

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16

**Minutes of
The Lehman College Senate Meeting
Wednesday, November 4, 2020
Senate Meeting**

7 **Senators Present:** Aisemberg, G.; Alexander-Street, A.; Ali, S.; Auslander, D.; Austin, L.; Babalola,
8 V.; Banks, R.; Baraldi, C.; Bayne, G.; Bazile, S.; Bergmann, R.; Bettiol, R.; Budescu, M.; Burton-Pye,
9 B.; Calvet, L.; Campeanu, S.; Cheng, H.; Codrington, N.; Collett, J.; Cooper, W.; Dominquez, V.;
10 Donkor, B.; Dumais, S.; Ebersole, S.; Ewing-Morgan, D.; Fakhouri, S.; Farrell, R.; Fera, J.; Finger,
11 RichardFirpo, A.; Fortunato-Tavares, T.; Georges, Catherine A.; Gonzalez Castillo, R.; Harrison, E.;
12 Hattori, T.; Hyman, D.; Kim, C.; Kim, H.; Lemons, D.; Loscocco, P.; Louche, Z.; Luerssen, A.;
13 Machado, E.; MacKillop, J.; Mahon, J.; Maney, B.; Marcelino, K.; Marianetti, M.; Markens, S.; Mazza,
14 C.; McKenna, C.; Mellen, A.; Mills, P.; Mills-Bakhsh, J.; Valentine, R.; Yavuz, D.; Zerphey, N.

15
16
17 **Senators Absent:** Boston, N.; Durodola, S.; Ford, G.; Murphy, B.; Muturia, F.; O'Dwod, M.; Stein
18 Smith, S.; Valarezo, J.

19
20
21 The meeting was called to order by President Daniel Lemons at 3:33 p.m.

22
23 **1. Approval of the Minutes**

24 The minutes of the October 7, 2020 Senate meeting was approved by unanimous vote with the
25 following correction: that line 87 be revised to reflect that cuts to the budget are due to the pandemic.

26
27 **2. Announcements and Communications**

28 **a. Report of the President—**
29

30 Dr. Lemons provided an update on the budget and expressed that little had changed amid the
31 challenges brought on by the COVID-19 pandemic. Concerning the City University of New
32 York (CUNY), he mentioned that the CUNY Board of Trustees would not extend the budget
33 onto Spring 2021, the remainder of the academic year. He also informed that the University
34 was down 470 fulltime positions due to the hiring freeze. Regarding the State, Dr. Lemons
35 mentioned that New York would experience additional budget cuts for the current fiscal year,
36 and that such would not impact Lehman in any major way. In addition, Dr. Lemons informed
37 that the State budget deficit had grown from 14.4 billion to 14.9 billion, and that as revenues
38 were down around 15 percent this year, the State had projected an accumulative 50 billion
39 dollar deficit. Dr. Lemons went on to inform that the State would continue to withhold 20

40 percent of the University’s current fiscal year budget, and may continue to do so until a
41 potential federal stimulus. Furthermore, Dr. Lemons discussed what would be the starting
42 point of fiscal year 2022. He informed that all state agencies, including universities, were
43 informed that the budget for fiscal year 2022 should be based on a 5 percent reduction from
44 what was approved by the legislature last April. Dr. Lemons shared that further details on
45 the matter would be provided in the Governor’s Budget in January.

46
47 Dr. Lemons discussed the issues surrounding university-wide enrollment. He informed
48 that—when compared to previous years—the freshman cohort of the current academic year
49 was down by 27 percent. This number, Dr. Lemons explained, was 21 percent for community
50 colleges, 26 percent for transfer enrollment, and 3 percent for graduate enrollment; he
51 explained that, amid the challenges of the pandemic, the numbers were common for colleges
52 and universities across the U.S. Dr. Lemons reassured that the College would strive to
53 increase enrollment by Fall 2021.

54
55 **b. Student Legislative Assembly—**

56 Ms. Sumana Ali thanked professors for encouraging students to vote in the 2020 U.S.
57 elections. She shared that although the Lehman College community had experienced many
58 an adversity, the College would continue to place student success and wellbeing at the
59 forefront. She also expressed the sentiment that the community and its strong values would
60 continue to be upheld in such a way as to support the marginalized and vulnerable.

61
62 Ms. Ali thanked Dr. Sarah Ohmer, Dr. Gary Ford, and the Department of Africana studies
63 for hosting several events to spread awareness about voter registration, the election, police
64 violence, and accountability. She also thanked the Office of Campus Life for helping to
65 secure an additional grant for the food pantry, which will help to support students in times
66 of difficulty. Ms. Ali went on to thank members of the Student Government Association
67 (SGA), members of the Student Legislative Assembly (SLA), and the Office of Institutional
68 Advancement for their role in “Giving Tuesday.”

69
70 Ms. Ali urged all to encourage students to participate in the upcoming SLA special elections.
71

72 **REPORTS OF STANDING COMMITTEES–**

73
74 **1. Graduate Studies**

75 There was no report.

76
77 The next meeting was scheduled for Wednesday, December 2, 2020 at 11:00 a.m.

78
79 **2. Governance Committee**

80 Professor Joseph Fera discussed one informational item in preparation for the virtual spring 2021
81 semester. Prof. Fera also provided a summary for key points made in CUNY’s Guidance on
82 Academic Continuity to Campuses Memo. He also provided a summary of the resolution passed by
83 the School of Natural and Social Sciences (NSS).

84
85 See Attachment I

86
87 Regarding the NSS resolution, Prof. Fera added that the other schools—that is, the School of Health
88 Sciences, Human Services, & Nursing, the School of Education, and the School of Arts &
89 Humanities—may follow suit and could pass similar resolutions. Should an approval at all
90 governance channels occur, Prof. Fera explained, a resolution would be presented to the Senate. He
91 also expressed the possibility that such would likely be introduced to the Senate by the December 2,
92 2020 meeting. Prof. Fera went on to open the floor for discussion. There was one question
93 concerning the spring 2021 semester, where it was asked whether the College maintained plans that
94 could readily allow the procession of on-campus learning. Prof. Fera referred to Dr. Lemons for a
95 response. Dr. Lemons confirmed that such plans exist. Though, he explained, it would be unlikely
96 that the academic year would proceed on campus for the spring 2021 semester.

97
98 The next meeting was scheduled for Monday, November 16, 2020 at 12:15 p.m.

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

100 There was no report.

101
102 The next meeting was scheduled for Wednesday, November 18, 2020 at 1:00 p.m.

103
104
105
106
107
108
109
110
111
112
113
114
115
116
117
118
119
120
121
122
123
124
125
126
127
128
129
130
131
132
133
134

4. Undergraduate Curriculum

Professor Lynn Rosenberg presented proposals for curriculum changes in the following departments: Sociology and Health Sciences. All presented proposals were unanimously approved.

Professor Lynn also presented informational items regarding experimental courses in the departments of Biology and Languages & Literatures.

See Attachment II

The next meeting was scheduled for Wednesday, December 2, 2020 at 1:00 p.m.

