

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24

**Minutes of  
The Lehman College Senate Meeting  
Wednesday, September 2, 2020  
Senate Meeting**

**Senators Present:** Aisemberg, G.; Alexander-Street, A.; Ali, S.; Auslander, D.; ; Banks, R.; Baraldi, C.; Bayne, G.; Bazile, S.; Bergmann, R.; Bettiol, R.; Boston, N.; Budescu, M.; Burton-Pye, B.; Calvet, L.; Cheng, H.; Collett, J.; Cooper, W.; Dominquez, V.; Dumais, S.; Ebersole, S.; Ewing-Morgan, D.; ; Farrell, R.; Fera, J.; Finger, R.; Ford, G.; Fortunato-Tavares, T.; Georges, C.; Gonzalez Castillo, R.; Harrison, E.; Hattori, T.; Hyman, D.; Kim, C.; Kim, H.; Lemons, D.; Loscocco, P.; Luerssen, A.; Machado, E.; MacKillop, J.; Mahon, J.; ; Marianetti, M.; Markens, S.; Mazza, C.; McKenna, C.; Mellen, A.; Mills, P.; Mills-Bakhsh, J.; Morgan, J.; Munch, J.; Murphy, B.; Muturia, F.; Nunez-Torres, A.; Nwosu, P.; O’Neil, C.; Ohmer, S.; Prince, P.; Ramirez, M.; Rice, A.; Rosario, Y.; Rotolo, R.; Sarmiento, R.; Schlesinger, K.; Schwittek, D.; Sisselman, A.; Sofianos, E.; Valarezo, J.; Valentine, R.; Yavuz, D.

**Senators Absent:** Austin, L.; Campeanu, S.; Durodola, S.; Fakhouri, S.; Durodola, S.; Fakhouri, S.; Maney, B.; O’Dowd, M.; Stein Smith, S.

25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39

The meeting was called to order by President Daniel Lemons at 3:33 p.m. Professor Joseph Fera provided an overview of the virtual meeting rules of order. See Attachment I.

**1. Approval of the Minutes**

The minutes of the May 6, 2020 Senate meeting was approved by unanimous vote.

**2. Announcements and Communications**

**a. Report of the President—**

Dr. Lemons welcomed all to the first meeting of the fall semester. He expressed that the term would be unlike any other at the College, as over 98 percent of classes would be online. Dr. Lemons reported that despite this change, enrollment has remained robust—an achievement demonstrated by the freshman class of spring 2020, which has set a record high for Lehman. Though the surge has exceeded previous years, Dr. Lemons expounded, it has continued the upward trend in enrollment observed at Lehman for the past 5 years.

Dr. Lemons introduced Dr. Elgloria Harrison to the College Senate as the new dean of the School of Health Sciences, Human Services, and Nursing and informed of her experience as

40 an educator, academic leader, and clinician with 25 years of experience. He welcomed Dr.  
41 Harrison to Lehman and expressed that the College was pleased to have her on board. Dr.  
42 Lemons also welcomed Dr. Duane Tananbaum to the Senate. He informed of Dr.  
43 Tananbaum's parliamentary expertise and of his profound experience in Lehman College  
44 governance. Dr. Lemons thanked Dr. Tananbaum for his commitment to the College and for  
45 serving yet another year as parliamentarian of the Senate.

46  
47 Dr. Lemons commented on the national environment, including the shooting of Jacob Blake  
48 and the vigilante murders of two Black Lives Matters protestors in Kenosha, Wisconsin. He  
49 expressed the sentiment that such was not only shocking and painful, but a tragic  
50 manifestation of how fractious society has become. To protect the diversity of the campus  
51 community, and foster an environment of safety, equity, and inclusion, Dr. Lemons informed  
52 that a Climate Taskforce was developed over the summer. In matters involving climate, he  
53 explained, the Taskforce would help to guide decision-making in the right direction. Dr.  
54 Lemons also informed that the Taskforce was asked to provide an update on their progress  
55 by December 15, 2020, including regular updates prior to this date. He thanked all members  
56 of the taskforce for their efforts.

