in the order they are received out of respect and fairness for all students.

Registrar

- NYS has not approved a TAP waiver for the Fall 2020 and Spring 2021 terms which may impact some of our students' future eligibility. The selection of CR or NC grades may adversely affect students' state aid because both CR and NC grades do not change their GPA. State aid requires students to follow their TAP chart <http://www.lehman.edu/registrar/tap.php> and maintain the required cumulative GPA to remain eligible. For example, a student on payment number 6 will need a 2.0 GPA to maintain eligibility for the subsequent TAP payment. If a student selects all CR or NC or a combination of both grades, their CUM GPA will not change and they will not meet NYS progress and pursuit requirements. Additionally, the selection of a W Grade (Any Flavor) will have a negative impact on a students' NYS Aid eligibility for future term. A W grade is NOT a successful completion of a course and impacts Progress and Pursuit as well.

- How many students have taken “many” or all CR/NC options for the past 2 semesters?

	Combined Spring and Fall 2020	CR Grades
Number of CR Grades	Number of Students	
1		1778
2		723
3		312
4		146
5		60
6		19
7		6
8		3
Grand Total		3047

	Combined Spring and Fall 2020	NC Grades
Number of NC Grades	Number of Students	
1		1058
2		249
3		67
4		18
5		4
Grand Total		1396

Administration

- Is additional funding available for the Registrar’s office to complete the opt-in process for each instance? For more advising?
 - unsure

Hunter’s policy

- Cannot use CR/NC retroactively
- Cannot use CR/NC if on probation
- CR has to include D now (didn’t used to be allowed at Hunter but has to be allowed now, therefore each department will re-review)
- Maximum 4 courses can utilize option on transcript, at Hunter
- Departments decided if their major courses would be included in policy or not
- Must be stated clearly on syllabus and put through the curriculum committee
- Student must select CR/NC option BEFORE final exam

Academic Standards

- What happens to departmental and/or college honors if students have a “large” number of CR/NC options exercised?
 - Rules haven’t changed here, so some students taking several CR/NC might get honors while a student who doesn’t exercise option just misses out....is this fair?
 - Awarding honors in the major and overall is compromised with multiple CR/NC
- What about the transferability of CR/NC to other schools? Has the transferability of a CR/NC grade to another undergraduate program been explored? This is particularly important in programs like Nursing, Social Work, and Speech Language Pathology where students may not be admitted to the major and may choose to complete their studies elsewhere.
 - uncertain
- Since 3 semesters of CR/NC implies the possibility of 36 CR/NC credits, how can we ensure that students still have a major GPA and that it is reflective of their performance in the major and not just one or two classes? Is this possible?
 - Not enough courses with grades in some majors to ensure major GPA reflects reality
 - Long term effects of graduating students with only one or two letter grades in their major? Integrity of the program?
- What about students on probation? Should there be a minimum GPA cutoff for using the CR/NC option?
- Which courses, related to progression in the major and accreditations/licensure, should be excluded?
- Should there be a limit on the total number of times the CR/NC option can be exercised?
- What courses, related to graduate/health school prerequisites, should be excluded?
- Should departments be able to opt out their courses?
- Impact on CUNY F policy?
- How many students are borderline for graduation?
 - Of students who are borderline for graduation in Fall 2020 (90 credits or more/less than 2.30 GPA), 11 utilized the NC/CR option twice each on average.
- How many students would have been on academic probation without CR/NC? How many would not have been able to graduate?
 - One hundred nineteen (119) students would have been on probation (<2.00 GPA) last spring without the CR/NC option.
 - No student would have been kept from graduation without the NC/CR option.
- Has an analysis been done on students who were allowed to use a CR to satisfy a pre-requisite and their performance in those courses?
 - Students using the NC/CR option skew lower in their grade distributions (posted v. NC/CR grades) for both English and Math gateway courses. This includes a lack of A grades for both NC/CR populations.

SEEK implications

In general, SEEK Counselors stated that the implications CR/NC on SEEK students is the same as the general population. In addition, they noted the following:

- Retake of NC courses are not covered by financial aid which is problematic for students with limited economic resources.
- Repeated NC will delay completion and exhaust SEEK eligibility. SEEK students are limited to 10 semesters of SEEK Services and TAP. After 10 semesters, SEEK students are deactivated from the program.
- Some SEEK students opted into the CR/NC erroneously (they earned a B in the class)
- SEEK students are required to be full time (minimum 12 credits) SEEK grants a part time waiver ONCE under specified conditions i.e. probation, graduation, or extenuating circumstance (at OSP and the Director's discretion). If a student exceeds the part time limit, (because they opted for NC in the previous semester)they are not eligible to receive the \$620 allotted for books and fees awarded in that semester and expected to return that money.

Considerations

- From Spring 2020 to Fall 2020, the number of students using CR/NC went down, but the number of grades being converted went up (therefore, more CR/NC per student)

Spring 2020

Grade	Total Number of Letter Grades (disaggregated)	Number of Letter Grades Changed to CR/NC	Percentage of CR/NC grades
A-	6431	49	1%
B+	4547	136	3%
B	4319	195	5%
B-	2361	222	9%
C+	1416	418	30%
C	1636	562	34%
C-	790	391	49%
D+	315	214	68%
D	898	585	65%
F	1179	930	79%
Total	23892	3702	15%

Total Number of Distinct Students with CR/NC Grades:	2389
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Fall 2020

Grade	*Total Number of Letter Grades (disaggregated)	Number of letter grades changed to CR/NC	Percentage of CR/NC grades
B+	4329	116	3%
B	4263	160	4%
B-	2380	157	7%
C+	1574	337	21%
C	1841	465	25%
C-	878	322	37%
D+	419	261	62%
D	970	596	61%
F	1252	912	73%
Total	17906	3326	19%

*Total number of letter grades do not include grades from courses that were excluded from the CR/NC policy

Total Number of Distinct Students with CR/NC Grades:	2071
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- Grades were higher in Spring 2020 and Fall 2020 than in previous semesters (IR data)

	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020
A	27%	28%	27%	28%	27%	44%	37%
A-B+B	32%	32%	32%	31%	31%	31%	32%
B-C+C	14%	14%	14%	15%	15%	9%	11%
D+D	3%	3%	3%	3%	3%	1%	1%
FNC	3%	3%	3%	3%	3%	3%	3%
WWU	7%	7%	6%	6%	6%	6%	11%

- Registrar had many instances where students request to reverse their CR grade to B due their GPA not meeting graduation requirements
- It impacts students who want nursing if they are unaware that they cannot opt for this in the pre-requisite courses.
- Is there any way to know/project how many students are applying for grad schools? (anecdotal according to IR)
 - According to the First Destination Survey conducted by Career Services in November 2019 for the 2018-2019 graduating class, 16.8% (229 graduates) were enrolled in programs of Continuing Education, 3.5% (48 graduates) were employed in Post-Graduate Internships or Fellowships, and 1.5% (21 graduates) were planning to continue their education but were not yet enrolled.
 - Of 1977 graduates for whom data was obtained, 1206 responded to the survey and/or checked in with the Office of Graduate Studies. Of these, 377 graduates were identified to be pursuing additional coursework/studies (mostly at CUNY).

Current Pass/Fail Policy

<https://lehman.smartcatalogiq.com/2019-2021/Undergraduate-Bulletin/Academic-Services-and-Policies/Undergraduate-Grading-Systems-and-Related-Policies/Pass-Fail-Option>

Students may elect P/F grades for a maximum of 18 credits in their degree program under the following conditions:

- The course for P/F must be outside (a) the College degree requirements (b) the major, minor, or interdisciplinary program and the courses offered by Lehman's teacher education departments, except for those education courses that have Pass/Fail or Pass/No Credit grading basis.
- Only one P/F course may be elected in any semester, with the exception for those courses that have a P/F grading basis.
- The P/F choice may not be changed after the College late registration period has ended.
- The credits taken on a P/F grading basis may not be counted toward the major and minor.

Senate Meeting – May 5, 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 Early Childhood and Childhood Education

- Change in admission requirements: MSED in Early Childhood
- Change in admission requirements: MSED in Childhood

Department of History

- Change in degree requirements: MA in History

Department of Biological Sciences

- Course changes: BIO 599

Department of Economics and Business

- Change in degree requirements: MS in Accounting
- New course: ACC 752

Department of Middle and High School Education

- Adding distance education format: Advanced Certificate in Human Rights and Transformative Justice
- Change in degree requirements: Advanced Certificate in Science Education
- Course changes: ESC 767

Department of Health Sciences

- Change in degree requirements: MS in Human Performance and Fitness
- Change in degree requirements: MSED in Health Pre-K-12 Teacher

Department of Music, Multimedia, Theatre and Dance

- Change in degree requirements: MAT in Applied Music and Music Teaching
- Change in degree requirements: Advanced Certificate in Applied Music and Music Teaching

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

Our next meeting will be in September 2021.

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Biological Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Biology
Course Prefix & Number	BIO 599
Course Title	Studies in Biology
Description	Advanced, in-depth study and research of a specialized topic in Biology that is not covered by existing courses. (May be elected for a maximum of 8 credits.)
Pre/ Co Requisites	Approval of the Departmental Graduate Advisor.
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Biological Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Biology
Course Prefix & Number	BIO 599
Course Title	Studies in Biology
Description	Advanced, in-depth study and research of a specialized topic in Biology that is not covered by existing courses (<u>May be taken for a maximum of two times</u>).
Pre/ Co Requisites	Approval of the Departmental Graduate Advisor.
Credits	<u>1-4</u>
Hours	<u>1-4</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The course would be better taught with some flexibility. Since the content is variable, we are changing the credits to also be variable. The course was designed to cover material not offered in other courses. Therefore, this class can be tailored to teach specific techniques, tools, communication and research methods that do not necessarily require four hours per week.

5. Date of departmental approval: 03/10/21

**LEHMAN COLLEGE
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EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Early Childhood Graduate Programs--MSED
Effective Term: Spring 2022

1. Type of Change: Admissions requirements

2. From:
Early Childhood Education Programs

Early Childhood Education Entrance Requirements

- A bachelor's degree or equivalent from an accredited college or university with a Grade Point Average of 3.0 for all undergraduate and graduate work completed prior to acceptance.
- Two letters of recommendation.
- An essay outlining career goals (500 words).
- An interview might be scheduled upon faculty request.
- Students interested in the Bilingual Extension certificate, please submit an essay in Spanish outlining career goals.
- 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.

3. To:
Early Childhood Education Programs

Early Childhood Education Entrance Requirements

- A bachelor's degree or equivalent from an accredited college or university with a Grade Point Average of 3.0 for all undergraduate and graduate work completed prior to acceptance.
- Two letters of recommendation.
- An essay outlining career goals (500 words).
- An interview might be scheduled upon faculty request.
- Students interested in the Bilingual Extension certificate, please submit an essay in Spanish outlining career goals.
- 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.

4. Rationale:

The ECCE has chosen to comply with CAEP requirement for admissions selections in order to meet accreditation requirements. While we highly value the self-study process and award of accreditation, we strongly oppose the use of the GRE as part of any admissions criteria. Nationally normed tests, such as the GRE, disadvantage and misrepresent the capabilities of many Americans, such as, multilingual individuals, individuals who grew up in poverty, and historically marginalized individuals. These are our students. In addition, the GRE has no predictive validity to warrant large-scale use in selecting future teachers, as required by CAEP. Given the egregious limitations of the GRE, we have devised a plan to support the candidate population falling below the 50th percentile upon admission. Our plan addresses CAEP requirements and prevents receiving a “stipulation” to our accreditation from CAEP.

5. Date of departmental approval: March 3, 2021

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

EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Childhood Graduate Programs--MSED
Effective Term: Spring 2022

1. Type of Change: Admissions requirements

2. From:
Childhood Education Programs

Childhood Education Entrance Requirements

- A bachelor's degree or equivalent from an accredited college or university with a GPA of 3.0 for all undergraduate and graduate work completed prior to acceptance.
- Two letters of recommendation.
- An interview might be scheduled by faculty request. (~~Requirements and procedures are available in the Department office, Carman Hall, Room B-32.~~)
- 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.

3. To:
Childhood Education Programs

Childhood Education Entrance Requirements

- A bachelor's degree or equivalent from an accredited college or university with a GPA of 3.0 for all undergraduate and graduate work completed prior to acceptance.
- Two letters of recommendation.
- An interview might be scheduled by faculty request.
- 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.
- 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.

4. Rationale:

The ECCE has chosen to comply with CAEP requirement for admissions selections in order to meet accreditation requirements. While we highly value the self-study process and award of accreditation, we strongly oppose the use of the GRE as part of any admissions criteria. Nationally normed tests, such as the GRE, disadvantage and misrepresent the capabilities of many Americans, such as, multilingual individuals, individuals who grew up in poverty, and historically marginalized individuals. These are our students. In addition, the GRE has no predictive validity to warrant large-scale use in selecting future teachers, as required by CAEP. Given the egregious limitations of the GRE, we have devised a plan to support the candidate population falling below the 50th percentile upon admission. Our plan addresses CAEP requirements and prevents receiving a “stipulation” to our accreditation from CAEP.

5. Date of departmental approval: March 3, 2021

**LEHMAN COLLEGE
OF THE
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DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

Name of Program and Degree Award: Accounting, M.S. Program

Hegis Number: 0502

Program Code: 82493

Effective Term: Fall 2021

1. **Type of Change:** Change in degree requirements (adding a new elective course)

2. **From:**
Accounting, M.S. Program

Students can earn a Master of Science Degree in Accounting (M.S.A.) whether or not their undergraduate degree was in that field. Those with a B.S. in Accounting from Lehman College or an equivalent undergraduate accounting degree from an accredited institution can earn an M.S.A. degree by completing a total of 30 graduate credits. Students holding undergraduate degrees in a field other than accounting or accounting degrees not equivalent to Lehman's B.S. in Accounting may have to take up to 60 credits in Accounting and Business courses in addition to the 30-credit M.S.A. course requirements. Students in the M.S.A. program must maintain a minimum GPA of 3.0. Students who complete this program and earn their degree in Accounting will have completed all of the educational requirements for taking the CPA examination in New York State.

Admission to the Program:

To be fully admitted to the M.S.A. program, applicants must have earned a minimum GPA of 3.0 (B) and have completed an undergraduate degree in accounting or its equivalent. An equivalent undergraduate degree must include 36 credits in accounting, including Advanced Accounting, Cost Accounting, Taxation, and Auditing, in addition to 27 or 24 credits in business courses depending on whether they have completed ACC 348: Accounting Using Computer Systems or its equivalent. The 27-credit business courses are listed below with Lehman College courses fulfilling the business courses requirement shown in parentheses:

6 credits in Law:

		Credits
BBA 336	Business Law I	3
BBA 337	Business Law II	3
BBA 339	Commercial Transactions	3
BBA 340	Internet Law	3

6 credits in Economics:

	Credits
ECO 166 Introduction to Macroeconomics	3
ECO 167 Introduction to Microeconomics	3
BBA 168 Macroeconomic Foundations of Business	3
BBA 169 Microeconomic Foundations of Business	3

6 credits in Finance:

	Credits
BBA 207 Principles of Finance	3
BBA 308 Corporation Finance	3
BBA 310 Security and Investment Analysis	3

6 credits in Quantitative Methods:

	Credits
BBA 303 Business Statistics I	3
BBA 403 Intermediate Business Statistics II	3
BBA 405 Management Decision Making	3
ECO 302 Economic Statistics	3
ECO 402 Econometrics	4

3 credits in Computer Science:

(Not required if ACC 348 was included among the 36 accounting credits)

Students must also submit a statement of career objectives, two letters of recommendation, and if conditionally admitted, satisfy the specified conditions within one year. GMAT is optional in support of application.

International Students must additionally obtain a minimum total score of 500 or equivalent on the TOEFL and comply with the applicable financial and visa requirements. International students who have earned their baccalaureate from a college or university in which the language of instruction was exclusively in English are exempted from the TOEFL requirement.

Admission Requirements for Non-Matriculated Students: Individuals who do not wish to enroll in the MSA degree program yet want to take graduate courses in accounting may do so provided that they meet all the admission requirements for matriculated students.

Academic Excellence Fees for the Master of Science in Accounting are as follows: \$65.00 per credit up to a maximum of \$325.00 per semester.

Degree Requirements:

The course requirements for the 30-credit M.S.A. degree are as follows:

24 Credits in Core Courses:

		Credits
ACC 709	Advanced Accounting Theory	3
ACC 719	Advanced Auditing	3
ACC 750	Advanced Taxation	3
ACC 790	Graduate Seminar in Accounting	3
MSB 701	Quantitative Analysis for Managers	3
MSB 702	Economic Analysis for Managers	3
MSB 703	Computer-Based Information Systems for Managers	3
MSB 710	Investment Analysis	3

6 Credits in Electives from the following:

		Credits
ACC 724	Accounting for the S.E.C	3
ACC 751	Estate and Gift Taxation	3
ACC 785	Independent Graduate Study in Accounting	3
MSB 711	Capital Budgeting	3
MSB 712	Financial Statements Analysis	3
MSB 713	International Financial Management	3

3. To: **Accounting, M.S. Program**

Students can earn a Master of Science Degree in Accounting (M.S.A.) whether or not their undergraduate degree was in that field. Those with a B.S. in Accounting from Lehman College or an equivalent undergraduate accounting degree from an accredited institution can earn an M.S.A. degree by completing a total of 30 graduate credits. Students holding undergraduate degrees in a field other than accounting or accounting degrees not equivalent to Lehman's B.S. in Accounting may have to take up to 60 credits in Accounting and Business courses in addition to the 30-credit M.S.A. course requirements. Students in the M.S.A. program must maintain a minimum GPA of 3.0. Students who complete this program and earn their degree in Accounting will have completed all of the educational requirements for taking the CPA examination in New York State.