5. Academic Freedom:

Professor David Manier presented a proposal in support of the Non-Discrimination Policy of the City University of New York.

See Attachment III

Prof. Manier opened the floor to discussion. Many commented on how wonderful they found the resolution and encouraged Prof. Manier and the committee to join forces with groups both within and outside of CUNY. The Associate Provost of Academic Programs and Educational Effectiveness, Dr. Victor Brown, suggested getting in touch with the National Alliance of Partnership and Education—a group based in D. C. that shares similar sentiments.

Dr. Lemons called for a vote on the resolution. The resolution was passed by unanimous vote.

6. Library, Technology, and Telecommunication

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

See Attachment IV

135 There was a request for additional information concerning the transcript feature on Zoom. The CIO
136 of Information Technology, VP Ronald Bergmann, informed that a guide would be provided. VP
137 Bergman also informed that the transcript may be downloaded by anyone on the chat. However, he
138 explained that as there may be FERPA and student privacy concerns, a procedure would need to be
139 in place to protect students and their information. He assured that he has been in touch with the
140 College’s Executive Counsel, Bridget Barbera, and that he would confer with CUNY for further
141 information.

142

143 **7. Campus Life and Facilities**

144 There was no report.

145

146 The next meeting was scheduled for Wednesday, December 2, 2020 at 2:00 p.m.

147

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

149 Professor Haiping Cheng presented the report of the Joint Committee of Senate and FP&B Budget
150 and Long Range Planning. He discussed the financial plan for the 2020-2021 budget.

151

152 See Attachment V

153

154 The next meeting was scheduled for Wednesday, November 18, 2020 at 1:00 p.m.

155

156 **9. University Faculty Senate Report**

157 Professor Judith Duncker presented the report. She relayed the major points discussed at the October
158 27, 2020 Plenary Session of the University Faculty Senate.

159

160 See Attachment VI

161

162 The next Plenary Session was scheduled for Tuesday, December 1, 2020 at 6:30 p.m.

163

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

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

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

168

169 See Attachment VII

170

171 **Old Business**----None.

172

173 **New Business**----None.

174

175 **ADJOURNMENT**

176 President Lemons adjourned the meeting at 4:48 p.m.

177

178 Respectfully submitted:

179

180 Cynthia Cessant



GOVERNANCE COMMITTEE
Senate Report
November 4th, 2020

1. Planning For Spring 2021 Online
 - a. Informational Item Only
 - b. Summarize Points Made in *CUNY's Guidance on Academic Continuity to Campuses Memo*
 - c. Summarize Resolution Passed By NSS Chairs
 - d. What To Expect
 - e. Questions/Discussion

2. Next Governance Meeting: Nov 16th at 12:15pm, Zoom Info on Website

**SUMMARY OF POINTS MADE IN
CUNY'S GUIDANCE ON ACADEMIC CONTINUITY TO CAMPUSES**
(Full Excerpt Included In Report Materials)

RE: PREPARING FOR A VIRTUAL SPRING 2021

- CUNY believes that it is unlikely that the US Department of Education (USDE) will extend emergency authorization for colleges and universities to offer programs that are 50%+ online into the Spring 2021 term
- In the absence of a waiver from the USDE, campuses must have distance education approved as an alternative delivery method by our accrediting agency, the Middle States Commission on Higher Education (MSCHE).
- CUNY encourages campuses to *work* with faculty and staff and to “ensure that the relevant shared governance bodies be included in/appraised of this process.”
- In the absence of a waiver from the USDE, Lehman has *roughly* until the end of February 2021 to file appropriate paperwork with the MSCHE.
- In the absence of a waiver from the USDE, Lehman **will** file this necessary paperwork to keep our degree programs in compliance with the MSCHE.
- CUNY specifically states that, “an online format may be rescinded in case it becomes unnecessary.” (Note that it does not state that this process will be automatic.)

SUMMARY OF RESOLUTION
PASSED BY NSS CHAIRS ON OCTOBER 20TH
(Full Resolution Included In Report Materials)

- The COVID Crisis has forced us to temporarily move a majority of our degree programs online in the interest of our community's health and safety.
- The NSS Chairs support this move to distance learning **temporarily**.
- Any decision to extend our degree programs to distance learning beyond Summer 2021 requires the approval of our usual governance channels – namely department approval, curriculum committee approval, and Senate approval.

WHAT TO EXPECT

- It is likely that Chairs in other schools will pass similar resolutions (if they have not already).
- It is likely that Chairs will request the Graduate Studies and Undergraduate Curriculum Committees to have a “Vote of Support” for the Chairs’ statements (if they have not already).
- It is likely that the curriculum committees will endorse the Chairs’ statements and bring the matter to the Senate floor in December.

Note: Curriculum matters like this usually originate in a Department. They are vetted by the respective curriculum committees and ultimately approved by Senate. We are trying to follow a *similar* procedure for this process in the spirit of shared governance.

Excerpt From CUNY's Guidance on Academic Continuity To Campuses

Fall 20 & Spring 21 Instructional Modalities: Preparations for a Largely Virtual Spring 2021 Semester:

We recently commenced with a Fall semester of mostly online instruction and must now begin to plan our course offerings for the Spring 2021 semester. As with the Fall semester, the University's highest priority in determining the balance between in-person and remote learning and working in Spring 2021 will be to protect the health and safety of CUNY students, faculty, and staff. **To this end, colleges must prepare for the possibility that course and work scheduling will remain largely virtual in Spring 2021.** This strategy will allow us to be ready for any scenario we might face in the Spring, including the possibility of pivoting to more face-to-face instruction should public health conditions allow, per the staged approach contemplated in our campus reopening plans.

Please note that this guidance is in accordance with the July 9, 2020 Board of Trustees resolution that authorized planning for a largely virtual Fall 2020, inasmuch the resolution recognized that

“[s]ubject to the prevailing conditions and circumstances of the COVID-19 pandemic emergency and the approval of NYSED to extend such offerings of online courses in academic programs at that time, the University's decision for the extension of the online and distance learning modality and remote services for the majority of the University's academic courses, programs and support services for the Fall Semester 2020, shall be conditionally extended to the Spring Semester 2021, as reasonably necessary.”

At this time, it seems unlikely that the United States Department of Education (USDE) will extend emergency authorization for colleges and universities to offer programs that are 50% or more online beyond December 31, 2020. We believe this because of public statements made by the White House and Secretary DeVos regarding the administration's calls for colleges and universities to fully return to in-person courses and work.

And because our accreditor, the Middle States Commission for Higher Education (MSCHE), must follow the guidelines of the USDE, the only way for the University to maintain the possibility of a largely virtual Spring 2021— as it was conditionally authorized to do on June 9, 2020 by the Board of Trustees — is to 1) ensure that all campuses have distance education approved as an alternative delivery method in their scope of accreditation and 2) ensure that campuses notify MSCHE of each one of their academic programs offered via distance education, starting in 2021.

As a result, to continue to prepare for the possibility of a largely virtual Spring 2021, our colleges and schools must take the steps in the chart below:

First, determine whether you need to submit a substantive change request.