57  
58 Dr. Lemons discussed the budget. He informed that the revenue shortfall projection for New  
59 York State (NYS) was reassessed to be a substantial 14.5 billion, as opposed to the estimated  
60 13.3 billion described in April. It is unclear, Dr. Lemons expressed, what that would mean  
61 for the College, as Lehman awaits federal action on the budget. He informed that as NYS  
62 nears its halfway point of the physical year, there would certainly be a reduction in the State  
63 budget. The implications of which, he expounded, may reduce options for the State to make  
64 adjustments. He expressed the possibility that there would be no federal action taken until  
65 after U.S. elections, and with the current and highly politicized stimulus package, he voiced  
66 that it was also probable that there would be no action taken for the fall. Dr. Lemons went  
67 on to inform of the CARES Act, a reimbursement based program that distributes funds to  
68 institutions of higher education. Though it is unclear what amount would be allocated to  
69 Lehman, he explained that the allotment would also be delayed by the State and CUNY  
70 budget dilemma. Despite the aforementioned issues, Dr. Lemons assured that such would  
71 not interfere with the functions of the College. He explained that Lehman would be using its

72 own budget in the most reasonable manner possible, one that would hopefully see the College  
73 through the year.

74  
75 Dr. Lemons informed of Lehman’s reopening plan, which was published on the College  
76 website and approved by CUNY administration. He mentioned that such was a living  
77 dynamic document—one that would change as the College continues to learn about the best  
78 ways to keep everyone safe, while providing the necessary functions available on campus.  
79 Dr. Lemons informed that a new application, the Everbridge mobile app, would either  
80 disallow or allow the scheduled entrance of faculty, staff, and students on campus; such  
81 would be based on their answers to five questions prompted by the app. He assured that the  
82 app was secure and that the information provided would remain confidential.

83  
84 Dr. Lemons offered several reminders. He urged all to complete the census by the September  
85 30<sup>th</sup> deadline. He reminded that completion of the survey was extremely important as the  
86 Bronx has suffered a severe undercount due to the pandemic—a circumstance which could  
87 affect funding and congressional representation for the borough. Dr. Lemons asked faculty,  
88 staff, and students to spread the word as well as urge those on and off campus to complete  
89 the census. Dr. Lemons also reminded of the upcoming U.S. elections and urged everyone  
90 to vote. He informed that 53 percent of Lehman College students voted in the 2018 elections,  
91 which was significantly higher than the national average for college students, a median of 40  
92 percent. Dr. Lemons encouraged students to aim higher this year, no less than 80 percent or  
93 above.

94  
95 Dr. Lemons thanked VP Rene Rotolo and everyone on the taskforce for developing phase 1  
96 and phase 2 of the reopening plan. He thanked VP Ronald Bergmann, Dean Stanley Bazile,  
97 and Dr. Peter Nwosu for their efforts to provide students with loaner laptops and access to  
98 Wi-Fi hotspots. He also thanked students and student leaders for their perseverance and for  
99 calling attention to privations that needed to be addressed. Dr. Lemons also thanked VP  
100 Susan Ebersole and the Institutional Advancement (IA) for raising \$1 million and setting the  
101 new goal at \$1.5 million to address students and their immediate needs. He thanked faculty  
102 and staff for their efforts as well.

103

104 Dr. Lemons shared that, despite the challenges of the pandemic, the academic year has  
105 promise. He expressed that the Lehman College community would see new initiatives, learn  
106 from the adversities faced, and rise above the experience—not simply as survivors, but  
107 decidedly stronger and enriched.

108  
109 Professor Penny Prince raised two issues: (1) election day. She explained that classes have  
110 met significantly on this day, which may make it difficult for students to vote or even be  
111 encouraged to do so. Prof. Prince suggested that the College make the day available to  
112 students as a holiday. Professor Judith Duncker added that, semester-after-semester, student  
113 surveys have yielded shocking results, as a number of students have reported a disinterest in  
114 voting; she urged for a public service campaign in helping to improve student participation  
115 in the political decision-making process. (2) The policy for dropping classes. Prof. Prince  
116 explained that the penalty for dropped classes was due by August 25, 2020. She elaborated  
117 that the date was much too early as the majority of classes would be conducted online for the  
118 academic year and that internet connection issues were common. Prof. Prince suggested that  
119 the decision to drop or continue a course should occur on the same date as the first day of  
120 classes. Dr. Lemons agreed that such were important points to consider and look into in the  
121 coming months.