Admission to the Program:

To be fully admitted to the M.S.A. program, applicants must have earned a minimum GPA of 3.0 (B) and have completed an undergraduate degree in accounting or its equivalent. An equivalent undergraduate degree must include 36 credits in accounting, including Advanced Accounting, Cost Accounting, Taxation, and Auditing, in addition to 27 or 24 credits in business courses depending on whether they have completed ACC 348: Accounting Using Computer Systems or its equivalent. The 27-credit business courses are listed below with Lehman College courses fulfilling the business courses requirement shown in parentheses:

6 credits in Law:

		Credits
BBA 336	Business Law I	3

BBA 337	Business Law II	3
BBA 339	Commercial Transactions	3
BBA 340	Internet Law	3

6 credits in Economics:

		Credits
ECO 166	Introduction to Macroeconomics	3
ECO 167	Introduction to Microeconomics	3
BBA 168	Macroeconomic Foundations of Business	3
BBA 169	Microeconomic Foundations of Business	3

6 credits in Finance:

		Credits
BBA 207	Principles of Finance	3
BBA 308	Corporation Finance	3
BBA 310	Security and Investment Analysis	3

6 credits in Quantitative Methods:

		Credits
BBA 303	Business Statistics I	3
BBA 403	Intermediate Business Statistics II	3
BBA 405	Management Decision Making	3
ECO 302	Economic Statistics	3
ECO 402	Econometrics	4

3 credits in Computer Science:

(Not required if ACC 348 was included among the 36 accounting credits)

Students must also submit a statement of career objectives, two letters of recommendation, and if conditionally admitted, satisfy the specified conditions within one year. GMAT is optional in support of application.

International Students must additionally obtain a minimum total score of 500 or equivalent on the TOEFL and comply with the applicable financial and visa requirements. International students who have earned their baccalaureate from a college or university in which the language of instruction was exclusively in English are exempted from the TOEFL requirement.

Admission Requirements for Non-Matriculated Students: Individuals who do not wish to enroll in the MSA degree program yet want to take graduate courses in accounting may do so provided that they meet all the admission requirements for matriculated students.

Academic Excellence Fees for the Master of Science in Accounting are as follows: \$65.00 per credit up to a maximum of \$325.00 per semester.

Degree Requirements:

The course requirements for the 30-credit M.S.A. degree are as follows:

24 Credits in Core Courses:

	Credits
ACC 709 Advanced Accounting Theory	3
ACC 719 Advanced Auditing	3
ACC 750 Advanced Taxation	3
ACC 790 Graduate Seminar in Accounting	3
MSB 701 Quantitative Analysis for Managers	3
MSB 702 Economic Analysis for Managers	3
MSB 703 Computer-Based Information Systems for Managers	3
MSB 710 Investment Analysis	3

6 Credits in Electives from the following:

	Credits
ACC 724 Accounting for the S.E.C	3
ACC 751 Estate and Gift Taxation	3
<u>ACC 752 Emerging Business Technology Trends</u>	<u>3</u>
ACC 785 Independent Graduate Study in Accounting	3
MSB 711 Capital Budgeting	3
MSB 712 Financial Statements Analysis	3
MSB 713 International Financial Management	3

4. Rationale:

Emerging technologies such as artificial intelligence, robotic process automation, blockchain, and cryptoassets are impacting the accounting and business world in general. It is important for students to understand these tools and how they impact the operations and practices of the business organizations and professions. These technologies are already in the workforce, and it is likely that employers and certification exams will be requiring knowledge and familiarity of these tools, and accounting and business students will be well served to be educated and aware on these topics. Addition of this new course will fill the gap in the knowledge in the MS program, especially those students who are aiming to take CPA exams.

5. Date of departmental approval: 3/18/2021

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

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

2.

Department(s)	Economics & Business
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	Accounting
Course Prefix & Number	ACC 752
Course Title	Emerging Business Technology Trends
Description	Examines emerging technologies and trends including artificial intelligence, blockchain, cryptoassets, and cybersecurity, and their impact on accounting, financial services, and the control environment at organizations across industry lines.
Pre/ Co Requisites	ACC 719
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

3. Rationale:

Emerging technologies, including but not limited to artificial intelligence, robotic process automation, blockchain, and cryptoassets are having a dramatic effect on the accounting and finance professions. This course will examine and analyze the technology tools from a conceptual perspective as well as the practical impacts on the business profession. Secondly, after ascertaining an understanding of these tools and technologies, students will analyze and discuss how these specific tools will change the professional landscape now and going forward. These technologies are already in the workforce, employers and certification exams will be testing these technologies (if not already are), and business students will be well served to be educated and aware of these topics. This course will be added as an elective in the MS, Accounting Program.

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

- 1) Articulate and explain internal controls pertinent to accounting information systems in an environment with increased integration of RPA and AI.
- 2) Identify risks and be able to recommend best practices and processes to ensure consistent execution in an accounting information system (AIS) environment.
- 3) Describe and analyze trends in e-commerce, including how different ERP systems should interact with other internal technology systems.
- 4) Assemble and communicate how accounting and finance cycles can be developed, tested, and improved by using emerging technology tools including RPA and AI.
- 5) Define, differentiate, and explain how blockchain technology is changing the financial environment, and how cryptoassets (including cryptocurrencies and other applications) can and should be integrated within the business technology landscape.

5. Date of Departmental Approval: 3/18/2021

**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.
Hegis Number: 1299.30
Program Code: 39966
Effective Term: Spring 2022

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

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

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
EXS 626 Fitness Management and Marketing	3
EXS 665 Psychology of Sport	3
<u>EXS 670 Research Practicum in Applied Exercise Science</u>	<u>3</u>
EXS 675 Independent Study Project	3
EXS 680 Selected Topics in Exercise Science	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
<u>EXS 670 Research Practicum in Applied Exercise Science</u>	<u>3</u>
EXS 675 Independent Study Project	3
EXS 680 Selected Topics in Exercise Science	3

Capstone Project (3 Credits)

Credits

EXS 795 Capstone Project Workshop 3

4. **Rationale:**

EXS 670 (Research Practicum in Applied Exercise Science) had been approved as an elective course in December 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:** March 3, 2021

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Health Education, M.S.Ed.

Hegis Number: 0837

Program Code: 25951

Effective Term: Spring 2022

1. **Type of Change:** Reducing the number of required credits in the program to stay consistent with peer degree programs.

2. **From:**
Health Pre K-12 Teacher, M.S.Ed. Program

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

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

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

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

Admission Requirements

- Possess a Bachelor's degree (or its equivalent) from an accredited college or university.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.
- Demonstrate the ability to successfully pursue graduate study by having attained a minimum cumulative undergraduate grade point average of 3.0 or higher.
- Three letters of recommendation and a Personal Goal Statement.

- **For Sequence 1 admission**, possess New York State teacher certification in an area other than health education.
- **For Sequence 2 admission**, possess New York State teacher certification in health education.

Degree Requirements

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

Students must complete one of the two sequences outlined below:

Sequence 1 (39 credits):

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

Required HEA courses (9 credits):

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

HEA electives (12)

Courses linking health with teaching strategies (9):

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

Special Education (3):

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

~~EDS 701: Or equivalent.~~

Student Teaching (3 credits):

	Credits
ESC 595 Internship in Classroom Teaching	1-3
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 (9 credits):

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

Health electives (3)**Courses linking health with teaching strategies (9):**

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

Special Education (3):

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

~~EDS 701: Or equivalent.~~

Student Teaching (3 credits):

	Credits
ESC 595 Internship in Classroom Teaching	1-3
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

3. To:

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

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

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

Sequence 1 (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.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing. 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.

- 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):

	Credits
<u>HEA 507 Human Sexuality</u>	<u>3</u>
<u>HEA 671 Teaching Strategies for Health; Psychosocial Wellness</u>	<u>3</u>
<u>HEA 672 Teaching Strategies for Health: Health Promotion Behaviors</u>	<u>3</u>
<u>HEA 673 Teaching: Strategies for Health: Disease and Disability</u>	<u>3</u>

HEA electives (12)

<u>HEA 502</u>	<u>Women and Health</u>	<u>3</u>
<u>HEA 509</u>	<u>Drugs and Substance Abuse</u>	<u>3</u>
<u>HEA 510</u>	<u>Health and Aging</u>	<u>3</u>
<u>HEA 511</u>	<u>Perspectives on HIV/AIDS</u>	<u>3</u>
<u>HEA 627</u>	<u>Health Problems and Issues in Contemporary Society</u>	<u>3</u>

<u>HEA 636</u>	<u>Perspectives on Death and Dying</u>	<u>3</u>
<u>HEA 640</u>	<u>Nutrition and Chronic Diseases</u>	<u>3</u>
<u>HEA 680</u>	<u>Special Topics in Health Education</u>	<u>3</u>

Special Education (3):

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

Student Teaching Internship (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):

	Credits
<u>HEA 507 Human Sexuality</u>	<u>3</u>
<u>HEA 671 Teaching Strategies for Health; Psychosocial Wellness</u>	<u>3</u>
<u>HEA 672 Teaching Strategies for Health: Health Promotion Behaviors</u>	<u>3</u>
<u>HEA 673 Teaching: Strategies for Health: Disease and Disability</u>	<u>3</u>

Health electives (9)

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

Special Education (3):

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

Student Teaching Internship (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

4. Rationale:

The Lehman College M.S.Ed. in Health Education program has a 39-credit requirement. Peer programs offering the same degree, as well as our own MA in Health Education program, offer a 33-credit requirement. It is important to stay consistent with competing programs as well as our MA program, all of which require 33 credits.

After careful review of the NYSED requirements we are removing three required courses. Removing HEA 602 Research Methods, HEA 603 History and Philosophy of Health, and HEA 620 Health Counseling, will help us minimize credits. Health Counseling is not a required course under NYSED. NYSED does have a mental health requirement, which we already meet in the required course HEA 671 Teaching Strategies for Health; Psychosocial Wellness. We are able to remove HEA 602

Research Methods, as research is built into all of the electives by providing the ability to read and analyze scientific information and literature through assessment.

Due to recent updates on NYSED requirements, HEA 507 Human Sexuality is a requirement and no longer an elective. HEA 603 History and Philosophy of Health, while a very important course, is not a requirement under NYSED. In HEA 671 health philosophies and theories are covered.

In Sequence 2, the changes will remain consistent to that of Sequence 1. The increase in electives from 6 credits to 9 credits will allow Human Sexuality to move to a required course rather than an elective. This will ensure our students are getting the required health content to meet NYSED and SHAPE guidelines.

We are accredited by the Council for Accreditation of Educator Preparation (CAEP) and follow SHAPE standards to be recognized for accreditation. All standards will continue to be met, and these changes will not affect our CAEP standing as none of the courses being removed contain key assessments for accreditation.

Lastly, Health Sciences has chosen to comply with CAEP requirement for admissions selections in order to meet accreditation requirements. While we highly value the self-study process and award of accreditation, we strongly oppose the use of the GRE as part of any admissions criteria. Nationally normed tests, such as the GRE, disadvantage and misrepresent the capabilities of many Americans, such as, multilingual individuals, individuals who grew up in poverty, and historically marginalized individuals. These are our students. In addition, the GRE has no predictive validity to warrant large-scale use in selecting future teachers, as required by CAEP. Given the egregious limitations of the GRE, we have devised a plan to support the candidate population falling below the 50th percentile upon admission. Our plan addresses CAEP requirements and prevents receiving a “stipulation” to our accreditation from CAEP.

5. **Date of departmental approval:** March 3, 2021

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

DEPARTMENT OF HISTORY

CURRICULUM CHANGE

Name of Program and Degree Award: History, M.A.

Hegis Number: 2205

Program Code: 02678

Effective Term: Fall 2021

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

2. **From:**
History M.A. Program

Admission Requirements

- Possess a bachelor's degree (or its equivalent) from an accredited college or university.
- Have demonstrated the potential to successfully pursue graduate study - that is, have attained a minimum undergraduate grade average of B in History courses and a minimum grade average of B- in the undergraduate record as a whole.
- Have taken a minimum of 18 credits of coursework in History, acceptable to the department.
- Submit two letters of recommendation.
- Submit a 1-2 page essay consisting of responses to application-packet questions.
- Submit a sample of college-level writing.
- If conditionally admitted, satisfy the conditions within one year.

Degree Requirements

The general requirements for the M.A. Degree in History consist of ~~36 credits~~ of coursework:

		Credits
HIW 533	World History and Historiography	3
	Or	
HIU 534	U.S. History and Historiography	3
HIS 780	Seminar in History	3

HIS 781	Advanced Tutorial Project in History	3
HIS 797	Master's Thesis Preparation	6

Other graduate-level coursework

~~Other graduate-level coursework in history, or in other departments with the permission of the History graduate adviser (21 credits).~~

Comprehensive oral or written examination (0 credits)

~~Or~~

		Credits
HIW 533	World History and Historiography	3
	Or	
HIU 534	U.S. History and Historiography	3
	-	
HIS 780	Seminar in History	3
HIS 781	Advanced Tutorial Project in History	3
HIS 796	Capstone Project	3

Other graduate-level coursework

~~Other graduate-level coursework in History, or in other departments with the permission of the History graduate adviser (24 credits).~~

Comprehensive oral or written examination (0 credits)

~~After successfully completing 30 credits of coursework with a 3.0 average, candidates for the M.A. degree who plan to write a thesis must pass a comprehensive oral or written examination in two fields. These candidates for the M.A. degree must then present a master's thesis, prepared under the direction of a thesis supervisor from the Department of History and an approved second reader, and accepted by the thesis supervisor.~~

Students who plan to do a capstone project first must successfully complete ~~33~~ credits of course work with a 3.0 average. ~~They then must pass a comprehensive oral or written examination in two fields. These candidates for the M.A. degree must then~~ present an approved capstone project, prepared under the direction of an adviser from the Department of History.

**3. To:
History M.A. Program**

Admission Requirements

- Possess a bachelor's degree (or its equivalent) from an accredited college or university.
- Have demonstrated the potential to successfully pursue graduate study - that is, have attained a minimum undergraduate grade average of B in History courses and a minimum grade average of B- in the undergraduate record as a whole.
- Have taken a minimum of 18 credits of coursework in History, acceptable to the department.
- Submit two letters of recommendation.
- Submit a 1-2 page essay consisting of responses to application-packet questions.
- Submit a sample of college-level writing.
- If conditionally admitted, satisfy the conditions within one year.

Degree Requirements

The general requirements for the M.A. Degree in History consist of 30 credits of coursework, which must include:

		Credits
HIS 780	Seminar in History	3
HIS 781	Advanced Tutorial Project in History	3

and

HIS 797	Master's Thesis Preparation	6
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or

HIS 796	Capstone Project	3
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Required courses

HIS 780 is a seminar that focuses on historical methods and historiography. HIS 781 is a supervised individual tutorial to prepare for the thesis or capstone project.

Other graduate-level coursework

In addition to the required courses, students must take an additional 6-7 graduate-level courses in History (18 credits for students who choose to write a thesis, 21 credits for students who choose the capstone project). Graduate-level courses in other departments may be taken with the permission of the History graduate adviser.

Thesis or Capstone Project

Students may choose to write a master's thesis (6 credits) or capstone project (3 credits).

After successfully completing 24 credits of coursework with a 3.0 average, candidates for the M.A. degree who plan to write a thesis must then present a master's thesis prepared under the direction of a thesis supervisor from the Department of History and an approved second reader, and accepted by the thesis supervisor.

Students who plan to do a capstone project first must successfully complete 27 credits of coursework with a 3.0 average and then present an approved capstone project prepared under the direction of an adviser from the Department of History.

4. Rationale:

The Lehman History MA program requires students to take more credits, with a larger number of specific required courses, than equivalent MA programs at most other CUNY senior colleges (Hunter College, City College, College of Staten Island) and outside of CUNY (for example, NYU). The current Lehman History MA also requires all students to take comprehensive exams, which are not required by any of the above-named programs.

Thus we propose to make the following changes:

- (1) Reduce the number of required credits from 36 to 30: NYSED required 30 credits for the MA. Reducing the number of courses that MA students are required to take from 12 to 10 (3 credits each) will decrease students' time-to-degree by up to one semester.
- (2) Eliminate comprehensive exams: Comprehensive exams are not required by NYSED, nor are they required by peer programs in History.
- (3) Eliminate the requirement to take HIW 533 or HIU 534: This requirement was designed to ensure that students are exposed to historiography; eliminating this requirement will streamline students' path to degree. History MA students will continue to learn historiography in the required seminar HIS 780. HIW 533 and HIU 534 will continue to be offered, and History MA students will be encouraged to enroll in them by the graduate advisor.

All of these proposed changes will reduce students' time-to-degree and bring the Lehman MA in History requirements in line with peer programs, while maintaining quality and rigor and continuing to meet all NYSED requirements.

5. Date of departmental approval: 11/30/2020

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Human Rights Education and Transformative Justice, Advanced Certificate

Hegis Number: 0821.00

Program Code: 41214

Effective Term: Fall 2021

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

2. **From:**
Human Rights Education and Transformative Justice Advanced Certificate Program

The Advanced Certificate Program in Human Rights Education and Transformative Justice is designed for individuals who have earned a BS or BA or a Master’s degree from Lehman College or another accredited institution or for those who are enrolled currently in a graduate degree program at Lehman College. The program supports community building within educational organizations, teaches non-punitive conflict resolution skills, addresses school-to-prison-pipeline injustices, strengthens democratic values rooted in universal human rights and respect for human dignity and helps identify and correct structural forms of oppression, including racism, sexism and genderism that create division and disadvantages. Students complete 4 courses, 3 credits each with a final cumulative portfolio of demonstrated competencies.

Admission Requirements

- Possess a BS or BA or Masters in any subject.
- Demonstrate the ability to successfully pursue graduate study by having a master's Grade Point Average of 3.0 or better through completion of courses.
- Submit two (2) letters of recommendation and a 500-word essay on career goals.