Has MSCHE approved at least one substantive change request under No. 4 Alternative Delivery Method for distance education?

Yes	No
No additional substantive change requests are needed. Distance education is now included in your institution's scope of accreditation.	Submit one substantive change request under No. 4 Alternative Delivery Method by November 1.

Second, submit the required notifications for a change in an existing program's method of delivery.

The institution must notify MSCHE or obtain prior approval, depending on the institution's accreditation status, to have the option of offering 50 percent or more of a program via distance education.

Has your institution received a non-compliance action (warning, probation, or show cause) in the past three years?

No	Yes
Notification is required within 30 days of the change or start of the program, after the current USDE waiver has expired. <ol style="list-style-type: none">1. Institutions will submit required notifications (Change in Existing Program's Method of Delivery) through the Substantive Change Screening Form in the MSCHE Institution Portal. No prior approval is needed.2. To prepare for the possibility of an online Spring, notifications must be completed for every academic program offered via distance education in Spring 2021.	This triggers the need for prior approval. <ol style="list-style-type: none">1. Institutions must submit the form called Change in Existing Program's Method of Delivery <u>for prior approval</u>.2. To prepare for the possibility of an online Spring, the form must be completed for every academic program that will be offered via distance in Spring 2021 by November 1.

The good news is most CUNY campuses that needed to do so have already submitted substantive change requests for distance education and others are on track to submitting by the deadline of November 1. Presuming that they will be approved, all but two of our campuses can shift their focus to the notification process. For the two campuses that have received a non-compliance accreditation action, prior approval will be needed. ***We encourage you to continue working with your faculty and staff on preparing the necessary forms as soon as possible so as to minimize burden and safeguard the possibility of a largely virtual Spring 2021. Please ensure that the relevant shared governance bodies be included in/appraised of this process.***

NYSED has recently announced an extension of its online waiver to the Spring 2021 semester. Colleges therefore do not need any special approval to offer their programs online in the Spring. This eliminates the burden of submitting all programs for approval of online format this semester. As promised by NYSED earlier, they are working on expedited approvals forms to be used for programs that need to be offered online past Spring '21.

Bottom line: to keep the possibility of a mostly virtual Spring 2021— as conditionally authorized on June 9, 2020 by the Board of Trustees — we must focus all of our attention on meeting the MSCHE substantive change and notification requirements described above.

Please note that an online format may be rescinded in case it becomes unnecessary. This is indeed possible and would be handled as a program change. The action will simply remove a “distance education format” from the program’s registration record.

As planning for Spring 2021 continues, working with Adult and Continuing Education units will continue to be important to ensuring that programs in adult literacy, industry credentials, vocational and pre-professional programs are offered as critical workforce and career pathway pipelines for students.

Distance Learning Platforms, Proctoring, Tools & Resources: Remote Proctoring Solutions:

The University has secured the services of [Proctortrack](#) as an online proctoring solution and is working hard to have this solution enabled and accessible for use by faculty and students by mid to late October.

The decision to implement Proctortrack came after a thoughtful, purposeful approach toward securing an online proctoring solution that would best balance the safety of our campus communities, the data privacy issues of our students, and the integrity of our academic programs per the recommendations of our system-wide task force charged to provide forward-looking recommendations for Fall 2020.

In selecting Proctortrack as a remote proctoring tool while CUNY is primarily operating in remote mode we endeavored to mitigate risks to our students and our University, secure fair pricing for services to be provided, and maintain tight controls over privacy issues. The level of service in procurement, for example, will make proctoring data available to faculty and University officials only in cases where academic integrity issues are suspected, will require the safe disposition of any and all student data 60 days after a proctored test or quiz, and provide continental 24/7 U.S. support services through Blackboard. Proctortrack is a solution used by institutions such as Rutgers University, MIT, SUNY Cobleskill, and other universities served via edX and 2U (e.g., Brown, NYU, Columbia).

Per previous communications, the University has secured product licenses that will be allocated to campuses based on campus needs. Campuses that are interested in securing some of these licenses have been asked to designate a campus representative to work with a central office team including folks from OAA, CIS, and OGC.

Finally, per previous guidance, it is important to note that the online proctoring tool may only be required if the course description or course syllabus noted that they might be used, allowing students to make an informed decision about enrolling in that course. No other student can be compelled to agree to the terms and conditions of proctoring solutions procured by the University, Colleges, Programs, and/or those which may be bundled in with specific textbooks. When in doubt, please refer to the following guidance from our Office of General Counsel regarding this matter:

The Office of Legal Affairs has reviewed the Terms and Conditions of several online testing application services and it is the office's guidance that faculty cannot compel students to accept the corresponding tools' "Terms and Conditions" and that in the event students do not accept the terms, faculty must provide students reasonable assessment accommodations to demonstrate they meet the course learning requirements.

Examples of alternative methods of assessment include papers, presentations, annotations, e-portfolios, and in-person exams following campus reopening safety guidelines. As part of the communications roll-out, the University will develop an FAQ page with additional information on Proctortrack and on alternative assessment methods and will coordinate a webinar on effective assessment practices that do not require online proctoring tools.

RESOLUTION OF NSS CHAIRS
RE: PLANNING FOR A REMOTE SP 2021

(Unanimously approved, Oct 20, 2020)

Whereas the administration, faculty, staff, and students of Lehman College are committed to the health and safety of all of our community, and

Whereas the current pandemic is likely to extend into the Spring and Summer of 2021, and

Whereas approval for offering more than 50% of our courses in an online or remote modality resides with the Middle States Commission for Higher Education (MSCHE) unless the U.S. Department of Education provides a blanket and temporary waiver of the online modality, therefore

Be it Resolved, that in the spirit of shared governance, the Chairs of NSS support the college's registration with MSCHE of all programs, degrees, and certificates as online for the Spring and Summer 2021 semesters only in the absence of a waiver from the US Department of Education, and

Be it Further Resolved, that the Chairs of NSS believe that any further extension of using distance learning as an alternative delivery method for our college's programs, degrees, and certificates necessitates additional approvals from our shared governance channels.