122  
123 **b. Student Legislative Assembly—**

124 Ms. Sumana Ali echoed the points made by Professors Prince and Duncker, agreeing with  
125 the recommendation that election day be converted to a holiday. Ms. Ali also touched on the  
126 issue of students and their reluctance to vote. She stressed the importance of voting, and  
127 asked everyone to engage students as well as encourage them to exercise their right to vote.

128  
129 Ms. Ali introduced herself and shared her experiences at Lehman. She went on to report that  
130 the Student Legislative Assembly (SLA) would be focused on the following: (1) student  
131 security. Ms. Ali elaborated that although food and security efforts on campus exist to meet  
132 student needs, those needs have intensified due to the pandemic, a crisis which has left many  
133 students vulnerable. As such, Ms. Ali explained, the Student Government Association (SGA)  
134 has explored ways to address this issue, including the use of funding from student activity  
135 fees to aid students in their time of need; (2) student engagement. Ms. Ali briefed that SLA

136 and SGA would be working with the Office of Campus Life and the Office of Student Affairs  
137 to hold virtual events to keep students engaged; (3) access to technology. Ms. Ali went on to  
138 inform that the Dean of Student Affairs, Stanley Bazile, and the VP of Information  
139 Technology, Ronald Bergmann, would be working to secure MiFi devices for students. Ms.  
140 Ali urged all students in need to apply for MiFi devices, and to ensure that students succeed  
141 this semester, Ms. Ali urged that the Division of Student Affairs and the Division of  
142 Information Technology inform students of the services available to them.

143  
144 Ms. Ali informed that student government elections would take place from September 11th  
145 to September 17th; she asked all to inform students of the elections as well as encourage their  
146 participation. Ms. Ali also invited everyone to a virtual house party, which was sponsored by  
147 the Office of Campus Life and organized by SGA. The virtual house party was scheduled for  
148 September 3, 2020 at 8:00 p.m.

149

## 150 **REPORTS OF STANDING COMMITTEES**

151

### 152 **1. Graduate Studies**

153 Professor Janet DeSimone presented proposals for curriculum changes in the following departments:  
154 Health Sciences, Philosophy, Africana Studies, Anthropology, Latin American and Latino Studies,  
155 Political Science, and Music, Multimedia, Theatre & Dance. All proposals were approved by  
156 unanimous vote.

157

158 See Attachment II

159

160 The next meeting was scheduled for Wednesday, September 9, 2020 at 11:00 a.m.

161

### 162 **2. Governance Committee**

163 Professor Joseph Fera welcomed new members to the Senate as well as provided an overview of the  
164 College Senate and its procedures. Prof. Fera also expounded on the role of the Governance  
165 Committee. He explained that the committee was responsible for ensuring, among other functions,  
166 the full membership of standing committees, which is necessary to achieve quorum and transact  
167 business.

168  
169 Prof. Fera explained the procedures for filling faculty vacancies on standing committees—a process  
170 regularly operated each spring; however, the process was not conducted in its entirety last spring  
171 due to the pandemic. In particular, Prof. Fera explained, the Governance Committee postponed  
172 presenting the slate of nominees to the Senate until the first meeting of the fall semester. Prof. Fera  
173 went on to present the aforesaid slate and opened the floor to additional nominations. There were  
174 none. Prof. Fera closed the nomination process and moved to a vote on the slate of nominees as  
175 presented. The slate was approved by unanimous vote.

176  
177 Prof. Fera presented the Governance Committee’s vacancies apart from the approved slate of  
178 nominees, as it is the only standing committee of the Senate whose members must be senators. Prof.  
179 Fera went on to inform of two vacancies on the committee and opened the floor to nominations.  
180 Prof. Susan Markens and Prof. Amanda Sisselman were nominated. Prof. Fera closed the nomination  
181 process, as there were no additional nominations from the floor. Professors Markens and Sisselman  
182 were elected by unanimous vote.

183  
184 Prof. Fera explained the procedures for filling student vacancies on standing committees. He went  
185 on to present the slate of student nominees and opened the floor to additional nominations. There  
186 were none. Prof. Fera closed the nomination process and moved to a vote on the slate of students as  
187 presented. The slate of was approved by unanimous vote.