Program of Study (Total 12 credits):

ESC 712	Human Rights Education	3 credits
ESC 713	Restorative Practices & Restorative Justice	3 credits
ESC 717	Nonviolent Resolution of Conflict	3 credits

ESC 718 Transformative Justice

3 credits

3. To:**Human Rights Education and Transformative Justice Advanced Certificate Online Program**This program is offered in a fully online format only.

The Advanced Certificate Program in Human Rights Education and Transformative Justice is designed for individuals who have earned a BS or BA or a Master's degree from Lehman College or another accredited institution or for those who are enrolled currently in a graduate degree program at Lehman College. The program supports community building within educational organizations, teaches non-punitive conflict resolution skills, addresses school-to-prison-pipeline injustices, strengthens democratic values rooted in universal human rights and respect for human dignity and helps identify and correct structural forms of oppression, including racism, sexism and genderism that create division and disadvantages. Students complete 4 courses (3 credits each) and must submit a final cumulative portfolio of demonstrated competencies.

Admission Requirements

- Possess a BS or BA or Masters in any subject.
- Demonstrate the ability to successfully pursue graduate study by having a master's Grade Point Average of 3.0 or better through completion of courses.
- Submit two (2) letters of recommendation and a 500-word essay on career goals.

Program of Study (Total 12 credits):

ESC 712	Human Rights Education	3 credits
ESC 713	Restorative Practices & Restorative Justice	3 credits
ESC 717	Nonviolent Resolution of Conflict	3 credits
ESC 718	Transformative Justice	3 credits

A final, cumulative portfolio that demonstrates program competencies is required to earn the Advanced Certificate for graduation.

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.

Also, the requirement of the cumulative portfolio is being added under the Program of Study section to make requirements clearer to students.

5. **Date of departmental approval:** December 12, 2020

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Science Education Advanced Certificate

Hegis Number: 0834.00

Program Code: 92094

Effective Term: Fall 2021

1. Type of Change: Change in Degree Requirements

2. From:
Science Education Advanced Certificate (24 credits)

This program is designed for candidates who already have a bachelor's and a master's degree in Biology, Chemistry, Geology, or Physics and who seek New York State Certification in one of the following content areas: Biology, Chemistry, Earth Science, and Physics, Grades 7-12.

Program Requirements

Students must consult with an adviser in the Science Education program before starting their certificate program. During their first semester, matriculated students are required to plan their program with a Science Education adviser. All students must complete the 24-credit curriculum below. In order to be recommended for NYS certification at the completion of the Certificate Program, candidates must pass the Educating All Students (EAS), Teacher Performance Assessment (edTPA), and the CST in one of the sciences, and meet any additional New York State requirements.

Admission Requirements

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university that meets New York State's requirements for a general education core in liberal arts and sciences.
2. Possess an approved master's degree in an appropriate content area. Have completed a minimum of 36 credits in biology, chemistry, geology, or physics.
3. Demonstrate the ability to pursue graduate study successfully by having a master's Grade Point Average of 3.0 or better.
4. Satisfy the content requirements for New York State initial certification.
5. Submit scores on the NYS Content Specialty Test (CST.)
6. Submit two (2) letters of recommendation and a 500-word essay on career goals.
7. Participate in an interview.
8. Meet additional Departmental, divisional, and New York State requirements, if any.

9. If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.
10. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.

Curriculum

The 24-credit certificate curriculum consists of two instructional areas:

I. Core Education Sequence (15 credits):

ESC 501	Psychological Foundations of Education	3cr.
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3cr.
ESC 529/EDR 529	Language and Literacies Acquisition in Secondary Education	3cr.
ESC 596	Student Teaching in Middle and High School Grades	3cr.
	And	
ESC 612	Seminar in Secondary Student Teaching.	3cr.

II. Methods, Curriculum, and Instruction (9 credits):

ESC 519	Teaching Science in Middle and High School	3cr.
ESC 506	Special Needs Education in TESOL and Secondary Settings	3cr.

And 3 additional credits to be selected in consultation with the Program Coordinator from the following courses:

ESC 767	The Museum as a Resource for Teaching Science	3cr.
ESC 770	Methods of Teaching Science in Secondary Schools: Selected Topic	1- 3cr.

ESC 767: Or equivalent

3. To:

Science Education Advanced Certificate (23-24 credits)

This program is designed for candidates who already have a bachelor's and a master's degree in Biology, Chemistry, Geology, or Physics and who seek New York State Certification in one of the following content areas: Biology, Chemistry, Earth Science, and Physics, Grades 7-12.

Program Requirements

Students must consult with an adviser in the Science Education program before starting their certificate program. During their first semester, matriculated students are required to plan their program with a Science Education adviser. All students must complete the 23-24-credit curriculum below. In order to be recommended for NYS certification at the completion of the Certificate Program, candidates must pass the Educating All Students (EAS), Teacher Performance Assessment (edTPA), and the CST in one of the sciences, and meet any additional New York State requirements.

Admission Requirements

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university that meets New York State's requirements for a general education core in liberal arts and sciences.
2. Possess an approved master's degree in an appropriate content area. Have completed a minimum of 36 credits in biology, chemistry, geology, or physics.
3. Demonstrate the ability to pursue graduate study successfully by having a master's Grade Point Average of 3.0 or better.
4. Satisfy the content requirements for New York State initial certification.
5. Submit scores on the NYS Content Specialty Test (CST.)
6. Submit two (2) letters of recommendation and a 500-word essay on career goals.
7. Participate in an interview.
8. Meet additional Departmental, divisional, and New York State requirements, if any.
9. If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.
10. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.

Curriculum

The 23-24-credit certificate curriculum consists of two instructional areas:

I. Core Education Sequence (14-15 credits):

ESC 501	Psychological Foundations of Education	3cr
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3cr
ESC 529/EDR 529	Language and Literacies Acquisition in Secondary Education	3cr.
ESC 596	Student Teaching in Middle and High School Grades	3cr.
	<u>Or</u>	
<u>ESC 595</u>	<u>**Internship in Classroom Teaching</u>	<u>1-3cr.</u>
	And	
ESC 612	Seminar in Secondary Student Teaching.	3cr.

Students who are in-service teachers of record will enroll in **ESC 595 (for 2 credits only) instead of ESC 596.

Students will be advised to take the following two NYS Teacher License exams before enrolling in ESC 596 or ESC 595 or ESC 612: Content Specialty Test (CST) and the Educating All Students (EAS) test.

II. Methods, Curriculum, and Instruction (9 credits):

ESC 519	Teaching Science in Middle and High School	3cr.
ESC 506	Special Needs Education in TESOL and Secondary Settings	3cr.

And 3 additional credits to be selected in consultation with the Program Coordinator from the following courses:

ESC 767	The Museum as a Resource for Teaching Science in <u>Secondary Settings</u>	3cr.
ESC 770	Methods of Teaching Science in Secondary Schools: Selected Topic	1- 3cr.

ESC 767: Or equivalent

4. Rationale:

Addition of ESC 595: Teachers who are currently in-service teachers of record should take ESC 595 (internship in classroom teaching) instead of taking ESC 596 (Student Teaching in Middle and High School Grades), which is designated for pre-service teachers (teachers who are not teaching in the classroom).

Advising students to pass the required NYS certification exams (CST and EAS) before enrolling in student teaching helps ensure that teachers are prepared to engage in student teaching and that they are on a clear path to becoming certified.

5. Date of departmental approval: March 17, 2021

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL

CURRICULUM CHANGE

1. **Type of Change:** course title; pre/corequisites

2. **From:**

Department(s)	Middle and High School Science Education
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	Science Education
Course Prefix & Number	ESC 767
Course Title	The Museum as a Resource for Teaching Science
Description	An introduction to the use of the museum as a resource for teaching and learning science.
Pre/ Co Requisites	ESC 502 or ESC 702 and ESC 770
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

3. **To:**

Department(s)	Middle and High School Science Education
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	Science Education
Course Prefix & Number	ESC 767
Course Title	The Museum as a Resource for Teaching Science in <u>Secondary Settings</u>
Description	An introduction to the use of the museum as a resource for teaching and learning science.
Pre/ Co Requisites	<u>ESC 519 or Departmental Permission</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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:**

The course name was updated to make it clear that the course is specifically preparing teachers to teach science at the secondary level this distinction was not clear in the prior course name.

The following prerequisites have been removed:

ESC 502: Historical Foundations of Education: A multicultural Perspective

ESC 702: Foundations of Education

ESC 770: Methods of Teaching Science in Secondary Schools: Selected Topics

ESC 702 has not been offered in over 10 years. The content taught in ESC 502 and ESC 770 is not required for students to be successful in ESC 767.

Adding ESC 519 as a prerequisite: In ESC 767 students are required to build on their understanding of the scope and sequence of secondary science education curricula. Students also need to know how to create lesson plans to implement in secondary settings. These two requirements are key learning outcomes for ESC 519.

Adding departmental permission as a prerequisite: Some students entering the Graduate Secondary Science Education Program might have completed the equivalent of ESC 519 (e.g., ESC 419) at the undergraduate level. In this case, ESC 519 will be waived and the department will grant permission to enroll in ESC 767.

5. **Date of departmental approval:** March 17, 2021

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

Name of Program and Degree Award: Music MAT (Applied Music and Music Teaching M.A.T. Program)

Hegis Number: 0832

Program Code: 25824

Effective Term: Fall 2021

1. **Type of Change:** Degree requirements; bulletin typographical corrections

2. **From:**

Applied Music and Music Teaching M.A.T. Program

The combined Master's Degree in Applied Music and Music Teaching offers students who have already earned a bachelor's degree and developed a professional level of performance ability the opportunity to continue serious study in music while simultaneously developing teaching competency. The program is designed to prepare students to apply for K-12 certification in New York State. Upon successful completion of additional certification requirements, including specified teacher examinations, candidates will be eligible to receive Initial Certification to teach music in New York State in grades K-12. Courses are offered in Pedagogical Methods, Music History, Theory, and Performance along with School of Education topics. Students are supervised in their fieldwork and student teaching or internship by faculty members in the Department of Music. Once students have completed the degree requirements as well as any outstanding requirements at the undergraduate level*, along with the New York State Teaching Certification Exams (NYSTCE) and workshops**, they are eligible to apply for New York State Certification. Counseling is provided by the Graduate Advisers or Coordinators of the Department of Music and/or the School of Education.

To graduate, students must complete all degree requirements, including educational core courses, with an overall GPA of 3.0 or better. Students must complete any additional requirements, including pedagogical, content-area, and/or distribution courses, with the same 3.0+ GPA.

*The N.Y.S. Department of Education provides guidelines for required undergraduate coursework.

**As of 2014, there are ~~four~~ required New York State Teaching Certification Exams (NYSTCE) and three workshops.

Admission Requirements

To be admitted to the program, candidates must meet the following requirements:

- Have earned a bachelor's degree in music from an accredited institution.

- Demonstrate the ability to successfully pursue graduate study. Above-average academic achievement in general and music courses is required.
- Demonstrate, by audition, a professional level of performing ability. Auditions may be arranged by calling the ~~Music Department~~ at 718-960-8247.
- Have taken the following undergraduate courses or their equivalents: at least 12 credits in Music Theory and Musicianship and at least 12 credits in Music History or Ethnomusicology. Undergraduate deficiencies must be made up for no credit toward the M.A.T.
- Demonstrate, by examination, proficiency in music theory, history, and musicianship.
- If conditionally admitted, make up not more than 12 credits of specified undergraduate coursework, finishing in no more than three consecutive semesters.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.

Degree Requirements (39-42 credits)

The program requires a minimum of 39-42 credits, including 18 credits in Music, 18 credits in Pedagogy, and either 3 or 6 credits for Practicum.

I. Music Content (18)

With the approval of graduate adviser, 18 credits will be chosen from the following:

3 credits in Music Theory:

	Credits
MST 710 Advanced Musical Analysis	3
MST 750 Special Topics in Music Theory	3

3 credits in Performance Studies:

	Credits
MSH 700 Performance Practice from the Baroque to the Present	3
MSP 750 Special Topics in Music Performance	3

6 credits in Musicology / Ethnomusicology:

	Credits
MSH 750 Special Topics in Music History	3
MSH 751 Topics in Ethnomusicology	3

3 credits in Music Pedagogy:

Credits

MSP 722	Vocal Pedagogy	1
MSP 723	Secondary Instrument Laboratory Ensemble I	1
MSP 724	Secondary Instrument Laboratory-Ensemble II	1

3 credits in Electives:

		Credits
MST 712	Advanced Electronic Music	3
MST 730	Introduction to Music Therapy	3
MST 731	Music and the Brain	3
MSP 760	Piano for Music Teachers	3
MST 714	Advanced Musicianship	2

II. Pedagogical Core (18)

Students must complete the following courses (or equivalents) for 18 credits:

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 506	Special Needs Education in TESOL and Secondary Settings	3
	or	
EDS 701	Understanding Individuals with Disabilities	3
ESC 529	Language and Literacies Acquisition in Secondary Education	3
ESC 733	Teaching Music in the Middle Schools	3
ESC 785	Methods of Teaching Music in the Secondary School and Adult Education	3
EDE 755	Advanced Methods of Teaching Music in the Elementary School	3
EDS 701:	Or the equivalent	

III. Practicum (3 or 6)

~~For the Practicum,~~ students who are already working full time as music teachers will take:

		Credits
ESC 595	Internship in Classroom Teaching	4 3
ESC 611	Teaching Internship Seminar in Secondary Education	1

Students who are not already working ~~full-time~~ as music teachers will take:

		Credits
ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary Student Teaching.	3

3. To: **Applied Music and Music Teaching M.A.T. Program**

The combined Master's Degree in Applied Music and Music Teaching offers students who have already earned a bachelor's degree and developed a professional level of performance ability the opportunity to continue serious study in music while simultaneously developing teaching competency. The program is designed to prepare students to apply for K-12 certification in New York State. Upon successful completion of additional certification requirements, including specified teacher examinations, candidates will be eligible to receive Initial Certification to teach music in New York State in grades K-12. Courses are offered in Pedagogical Methods, Music History, Theory, and Performance along with School of Education topics. Students are supervised in their fieldwork and student teaching or internship by faculty members in the Department of Music. Once students have completed the degree requirements as well as any outstanding requirements at the undergraduate level*, along with the New York State Teaching Certification Exams (NYSTCE) and workshops**, they are eligible to apply for New York State Certification. Counseling is provided by the Graduate Advisers or Coordinators of the Department of Music, Multimedia, Theatre, and Dance and/or the School of Education.

To graduate, students must complete all degree requirements, including educational core courses, with an overall GPA of 3.0 or better. Students must complete any additional requirements, including pedagogical, content-area, and/or distribution courses, with the same 3.0+ GPA.

*The N.Y.S. Department of Education provides guidelines for required undergraduate coursework.

**As of 2019, there are three required New York State Teaching Certification Exams (NYSTCE) and three workshops.

Admission Requirements

To be admitted to the program, candidates must meet the following requirements:

- Have earned a bachelor's degree in music from an accredited institution.

- Demonstrate the ability to successfully pursue graduate study. Above-average academic achievement in general and music courses is required.
- Demonstrate, by audition, a professional level of performing ability. Auditions may be arranged by calling the Department of Music, Multimedia, Theatre, and Dance at 718-960-8247.
- Have taken the following undergraduate courses or their equivalents: at least 12 credits in Music Theory and Musicianship and at least 12 credits in Music History or Ethnomusicology. Undergraduate deficiencies must be made up for no credit toward the M.A.T.
- Demonstrate, by examination, proficiency in music theory, history, and musicianship.
- If conditionally admitted, make up not more than 12 credits of specified undergraduate coursework, finishing in no more than three consecutive semesters.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing. 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.

Degree Requirements (39 or 42 credits)

The program requires a minimum of 39 or 42 credits, including 18 credits in Music, 18 credits in Pedagogy, and either 3 or 6 credits for Practicum.

I. Music Content (18)

With the approval of graduate adviser, 18 credits will be chosen from the following:

3 credits in Music Theory:

	Credits
MST 710 Advanced Musical Analysis	3
MST 750 Special Topics in Music Theory	3

3 credits in Performance Studies:

	Credits
MSH 700 Performance Practice from the Baroque to the Present	3
MSP 750 Special Topics in Music Performance	3

6 credits in Musicology / Ethnomusicology:

	Credits
MSH 750 Special Topics in Music History	3

MSH 751	Topics in Ethnomusicology	3
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3 credits in Music Pedagogy:

		Credits
MSP 722	Vocal Pedagogy	1
MSP 723	Secondary Instrument Laboratory Ensemble I	1
MSP 724	Secondary Instrument Laboratory-Ensemble II	1

3 credits in Electives:

		Credits
MST 712	Advanced Electronic Music	3
MST 730	Introduction to Music Therapy	3
MST 731	Music and the Brain	3
MSP 760	Piano for Music Teachers	3
MST 714	Advanced Musicianship	2

II. Pedagogical Core (18)

Students must complete the following courses (or equivalents) for 18 credits:

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 506	Special Needs Education in TESOL and Secondary Settings	3
or		
<u>*EDS 701</u>	Understanding Individuals with Disabilities	3
ESC 529	Language and Literacies Acquisition in Secondary Education	3
ESC 733	Teaching Music in the Middle Schools	3
ESC 785	Methods of Teaching Music in the Secondary School and Adult Education	3
EDE 755	Advanced Methods of Teaching Music in the Elementary School	3

*EDS 701: Or the equivalent.

III. Practicum (3 or 6)

Students who are already working as music teachers of record will take:

		Credits
ESC 595	Internship in Classroom Teaching	<u>2</u>
ESC 611	Teaching Internship Seminar in Secondary Education	1

Students who are not already working as music teachers of record will take:

		Credits
ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary Student Teaching.	3

4. Rationale:

The changes in the number of certification exams reflect the current NYSED requirements. The other changes are typographical corrections.