Senate Meeting – 11/04/20

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on 10/07/20 (7/7 members in attendance):

1. Sociology
 - Sociology, B.A. change in bulletin

2. Health Sciences
 - HSA 301 change in prerequisites
 - REC 200 course number change
 - REC 210 course number change
 - REC 300 change in course number and prerequisites
 - REC 320 change in course number and prerequisites
 - REC 321 change in course number and prerequisites
 - REC 401 change in course number and prerequisites
 - REC 250 new course
 - REC 405 new course
 - REC 410 new course
 - REC 330 new course

Informational items

Language and Literatures

- FRE 332 Experimental course

Biology

- BIO 438 Experimental course

Next meeting: December 2nd, 2020 1 pm, Virtual via zoom

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 438
Course Title	Genomics and Human Health
Description	In-depth analysis of genomes in humans, rodents, and primates and covers the current understanding of genetic and genomic mechanisms in relation to human health. Topics include gene identification and functional genomic studies in cancer, ageing, infertility, and behavior; development and evaluation of genetic testing and biopharming; and social/ethical/legal issues related to genetic and genomic advances.
Pre/ Co Requisites	BIO 166 and BIO 167 and BIO 238 Genetics
Credits	4
Hours	4
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

	____ Scientific World
--	-----------------------

3. Rationale:

This advanced course in genetics is proposed based on the biology degree curriculum, and it is designed for students who are interested in graduate programs or medical school. A brief survey of some students in the introductory genetics classes indicated a keen interest among high achieving students to learn advanced genomics related to human health issues, including cancer, ageing, infertility and behaviors such as addiction. A student preference for 4 credits also led to the design of two meetings each week for a total of 4 hours. Specifically, for 2 hours in each meeting, the tentative plan is to arrange 1 hour for introductory lecture, followed by 1 hour of computer practicum (recitation), which will promote students' active learning. The proposed course and Bio 338 (Genetics of Man) that is in our course catalog would not be sequential, rather the two courses would offer additional choices for our students. The proposed 4-hour advanced with computer practicum (recitation) will meet the urgent needs of our students to become competitive in the job market or graduate/professional school admissions.

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

- Explain human genome structure/annotation and analyze comparative genomes from animal models.
- Assess the strategies of gene identification and function dissections for complex traits important for human health such as cancer, ageing, infertility, and behavior.
- Develop the ability of using genomic resources for genetic testing of disorders, genomic evaluation for disease treatments and prognosis, and gene therapy.
- Comprehensively analyze social and ethical issues derived from genetic and genomic advances.

5. Date of Departmental Approval: September 16, 2020

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA 301
Course Title	Human Resources Management and Labor Relations in Health Services
Description	Analysis of the challenges and conflicts inherent in managing human resources in health services organizations. Examination of policy formulation, recruitment, selection, training and development, wage and salary administration, motivation, and labor relations.
Pre/ Co Requisites	PREREQ: HSA 267 or faculty permission.
Credits	3
Hours	3
Liberal Arts	[] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

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

3. **To:**

Department(s)	Health Sciences
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 301
Course Title	Human Resources Management and Labor Relations in Health Services
Description	Examination of the issues and techniques relevant to the planning of health delivery systems, with emphasis on marketing approaches in a competitive health care environment.
Pre/ Co Requisites	NA
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):

HSA 301 no longer requires a prerequisite because the content of this course has evolved to where HSA 267 is no longer necessary to be taken first. The learning outcomes of HSA301 would not be impacted by this change.

5. Date of departmental approval: March 13, 2019

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Course Number, Prerequisite

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

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Recreation Education and Therapeutic Recreation
Course Prefix & Number	REC 300
Course Title	History and Philosophy of Recreation
Description	Reviews historical development of recreation and leisure and examines theories of play and recreation and the functions of organized recreation services in the U.S. today.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Recreation Education and Therapeutic Recreation
Course Prefix & Number	REC <u>200</u>
Course Title	History and Philosophy of Recreation
Description	Reviews historical development of recreation and leisure and examines theories of play and recreation and the functions of organized recreation services in the U.S. today. This course was formally REC 300
Pre/ Co Requisites	<u>Departmental permission required.</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This change will not have a significant impact on the learning outcomes of the department or the major/program. REC 300 – History and Philosophy of Recreation is an introductory course to the field of recreation and leisure studies, which is not an intermediate course.

5. **Date of departmental approval:** December 11, 2019

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Course Number, Prerequisite

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

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Recreation Education and Therapeutic Recreation
Course Prefix & Number	REC 320
Course Title	Recreation Leadership
Description	Leadership principles and techniques. Group processes and methods for working with diverse populations in varied recreation and leisure service settings. In-class leadership exercises and practice.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[] 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 [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Recreation Education and Therapeutic Recreation
Course Prefix & Number	REC <u>210</u>
Course Title	Recreation Leadership
Description	Leadership principles and techniques. Group processes and methods for working with diverse populations in varied recreation and leisure service settings. In-class leadership exercises and practice.
Pre/ Co Requisites	<u>Departmental permission required.</u>
Credits	3
Hours	3
Liberal Arts	[] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This change will not have a significant impact on the learning outcomes of the department or the major/program. REC 320 – Recreation Leadership is an introductory course to the field of leadership in recreation and leisure studies, which is not an intermediate course. As an introductory course, it is appropriate for it to be considered 200-level in order to create a progression of the courses within the core course requirement, where concepts learned in this course will be further explored in the mastery-level courses in the three concentrations of the program.

5. Date of departmental approval: December 11, 2019

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Course Number, Prerequisite

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

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Recreation Education and Therapeutic Recreation
Course Prefix & Number	REC 324
Course Title	Introduction to Therapeutic Recreation Service
Description	Overview of special recreation programs provided in institutions or community settings for the physically, mentally, socially, or emotionally disabled. Examines basic concepts and models of service with field observations.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[] 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 [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Recreation Education and Therapeutic Recreation
Course Prefix & Number	REC <u>221</u>
Course Title	Introduction to Therapeutic Recreation Service
Description	Overview of special recreation programs provided in institutions or community settings for the physically, mentally, socially, or emotionally disabled. Examines basic concepts and models of service with field observations.
Pre/ Co Requisites	<u>Departmental permission required.</u>
Credits	3
Hours	3
Liberal Arts	[] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This change will not have a significant impact on the learning outcomes of the department or the major/program. REC 321 – Introduction to Therapeutic Recreation is an introductory course to the field of therapeutic recreation, which is not an intermediate course. As an introductory course, it is appropriate for it to be considered 200-level because those courses that expand on the concepts learned are covered in detail in the intermediate courses at the 300-level.

5. **Date of departmental approval:** December 11, 2019

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Course Number, Prerequisite

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

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Recreation Education and Therapeutic Recreation
Course Prefix & Number	REC 404
Course Title	Administration of Recreation Services
Description	Examines management theories and practices in recreation agencies and organizations. Topics include personnel management, public relations, budget and finance, and facility design and operation,
Pre/ Co Requisites	Pre-requisites: REC 300, REC 320, and REC 321
Credits	3
Hours	3
Liberal Arts	[] 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 [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Recreation Education and Therapeutic Recreation
Course Prefix & Number	REC <u>302</u>
Course Title	Administration of Recreation Services
Description	Examines management theories and practices in recreation agencies and organizations. Topics include personnel management, public relations, budget and finance, and facility design and operation.
Pre/ Co Requisites	<u>Departmental permission required.</u>
Credits	3
Hours	3
Liberal Arts	[] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This change will not have a significant impact on the learning outcomes of the department or the major/program. REC 401 – Administration of Recreation Services is an intermediate course to the field of recreation and leisure studies. As an intermediate course, various topics of recreation administration are discussed each class session, and it is more appropriate for it to be considered 300-level in order to create a progression of the courses within the core course requirement, where concepts learned will be further explored in the mastery-level courses in the three concentrations of the program.