188  
189 See Attachment III

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

191 There was no report.

192

193 The next meeting was scheduled for Monday, September 21, 2020 at 3:00 p.m.

194

195 **4. Undergraduate Curriculum**

196 There was no report.

197

198 **5. Academic Freedom:**

199 There was no report.

200

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

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

204

205 See Attachment IV

206

207 Mr. Castellano asked Mr. Ronald Bergmann, the Vice President of Information Technology, to speak  
208 on the College's email migration. VP Bergmann informed that the College would undergo a  
209 migration to Office 365, which would allow increased levels of collaboration, and that such would  
210 be done in a way that is sensitive to the needs of faculty and staff. VP Bergmann elaborated that he  
211 and his team would work to provide an organized schedule that is agreeable to everyone. He also  
212 informed that trainings provided by the University would be made available to faculty, staff, and  
213 students, and that his division would inform all of any updates pertaining to the status of the  
214 migration for the semester.

215

216 The next meeting was scheduled for Wednesday, September 30, 2020.

217

218 **7. Campus Life and Facilities**

219 There was no report.

220

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

222 There was no report.

223

224 The next meeting was scheduled for Wednesday, September 9, 2020 at 1:30 p.m.

225

226 **9. University Faculty Senate Report**

227 There was no report.

228

229 The next Plenary Session was scheduled for Tuesday, September 22, 2020 at 6:30 p.m.

230

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

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

233 Dr. Victor Brown presented on the Academic Assessment Council Ad-Hoc Committee and its  
234 activities since the end of the spring 2020 semester.

235

236 See Attachment V

237

238 **Old Business**----None.

239

240 **New Business**

241 The floor was opened to nominations for a Senate Chair to preside in the absence of the President.

242 Professor Joseph Fera was nominated and there were no additional nominations from the floor.

243 Prof. Fera was elected by unanimous vote.

244

245 **ADJOURNMENT**

246 President Lemons adjourned the meeting at 4:58 p.m.

247

248 Respectfully submitted:

249

250 Cynthia Cessant



Senate Meeting – September 2, 2020

**Proposed Graduate Studies Report**

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

Department of Health Sciences

- Change in degree requirements: M.A., Health Education and Promotion
- Change in degree requirements: Advanced Certificate, Health Education
- Change in graduate bulletin listing: MEd, Health Pre-K-12 Teacher Education

Department of Philosophy

- New course: PHI 750

Department of Africana Studies

- New course: AAS 750

Department of Anthropology

- New course: ANT 750

Department of Latin American and Latino Studies

- New course: LAC 750

Department of Political Science

- New course: POL 750

Department of Music, Multimedia, Theatre and Dance

- New courses: DNC 750 and THE 750

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

Our next meeting will be on September 9, 2020, at 11 a.m. via Zoom.

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

**DEPARTMENT OF AFRICANA STUDIES**

**CURRICULUM CHANGE**

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

2.

Department(s)	Africana Studies
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Africana Studies
Course Prefix & Number	AAS 750
Course Title	Topics in Africana Studies
Description	Study of various topics in Africana Studies. For specific topics and sections each semester, consult the Department. (May be repeated for a maximum of six credits.)
Pre/ Co Requisites	Departmental Approval
Credits	3 (maximum 6 credits)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:** This course can be used as a required course in the MA program in Liberal Studies (MALS). It has been offered as an experimental course prior and is being converted to a new course now.

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

- Demonstrate knowledge of major developments in African and/or African American people's experiences.
- Analyze information critically using theories and concepts used in Africana Studies
- Communicate effectively in oral and written form about key concepts in Africana Studies.
- Demonstrate knowledge of the interdisciplinary, cross-cultural, and/or global nature of Africana Studies.

5. **Date of Departmental Approval:** February 6, 2020

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

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

2.

Department(s)	Anthropology
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	Anthropology
Course Prefix & Number	ANT 750
Course Title	Topics in Anthropology
Description	Study of various topics in Anthropology. (For specific topics and sections each semester, consult the Department.) (May be repeated for a maximum of six credits.)
Pre/ Co Requisites	Departmental Approval
Credits	3 (maximum 6 credits)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:** This course can be used as a required course in the MA program in Liberal Studies (MALS). It has been offered as an experimental course prior and is being converted to a new course now.