The Department of Music, Multimedia, Theatre, and Dance has chosen to comply with CAEP requirement for admissions selections in order to meet accreditation requirements. While we highly value the self-study process and award of accreditation, we strongly oppose the use of the GRE as part of any admissions criteria. Nationally normed tests, such as the GRE, disadvantage and misrepresent the capabilities of many Americans, such as, multilingual individuals, individuals who grew up in poverty, and historically marginalized individuals. These are our students. In addition, the GRE has no predictive validity to warrant large-scale use in selecting future teachers, as required by CAEP. Given the egregious limitations of the GRE, we have devised a plan to support the candidate population falling below the 50th percentile upon admission. Our plan addresses CAEP requirements and prevents receiving a “stipulation” to our accreditation from CAEP.

5. Date of departmental approval: 3/5/2021

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

Name of Program and Degree Award: Advanced Certificate in Music

Hegis Number: 0899.50

Program Code: 25822

Effective Term: Fall 2021

1. **Type of Change:** Program name; degree requirements

2. **From:**

~~Advanced Certificate in Music 36 Credits Required:~~

~~18 Credits in MSH 700, 750, MST 710, 712, 750, MSP 722, 723, 724, 750 – MUSIC COURSES~~

~~3 Credits in ESC 501 – Psychological Foundations of Education~~

~~3 Credits in ESC 529 – Language, Literacy, & Educational Technology~~

~~3:6 Credits in ESC 595, 596 – Internship or Student Teaching~~

~~3 Credits in ESC 733 – Teaching Music in the Middle Schools~~

~~3 Credits in ESC 785 – Methods of Teaching Music~~

~~3 Credits in EDE 755 – Advanced Methods of Teaching Music~~

3. **To:**

Advanced Certificate Program in Applied Music and Music Teaching

The Advanced Certificate in Applied Music and Music Teaching offers students with a Ph.D., Ed.D, D.M.A., or in certain cases***, a Master's degree in Music, a pathway to fulfill the required courses for music certification in New York Public School system. The program is designed to prepare students to apply for K-12 certification in New York State. Upon successful completion of additional certification requirements, including specified teacher examinations and workshops, candidates will be eligible to receive Initial Certification to teach music in New York State in grades K-12. Courses are offered in Pedagogical Methods, Music Pedagogy, along with School of Education topics. Students are supervised in their fieldwork and student teaching or internship by faculty members in the Department of Music, Multimedia, Theatre, and Dance. Once students have completed the program requirements as well as any outstanding requirements at the undergraduate level*, along with the New York State Teaching Certification Exams (NYSTCE) and workshops**, they are eligible to apply for New York State Certification. Counseling is provided by the Graduate Advisers or Coordinators of the Department of Music, Multimedia, Theatre, and Dance and/or the School of Education.

To graduate, students must complete all the program requirements with an overall GPA of 3.0 or better.

*The N.Y.S. Department of Education provides guidelines for required undergraduate coursework.

**As of 2019, there are three required New York State Teaching Certification Exams (NYSTCE) and three workshops.

Admission Requirements:

- Have earned a Ph.D, Ed.D, D.M.A, or Master's in Music*** degree from an accredited institution. ***Masters degree in Music is considered if the prerequisite courses have been successfully completed, including: Music History, Ethnomusicology, Advanced Theory, Performance Practice or Conducting.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing. 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.
- All application requirements for Graduate Admission.

Program Requirements (24-27 credits):

This certification requires 24-27 credits, including 3 credits in Music, 21 credits in Pedagogy, and either 3 or 6 credits for Practicum.

I. Music Content (3):

Students must complete the following courses:

	<u>Credits</u>
<u>MSP 722</u> <u>Vocal Pedagogy</u>	<u>1</u>
<u>MSP 723</u> <u>Secondary Instrument Laboratory Ensemble I</u>	<u>1</u>
<u>MSP 724</u> <u>Secondary Instrument Laboratory-Ensemble II</u>	<u>1</u>

II. Pedagogical Core (18):

Students must complete the following courses (or equivalents) for 18 credits:

	<u>Credits</u>
<u>ESC 501</u> <u>Psychological Foundations of Education</u>	<u>3</u>
<u>ESC 506</u> <u>Special Needs Education in TESOL and Secondary Settings</u>	<u>3</u>
<u>or</u>	
<u>*EDS 701</u> <u>Understanding Individuals with Disabilities</u>	<u>3</u>
<u>ESC 529</u> <u>Language and Literacies Acquisition in Secondary Education</u>	<u>3</u>
<u>ESC 733</u> <u>Teaching Music in the Middle Schools</u>	<u>3</u>
<u>ESC 785</u> <u>Methods of Teaching Music in the Secondary School and Adult Education</u>	<u>3</u>

<u>EDE 755</u>	<u>Advanced Methods of Teaching Music in the Elementary School</u>	<u>3</u>
<u>*EDS 701:</u>	<u>Or the equivalent.</u>	

III. Practicum (3 or 6)

Students who are already working as music teachers of record will take:

		Credits
<u>ESC 595</u>	<u>Internship in Classroom Teaching</u>	<u>2</u>
<u>ESC 611</u>	<u>Teaching Internship Seminar in Secondary Education</u>	<u>1</u>

Students who are not already working as music teachers of record will take:

		Credits
<u>ESC 596</u>	<u>Student Teaching in the Middle and High School Grades</u>	<u>3</u>
<u>ESC 612</u>	<u>Seminar in Secondary Student Teaching</u>	<u>3</u>

4. Rationale:

This Advanced Certificate Program benefits students who have already earned a Ph.D., or Ed.D., or D.M.A., and in certain cases, Master of Music, and therefore, only require the methods courses to be eligible for New York State Certification. Candidates with these degrees have already met the content requirements and only need to complete pedagogical requirements. These students have already earned credits in the content areas of music and therefore, only require the methods courses to be eligible to apply for New York State Certification. This avoids repetition of coursework. The change of title reflects the type of degree as one in Music Education, not only Music.

5. Date of departmental approval: 03/05/2021

Senate Meeting -5/5/21

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on 4/07/21 (6/7 of members in attendance):

1. Art
 - Art/MHCART BA-Change in degree requirements
 - Art/MHCART BFA-Change in degree requirements
 - ART 223-New course
 - ART 333-New course
 - ART 323-Change in description, credits, prerequisites, title
2. Early Childhood and Childhood Education
 - ECE 312-New course
3. Earth, Environmental and Geospatial Sciences
 - GEP 380-New course
4. English
 - ENW 346-New course
5. Health Sciences
 - DFN BS-Admission and Degree requirements
 - Health Services Administration BS-Degree requirements
 - DFN 369-New course
 - DFN 248-New course
 - DFN 220-Prerequisites
 - DFN 341-Prerequisites and description
 - DFN 347-Prerequisites
 - DFN 348-Prerequisites, description
 - DFN 437-Prerequisites, description
 - DFN 448- Prerequisites, description
 - DFN 445- Prerequisites, description
 - DFN 340-Title, description, credits and prerequisites
 - DFN 370-Title, description, prerequisites

7. Philosophy
 - PHI/ENW 215-New course

8. Sociology
 - Minor in Data Science Methods-Degree requirements
 - DAT 181-New course
 - DAT 182-New course
 - DAT 183-New course
 - DAT 184-New course
 - DAT 310-New course

Informational Items

Economics and Business

- ACC 186-Experimental course
- ACC 187-Experimental course
- BBA 188-Experimental course
- BBA 189- Experimental course
- BBA 190- Experimental course
- BBA 191- Experimental course
- BBA 195- Experimental course
- BBA 341- Experimental course
- BBA 375- Experimental course

Health Sciences

- HSA 201 Experimental course

Next meeting: TBD Fall 2021 ,1 pm, Science 1405A

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

DEPARTMENT OF ART
CURRICULUM CHANGE

Name of Program and Degree Award: Art, B.A. (MHCART – BA)

Hegis Number: 1002

Program Code: 34008 (and 34280)

Effective Term: Fall 2021 - Spring 2022

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

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

Art, B.A. with a Specialization in Studio Art (42 Credit Major)

The required credits are distributed as follows:

Credits (42):

15 credits in Foundation requirement consisting of:

		Credits
ART 100	Basic Drawing	3
ART 101	Introduction to Two-Dimensional Design	3
ART 102	Introduction to Three-Dimensional Design	3
ART 112	Introduction to Digital Imaging	3
ARH 167	Tradition and Innovation in the Art of the West	3

6 credits in General Art History requirement:

Selected from 300-level ARH courses, or one ARH 300-level course and one course selected from:

		Credits
ARH 135	Introduction to the History of Asian Art-Islamic, Buddhist, and Hindu Cultures	3
ARH 137	Introduction to the History of the Arts of Africa, the Americas, and the South Pacific	3

ARH 139	Introduction to the History of European Art from Antiquity through the Eighteenth Century	3
ARH 141	Introduction to the History of Modern Art of the 19th & 20th Centuries in Europe & the US	3
ARH 143	Introduction to the History of Latin American Art	3

9 credits in General studio work selected from:

		Credits
ART	100-, 200-, or 300-level ART courses	

ART 486: *May be counted in this category.*

12 credits in Art specialization:

A sequence of 200- and 300-level courses in one of the following disciplines:

ceramics, computer imaging, design, drawing, painting, photography, printmaking, and sculptures.

3. **To:** Underline the changes

Art, B.A. with a Specialization in Studio Art (42 Credit Major)

The required credits are distributed as follows:

Credits (42):

15 credits in Foundation requirement consisting of:

		Credits
ART 100	Basic Drawing	3
ART 101	Introduction to Two-Dimensional Design	3
ART 102	Introduction to Three-Dimensional Design	3
ART 112	Introduction to Digital Imaging	3
ARH 167	Tradition and Innovation in the Art of the West	3

6 credits in General Art History requirement:

Selected from 300-level ARH courses, or one ARH 300-level course and one course selected from:

		Credits
ARH 135	Introduction to the History of Asian Art-Islamic, Buddhist, and Hindu Cultures	3
ARH 137	Introduction to the History of the Arts of Africa, the Americas, and the South Pacific	3
ARH 139	Introduction to the History of European Art from Antiquity through the Eighteenth Century	3
ARH 141	Introduction to the History of Modern Art of the 19th & 20th Centuries in Europe & the US	3
ARH 143	Introduction to the History of Latin American Art	3

9 credits in General studio work selected from:

		Credits
ART	100-, 200-, or 300-level ART courses	

ART 486: *May be counted in this category.*

12 credits in Art specialization:**A sequence of 200- and 300-level courses in one of the following disciplines:**

animation, ceramics, computer imaging, design, drawing, painting, photography, printmaking, or sculpture.

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

The Art department would like to add Animation as a new option/sub plan to our existing BA and BFA majors. CGI/Computer Imaging, one of our current areas of specialization, includes 3D modeling and computer animation, but the emphasis is on digital and media. Creating a new specialization in Animation would allow students to become immersed in all forms of animation, including sculpted stop motion, drawn animation, and other traditional techniques including collage, silhouette, printmaking, and cel animation. By adding two new advanced-level classes to our current course list, the department would be able to offer students the opportunity to study all of these areas in depth. Creating an animation specialization would be important in filling a gap in our program: it would be an area of study for students who are interested in combining a wide range of traditional art forms, visual storytelling, and the moving image (while not being tied to working in a digital/computer space).

Creating an Animation specialization would also be a great asset in attracting students to the art department (including students at BMCC, BCC, Hostos and Kingsborough CC—all of these schools have strong animation programs). The new specialization

would be geared both for students who plan to continue working in animation as fine artists, and for those who plan to begin a career in commercial animation.

5. **Date of departmental approval:** 12/2/20

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

DEPARTMENT OF ART
CURRICULUM CHANGE

Name of Program and Degree Award: Art, B.F.A (and MHCART – BFA)

Hegis Number: 1002

Program Code: 08345 (and 60197)

Effective Term: Fall 2021 - Spring 2022

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

2. **From:** ~~Strike through~~ the changes
Art, B.F.A. (60 Credit Major)

The B.F.A. program is open to students who wish to pursue an intensive program in studio art. Upon declaring the major, students are required to schedule a meeting with the BFA Program Coordinator for advising.

Credits (60)

18 credits in Foundation requirement consisting of:

		Credits
ART 100	Basic Drawing	3
ART 101	Introduction to Two-Dimensional Design	3
ART 102	Introduction to Three-Dimensional Design	3
ART 108	Introduction to Photography	3
ART 112	Introduction to Digital Imaging	3
ARH 167	Tradition and Innovation in the Art of the West	3

9 credits in General Art History requirement consisting of:

		Credits
Three Art History courses		

Three Art History courses, at least one of which must be at the 100 level.

ARH 167: Cannot be counted toward this requirement.

9 credits in General Studio work to be selected from:

		Credits
ART	100-, 200-, or 300-level ART courses	

15 credits in Art Specialization:

A sequence of 200-, 300-, and 400-level courses (ART (CGI) 451, ART (CGI) 480, ART (CGI) 481, ART 486, ART 487 may be counted in this category, pending approval by faculty in area of specialization) in one of the following disciplines: ceramics, computer imaging, design, drawing, painting, photography, printmaking, or sculpture. Students should consult the Department for specific courses that constitute a sequence.

3 credits Practicum:

		Credits
ART 488	Professional Practices in the Visual Arts	3

6 credits Thesis:

		Credits
ART 494	Bachelor of Fine Arts Thesis I	3
ART 496	Bachelor of Fine Arts Thesis II	3

3. **To:** Underline the changes
Art, B.F.A. (60 Credit Major)

The B.F.A. program is open to students who wish to pursue an intensive program in studio art. Upon declaring the major, students are required to schedule a meeting with the BFA Program Coordinator for advising.

Credits (60)**15 credits in Foundation requirement consisting of:**

		Credits
ART 100	Basic Drawing	3
ART 101	Introduction to Two-Dimensional Design	3
ART 102	Introduction to Three-Dimensional Design	3

ART 112	Introduction to Digital Imaging	3
ARH 167	Tradition and Innovation in the Art of the West	3

9 credits in General Art History requirement consisting of:

Credits

Three Art History courses

*Three Art History courses, at least one of which must be at the 100 level.**ARH 167: Cannot be counted toward this requirement.***12 credits in General Studio work to be selected from:**

Credits

ART 100-, 200-, or 300-level ART courses

15 credits in Art Specialization:

A sequence of 200-, 300-, and 400-level courses (ART (CGI) 451, ART (CGI) 480, ART (CGI) 481, ART 486, ART 487 may be counted in this category, pending approval by faculty in area of specialization) in one of the following disciplines: animation, ceramics, computer imaging, design, drawing, painting, photography, printmaking, or sculpture. Students should consult the Department for specific courses that constitute a sequence.

3 credits Practicum:

Credits

ART 488	Professional Practices in the Visual Arts	3
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6 credits Thesis:

Credits

ART 494	Bachelor of Fine Arts Thesis I	3
ART 496	Bachelor of Fine Arts Thesis II	3

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

The Art department would like to add Animation as a new option/subplan area of specialization to our existing BA and BFA majors. CGI/Computer Imaging, one of our current areas of specialization, includes 3D modeling and computer animation, but the emphasis is on digital and media. Creating a new specialization in Animation would allow students to become immersed in all forms of animation, including sculpted stop

motion, drawn animation, and other traditional techniques including collage, silhouette, printmaking, and cel animation. By adding two new advanced-level classes to our current course list, the department would be able to offer students the opportunity to study all of these areas in depth. Creating an animation specialization would be important in filling a gap in our program: it would be an area of study for students who are interested in combining a wide range of traditional art forms, visual storytelling, and the moving image (while not being tied to working in a digital/computer space).

Creating an Animation specialization would also be a great asset in attracting students to the art department (including students at BMCC, BCC, Hostos and Kingsborough CC—all of these schools have strong animation programs). The new specialization would be geared both for students who plan to continue working in animation as fine artists, and for those who plan to begin a career in commercial animation.

5. **Date of departmental approval:** 12/2/20

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

DEPARTMENT OF ART

CURRICULUM CHANGE

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

2.

Department(s)	ART
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ART
Course Prefix & Number	ART 223
Course Title	Drawing for Animation
Description	Fundamentals of drawing in time-measured contexts and media, the mechanics of motion in sequential drawing and examination of works of master animators.
Pre/ Co Requisites	Pre-req: ART 100
Credits	3
Hours	4
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

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

This course will cover material previously covered by ART 323 which the department has determined is more appropriate at an intermediate level; this proposal is accompanied by another that proposes an advanced course that builds on the concepts and techniques covered here. This has often been done heretofore as a special topics course—we would like to formalize this sequence as part of an effort to develop a specialization in animation in the BA and BFA studio art programs.

We are adding a pre-requisite of ART 100 (Basic Drawing) as this is a more specialized intermediate-level drawing class for which the foundation provided by ART 100 is necessary.

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

Apply elements of design.

Use tools and materials effectively.

Create original objects of art in a specific medium.

Select media appropriate to concepts and forms.

Analyze artwork within a personal and historical context.

Compare and contrast contemporary works with their historical antecedents.

Demonstrate a step-by-step problem-solving process.

Defend visual projects through individual and group critiques.

5. Date of Departmental Approval: 12/2/20

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

DEPARTMENT OF ART

CURRICULUM CHANGE

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

2.

Department(s)	ART
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ART
Course Prefix & Number	ART 336
Course Title	Advanced Stop Motion Animation
Description	Advanced exploration of hands-on, traditional, and experimental stop-motion animation techniques.
Pre/ Co Requisites	Pre-req: ART 222
Credits	3
Hours	4
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

3. **Rationale:**

This course will be a continuation of ART 222 and will include a wide range of topics that we are currently not able to introduce in that one-semester course. The course will

fill an important gap in the department's class list: an advanced course that covers traditional, hands-on methods that are not covered in our existing computer animation courses. Students will have the opportunity to explore a number of animation techniques such as painting on glass, cut-out animation, pixelation and clay animation. Experimentation will be encouraged in order to develop a personal style. Connections to other related studio art disciplines, such as painting, photography, printmaking, etc. can be explored. This course will be a central part of the new proposed specialization in Animation for our BA and BFA programs.