5. Date of departmental approval: December 11, 2019

**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 [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Recreation Education
Course Prefix & Number	REC 250
Course Title	Principles and Practice of Recreational Sports Services
Description	An overview of recreational sport services, value and benefits of recreational sports, issues, and career opportunities. Conceptual and Practical foundations to understand how to design, deliver, and manage recreational sports services in various settings.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[] 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
--	-----------------------

3. Rationale:

This course will serve as an introductory course for undeclared students and/or students from another major, and will serve as an opportunity for articulation agreements with various community colleges with sports-related majors such as sports management in the CUNY System.

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:
 - Identify the nature, scope, and importance of recreational sports in the fields of parks, recreation, and physical activity.
 - Describe theories related to competitive/cooperative play and the philosophical basis and values of recreational sports to the individual.
 - Develop and articulate a personal leisure philosophy.
 - Articulate competencies required to work in recreational sports and in a variety of settings.
 - Apply techniques and processes used by professionals and workers in the recreational sports industry.
 - Communicate with key constituents within the field of recreational sports.

5. Date of Departmental Approval: December 11, 2019

**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 [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Recreation Education
Course Prefix & Number	REC 405
Course Title	Facility Management in Recreational Sports Services
Description	An exploration of the comprehensive management process as it relates to planning and operation of recreational sport facilities. Traditional management theory, facility organization and management, facility operation, and standards compliance.
Pre/Co Requisites	Pre-Req: REC 200, REC 210, and REC 302
Credits	3
Hours	3
Liberal Arts	[] 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

	_____ Individual and Society _____ Scientific World
--	--

3. **Rationale:**

The new course will meet the “provision of services and experience opportunities for guests, visitors, participants, clients, or other constituent groups” foundational curriculum of the COAPRT, including site design and management. It will also meet the “management/administration” foundational curriculum, including operations management/administration and strategic management/administration which involves deploying plans-of-actions that address changing circumstances of technology, environment, and competitors. As this course reviews areas of facility management, it will be valuable for students to apply for positions such as “Associate Director of Campus Recreation – Facilities and Risk Management,” “Elementary Sports and Recreation Specialist,” “Intramural, Club Sports, and Recreation Supervisor,” “Recreation Program Manager,” and “Sports Club for Kids Program Manager” that require basic management and administrative sport/recreation-related knowledge that are currently open.

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:
 - Articulate competencies required to organize and manage recreational sport facilities.
 - Describe facility terminology and theories related to maintenance, administration, marketing, sales, and legal issues.
 - Develop skills necessary to effectively organize, manage, and administer recreational sport facilities.
 - Identify and demonstrate area and facility management skills.
 - Identify and apply labor standards and laws pertinent to recreational sport facilities.
 - Interpret equipment needs, purchases, and maintenance.

5. **Date of Departmental Approval:** December 11, 2019

**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 [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Recreation Education
Course Prefix & Number	REC 410
Course Title	Advanced Financial and Human Resource Management in Recreational Sports Services
Description	Principles and practices of budgeting, pricing, fiscal and human resource management within a variety of recreational sports settings, agencies and/or organizations.
Pre/ Co Requisites	Pre-Req: REC 200, REC 221, and REC 302
Credits	3
Hours	3
Liberal Arts	[] 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

	_____ Individual and Society _____ Scientific World
--	--

3. **Rationale:**

The new course will meet the “provision of services and experience opportunities for guests, visitors, participants, clients, or other constituent groups” foundational curriculum of the COAPRT, including recreation programming and leadership and experience design. It will also meet the “management/administration” foundational curriculum, including operations management/administration and strategic management/administration which involves planning, organizing, staffing, directing, leading, reporting, finance, and resource acquisition. As this course reviews areas of budget/finance and human resources, it will be valuable for students to apply for positions such as “Associate Director of Campus Recreation – Facilities and Risk Management,” “Elementary Sports and Recreation Specialist,” “Intramural, Club Sports, and Recreation Supervisor,” “Recreation Program Manager,” and “Sports Club for Kids Program Manager” that require basic management and administrative sport/recreation-related knowledge that are currently open.

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:
 - Articulate basic economic principles.
 - Identify revenue generating techniques via grants, sponsorships, philanthropy, and programming.
 - Create facility, equipment, personnel, and programming needs assessments.
 - Prepare and manage operating, capital, and revenue budgets.
 - Describe basic human resource management principles, practices, and techniques.
 - Compose a job analysis, recruitment, selection, and hiring process.
 - Create a training, motivation, and staff development plan.
 - Schedule a performance evaluation and discipline process.

5.Date of Departmental Approval: December 11, 2019

**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	Recreation Education
Course Prefix & Number	REC 330
Course Title	Inclusive Recreation
Description	Overview of basic concepts, processes, resources, and settings as they relate to inclusive programming for individuals with disabilities. Administrative concerns, moral and legal issues, trends, challenges, accessibility guidelines and practices in regard to inclusion will be addressed.
Pre/ Co Requisites	NA
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

	____ Creative Expression
	____ Individual and Society
	____ Scientific World

3. Rationale:

REC 330 will provide the principles of inclusive recreation programs provided in a variety of settings for individuals with all abilities and rational for the provision of recreation service for all populations and ages with a focus on individuals with disabilities that are important for students' development as a recreational professional.

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

1. Demonstrate an increased awareness and the meaning of inclusive recreation for all people.
2. Appraise the impact of social attitudes toward illness and disability and of the attitudes and self-concepts held by individuals with illnesses and/or disabilities during leisure experiences.
3. Express understanding of history, trends, barriers and legislation affecting inclusive recreation in relation to individuals with disabilities.
4. Identify various inclusive practices, processes, and resources used to operate inclusive programs and services in various setting.
5. Demonstrate the concepts of applying inclusive practices to the design and operation of accessible therapeutic recreation programs, services and facilities.
6. Develop, implement, and evaluate an inclusive recreation program for an individual with all abilities.

5. Date of Departmental Approval: December 11, 2019

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2.

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	French
Course Prefix & Number	FRE 332
Course Title	Quebec: Literature and Culture
Description	Historical and contemporary creation of prose, poetry and performance in French from Québec in the context of Francophone North America, examining diverse short stories, prose excerpts, theatrical forms and film.
Pre/ Co Requisites	FRE 300 or Departmental Permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Since the 1990s, this course has been taught once every two or three years under “Special Topics in French Literature.” Reworking the French course offerings to reflect courses taught within the distinct geographical and cultural zones of the French-speaking 21st century will clarify our course offerings and correctly indicate on student transcripts the content of their courses. Approval for the experimental course will permit advance offering of the expected official course.

Québec is the nearest Francophone community to New York, with the permanent Délégation Générale du Québec based in New York for over 75 years, offering many cultural opportunities in New York, as well as support that has benefited Lehman for the purchase of books, and to support guest speakers and performances at Lehman. Lehman students often take courses in French in Montreal during summer sessions.

The course offers breadth and depth to the study of one of the French-speaking world’s most dynamic regions, and a historical background that enriches an understanding of North America. With a focus on Québec, Francophone creation from elsewhere in North America (especially Acadia and Louisiana) is included in the course of study. The class can be organized chronologically (colonial writing of the Terroir, early poetry, the “Dark” years of Duplessis, the “Quiet Revolution,” etc.) or by literary genre. The diversity of the selected corpus generates stimulating discussion of topics not excluding those of the Quebec separatist movement, bilingualism and (majority/minority) language rights, Native-American viewpoints, artists engaged in political and social conflicts, and many innovative forms of literary and cultural production in Québec.