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

- Demonstrate knowledge of major developments in Anthropology
- Identify and explain certain important anthropological concepts
- Evaluate the strength or weakness of arguments for certain anthropological positions
- Demonstrate ability to write clearly and precisely, to present arguments, and to support arguments with relevant textual support
- Demonstrate ability to engage in rigorous but respectful debate

5. **Date of Departmental Approval:** February 3, 2020

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Health Education and Promotion, M.A.

Hegis Number: 0837

Program Code: 02186

Effective Term: Fall 2020

1. **Type of Change:** Degree requirements (adding/changing electives)

2. **From:**  
**Health Education and Promotion M.A. Program**

The M.A in Health Education and Promotion is a 33-credit graduate degree that provides advanced academic training for individuals employed or planning to seek employment as health educators in academic, clinical, community, and corporate settings. This program prepares students to meet the expanding need for health education professionals capable of working with the community in a variety of public, private, and professional settings. Graduates of the program may also find career opportunities as health advocates, program planners and evaluators, case managers, policy analysts and health administrators. This degree may also be suitable for individuals such as nurses, social workers, physician assistants or allied health personnel who wish to enhance their qualifications. Upon completion of the degree, students are eligible to sit for the CHES (Certified Health Education Specialist) or MCHES exam (Master Certified Health Education Specialist), a national credential awarded by the National Commission for Health Education Credentialing. Students also may complete the degree program entirely online by taking online courses only. The online-only option is not available to students studying on an F1 Visa.

**Admission Requirements**

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

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

**Degree Requirements**

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

**In required HEA courses (21):**

	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 622 Organization and Administration of Health Education and Promotion Programs	3
HEA 623 Program Planning and Evaluation in Health Education	3
HEA 670 Field Experience in Health Education	3
HEA 675 Teaching Strategies for Community Health	3

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

**In HEA electives (12)**

Students may select from the following elective courses:

	Credits
HEA 502 Women and Health	3
HEA 507 Human Sexuality	3
HEA 509 Drugs and Substance Abuse	3
HEA 510 Health and Aging	3
HEA 511 Perspectives on HIV/AIDS	3
HEA 636 Perspectives on Death and Dying	3
HEA 640 Nutrition and Chronic Diseases	3
HEA 680 Special Topics in Health	3
HEA 627 Health Problems and Issues in Contemporary Society	3

**3. To:**

**Health Education and Promotion M.A. Program**

The M.A in Health Education and Promotion is a 33-credit graduate degree that provides advanced academic training for individuals employed or planning to seek employment as health educators in academic, clinical, community, and corporate settings. This program prepares students to meet the expanding need for health education professionals capable of working with the community in a variety of public, private, and professional settings. Graduates of the program may also find career opportunities as health advocates, program planners and evaluators, case managers, policy analysts and health administrators. This degree may also be suitable for

individuals such as nurses, social workers, physician assistants or allied health personnel who wish to enhance their qualifications. Upon completion of the degree, students are eligible to sit for the CHES (Certified Health Education Specialist) or MCHES exam (Master Certified Health Education Specialist), a national credential awarded by the National Commission for Health Education Credentialing. Students also may complete the degree program entirely online by taking online courses only. The online-only option is not available to students studying on an F1 Visa.

### **Admission Requirements**

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

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

### **Degree Requirements**

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

#### **In required HEA courses (21):**

	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 622 Organization and Administration of Health Education and Promotion Programs	3
HEA 623 Program Planning and Evaluation in Health Education	3
HEA 670 Field Experience in Health Education	3
HEA 675 Teaching Strategies for Community Health	3

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

#### **In HEA electives (12)**

Students may select from the following elective courses:

	Credits
HEA 502 Women and Health	3
HEA 507 Human Sexuality	3



HEA 509 Drugs and Substance Abuse	3
HEA 510 Health and Aging	3
HEA 511 Perspectives on HIV/AIDS	3
HEA 636 Perspectives on Death and Dying	3
HEA 640 Nutrition and Chronic Diseases	3
HEA 680 Special Topics in Health	3
HEA 627 Health Problems and Issues in Contemporary Society	3
<u>HEA 630 Community Organization and Health Education</u>	<u>3</u>

4. **Rationale:**

This curriculum change adds HEA 630 (pre-existing in the graduate bulletin as an approved elective) to the approved list of electives for students pursuing an M.A in Health Education and Promotion. With the increasing focus on community level interventions within the health education profession, a course in health education and communication organization will enhance our students' preparedness as future health educators.