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

Apply elements of design.

Use tools and materials effectively.

Create original objects of art in a specific medium.

Select media appropriate to concepts and forms.

Analyze artwork within a personal and historical context.

Compare and contrast contemporary works with their historical antecedents.

Demonstrate a step-by-step problem-solving process.

Defend visual projects through individual and group critiques.

5. **Date of Departmental Approval:** 12/2/20

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

DEPARTMENT OF ART

CURRICULUM CHANGE

1. **Type of Change:** *Course description, pre or corequisite, title*

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

Department(s)	ART
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ART
Course Prefix & Number	ART 323
Course Title	Drawing for Animation
Description	Fundamentals of drawing in time-measured contexts and media. Gesture, action, and narrative as applied to sequential drawing. Analysis of the mechanics of motion. Examination of works of master animators.
Pre/ Co Requisites	NA
Credits	3
Hours	4
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

3. **To:** Underline the changes

Department(s)	ART
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ART
Course Prefix & Number	ART 323
Course Title	<u>Advanced Drawing for Animation</u>
Description	<u>Advanced two-dimensional animation production techniques and creative workflows.</u>
Pre/ Co Requisites	<u>Pre-req: ART 223</u>
Credits	3 <u>(may be repeated for up to a maximum 9 credits)</u>
Hours	4
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

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

In this course, students would continue to develop their drawn animation skills, and learn more advanced production techniques and collaborative workflows. This class would allow students to work as a collective unit on a large-scale project, and would introduce them to the working methods of current animation studios. The course would fill an important gap in the department course list: students interested in drawn animation would have the opportunity to refine their skills, develop their personal visions, and learn how to work on a large-scale production from inception to completed film.

This course would be a continuation from 223. The course would also be a central part of the new proposed specialization in Animation for our BA and BFA programs. We are proposing a maximum of 9 credits to bring the course into parity with other advanced courses that are part of BA/BFA specialization requirements in the department.

5. **Date of departmental approval:** 12/2/20

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	ECCE
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	Early Childhood Education
Course Prefix & Number	ECE 312
Course Title	Supporting Cognitive Development for Infants & Toddlers (Practicum)
Description	Knowledge, skills, and dispositions for engaging in culturally responsive and culturally sustaining pedagogy to support the cognitive development of infants and toddlers from birth to age 3
Pre/ Co Requisites	Observation/15 hours of fieldwork required
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

To develop practitioners' knowledge, skills, and dispositions for engaging in culturally responsive and culturally sustaining pedagogy to support the cognitive development of infants & toddlers. Supporting the cognitive development of infants and toddlers provides opportunities through observations, interactions, and critical reflection for practitioners to learn and understand the theories of infant cognitive development and their implications for building a meaningful infant/toddler curriculum. The course includes a semester-long, 15 hour fieldwork practicum and is designed for educators who work in home or center-based group settings with infants and/or toddlers.

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

Upon completion of this course, students will be expected to demonstrate the following capacities-

- Knowledge and understanding of various theories of infant cognitive development and be able to describe some of the limitations of each perspective.
- Knowledge and understanding of how advancements in memory, attention, and play promote the learning and development of infants and toddlers within socio-cultural and culturally congruent frameworks.
- Demonstrate an ability to explain variations in infant and toddler cognitive development within culturally congruent frameworks.
- Describe some of the causes of cognitive disabilities in infancy and toddlerhood, and classroom adaptations to address these causes.
- Demonstrate an ability to enter into caring relationships with infants/toddlers and their parents in culturally responsive-sustaining ways.
- Knowledge and understanding of culturally & developmentally appropriate practice for infant and toddlers
- Demonstrate an understanding of building meaningful culturally responsive-sustaining curriculum for infants/toddlers that promotes and supports problem solving, exploration, and relationship building.

5. Date of Departmental Approval: October 28, 2020

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

DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	EEGS
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Geography
Course Prefix & Number	GEP 380
Course Title	Emerging Methods and Techniques in Geographic Information Science (GISc)
Description	Current and innovative issues, technologies, and methods in the field of Geographic Information Science.
Pre/ Co Requisites	GEP 204 or GEP 205, or Departmental permission
Credits	3 (May be taken up to three times for credit, up to 9 credits)
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course will serve as an elective in the undergraduate EEGS Dept. Programs,

including Geography major, Environmental Science major, GISc Certificate, and EEGS Dept. minor programs. Understanding specialized issues in the discipline and keeping current with emerging trends and technologies is essential for students concentrating in GISc. This course was approved as an experimental course in 2018.

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

Learning Objectives will vary by the specific topic of the course, but include:

- Demonstrate a thorough familiarity and in-depth knowledge of the course topic;
- Apply the concepts of the course to an over-arching geographical framework, and specifically to their own research questions;
- Understand the inter-relationships between the course topic and the broader range of spatial issues encountered when solving real-world problems;
- Use the topic material in quantitative and qualitative analysis, as appropriate.
- Analyze and interpret data, and present scientific findings in written, graphic, and oral formats.

5. **Date of Departmental Approval:** March 10, 2021

**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 & Business
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	Accounting
Course Prefix & Number	ACC 186
Course Title	Introduction to Cryptocurrency
Description	Examines and illustrates the characteristics of cryptocurrencies, ranging from bitcoin, to stablecoins, to central bank digital currencies, and other financial applications, as well as connecting these emerging financial instruments and topics to accounting and reporting implications.
Pre/ Co Requisites	NA
Credits	1
Hours	1
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Technological competency OER course (no required texts)
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:

Emerging technologies and financial instruments such as cryptocurrencies continue to have a dramatic impact on financial markets, accounting practices, and how organizations accept customer payments. This course will examine the technological history – and current state - of cryptocurrencies, starting with bitcoin, and also cover other new versions of cryptocurrencies that have rapidly grown in terms of market valuation and utilization as well as applications built with these new cryptocurrency iterations. Secondly, the implications of different cryptocurrencies will be discussed, analyzed, and reinforced with real world examples and resources. Cryptocurrencies are quickly become a mainstream part of the financial marketplace, and accounting/business students must be able to assess and explain these instruments.

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

- 1) Articulate and explain how cryptocurrencies such as bitcoin are different from fiat (government-issued) forms of money.
- 2) Identify and detail how newer versions of cryptocurrency, such as stablecoins and central bank digital currencies, are different from bitcoin.
- 3) Describe and analyze trends in the accounting for cryptocurrencies, including a review of U.S. tax and U.S. GAAP accounting implications
- 4) Communicate where emerging cryptocurrency applications fit into the regulatory and reporting marketplace for accounting professionals, specifically the impact on payments and banking.
- 5) Define, differentiate, and explain the various use cases for cryptocurrencies, potential approaches for accounting treatment, and implications resulting from wider adoption.

5. Date of Departmental Approval: 3/18/2021

**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 & Business
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	Accounting
Course Prefix & Number	ACC 187
Course Title	Introduction to Blockchain
Description	Examines and illustrates the characteristics of blockchain, including permissionless, permissioned, and hybrid blockchains. In addition to this preliminary analysis, a comprehensive review of blockchain applications – smart contracts, decentralized finance, and decentralized trading exchanges – will be linked to the accounting and reporting issues of these technologies.
Pre/ Co Requisites	NA
Credits	1
Hours	1
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Technological competency OER course (no required texts)
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	Scientific World	
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3. Rationale:

Blockchain is perhaps the most impactful technological advance for financial reporting, accounting, and data management since the launch of the internet. This course will examine the technological history – and current state - of blockchain, starting with permissionless bitcoin blockchain, and also cover other new versions of blockchains that have rapidly grown in terms of implementation. This includes enterprise applications as well decentralized use cases across economic sectors. Secondly, the accounting, auditing, and cybersecurity implications of different blockchains will be discussed, analyzed, and reinforced with real world examples and resources. Blockchain technologies are quickly become a mainstream part of the financial marketplace, and accounting/business students must be able to assess and explain these instruments.

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

- 1) Articulate and explain the origins of blockchain technology, and differentiate it from existing data management tools/platforms.
- 2) Identify and detail how different versions of blockchain, such as permissioned and consortium models, can impact the accounting and auditing of these networks.
- 3) Discuss the analyze trends in blockchain applications, such as smart contracts, decentralized finance, and decentralized trading exchanges.
- 4) Communicate the potential cybersecurity, legal, and regulatory issues that will arise as blockchain adoption and use continues to accelerate and move to the mainstream.
- 5) Define, differentiate, and explain how the various use cases of blockchain will continue to influence and impact the accounting profession

5. Date of Departmental Approval: 3/18/2021

**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 <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Business
Course Prefix & Number	BBA 188
Course Title	Introduction to Social Media Marketing
Description	Introduces digital tools in social media marketing which are used to reach out and engage with customers.
Pre/ Co Requisites	NA
Credits	1
Hours	1
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. **Rationale:**

Social Media Marketing has become one of the most influential ways to promote and conduct marketing. Since its inception in 1996, social media has infiltrated half of the 7.7 billion people in the world. As of 2021, the number of people using social media is over 3.96 billion worldwide, with the average user having 8.6 accounts on different networking sites. Popular platforms like Facebook have more than 66.09% of their monthly users logging in to use social media daily. With the increasingly common and popular way of conducting promotion and marketing, marketers and students who wish to pursue marketing careers need to understand and become familiar with social media marketing tools and platforms which are used to reach, engage with, and convert potential buyers in ways that are more cost-effective than print or television media marketing.

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

1. Describe and discuss the changing digital marketing landscape
2. Define, explain and analyze the communication strategies, tools and platforms which are available for conducting social media marketing.
3. Identify the appropriate platforms that may employed in marketing business based on the demographics of the users on each platform and establish pros and cons of each approach.
4. Identify the advantages and limitations of each tool and platform for types of marketing campaigns.

5. **Date of Departmental Approval:** 3/18/2021

**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 <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Business
Course Prefix & Number	BBA 189
Course Title	Using Social Media Marketing
Description	Examine, evaluate and implement a successful marketing strategy to engage customers, including leads' generation and sales promotion through social media.
Pre/ Co Requisites	BBA 188 or by permission
Credits	1
Hours	1
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. **Rationale:**

Social Media Marketing has become one of the most influential way to promote and conduct marketing of businesses and products. With the rise in the number of social media marketing platforms and tools for marketing, marketers and students who wish to pursue marketing careers need to be able to evaluate these choices and make an appropriate selection for employing an effective social media marketing campaign.

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

1. Conduct a social media audit.
2. Perform a social media competitive analysis.
3. Develop and implement a social media content strategy that includes goals and measurable results.
4. Prepare targeted paid campaigns in support of those goals.
5. Discuss and undertake a process to measure the results of all social media efforts

5. **Date of Departmental Approval:** 3/18/2021

**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 <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Business
Course Prefix & Number	BBA 190
Course Title	Working with Data
Description	Introduces data management through creation of spreadsheets, organizing data through tables, and the basics of data manipulation and analysis.
Pre/ Co Requisites	NA
Credits	1
Hours	1
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. **Rationale:**

Basic working knowledge of data is an essential skill for all areas of businesses and students of business studies. The goal of this course is to provide hands on learning opportunity in the basics of working with data to our students which will be reinforced in our other business course through more in-depth applications. Additionally, as pointed by the Bureau of Labor Statistics, “Employment of database administrators is projected to grow 10 percent from 2019 to 2029, much faster than the average for all occupations.”

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

1. Create spreadsheets
2. Edit and format data
3. Manage data worksheets
4. Manipulate data through the use of formulas
5. Create data tables and look up relevant information

5. **Date of Departmental Approval:** 3/18/2021

**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 <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Business
Course Prefix & Number	BBA 191
Course Title	Data Presentation
Description	Introduces the presentation of business data and evaluate trends and patterns.
Pre/ Co Requisites	NA
Credits	1
Hours	1
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. **Rationale:**

Effective communication and presentation of data is becoming an increasingly important skill in the world of business. The goal of this course is to provide our students with hands on learning opportunity in the creation of business data presentation and communication using various tools such as graphs, charts and tables. Additionally, as pointed by the Bureau of Labor Statistics, "Employment of database administrators is projected to grow 10 percent from 2019 to 2029, much faster than the average for all occupations."

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

1. Identify and explain data presentation tools
2. Create presentations using tools like charts, graphs and tables
3. Evaluate and identify the appropriate tool for presenting data
4. Explain and discuss patterns and trends through data presentation

5. **Date of Departmental Approval:** 3/18/2021

**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 <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Business
Course Prefix & Number	BBA 375
Course Title	Practical Application of Associate Professional in Human Resource Management (aPHR) theory
Description	Reviews the functional areas of human resource management, including human resource operations, recruitment and selection, compensation and benefits, HR development and retention, employee relations, and health and safety issues.
Pre/ Co Requisites	BBA 328 or departmental permission
Credits	1
Hours	1
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. Rationale:

This course covers the basic responsibilities and knowledge in human resource management as outlined in the industry-certified exam developed for the Associate Professional in Human Resource Management (aPHR). The goal of this course is to assist students majoring in human resource management concentration to help prepare for taking the aPHR certification exam.

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

1. Explain the tactical and operational tasks related to workforce management and HR functions
2. Discuss the hiring practices, including regulatory requirements, interview and selection process and onboarding
3. Explain the pay and benefit programs
4. Outline and recommend techniques and methods for delivering training programs and training individual employees
5. Identify and explain methods for monitoring and addressing morale, performance and retention employees
6. Propose laws, regulations, and policies that promote safe work environment.

5. Date of Departmental Approval: 3/18/2021

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

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

2.

Department(s)	Economics and Business
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	Marketing
Course Prefix & Number	BBA 341
Course Title	Marketing Applications in a Digital World
Description	Principles and theories of marketing are applied through the use of digital marketing tools in social media advertising, marketing research, product design, supply chain management and other marketing functions.
Pre/ Co Requisites	Departmental permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The creation of this course was a result in-part of the CUNY Career Success Course Innovation Grant awarded “to faculty, to support course revision and course creation with the aim of infusing career readiness competencies, integrating industry-specific content, and/or integrating experiential learning opportunities”. Like many professional disciplines, marketing has become steeped in digital technologies for executing a range of functions from strategic planning to daily tasks such as email advertising. Working in partnership with industry firms and using applied-learning activities, this course is designed to help students become familiar with digital marketing technologies through, for example, workshops and hands-on projects as well as guest lectures and on-site tours led by industry professionals. Previously an experimental course

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

- Map industry techniques and skills to fundamental marketing principles and theories, including the marketing mix, marketing plan, segmentation principles, marketing research principles and consumer behavior theories.
- Think strategically about marketing planning in the context of current technologies.
- Perform several practical marketing tasks using software applications for:
 - website design,
 - website analytics and optimization,
 - Internet advertising including email advertising and social media tactics
- Access, compile, analyze and interpret data from the Internet
- Understand the importance of emerging legislation as it relates to consumer privacy and protections

5. Date of Departmental Approval: 3/18/2021

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

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

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

2.

Department(s)	English
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	English
Course Prefix & Number	ENW 346
Course Title	Entrepreneurship for Writers
Description	Overview of current issues and practices in professional writing careers. Topics include copyright & intellectual property consideration; licensing and work-for-hire arrangements; identifying market opportunities; writing book proposals; and pitching editors and literary agents. Emphasis is on personal entrepreneurship.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

English majors who want to earn a living as a writer need to understand both traditional and nontraditional publishing landscapes and how to navigate their way along both paths. This course is a core requirement as part of the Business and Entrepreneurship for Creative Arts Professionals minor, currently under development.

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

- Possess a working knowledge of copyright and intellectual property considerations.
- Know how to locate current writing opportunities for both fiction and nonfiction.
- Determine whether accepting licensing or work-for-hire offers.
- Tailor submissions to suit individual market requirements.
- Track results.
- Write a nonfiction book proposal.
- Locate and pitch literary agents.

5. Date of Departmental Approval: March 24, 2021

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

Hegis Number: 1306

Program Code: 82141

Effective Term: Fall 2021

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

2. **From:**

Dietetics, Foods, and Nutrition, B.S. (49.5-63.5 Credit Major)

The programs in Dietetics, Foods, and Nutrition (DFN) include two options: ~~Option I (Didactic Program in Dietetics or DPD) and Option II (Culinary Nutrition and Food Service)~~ and are designed to prepare students for entry-level employment in nutrition and food-related positions in healthcare facilities, community agencies, cooperative extension, food service operations, culinary or nutrition education, and/or the food industry. Students are also prepared for post-graduate education in nutrition and food-related fields.