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

- a. Know major creators and writers from Québec, and some elsewhere in Francophone North-America. Study in more depth a selection of especially contemporary writers.
- b. Develop an understanding of diverse modes of expression in Quebec, and how traditional forms have evolved, not only in prose, particularly in theater, but also in song and in film.
- c. Know some key figures and dates in the history of Québec, and how they are represented in creative works. Understand the unique place of Quebec, especially in the context of Canada and North America.
- d. Develop critical skills through close readings and analytical writing (informal writing online, formal writing for short papers and project paper). Know essential databases available for the study of Quebec and Francophone North America.

5. Date of Departmental Approval: September 18, 2019

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

Name of Program and Degree Award: Sociology, B.A.
 Hegis Number: 2208
 Program Code: 34034
 Effective Term: Fall 2021

1. **Type of Change:** Change in bulletin

2. **From:**
Sociology, B.A. (38-41 Credit Major)

The required courses and credits are distributed as follows:

Pre-requisite* (3 credits):

SOC 166 or any 200-level SOC course is a prerequisite for all 300- and 400-level courses, unless otherwise stated in the course description.

~~***SOC 166** and several 200-level SOC courses can be used to fulfill General Education requirements. Completion of either **SOC 166** or any 200-level SOC course is a prerequisite for all other 300- and 400-level SOC courses, unless otherwise stated in the course description. Students who complete the pre-requisite before declaring the major may complete it in 38 credits.~~

The Sociology major consists of 38 credits, distributed as follows:

20 Credits in:

		Credits
SOC 300	The Sociological Imagination	4
SOC 301	Methods of Social Research	4
SOC 302	Sociological Theory	4
SOC 303	Advanced Methods of Social Research	4
SOC 345	Quantitative Analysis of Sociological Data	4

NOTES:

Students registering for **SOC 300** and **SOC 301** must have a Sociology Grade Point Average of C (2.0) or better.

Students registering for **SOC 302** and all 400 level courses must have completed **SOC 300** with a grade of C- (1.7) or better.

Students registering for **SOC 303**, **SOC 345**, and all 400 level courses must have completed **SOC 301** with a grade of C- (1.7) or better.

COURSES IN STUDENT'S CONCENTRATION (18 credits)

Each student is required to complete a concentration in one of three separate tracks. At least 9 of these credits must be at the 300-400 level, and the remaining 9 credits may include any from the list of Sociology Courses in the Bulletin except for the Core Courses listed above. The tracks, detailed below, are (1) General Sociology, (2) Demography and Population Health, and (3) Education, Social Inequality and Urban Studies.

CONCENTRATIONS IN SOCIOLOGY**CONCENTRATION IN GENERAL SOCIOLOGY (18 credits)**

Students are required to take at least 18 additional credits in SOC courses chosen from the list of Sociology Courses in the Bulletin. At least 9 credits must be in SOC courses at the 300- or 400-level.

CONCENTRATION IN DEMOGRAPHY AND POPULATION HEALTH (18 Credits)**Required Courses (18 credits)**

18 Sociology credits, at least 9 credits of which must be chosen from the list below:

		Credits
SOC 319	Population and Society	3
SOC 320	Immigration and Adaptation	3
SOC 339	American Demography	4
SOC 305	Sociology of Health Care	3

Note: **MAT 104** or higher is strongly recommended.

CONCENTRATION IN EDUCATION, SOCIAL INEQUALITY AND URBAN STUDIES (18 Credits)**Required Courses (18 credits)**

18 Sociology credits, at least 9 credits of which must be chosen from the list below:

		Credits
SOC 309	Social Inequality	3
SOC 334	Urban Sociology in Global Perspective	3
SOC 336	Education and Inequality	3
SOC 335	Global and Cross-Cultural Perspectives on Education and Society.	3

3. To:
Sociology, B.A. (38 Credit Major)

The required courses and credits are distributed as follows:

Pre-requisite* (3 credits):

SOC 166 or any 200-level SOC course is a prerequisite for all 300- and 400-level courses, unless otherwise stated in the course description. The prerequisite will count as an elective course in the major.

CORE COURSES (20 credits)

All students are required to complete the following courses:

		Credits
SOC 300	The Sociological Imagination	4
SOC 301	Methods of Social Research	4
SOC 302	Sociological Theory	4
SOC 303	Advanced Methods of Social Research	4
SOC 345	Quantitative Analysis of Sociological Data	4

NOTES:

*Students registering for **SOC 300** and **SOC 301** must have a Sociology Grade Point Average of C (2.0) or better.*

*Students registering for **SOC 302** and all 400 level courses must have completed **SOC 300** with a grade of C- (1.7) or better.*

*Students registering for **SOC 303**, **SOC 345**, and all 400 level courses must have completed **SOC 301** with a grade of C- (1.7) or better.*

COURSES IN STUDENT'S CONCENTRATION (18 credits)

Each student is required to complete a concentration in one of three separate tracks. At least 9 of these credits must be at the 300-400 level; the remaining 9 credits are major elective courses, and may include any from the list of Sociology Courses in the Bulletin except for the Core Courses listed above. The tracks, detailed below, are (1) General Sociology, (2) Demography and Population Health, and (3) Education, Social Inequality and Urban Studies.

CONCENTRATIONS IN SOCIOLOGY

CONCENTRATION IN GENERAL SOCIOLOGY (18 credits)

Students are required to take at least 18 additional credits in SOC courses chosen from the list of Sociology Courses in the Bulletin. At least 9 credits must be in SOC courses at the 300- or 400-level.

CONCENTRATION IN DEMOGRAPHY AND POPULATION HEALTH (18 Credits)

Required Courses (18 credits)

18 Sociology credits, at least 9 credits of which must be chosen from the list below:

		Credits
SOC 319	Population and Society	3
SOC 320	Immigration and Adaptation	3
SOC 339	American Demography	4
SOC 305	Sociology of Health Care	3

*Note: **MAT 104** or higher is strongly recommended.*

CONCENTRATION IN EDUCATION, SOCIAL INEQUALITY AND URBAN STUDIES (18 Credits)

Required Courses (18 credits)

18 Sociology credits, at least 9 credits of which must be chosen from the list below:

		Credits
--	--	---------

SOC 309	Social Inequality	3
SOC 334	Urban Sociology in Global Perspective	3
SOC 336	Education and Inequality	3
SOC 335	Global and Cross-Cultural Perspectives on Education and Society.	3

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

Edits to the program description resolve lack of clarity in existing catalog listing that raised questions about SOC166 as a prerequisite. This change does not impact learning outcomes.