~~The curriculum for the Dietetics, Foods, and Nutrition major Option I complies with the requirements for a DPD and is accredited by ACEND, the Accreditation Council for Education in Nutrition and Dietetics which is located at 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995 and can be reached at 800/877-1600, ext. 5400 or by email at ACEND@eatright.org. Students fulfilling all requirements for successful completion of the ACEND-accredited DPD are eligible for a Verification Statement and can apply for supervised practice in an ACEND-accredited dietetic internship (DI), which enables the student to take the CDR examination to become a registered dietitian nutritionist (RDN). The DPD Verification Statement also provides the opportunity to take the examination to become a Nutrition and Dietetic Technician, Registered (NDTR). DPD students must comply with the Code of Ethics for the Profession of Dietetics adopted by the Academy for Nutrition and Dietetics in order to progress in the program. Students who violate these requirements may be dropped from the program, in addition to any other sanctions that may be imposed by the College or the Profession. Students completing the program are required to take the DPD qualifying examination prior to receipt of the Verification Statement. For further information on the DPD, please see the DPD Handbook.~~

~~The Culinary Nutrition and Food Service Option (DFN Option II) prepares graduates to work in culinary nutrition education and in nutrition-oriented food service facilities.~~

~~Graduates of this Option may take an additional specified course in diet therapy and apply to become certified dietary managers (CDM) via the Association of Nutrition and Foodservice Professionals (AFNP).~~

~~A minimum GPA of 3.0 is required for admission into the DPD (Option I) and a minimum GPA of 2.5 is required for Option II. These GPAs must be maintained or students will be dropped from the DFN programs. An online application to declare the DFN major is required. The application must be submitted by the semester prior to acceptance and entry into the major: December 1st for entry in the Spring semester and April 1st for entry in the Fall semester. Students applying for acceptance into the DPD may be required to take a pre-entry examination to assess aptitude for the program.~~

~~All DFN students must act in accordance with the CUNY Policy on Academic Integrity, successfully complete a tutorial on plagiarism; and earn and maintain the ServSafe credential.~~

DFN Major

The distribution of courses and credits to be earned by all majors is as follows (33.5 credits):

6 credits in Health Sciences:

	Credits
HSD 240 Nutrition and Health	3
HSD 266 The U.S. Health Care Delivery System	3

16 credits in Dietetics, Foods, and Nutrition:

	Credits
DFN 120 The Nature and Science of Food	3
DFN 220 Foods, Society, and Health	4
DFN 330 Quantity Food Procurement, Production, and Service	3
DFN 341 Nutrition Throughout the Life Cycle	3
DFN 430 Management of Dietetic Services	3

3 credits in Nutrition Education and Counseling:

	Credits
DFN 437 Nutrition Education & Counseling	3

4 credits in Biological Sciences:

	Credits
BIO 230 Microbiology	4

4.5 credits in Chemistry:

	Credits
CHE 114 Essentials of General Chemistry Lecture	3
CHE 115 Essentials of General Chemistry Laboratory	1.5
CHE 114, CHE 115: These courses also satisfy a General Education requirement.	

~~Option I: Dietetics, Foods, and Nutrition, ACEND-Accredited (63.5 credits)~~~~Additional courses to be taken (30 credits):~~~~3 credits in Health Sciences:~~

	Credits
HSD 269 — Fundamentals of Biostatistics for Health Professionals	3

~~14 credits in Dietetics, Foods, and Nutrition:~~

	Credits
DFN 348 Nutrition in the Management of Disease	3
DFN 441 Seminar in Professional Practice of Nutrition and Dietetics	2
DFN 445 Advanced Nutrition	4
DFN 448 Nutrition in the Management of Disease II	3
DFN 470 Dietetic Services Field Experience	2
Or	
DFN 471 Field Experience in Clinical Nutrition	2
Or	
DFN 472 Field Experience in Community Nutrition	2

~~4 credits in Biology:~~

	Credits
BIO 228 — Mammalian Physiology	4
BIO 228: BIO 181-BIO 182 (8 credits) may be substituted.	

~~9 credits in Chemistry:~~

	Credits
CHE 120 Essentials of Organic Chemistry Lecture I	3
CHE 121 Essentials of Organic Chemistry Laboratory II	1.5
And	
CHE 244 Introduction to Biochemistry	3
CHE 245 Biochemistry Laboratory	1.5
Or	
DFN 244 Nutritional Biochemistry	3
DFN 245 Nutritional Biochemistry Laboratory	1

To receive a statement verifying completion of the Didactic Program in Dietetics (DPD) accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), students must ~~successfully complete all courses required for Option I, and demonstrate computer literacy. Students must also successfully complete PSY 166, which satisfies A General Education Requirement.~~ More information on the Didactic Program in Dietetics can be found in the DPD Handbook.

~~Option II: Food Service and Culinary Nutrition (49.5 Credits)~~

~~This option reflects the need for a concentration in foods, foodservice, and culinary nutrition for those students who, while seeking a degree in Dietetics, Foods, and Nutrition, are particularly interested in serving the needs of the foodservice industry as professionals providing nutritious options to restaurants, corporate and community foodservice, and catering facilities.~~

Additional courses to be taken (16 credits):

2 credits in Dietetics, Foods, and Nutrition:

	Credits
DFN 470 Dietetic Services Field Experience	2

3 credits of an Elective in:

DFN, EXS, HEA, HAS, HSD, REC

8 credits in Biological Sciences:

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

3 credits in Accounting:

	Credits
ACG 185 Introduction to Accounting for Non-Accounting Majors	3

3. To: Underline the changes

Dietetics, Foods, and Nutrition, B.S. (52.5-63.5 Credit Major)

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

GPA Requirements

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

Admission Information

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

completion of the pre-entry examination (earning a minimum score of 80%), students may apply for the Nutrition and Dietetics major

Nutrition and Dietetics major

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

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

DPD Verification

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

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

Code of Ethics Compliance

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

Becoming a Registered Dietitian Nutritionist (RD/RDN)

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

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

6. Take and pass the CDR-administered Registration examination to become a Registered Dietitian Nutritionist

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

Culinary and Community Nutrition major

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

DFN Major

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

3 credits in Health Sciences:

HSD 240 Nutrition and Health 3

22 credits in Dietetics, Foods, and Nutrition:

DFN 120	The Nature and Science of Food	3
DFN 220	Foods, Society, and Health	4
DFN 330	Quantity Food Procurement, Production, and Service	3
DFN 341	Nutrition Throughout the Life Cycle	3
DFN 369	Research Methods in Nutrition	3
DFN 430	Management of Dietetic Services	3
DFN 437	Nutrition Education & Counseling	3

12 credits in Biological Sciences:

BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4
BIO 230	Microbiology	4

4.5 credits in Chemistry:

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

Nutrition and Dietetics major (67 credits)

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

17 credits in Dietetics, Foods, and Nutrition:

DFN 248	Introduction to Nutrition in Health Care	3
DFN 348	Nutrition in the Management of Disease	3
DFN 441	Seminar in Professional Practice of Nutrition and Dietetics	2
DFN 445	Advanced Nutrition	4
DFN 448	Nutrition in the Management of Disease II	3

DFN 470	Dietetic Services Field Experience	2
Or		
DFN 471	Field Experience in Clinical Nutrition	2
Or		
DFN 472	Field Experience in Community Nutrition	2

8.5-9 credits in Chemistry:

CHE 120	Essentials of Organic Chemistry Lecture I	3
CHE 121	Essentials of Organic Chemistry Laboratory II	1.5
And		
CHE 244	Introduction to Biochemistry	3
CHE 245	Biochemistry Laboratory	1.5
Or		
DFN 244	Nutritional Biochemistry	3
DFN 245	Nutritional Biochemistry Laboratory	1

Culinary and Community Nutrition major (61.5 Credits)

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

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

3 credits in Health Sciences:

HSD 266	The U.S. Health Care Delivery System	3
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8 credits in Dietetics, Foods, and Nutrition:

DFN 340	Community Nutrition and Food Justice	3
DFN 347	Introduction to Diet Therapy	3
DFN 470	Dietetic Services Field Experience	2
OR		
DFN 472	Community Nutrition Field Experience	2

3 credits of an elective in:

DFN, EXS, HEA, HSA, HSD, REC

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

Replacing current subplans with new subplans

The DFN Program's Option 1 (Didactic Program in Dietetics or DPD) and Option 2 (Food Service and Culinary Nutrition) are being replaced with new sub-plans to increase retention and graduation rates for student majors and to maintain ACEND accreditation for the first Option. Creating the new sub-plans (rather than making changes to existing sub-plans) is preferred so that students currently enrolled in the existing sub-plans do not experience any difficulty completing their degree requirements. The rationale for these proposed sub-plans is explained below: The DFN Programs Option I (didactic Program in Dietetics or DPD) and Option 2 (Food service and Culinary Nutrition are

being renamed to modernize their names to increase retention and graduation rates for student majors and to maintain ACEND accreditation for the first Option. Creating the new sub-plans (rather than making changes to existing sub-plans) is preferred so that students currently enrolled in the existing sub-plans do not experience any difficulty completing their degree requirements. The rationale for these proposed sub-plans is explained below:

- a) The name, "Option 1" in and of itself, has been perceived by students who declare this sub-plan as more "appealing" than Option 2 based on a) simple numerical ranking, and b) its status of being accredited. Changing the name, "Option 1 (Didactic Program in Dietetics or DPD)" to "Nutrition and Dietetics" and "Option 2 (Food Service and Culinary Nutrition)" to "Culinary and Community Nutrition," would rectify this problem as well as reduce the number of students whose academic performance suffers because of choosing Option 1, the more rigorous sub-plan.
- b) Students who major in Option 2 (Food Service and Culinary Nutrition) are more frequently finding employment in community nutrition. Additionally, student feedback suggests their steering away from Option 2 given negative and inaccurate perceptions around "food service" work. The new sub-plan name, "Culinary and Community Nutrition," more accurately reflects professional trajectory and uses terminology with better "curb appeal" for prospective students. The same rationale is used for replacing "Option 1 (Didactic Program in Dietetics or DPD)" with "Nutrition and Dietetics."

Formatting changes to bulletin description

Making changes to the descriptions in the bulletin (e.g. adding headings and numbering, when appropriate) will make it easier for students to navigate the website and find the important information they need.

Updating the GPA requirements

While maintaining a 3.0 GPA has been the requirement for the ACEND-Accredited Option 1, the new Nutrition and Dietetics option would increase the requirement to a GPA of 3.3. We view this update as essential for the future viability of this option because the program is currently at risk of losing accreditation. Overall GPA and course grades in advanced dietetics courses are of utmost importance in the process of matching with a dietetic internship (a criterion for accreditation and the GPAs of our Option 1 students are not competitive enough to do so. As such, other ACEND-accredited majors (aka DPD) in CUNY schools have similar requirements. For instance, the Hunter College DPD requires a 3.3 GPA in all coursework for the dietetic internship with a minimum "B" grade in specific courses. Students who are dropped from the program are good candidates for Health Education and Promotion option 2, which only has a GPA requirement of 2.0.

In order to maintain accreditation and ensure that students apply for and successfully match with a dietetic internship site upon graduation, it is imperative to enroll students who will be competitive in the process to become a Registered Dietitian Nutritionist. For instance, Lehman College is itself a DI site and typically matches with students who

have a GPA between 3.5-3.7. Increasing the (maintained) GPA to 3.3 will develop more of our undergraduate DPD students to be viable candidates for the Dietetic Internship at Lehman and better position the program for continued accreditation.

Changing the pre-examination requirement for the Nutrition and Dietetics option

In order to ensure fairness and uniform program implementation, all students interested in the Nutrition and Dietetics sub-plan will be required to take a pre-examination (previously, the bulletin indicated that students “may be” required to take a pre-examination for entry into the ACEND-accredited Option 1 major). More details have been added to indicate when students will be eligible to take the exam.

Replacing HSD 266 with DFN 248 for the Nutrition and Dietetics option

Due to the broad nature of HSD 266 (The U.S. Health Care Delivery System), student learning outcomes do not include knowledge of specific content on dietetics and nutrition within these delivery systems. The course that will replace it, DFN 248 (Introduction to Nutrition in Health Care), will provide students with an understanding of relevant content from HSD 266 as well as dietetics-specific concepts, like coding and billing in nutrition, nutrition diagnostic codes, and using diagnostic codes in patients’ medical records. This course is necessary to introduce prior to DFN 348 so as to better prepare students for the more rigorous, upper-level medical nutrition therapy coursework.

Replacing HSD 269 with DFN 369

HSD 269 (Biostatistics) provides students with an understanding of how to conduct and interpret statistical analyses. Historically, DFN students who take this course have not gained an adequate understanding of research methods. As many program graduates go on to obtain employment as registered dietitian nutritionists, dietetic technicians, or community nutrition educators, they will benefit more from an understanding of how to read and interpret relevant scientific literature. Therefore, HSD 269 will be replaced with a dietetics-focused course focused on reading and interpreting research (DFN 369 Research Methods in Nutrition).

Increasing credit requirement for the Culinary and Community Nutrition major

Many of our DFN students go on to become community nutrition educators. Currently, the program does not offer a community nutrition course. DFN 340 (Community Nutrition and Food Justice) will be required for the new Culinary and Community Nutrition option in order to better prepare students to become community nutrition educators. A second course, DFN 347 (Introduction to Diet Therapy), is currently offered as an elective but would be required to ensure that students who complete the program are eligible to become a Certified Dietary Manager. The third course, DFN 369, would also be required per the rationale above. A course in accounting would be removed from this sub-plan as the course content is no longer deemed beneficial or necessary for students who progress in this field.

5. **Date of departmental approval:** March 3, 2021

Date of CAEAS approval: April 28, 2021

**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 2022

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

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

Health Services Administration, B.S. (54 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.

Distribution of Required Courses and Credits

The distribution of courses and credits to be earned by majors pursuing the general program in Health Services Administration is as follows (54 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:		Credits
HSA 470	Health Services Administration Internship	6

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

Other Alternatives and Exceptions - I1 and I2

6 credits in Psychology:

PSY 166	General Psychology	3
	PSY One 200 or 300 Level PSY course	

Chosen with HSA advisement

6 credits in Economics and Accounting:		Credits
ECO 166	Introduction to Macroeconomics	3
	Or	
ECO 167	Introduction to Microeconomics	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 the approved list of HSA Major Electives or their equivalent in conjunction with HSA adviser or other Departmental approval as appropriate.

HSD Courses:		Credits
HSD 240	Nutrition and Health	3
HSD 308	Legal Issues in Health Care	3

HSA Courses:

HSA 320	Long-Term Care Administration	3
HSA 325	Nursing Home Administration	3
HSA 401	Quality Improvement in Health Services Organizations	3
ENW 300	Business Writing	3
ENW 3070	Health and Science Writing	3
PHI 172	Contemporary Moral Issues	3
PHI 330	Business Ethics	3
SOC 240	Death, Dying, and Bereavement	3
SOC 305	Sociology of Health Care	3
PSY 335	Health Psychology	3
HIN 268	Growth and Development	3
BBA 204	Principles of Management	3
BBA 336	Business Law I	3
ENW 300 (Formerly ENW 204)		
	(Need English Department Approval)	3
ENW 3070 (Need English Department Approval)		3
PHI 330 (PREREQS: BBA 204 or Philosophy Department Approval)		3
SOC 305 (Must Have Taken SOC 166)		3
PSY 335 (May count as an HSA Major Elective, 3 or as meeting the 200/300 Level Psychology Requirement, but it cannot count as both)		3

HIN 268 (Requires Nursing Department Approval)

HEA, REC, REH, AND EXS COURSES MAY BE USED TO FULFILL THE HSA MAJOR ELECTIVE REQUIREMENTS. INDIVIDUAL COURSES MAY ALSO REQUIRE APPROVAL BY THE PROFESSOR WHO TEACHES THE COURSE.

3. To: Underline the changes

Health Services Administration, B.S. (54 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.

Distribution of Required Courses and Credits

The distribution of courses and credits to be earned by majors pursuing the general program in Health Services Administration is as follows (54 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:		Credits
HSA 470	Health Services Administration Internship	6

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:

PSY166	General Psychology	3
	PSY One 200 or 300 Level PSY course	

Chosen with HSA advisement

6 credits in Economics and Accounting: Credits

ECO 166	Introduction to Macroeconomics	3
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Or

ECO 167	Introduction to Microeconomics	3
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ACC 185	Introduction to Accounting for Non-Accounting Majors	3
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Or

ACC 171	Principles of Accounting I	3
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9 credits of required electives:

Chosen from the approved list of HSA Major Electives or their equivalent in conjunction with HSA adviser or other Departmental approval as appropriate.

HSD Courses: Credits

HSD 240	Nutrition and Health 3	
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HSD 308	Legal Issues in Health Care	3
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HSA Courses:

HSA 320	Long-Term Care Administration	3
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HSA 325	Nursing Home Administration	3
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HSA 401	Quality Improvement in Health Services Organizations	3
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ENW 300	Business Writing	3
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ENW 3070	Health and Science Writing	3
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PHI 172	Contemporary Moral Issues	3
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PHI 330	Business Ethics	3
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SOC 240	Death, Dying, and Bereavement	3
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SOC 305	Sociology of Health Care	3
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PSY 335	Health Psychology	3
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HIN 268	Growth and Development	3
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BBA 204	Principles of Management	3
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BBA 336	Business Law I	3
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ENW 300 (Formerly ENW 204)	(Need English Department Approval)	3
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ENW 3070 (Need English Department Approval)		3
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PHI 330 (PREREQS: BBA 204 or Philosophy Department Approval)		3
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SOC 305 (Must Have Taken SOC 166)		3
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PSY 335 (May count as an HSA Major Elective, 3 or as meeting the 200/300 Level)		3
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Psychology Requirement, but it cannot
count as both)

HIN 268 (Requires Nursing Department Approval)

HEA, HPI, REC, REH, AND EXS COURSES MAY BE USED TO FULFILL THE HSA
MAJOR ELECTIVE REQUIREMENTS. INDIVIDUAL COURSES MAY ALSO REQUIRE
APPROVAL BY THE PROFESSOR WHO TEACHES THE COURSE.

4. Rationale:

The change will allow HPI-coded courses as HSA-approved electives will encourage HSA majors to participate in the cross-discipline courses offered by HPI. Allowing HPI classes is in line with the other HSA-approved electives from HEA, REC, REH, and EXS.

5. Date of departmental approval: March 3, 2021

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 369
Course Title	Research Methods in Nutrition
Description	Study of research and evaluation concepts in food and nutrition. Data measurement techniques and methods of analyzing and interpreting data using logic and statistics.
Pre/ Co Requisites	Pre-requisite: MAT 132
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

3. Rationale:

Many of the Dietetics, Foods, and Nutrition students go on to work in a variety of health care settings. All of these require that students stay abreast of nutrition research in order to develop new dietary guidance, programs, and curricula based on newest findings. This course will prepare students to read, understand, and interpret research evidence in nutrition.

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

- Demonstrate an understanding of the purpose of research in nutrition sciences
- Identify study design types in quantitative and qualitative research
 - Conduct a literature search using databases of peer-reviewed and grey literature
- Describe the important components of ethics in research (including the Institutional Review Board and proposal process)
- Explain key concepts in research (e.g., reliability, validity, error, bias)
- Demonstrate and understand key components of instrument design and measurement
- Display a working knowledge of the methods of dietary assessment
- Interpret the results of statistical analyses

5. Date of Departmental Approval: March 3, 2021

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics Foods and Nutrition
Course Prefix & Number	DFN 248
Course Title	Nutrition in Health Care
Description	An examination of the delivery of health and nutrition services through the nutrition care process.
Pre/ Co Requisites	HSD 240
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

3. Rationale:

In addition to an understanding of the U.S. Health Care System, DFN students need foundational knowledge of nutrition services in clinical and private settings (e.g. coding, billing, diagnostic codes). This course will provide an introduction to the nutrition care process in the context of the U.S. Health Care System. This new, required course will better prepare Nutrition and Dietetics students to meet the learning outcomes for DFN 348 (Nutrition in the Management of Disease).

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

- Explain the structure of the U.S. Health Care System, including its historical development from Westward Expansion through the Affordable Care Act
- Distinguish among the values and assumptions that underlie the changing priorities of the U.S. Health Care System
- Identify and analyze the roles and inter-relationships between components of the health care delivery system including health care facilities, services, and personnel
- Demonstrate an ability to analyze and interpret published health care data
- Examine health disparities in terms of access to care, quality of care, and health outcomes
- Discuss important current health care and health care reform issues
- Describe different types of health insurance programs and managed care organizations, including those privately and publicly funded (i.e., Medicare and Medicaid)
- Explain steps in the nutrition care process and ADIME
- Describe steps to coding and billing nutrition services
- Demonstrate ability to use diagnostic codes appropriately for patient records and billing
- Write a PES statement using proper codes

5. Date of Departmental Approval: March 3, 2021

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

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

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 220
Course Title	Food, Society, and Health
Description	An in-depth exploration of techniques of food selection and preparation, with emphasis on sociocultural, ecological, and health issues.
Pre/ Co Requisites	DFN 120
Credits	4
Hours	5
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

3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 220
Course Title	Food, Society, and Health
Description	An in-depth exploration of techniques of food selection and preparation, with emphasis on sociocultural, ecological, and health issues.
Pre/ Co requisites	Pre-requisite: <u>HSD 240</u>
Credits	4
Hours	5
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

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

Currently, DFN 120 and DFN 220 are sequenced, but the sequencing has been determined to be unnecessary because the content is unrelated. This change will allow for more timely completion of courses by permitting students' concurrent enrollment in DFN 120 and 220. HSD 240, which introduces students to nutrition is required to have a basic knowledge of the nutritional composition of food.

5. **Date of departmental approval:** March 3, 2021

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite, course description

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

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 341
Course Title	Nutrition Throughout the Life Cycle
Description	Current concepts and principles in human nutrition with application to the needs of individuals based upon age group and gender throughout the life cycle. Special attention on assisting normal and high risk clients at various stages of the life cycle in meeting nutritional needs, preventing and overcoming nutritional problems, and maintaining health. Programs in the community will be discussed that provide nutrition education to the public.
Pre/ Co Requisites	HSD 240, BIO 181, BIO 182, or BIO 228, and DFN 120 and DFN 220.
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)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 341
Course Title	Nutrition Throughout the Life Cycle
Description	Concepts and principles in human nutrition throughout the life cycle.
Pre/ Co Requisites	HSD 240; BIO 181 and BIO 182 or BIO 228
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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):**

Currently, DFN 341 is sequenced with DFN 120 and 220 (and 120 is a prerequisite for 220), which requires that students take these courses consecutively in 3 separate semesters. By removing the sequencing, students will be able to concurrently enroll and complete these courses in a more timely fashion. The knowledge is not sequential over 3 semesters.

5. **Date of departmental approval:** March 3, 2021

**LEHMAN COLLEGE
OF THE
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DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

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

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 347
Course Title	Introduction to Diet Therapy
Description	Application of the principles of nutrition to diet therapy including the selection and recommendation of foods for patients with nutrition-related conditions.
Pre/ Co Requisites	HSD 240, DFN 120, DFN 220, DFN 341
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

3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 347
Course Title	Introduction to Diet Therapy
Description	Application of the principles of nutrition to diet therapy including the selection and recommendation of foods for patients with nutrition-related conditions.
Pre/ Co Requisites	DFN 341
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

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

No prerequisite courses are needed other than DFN 341, as the knowledge is not sequential. Removing the prerequisite courses reduces the barriers for students to progress in the major.

5. **Date of departmental approval:** March 3, 2021

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite, course description

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

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 348
Course Title	Nutrition in the Management of Disease
Description	Introduction to the methods used in the identification of nutritional needs and the planning of nutritional care in disease. Emphasis on the scientific concepts used in calculating modified diets and in planning menus that are consistent with the diet prescription. Application of the principles of nutrition to case studies and responsibilities within the managed healthcare system. Discussion of the rationale of diet therapy.
Pre/ Co Requisites	HSD 240, BIO 181 and BIO 182 or BIO 228, and DFN 120, DFN 220 and DFN 341. Department permission required.
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)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 348
Course Title	Nutrition in the Management of Disease
Description	Identification of nutritional needs and the planning of nutritional care in disease. Calculating modified diets and planning menus as part of the nutrition care process.
Pre/ Co Requisites	<u>Major in Nutrition and Dietetics</u>
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

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

DFN 248 is a new course that is designed to prepare students for DFN 348 and is therefore, sequenced accordingly. To date, departmental permission has been required to ensure that students enrolled in DFN Option II do not enroll in DFN 348, as it is not

required for this sub-plan. This new prerequisite would make this course available only to DFN majors in Option I.

5. **Date of departmental approval:** March 3, 2021

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite, course description

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

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 437
Course Title	Nutrition Education & Counseling
Description	An examination of the means of assessing individual and group nutritional needs. Implementation of oral, written, and technical skills needed for successful nutrition education and counseling.
Pre/ Co Requisites	HSD 240, DFN 341, DFN 348
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

3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 437
Course Title	Nutrition Education & Counseling
Description	An examination of the means of assessing nutritional needs. Implementation of oral, written, and technical skills needed for successful nutrition education and counseling.
Pre/ Co Requisites	DFN 341
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

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

DFN 348 should not be a prerequisite course for DFN 437 because the information is unrelated. In addition, some students who are required to take DFN 437 are not required to take DFN 348, further indicating that the information from DFN 348 is not necessary.

5. **Date of departmental approval:** March 3, 2021

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite, course description

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

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 448
Course Title	Nutrition in the Management of Disease II
Description	A case study approach to the nutritional assessment and management of patients with medical and surgical problems. Emphasis on the analysis of anthropometric, laboratory, clinical, and dietary data in determining nutritional needs and on planning compensatory nutritional therapy based on these needs.
Pre/ Co Requisites	DFN 348. Department permission required.
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)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 448
Course Title	Nutrition in the Management of Disease II
Description	A case study approach to the nutritional assessment and management of patients with medical and surgical problems
Pre/ Co Requisites	DFN 348
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

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

Departmental permission is not necessary as long as DFN 348 has been completed.

5. **Date of departmental approval:** March 3, 2021

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite, course description

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

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 445
Course Title	Advanced Nutrition
Description	An in-depth Study of the digestion, absorption, transport and metabolism of the energy nutrients, and of the metabolic functions of water and selected vitamins and minerals. Dietary calculations based on current nutrient standards and analysis of topical nutrition research.
Pre/ Co Requisites	HSD 240; both CHE 244 and CHE 245, or both DFN 244 and DFN 245; and both BIO 181 and BIO 182, or BIO 228; and DFN 220. Departmental permission required.
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	___ Scientific World
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3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 445
Course Title	Advanced Nutrition
Description	Advanced study of the digestion, absorption, transport and metabolism of the energy nutrients, and of the metabolic functions of water and selected vitamins and minerals.
Pre/ Co Requisites	CHE 244 and CHE 245, or DFN 244 and DFN 245; BIO 181 and BIO 182, or BIO 228
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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):**

Departmental permission is not necessary for this course and may present a barrier for some students to enroll in a timely fashion. HSD 240 and DFN 220 are no longer required as prerequisite courses because the content is unrelated.

5. **Date of departmental approval:** March 3, 2021

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** title, course description, credits, and prerequisites

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

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 340
Course Title	Community Nutrition Education
Description	An examination of the means of assessing the nutritional needs of individuals and groups, including computerized analysis of the nutrient content of diets. Emphasis on planning, implementing, and evaluating community nutrition and education programs. Discussion of public and private organizations, agencies, professional resources, tools, skills, and professional ethics.
Pre/ Co Requisites	NA
Credits	3.5
Hours	3.5
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	___ Scientific World
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3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 340
Course Title	Community Nutrition and Food Justice
Description	<u>Identification and analysis of planning, implementing, and evaluating community nutrition programs in the context of social and food justice.</u>
Pre/ Co Requisites	<u>HSD 240</u>
Credits	<u>3</u>
Hours	<u>3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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):**

Community Nutrition and Food Justice will include updated content to reflect current trends and will be expanded to cover community food and nutrition programs as well as the current social movement (i.e., food justice) to facilitate a better understanding of food programs and the attributes of a healthier and more sustainable food system.

5. **Date of departmental approval:** March 3, 2021

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Title, course description, and prerequisites

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

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 370
Course Title	Practicum in Quantity Foods
Description	Field placement in dietary and food service departments within health care institutions. Includes experience in volume feeding and clinical applications.
Pre/ Co Requisites	DFN 330
Credits	1
Hours	1
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

3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 370
Course Title	Dietetics, Foods, and Nutrition Practicum
Description	<u>Experiential application of dietetics, foods, and nutrition knowledge and principles. NOTE: 50 hours of field work is required</u>
Pre/ Co Requisites	<u>Departmental permission is required.</u>
Credits	1
Hours	1
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

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

The proposed course description broadens the scope of the experience that students may receive during this practicum course to be in settings including, but not limited to, dietary and food service departments within health care institutions. Some students may need this course to fulfill a 1-credit requirement, but it should not be available to all students and will be offered only as needed. For that reason, departmental permission is required to enroll.

5. **Date of departmental approval:** March 3, 2021

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	HEALTH SERVICES ADMINISTRATION
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA 201
Course Title	Introduction to Interprofessional Education
Description	Basic principles of interprofessional education (IPE) with the aim of improving effectiveness of care, stakeholders' perception of care, and teamworking skills among the varied administrative and clinical disciplines.
Pre/ Co Requisites	HS2N major
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:

For the HS2N community, this one-credit class will introduce students to the common language and terminology of different disciplines to improve both the delivery and culture of care. Disciplines covered in this class include nursing, social work, speech language pathology, therapeutic recreation, dietetics, exercise science, and health services administration.

This course will also satisfy an elective credit for HSA students who are one-credit short of the nine elective credits required to graduate. This course would provide career-related relevant content about future work environment and help in future career pursuits.

This one-credit course will also satisfy an elective credit for HSA students who are one-credit short of the nine elective credits necessary to graduate. This one-credit class would provide career-related relevant content about their future work environment, potentially helping in their future career pursuits.

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

1. Define the core competencies of interprofessional education.
2. Recognize how to function in an interprofessional team to manage conflict and increase awareness of team member biases and tools to overcome bias.
3. Compare manners of communication across disciplines and cultural backgrounds.
4. Summarize observations in profession-specific manner.
5. Contrast problem-solving and decision-making roles across disciplines.
6. Explain ethical standards of different disciplines including ways ethics relate to working with culturally diverse patients and treatment teams.
7. Identify one's professional role and other's roles and how to work together.
8. Complete a case study or simulation using the student's profession-specific expertise.
9. Recognize collaborative learning environments that result in inclusive, interprofessional team behaviors and competencies.

5. Date of Departmental Approval: March 3, 2021

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

**DEPARTMENT OF PHILOSOPHY
DEPARTMENT OF ENGLISH**

CURRICULUM CHANGE

1. **Type of change:** *New Course with Cross-listing*

2.

Department(s)	Philosophy and English
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	Philosophy and English
Course Prefix & Number	PHI/ENW 215
Course Title	GRE Theory and Practice
Description	The Graduate Record Examination (GRE) in theory and practice.
Pre/ Co Requisites	Junior or Senior status
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Students who wish to attend graduate school must often take the GRE. Doing well on the GRE can open doors to admission to better graduate schools. This course focuses on equipping students with the knowledge, skills and tools necessary to understand the role of and theory behind, and do well on, the GRE.

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

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

- demonstrate an understanding of the public policy and ethical issues raised by the use of standardized tests generally (e.g. GRE, MCAT, LSAT etc.) as a metric of admission to graduate and professional education
- demonstrate an understanding of the public policy and ethical issues raised by the use of the GRE in graduate school admissions more specifically, as well as criticisms of that use
- demonstrate an understanding of the theory behind and design of the GRE
- complete GRE-style questions effectively

5. **Date of Departmental Approval:**

Philosophy Department: February 8, 2021

English Department: February 22, 2021

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

Name of Program and Degree Award: Interdisciplinary Minor in Data Science Methods and Applications

Effective Term: Fall 2021

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

2. **From:**
Data Science Methods and Applications (Interdisciplinary Minor)

Coordinator: Elin Waring (Sociology)

Steering Committee: Juan Delacruz (Economics and Business), Itai Feigenbaum (Computer Science), Jennifer Laird (Sociology), Martha Lerski (Library), Juliana Maantay (Earth, Environmental, and Geospatial Sciences), Elia Machado (Earth, Environmental, and Geospatial Sciences), Megan Owen (Mathematics), Nikolaos Papanikolaou (Economics and Business), Naomi Spence (Sociology), Maurice Vann (Social Work).

Interdisciplinary Minor in Data Science Methods and Applications offered by the Sociology department.

Program Description: 15 to 18-Credit Minor in Data Science Methods and Applications

The 15 to 18-credit interdisciplinary minor in data science methods and applications is appropriate for students in majors across various disciplines who are interested in learning methods for working with big, complex, and/or "messy" data and application to real world topics. The minor provides students with interdisciplinary course work focused on obtaining, managing, analyzing, interpreting and communicating about data in all of its forms. Students will learn Python and R programming, as well as other languages used by data scientists.

Degree Requirements

Group 1 Required (9 Credits)

Credits

MAT 128	Foundations of Data Science	3
MAT 328	Techniques in Data Science	4
SOC 348	Reasoning with Data	3

MAT 128: *(prerequisite: Score of 65 or higher on College Math section of Accuplacer exam or department permission.)*
MAT 328: *(prerequisite: MAT 128)*
SOC 3470: *(prerequisite: Completion of College Math Requirement; PHI 169 or a 200 level Sociology course; or by permission of Department.)*

Group 2 (3-5 Credits)

Disciplinary Data Analysis Course

Select as appropriate:

		Credits
SOC 345	Quantitative Analysis of Sociological Data	4
PSY 226	Statistical Methods in Psychology	4
GEH 245	Introduction to Quantitative Methods of Geography	3
ECO 302	Economic Statistics	3
BBA 303	Business Statistics I	3
BIO 240	Biostatistics	3
HSD 269	Fundamentals of Biostatistics for Health Professionals	3
MAT 301	Applied Statistics and Computer Analysis for Social Scientists	3
MAT 327	Statistical Inference	4
MAT 330	Probability and Statistics	4

SOC 345: *(prerequisite: SOC 301 with a grade of C- or better)*PSY 226: *(prerequisite: PSY 166; and MAT 132 or MAT 172 or MAT 174 or MAT 175)*

ECO 302: (*prerequisite: ECO 166; and MAT 132 or MAT 171 or MAT 172 or MAT 174 or MAT 175*)

BBA 303: (*prerequisite: MAT 132 or MAT 171 or MAT 172 or MAT 174 or MAT 175*)

BIO 240: (*prerequisite: BIO 166 and BIO 167 and MAT 175*)

HSD 269: (*prerequisite: MAT 132 or its equivalent, or demonstrated competence in database manipulation, spreadsheet calculations, and word processing*)

MAT 301: (*prerequisite: MAT 132 and MAT 171*)

MAT 327: (*prerequisite: MAT 176*)

MAT 330: (*prerequisite: MAT 176*), or another course approved by the program.

Group 3 Elective (3-4 credits)

One elective from this list:

	Credits
SOC 339 American Demography	4
GEP 330 Spatial Statistics and Advanced Quantitative Methods in Geography	3
GEP 360 Geovisualization and Analytic Cartography	4
ECO 402 Econometrics	4
CMP 414 Artificial Intelligence	4
MAT 327 Statistical Inference	4
MAT 349 Operations Research	4
CMP 446 Computational Tools for Bioinformatics	4

SOC 339: (*prerequisite: SOC 301*)

GEP 330: (*prerequisite: GEP 204 or GEP 205 or instructor's permission. An introductory course in descriptive statistics is recommended.*)

GEP 360: (*prerequisite: GEP 204 or GEP 205 or Department Permission*)

ECO 402: (*prerequisite: ECO 302 or BBA 303*)

CMP 414: (*prerequisite: CMP 338*)

MAT 327: (*prerequisite: MAT 176*)

MAT 349: (*prerequisite: MAT 313 and CMP 167*)

CMP 446: (*prerequisite: BIO 166, CMP 167, and CMP 232*)

Or course approved by the program. Independent studies must present a proposal that explains the relationship to data science.

Data Science students should be aware that graduate programs in Data Science, Biostatistics, and Data Analytics generally expect that students have completed at least Calculus 1, Linear Algebra, and Programming 1 (CMP 167) at the undergraduate level.