5. **Date of departmental approval:** August 31, 2020

RESOLUTION

Whereas on September 17, 2020, President Trump issued a "Proclamation on Constitution Day, Citizenship Day, And Constitution Week, 2020" in which he accused educators and others of "attacking the Constitution and the integrity of our national heroes, falsely decrying our country and its institutions as evil and unjust";

Whereas he further issued a statement at the "White House Conference on American History" on September 17, 2020, in which he said that, "Critical race theory, the 1619 Project, and the crusade against American history is toxic propaganda, ideological poison that, if not removed, will dissolve the civic bonds that tie us together," going on to note that he had "recently banned trainings in this prejudiced ideology from the federal government and banned it in the strongest manner possible";

Whereas on September 22, 2020, he issued an Executive Order on "Combating Race and Sex Stereotyping" in which (*inter alia*) he made it the policy of the United States that federal funds would not be permitted to be used to assign "fault, blame, or bias to a race or sex, or to members of a race or sex because of their race or sex" or to "claim that consciously or unconsciously, and by virtue of his or her race or sex, members of any race are inherently racist or are inherently inclined to oppress others, or that members of a sex are inherently sexist or inclined to oppress others"; and

Whereas he has issued statements on Twitter (e.g., on September 6th and 22nd, 2020) threatening to withhold federal funding from institutions (including educational institutions) that promote the teachings and views described in the above statements and executive order; now therefore be it

Resolved, that the Lehman College Senate affirms the following:

1. we uphold and support the Non-Discrimination Policy of the City University of New York, which states that efforts to "promote diversity and to combat bigotry are an inextricable part of the educational mission of the University," and therefore combating racism and sexism is an essential aspect of our educational mission at Lehman College;
2. we encourage faculty and students to seek understanding, enlightenment, and the unexpurgated truth, fully expecting and welcoming that at times this may be challenging, and even appear dangerous, including to those in positions of authority in government, possibly even including the President of the United States of America;
3. all members of the Lehman College community are free to interrogate and/or criticize the Constitution of the United States of America, question the integrity of people considered by some to be American national heroes, and decry evil and injustice, whether in the United States or anywhere else;
4. all members of the Lehman College community are free to discuss, study, and/or teach about critical race theory, the 1619 project, and other research about racism, American history, and related topics, and to reach their own considered conclusions about these matters;
5. all members of the Lehman College community are free to investigate and consider on their merits any and all claims about conscious or unconscious racism, sexism, and other forms of bias

and bigotry, including whether members of our society are racist, sexist, or inclined to oppress others (whether "inherently" or otherwise); and

6. no threats about restricting or eliminating government funding to Lehman College -- including but not limited to those expressed in executive orders made by the President of the United States -
- will be allowed to compromise any of the principles or rights enumerated above.



Library Technology and Telecommunications Committee Meeting Report

Meeting Date: October 28, 2020

Next Meeting: TBA

Location: ZOOM

Attendance: Ronald Bergmann, Stephen Castellano, Sherry Deckman, John Delooper, Michelle Ehrenpreis, Jennifer McCabe, Kenneth Schlesinger, Jennifer Van Allen, Nadine Zerphey

Reports:

Library

- Due to physical and fiscal limitations, Library is asking faculty to utilize the current e-book collection for Spring 2020. In the event faculty are unable to locate a suitable e-book, please contact Stephen Walker@:stephen.walker@lehman.cuny.edu
- Library is pleased to announce Curbside Pick-Up Service beginning Monday, November 16th. The service will be available Monday-Thursday between 10 and 2. For more information please visit the Library Home Page.
- Library announces a reading and discussion with Joshunda Sanders of the English Department on November 10th from 4-5 PM. Joshunda will be reading from her book: ***I Can Write The World***. Please contact Stacy Katz @ stacy.katz@lehman.cuny.edu for registration information.

Information Technology

- The Lehman Lightning Bot is now 1-year old and has been getting a great deal of use. Many college offices are using the Chat tool during regular business hours to answer questions and provide information. The reaction to our Lehman Lightning Bot has been very favorable.
- Faculty and Staff mail migrations continue. So far, more than two-thousand accounts have been migrated to the Office 365 Platform with very few issues. All faculty and staff should be migrated to the new platform by the end of the semester.
- Older technology for voice calls on campus is in the process of being upgraded. The upgrade will make voice calls on campus better.

- The Tech Fee Process will be starting soon. The focus of this year's Tech Fee is: Student Technology Needs

Blackboard

- Zoom – CUNY ZOOM is Live for the community. We now have FULL ZOOM PRO LICENSES. Please ensure that you use your CUNY ZOOM: cuny.zoom.us Log in with your CUNY Bb/CUNYfirst Credentials. Just Added over the past week: FULL CLOSED CAPTIONING. My suggestion is that instructors enable the captions for all class meetings.
- Bb Upgrade is coming on December 27th-December 28th. The upgrade is a back-end upgrade and there will be no changes to the user interface.
- The CUNY office of The Executive Vice Chancellor was in negotiations with an exam proctoring software vendor: Proctor Track. Proctor Track was the target of hackers and the University is now looking for another exam proctoring software platform.

Online Education

- Preparation for Online Teaching Workshops will be offered on November 19th, December 4th and December 10th. For more information, please contact: online.education@lehman.cuny.edu

Lehman Senate Budget Committee Report

Based on committee meeting on 10/27/2020

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

Senators

Haiping Cheng
Mia Budescu (Kevin Sailor)
Alexander Nunez Terres
Alison Behrman(Leslie Grubler)
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

Bold font indicate the presence

Guests: PAMELA.MILLS; ANDRE JITIANU. Students: Babalola Blessing, Claire Rivera, Jada Quinland, Zenab Louche

The Budget committee meeting was called to order at 9:05 pm by Haiping Cheng on Oct. 27, 2020

- **Budget update:** VP Rotolo and Budget Director Ortega
 - FY 2020-2021 Financial Plan (draft), details on slide 2.

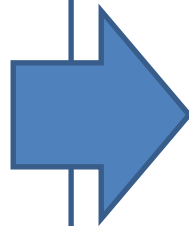
Nov. 4, 2020

Lehman Budget Committee Report

Based on budget report on Oct. 27, 2020

FY2020 year end report and FY 2021 key projection

FY 21 budget	99.5 M
Base budget	105.9
NYS Reduction	(11.2)
Additional funding	2.8
Tuition over target	2.0



\$99.5M



Major Spending (Millions)

	2020 Year end	2021 Project	2022 project
PS regular	85.0	83.0	86.0
OTPS	6.2	5.5	5.8
Adjuncts	17.6	18.0	18.3
Temp service	4.7	3.2	3.2
Save (lost)	3.8	(10.1)	(13.5)
Reserves	9.6	13	4.9
CARES		2	2
Year End Balance	13.5	4.9	(6.6)

*Green (increase) and Red (reduction) from prior period.