3. **To:** Underline the changes

Data Science Methods and Applications (Interdisciplinary Minor)

Coordinator: Elin Waring (Sociology)

Steering Committee: Juan Delacruz (Economics and Business), Itai Feigenbaum (Computer Science), Jennifer Laird (Sociology), Martha Lerski (Library), Juliana Maantay (Earth, Environmental, and Geospatial Sciences), Elia Machado (Earth, Environmental, and Geospatial Sciences), Megan Owen (Mathematics), Nikolaos Papanikolaou (Economics and Business), Naomi Spence (Sociology), Maurice Vann (Social Work).

Interdisciplinary Minor in Data Science Methods and Applications offered by the Sociology department.

Program Description: 15 to 18-Credit Minor in Data Science Methods and Applications

The 15 to 18-credit interdisciplinary minor in data science methods and applications is appropriate for students in majors across various disciplines who are interested in learning methods for working with big, complex, and/or "messy" data and application to real world topics. The minor provides students with interdisciplinary course work focused on obtaining, managing, analyzing, interpreting and communicating about data in all of its forms. Students will learn Python and R programming, as well as other languages used by data scientists.

Degree Requirements

Group 1 Required (9 Credits)

		Credits
MAT 128	Foundations of Data Science	3
MAT 328	Techniques in Data Science	4
SOC 348	Reasoning with Data	3

MAT 128: *(prerequisite: Score of 65 or higher on College Math section of Accuplacer exam or department permission.)*

MAT 328: *(prerequisite: MAT 128)*

SOC 3470: *(prerequisite: Completion of College Math Requirement; PHI 269 or a 200 level Sociology course; or by permission of Department.)*

Group 2 (3-5 Credits)

Disciplinary Data Analysis Course

Select as appropriate:

	Credits
SOC 345 Quantitative Analysis of Sociological Data	4
PSY 266 Statistical Methods in Psychology	4
GEH 245 Introduction to Quantitative Methods of Geography	3
ECO 302 Economic Statistics	3
BBA 303 Business Statistics I	3
BIO 240 Biostatistics	3
HSD 269 Fundamentals of Biostatistics for Health Professionals	3
MAT 301 Applied Statistics and Computer Analysis for Social Scientists	3
MAT 327 Statistical Inference	4
MAT 330 Probability and Statistics	4

SOC 345: *(prerequisite: SOC 301 with a grade of C- or better)*

PSY 226: *(prerequisite: PSY 166; and MAT 132 or MAT 172 or MAT 174 or MAT 175)*

ECO 302: *(prerequisite: ECO 166; and MAT 132 or MAT 171 or MAT 172 or MAT 174 or MAT 175)*

BBA 303: *(prerequisite: MAT 132 or MAT 171 or MAT 172 or MAT 174 or MAT 175)*

BIO 240: *(prerequisite: BIO 166 and BIO 167 and MAT 175)*

HSD 269: (*prerequisite: MAT 132 or its equivalent, or demonstrated competence in database manipulation, spreadsheet calculations, and word processing*)

MAT 301: (*prerequisite: MAT 132 and MAT 171*)

MAT 327: (*prerequisite: MAT 176*)

MAT 330: (*prerequisite: MAT 176*), or another course approved by the program.

Group 3 Elective (3-4 credits)

One elective from this list:

		Credits
SOC 339	American Demography	4
GEP 330	Spatial Statistics and Advanced Quantitative Methods in Geography	3
GEP 360	Geovisualization and Analytic Cartography	4
<u>GEP 205</u>	<u>Principles of Geographic Information Science</u>	<u>3</u>
<u>GEP 321</u>	<u>Introduction to Remote Sensing</u>	<u>4</u>
<u>GEP 380</u>	<u>Emerging Methods and Techniques in Geographic Information Science (GISc) 3 (May be taken up to three times for credit, up to 9 credits, as topic changes)</u>	
ECO 402	Econometrics	4
CMP 414	Artificial Intelligence	4
MAT 327	Statistical Inference	4
MAT 349	Operations Research	4
CMP 446	Computational Tools for Bioinformatics	4
<u>DAT 310</u>	<u>Data Visualization</u>	<u>3</u>
<u>GEH 320</u>	<u>Population Geography</u>	<u>3</u>

SOC 339: (*prerequisite: SOC 301*)

GEP 330: *(prerequisite: GEP 204 or GEP 205 or instructor's permission. An introductory course in descriptive statistics is recommended.)*

GEP 360: *(prerequisite: GEP 204 or GEP 205 or Department Permission)*

ECO 402: *(prerequisite: ECO 302 or BBA 303)*

CMP 414: *(prerequisite: CMP 338)*

MAT 327: *(prerequisite: MAT 176)*

MAT 349: *(prerequisite: MAT 313 and CMP 167)*

CMP 446: *(prerequisite: BIO 166, CMP 167, and CMP 232)*

Or course approved by the program. Independent studies must present a proposal that explains the relationship to data science.

Data Science students should be aware that graduate programs in Data Science, Biostatistics, and Data Analytics generally expect that students have completed at least Calculus 1, Linear Algebra, and Programming 1 (CMP 167) at the undergraduate level.

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

This change provides for additional electives for students in the minor. As the program continues to develop more departments have courses that are appropriate.

5. Date of departmental approval:

Sociology 3/10/21

Data Science advisory board 3/8/21

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	Sociology
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	Sociology
Course Prefix & Number	DAT 181
Course Title	Introduction to Data Analytics with R
Description	Foundations of R for data analysis.
Pre/ Co Requisites	NA
Credits	1
Hours	1
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

3. **Rationale:**

The use of R is important in data science and analytics. However, in depth and specific instruction is challenging because it is currently done in the context of classes on other topics (such as statistics or research methods). This class will give students who want a

more focused learning opportunity or who want to supplement what they learned in other courses that use different languages or software. As a 1 credit, 100 level course it will not substitute for a course in the data science methods and applications minor.

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

By the end of the course students will be expected to:

1. Use the R programming language to import data.
2. Write a basic function R.
3. Use R functions for basic descriptive statistics such as measures of central tendency.
4. Produce simple graphs.
5. Produce a report of a data analysis.

5. Date of Departmental Approval:

Sociology 3/10/2021

Data Science advisory board 3/8/21

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	Sociology
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	Sociology
Course Prefix & Number	DAT 182
Course Title	Introduction to Data Analytics with Python
Description	Foundations of Python for data analysis.
Pre/ Co Requisites	NA
Credits	1
Hours	1
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

3. **Rationale:**

The use of Python is important in data science and analytics. However, in depth and specific instruction is challenging because it is currently done in the context of classes on other topics (such as statistics or research methods). This class will give students

who want a more focused learning opportunity or who want to supplement what they learned in other courses that use different languages or software. As a 1 credit, 100 level course it will not substitute for a course in the data science methods and applications minor.

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

By the end of the course students will be expected to:

1. Use the Python programming language to import data.
2. Write a basic function Python.
3. Use Python functions for basic descriptive statistics such as measures of central tendency.
4. Produce simple graphs.
5. Produce a report of a data analysis.

5. Date of Departmental Approval:

Sociology 3/10/2021

Data Science advisory board 3/8/21

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	Sociology
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	Sociology
Course Prefix & Number	DAT 183
Course Title	Introduction to Version Control
Description	Use of version control as part of the data science process.
Pre/ Co Requisites	NA
Credits	1
Hours	1
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

3. **Rationale:**

Version control is an essential tool in data science that allows for reproducibility and collaboration. Many classes use version control as a tool, but because they are focused

on other content they do not provide focus on the underlying contexts and in most cases are not available to students without prerequisites.

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

By the end of the course students will be expected to:

1. Understand the principles of version control.
2. Use the basic functions of a selected version control system.
3. Share work and collaborate with others using a version control system.
4. Complete a project using version control.

5. **Date of Departmental Approval:**

Sociology 3/10/2021

Data Science advisory board 3/8/21

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	Sociology
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	Sociology
Course Prefix & Number	DAT 184
Course Title	Introduction to SQL (Structured Query Language)
Description	Introduction to the use of relational databases and SQL (Structured Query Language) as part of the data science process.
Pre/ Co Requisites	NA
Credits	1
Hours	1
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

3. **Rationale:**

The use of relational databases and structure query language (SQL) is an essential

element of data science workflows and across business and science. There is currently no course in which students get concentrated applied exposure to this material.

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

By the end of the course students will be expected to:

1. Explain what a relational database is.
2. Import and export data from a data base.
3. Write basic queries using SQL.
4. Carry out basic task with multiple relate database tables.

5. **Date of Departmental Approval:**

Sociology 3/10/2021

Data Science advisory board 3/8/21

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	Sociology
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	Data science
Course Prefix & Number	DAT 310
Course Title	Data Visualization
Description	Introduction to the theory and practice of data visualization.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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 creation of effective and accurate data visualizations is a central activity of data scientists and a key element of both data exploration and data communication. This

course will explore the theory and practice of data visualization including the role of perception and biases.

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

By the end of the course students should be able to:

- Understand the principles of effective data visualization
- Use a variety of visual techniques to investigate patterns in data
- Create data visualizations, including exploratory data, statistical inference, and interactive visualizations

5. **Date of Departmental Approval:** 2/16/2021

Advisory Committee Approval: 10/14/2020



Library, Technology and Telecommunications Committee Report

Library

- Library reminds faculty to request Reserve materials early for Fall 2021 Courses to allow time for Library staff to research and order materials. Library Homepage has details.
- Library faculty Michelle Ehrenpreis and John Delooper provided informative presentation on LTI resource available in Blackboard. This powerful tool can be customized to incorporate specific subject Research Guides to provide students with point-of-need research access.
- Library's Stephen Walker offered demonstration of video streaming service AVON. Please access AVON from Library's A-Z Databases. Repository contains over 72,000 film and media titles.
- On April 20th – Library co-sponsored Poetry Reading, *Sisters in Struggle and Song*, with nearly 400 registrants for well-received event.

Information Technology

- IT is collaborating with Academic Affairs, Finance and Administration, and Enrollment Management in the area of classroom technology to support the fall semester. Among the plans being discussed are upgrading classrooms with enhanced tools to support the faculty members choice of in person and remote teaching and learning modes. The Office of Online Education as well as IT will be providing professional development to support faculty, and we intend to hire students during the fall semester to provide classroom technical support and assist with the new technology. We expect to have 20 mobile carts and more than 20 fixed classrooms in place by the beginning of August and plan to use the Logitech "MEET-UP" web conferencing solution for this purpose.
- ITR is also planning to develop two model classrooms where faculty can come to test classroom technologies and provide feedback. We are hoping that the prototype classrooms will be available by the fall.
- Like many of you, IT has been very concerned about the increase in malicious "phishing" email directed to students, faculty, and staff. New technologies to reduce this for our students have been approved by the tech fee committee and more information will follow. Even with new technology, please continue to be vigilant and do not reply to job offers or provide personal, confidential information in response to unknown senders.

Blackboard

- The Bronx Ed Tech Showcase is coming up on Friday, May 7th. The showcase is an ALL DAY virtual event. The showcase is a collaborative effort between the

three Bronx CUNY Colleges that aims to showcase the technology that is used to support the instructional mission of the colleges.

- Our summer 2021 course template will feature a new content area: Student Counseling, Health and Wellness. This new content area is a “one-stop location” for students to find mental health resources, help with housing, food insecurity and more. Lehman Counseling Resources and NYC Resources are available.

Online Education

- The Preparation for Teaching Online Workshops will be starting up again on June 7th. Please mail: online.education@lehman.cuny.edu to register
- Enhancing Your (Online or Hybrid) Course through the Use of Open Educational Resources Workshop – June 14-25

Our Next Committee Meeting is: Late August via ZOOM

Lehman Senate Budget Committee Report

Based on committee meeting on April 21, 2021

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

Senators

Haiping Cheng
Mia Budescu

Alexander Nunez Terres

Alison Behrman

Rick DesRochers

Ruth Wangerin

FP&B members

Brian Murphy
Dene Hurley

Paula Loscocco

Marie Marianetti

Wesley Pitts

Carl Mazza

Administration

Peter Nwosu
Rene Rotolo

Bethania Ortega

Students

Jameila Morgan
Zenab Louche

Bold font indicate the presence

Guests: PAMELA.MILLS, Jay Jones,

The Budget committee meeting was called to order at 1:08 pm by Haiping Cheng on April 21, 2021

- **Budget update:** VP Rotolo and Budget Director Ortega
 - FY 21 3rd quarter update: total resource for FY21 is 1% (\$1.8 M) less than last year, FY20
 - Tuition collection, which accounts for 55% of Lehman operation budget
 - FY21, (current), 80% collected, with \$4M short of this year's target of \$86M
 - Pre-covid 19 collection rate 89% to 94%
 - FY22 (next year) Budget projection, details on next slide
 - CARES Act: \$13.3M with \$6.6 for Lehman reimbursement
 - CRRSAA: \$25.9M, more flexible but not allocated yet
- **Provost report/Grant Office Report:** Provost Nwosu
 - Strategic plan: action plan AY 2021-2022
 - Steps to take
 - sample plan: enrollment management
 - Beyond Covid 19: integrating futures thinking into our work

No more Budget meeting for the year, best of luck and enjoy the summer

May 5, 2021

Lehman Budget Committee Report

Based on budget report on April 21, 2021

Year end report and key projections

Major Spending (Millions)			
	2020 Year end	2021 Project	2022 project
Resources	117.3	111.6	110.8
Major Spending			
PS regular	85.0	84.0	89.8
OTPS	6.3	6.9	8.5
Adjuncts	17.6	18.8	19.2
Temp service	4.7	3.1	3.6
Save (lost)	3.8	(1.1)	(10.4)
Reserves	9.6	13.5	14.1
CARES/CRRSAA		2	
Year End Balance	13.5	14.1	3.6



*Green (increase) and Red (reduction) from prior period.

No more Budget meeting for the year, best of luck and enjoy the summer

Academic Assessment Committee Report

Lehman College, The City University of New York

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

Highlights of March 6th Meeting

- Development of the 2022AY assessment workshop schedule
- Survey results of prior assessment workshop
- Scheduling flexibility of assessment workshops to increase participation

Assessment Workshop:

“Use of Surveys in Assessment” by Office of Institutional Research Associate Director Michael Goldberg on April 15th.

2021AY Professional Development

Name	No. of Event	Participants
Assessment Talk Brown Bag Lunch	3	47
Workshop	6	156
Total	9	203

Assessment Reports

- Reports are due at the end of the 2021 Spring and Summer semesters
- Reports will be submitted to Dropbox while the proposed AMS, Planning & Self-Study by Watermark Insights, remains in the CUNY procurement process

Program Review

- Programs being reviewed:
 - ✓ Chemistry,
 - ✓ Exercise Science,
 - ✓ Recreation Education, and
 - ✓ Therapeutic Recreation
- Self-Study Reports are under review by External Reviewers
 - ✓ External Reviewer report for Exercise Science received

Next Meeting

- May 4th at 2:00 pm
 - ✓ Zoom Information will be provided shortly

Lehman College Ombudsman

Alan Kluger's Report to the Lehman College Senate

May 5, 2021 – 3:30 PM in Carmen B04

As I have done with previous reports to the Lehman College Senate, I want to remind the Senate about the primary mission of the Ombudsman. The Bylaws of the Lehman College Senate indicate that, the **Lehman College Ombudsman** shall serve as a **confidential investigator** in cases of **alleged unfairness** or **maladministration**. **The Ombudsman** shall be the **impartial spokesman** for **all parties involved** in such cases.

CUNY Guidelines also reference a possible role for the Ombudsman in the **“Student Complaint Procedure”** process in both the Informal and Formal stages of complaint resolution.

As I summarize my activities over the past academic year, I will avoid disclosing information that could violate the confidentiality of the parties involved. My activities as the Ombudsman have been very limited since my previous report to the Senate. This is likely due to the drastic reduction of faculty and administrators on the campus due to the Coronavirus Pandemic. The only case involved a faculty member who had concerns with some colleagues on several issues. This faculty member initially contacted me in my other role as Research Integrity Officer (RIO). Believing that actions taken by several colleagues qualified as one of the forms of research misconduct defined in CUNY policy, this faculty member asked to talk to me roughly 14 months ago. Following a long telephone meeting and brief email conversations where the faculty member described the nature of the complaints against the colleagues, I concluded that the behaviors described fell outside issues that could be examined by me in my role as RIO. However, in my capacity as Ombudsman, I offered to possibly play the role of impartial moderator in handling other issues that surfaced during our meeting. These involved the faculty member feeling uncomfortable with certain day-to-day interactions with several colleagues on the campus.

Additional issues voiced by this faculty member are / were subsequently evaluated by appropriate Lehman College administrative officials. For example, the faculty member was unhappy with the nature and outcome of an investigation and sought input from the Ombudsman as well as from union and relevant administration officials. The investigation followed a specific policy that requires the investigator to report the findings to the President and following his review the necessary action is taken. The policy contains no specific provision for an employee to appeal the findings to someone within the College or University. However, there are federal, state and local agencies that enforce the laws examined in this investigation and employees have a right to contact such an agency to discuss their concerns. If the agency accepts the complaint, they will conduct their own independent review and issue a determination based on the facts. I have recently transmitted these options to the faculty member. The faculty member indicates continued dissatisfaction with the way administration has handled the investigation and wants to meet with me in the near future about possible next steps. Another issue raised by the faculty member has been handled by the College Counsel. The faculty member is unhappy about this interaction and also wants to talk to me further about this issue.

Comment about being the Ombudsman: I must say yet again, that I have been gratified by the excellent assistance I have received from the College Counsel and every college administrator, faculty member, and PSC official that I have interacted with over the past four years as the College Ombudsman. It has been a pleasure to work with all of these individuals in striving to solve problems important to Lehman College.