Next Budget meeting
1-2:30pm, 11/18/2020,



Academic Assessment Committee Report

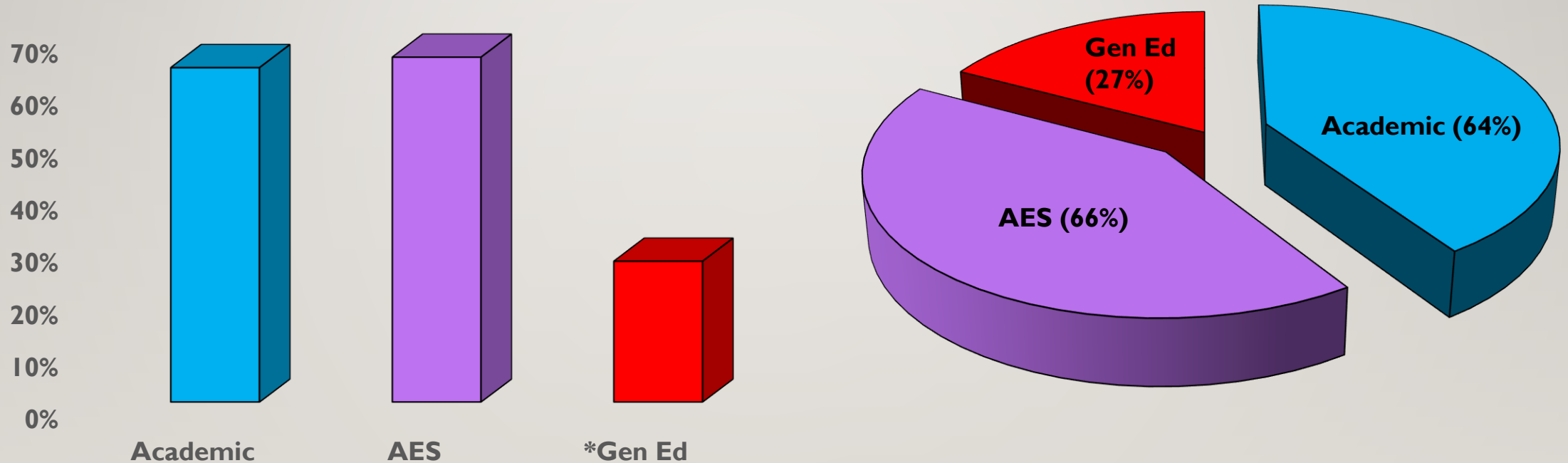
Lehman College, The City University of New York

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

14.2% GE

14% AES

2020AY Assessment Report (Final)



*One course assessed two (2) ILOs

2021AY General Education Assessment Plan

Two Institutional Learning Outcomes

- ‘Critical Thinking’ and ‘Multicultural Perspective’
- ~27 courses
- Over 17 faculty
- Cover Required Core, Flexible Core and College Option



Assessment Workshop and Support

- October 15th webinar on 'Developing Goals and Measurable Outcomes'
 - 32 participants in attendance
- October 8th Assessment Talk Brown Bag Lunch on "The Uses of Assessment for Linking Lehman College's ILO's to Discipline-specific Skills"
 - 19 participants in attendance
- The Assessment Council will continue to sustain a culture of assessment
- Survey of each workshop conducted and results will be used for improvement



Institutional Effective Website

Institutional Effectiveness (IE) at Lehman College

- Collaborating with Offices of Information Technology and Media Relations to develop a new Institutional Effectiveness at Lehman College website
- This website will include information on IE Plan such as institutional- and program-accreditations, assessment, Program Review, Performance Management Plan (PMP), and the Strategic Plan
- The website will put the College in a stronger position to document its wide-ranging activities and become more transparent with its stakeholders.



Next Meeting

November 10th at 2:00 PM

REPORT FROM THE UNIVERSITY FACULTY SENATE MEETING
The 420th Plenary Session
of the University Faculty Senate of the City University of New York
Remote via Zoom Pro
Tuesday, October 27, 2020
6:30 – 8:00 p.m.

After approving of the minutes, the first speaker, Matthew Sapienza, CUNY's Senior Vice Chancellor and Chief Financial Officer was introduced.

1. VICE CHANCELLOR MATTHEW SAPIENZA'S REPORT ON THE CUNY BUDGET

Matt Sapienza began with an overview of FY 2020 which he described as a challenging year. Senior colleges ended up with reserves of \$32.5 mil. Colleges differed in the amount of reserves. Senior college enrollment was flat for last year and senior colleges had the benefit of tuition increase last year resulting in rev increased by over \$24 mil.

Impact of covid: revenue loss of \$31 mil. This was offset by lower expenses due to distance learning. Led to savings on energy, purchasing, travel budgets. Expenditures went down which was quite helpful.

FY 21, due to uncertainty of federal, state and city funding, budget has been allocated monthly. Recently, allocations were made to the end of the semester and through the winter session to January 31st 2021- seven months' worth of the budget. Tuition: senior college enrollment up a bit this year. State: essentially the same but will make adjustments if revenues go down. Foresee a shortage of about \$14.5 million or 15% shortfall resulting in the holding back of 20% of payments until more certainly, including TAP payments.

CARES Act: 3 rounds:

1. Student emergency grants: \$118 million that will go directly in the hands of students. Only \$1million left to be distributed. 196k students have received awards. These are Title iv eligible students. Students not eligible for Title iv aid may receive assistance from the Chancellors Emergency Fund.
2. Institutional Aid portion: \$118 million
3. Minority Serving Institutions (MSI) portion of the CARES Act: \$14 million. Have not determined how to use the funds given the other uncertainties.

Of the two categories [2 and 3], a total of \$41 million was distributed in the following manner:

- a) Mental health services: \$5 million
- b) Tuition and fees reimbursed (dorm refund, student activity fees): \$16 million
- c) IT infrastructure costs: (laptops and hotspots purchases): \$20 million

The remaining \$91 million will be disbursed very quickly. There are Department of Education mandates as to how these funds may be used.

Response from several senators:

Whereas many faculty members have generated savings due to online teaching, others have accumulated expenses as a result. Such expenses came from having to purchase office furniture and equipment such as desks, office chairs, laptops, printers, printing paper etc. Faculty seems to be “low on the totem pole” in getting their needs arising from the pandemic addressed.

Vice Chancellor’s Sapienza responded that funding from the CARES Act cannot be used to meet faculty needs.

In response to faculty concerns, VC Sapienza also noted that the planned November 15th contractual raise will most definitely be deferred given the present budgetary uncertainties.

UFS Student Affairs Committee Charges for Academic Year 2020-2021 (proposed)

1. Assessing and improving distance-learning services for students and faculty across CUNY campuses.
2. Continuing University Student Senate, CUNY Board of Trustees, and UFS Executive Committee liaison visits and reports.
3. Assessing the legal and logistical situation for Dream Act and DACA students through continuing conversations with the Interim Vice Chancellor for Student Affairs or whoever holds a position with comparable responsibility and authority.
4. Considering the problem of food insecurity for our students.
5. Considering the problem of homelessness and housing insecurity for our students.
6. Considering the need for health and mental health services for our students.
7. Considering the dramatic influx of veterans from the wars in Iraq and Afghanistan, which has revealed the demand for services exceeding those of financial-aid processing and expanding into mental health.
8. Considering the accommodation of students with disabilities, along with transition assistance and ongoing support programs for underrepresented students (Access-Ability, Melissa Riggio program) on campuses.