5. **Date of departmental approval:** February 5, 2020

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Health Education Advanced Certificate Program

Hegis Number: 0837

Program Code: 39592

Effective Term: Spring 2021

1. **Type of Change:** Degree requirements (adding/changing electives)

2. **From:**  
**Health Education Advanced Certificate Program**

This program will be offered to students who already possess a Master's degree and a New York State (NYS) initial or professional certification in any subject area. The Advanced Certificate will enable them to become certified to teach Health Education P-12 in NYS in addition to their base certificate. This program requires 12 credits in Health Education core content and 6 credits in fieldwork through the Student Teaching Internship course.

**Admission Requirements**

- Possess a master's degree in a related field.
- Demonstrate the ability to successfully pursue graduate study by having a master's Grade Point Average of 3.0 or better.
- Submit two (2) letters of recommendation and a 500-word essay on career goals.
- Submit NYS initial or professional certification in any subject area.
- Meet additional Departmental, divisional, and New York State requirements, if any.

Program of Study (Total 18 credits):

Content Courses (6 credits):		Credits
HEA 671	Teaching Strategies for Health; Psychosocial Wellness	3
HEA 507	Human Sexuality	3
Student Teaching Internship (3 Credits):		
ESC 595	Internship in Classroom Teaching	1-3

ESC 611	Teaching Internship Seminar in Secondary Education	1
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3
Elective Courses (6 credits):		Credits
HEA 502	Women and Health	3
HEA 509	Drugs and Substance Abuse	3
HEA 510	Health and Aging	3
HEA 627	Health Problems and Issues in Contemporary Society	3
HEA 636	Perspectives on Death and Dying	3
HEA 640/ <del>DFN 640</del> /HEA 640	Nutrition and Chronic Diseases	3
<del>HEA 685</del>	<del>Independent Study in Health Education and Promotion</del>	<del>3</del>
HEA 680	Special Topics in Health Education	3

### 3. To: **Health Education Advanced Certificate Program**

This program will be offered to students who already possess a Master's degree and a New York State (NYS) initial or professional certification in any subject area. The Advanced Certificate will enable them to become certified to teach Health Education P-12 in NYS in addition to their base certificate. This program requires 12 credits in Health Education core content and 6 credits in fieldwork through the Student Teaching Internship course.

#### **Admission Requirements**

- Possess a master's degree in a related field.
- Demonstrate the ability to successfully pursue graduate study by having a master's Grade Point Average of 3.0 or better.
- Submit two (2) letters of recommendation and a 500-word essay on career goals.
- Submit NYS initial or professional certification in any subject area.
- Meet additional Departmental, divisional, and New York State requirements, if any.

Program of Study (Total 18 credits):

Content Courses (6 credits):		Credits
HEA 671	Teaching Strategies for Health; Psychosocial Wellness	3
HEA 507	Human Sexuality	3

## Student Teaching Internship (3 Credits):

ESC 595	Internship in Classroom Teaching	1-3
ESC 611	Teaching Internship Seminar in Secondary Education	1
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

## Elective Courses (6 credits):

Credits

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

HEA 511 Perspectives on  
HIV/AIDS 3  
HEA 627

HEA 636	Health Problems and Issues in Contemporary Society	3
HEA 640	Perspectives on Death and Dying	3
HEA 680	Nutrition and Chronic Diseases Special Topics in Health Education	3 3

**4. Rationale:**

HEA 511 is being added to align with the electives being offered in the MSED program. Also, this course is already on the approved list of electives for the New York State teaching certification and is a required elective by NYC DOE Health Education Works Advanced Certificate (HEWC). NYSED has approved HEA 640 as an elective. Having DFN 640 listed along HEA 640 is redundant and confusing. Furthermore, DFN 640 has not been approved by NYSED as an elective for the Health Education Professional Certification, and we do not want to run into issues with NYS certifying our students for a course NYSED does not recognize. HEA 685 Independent Study in Health Education and Promotion is listed in the course list for Health Education Pre-k-12 sequences. This should be removed from the course list, since this is not in the Health Education and Promotion program. The programs were listed together in the past, but this is no longer the case. This can be confusing for Health Education Pre-k-12 students who ask to take an Independent Study in Health Education and Promotion, which is a different program.

**5. Date of departmental approval: March 4, 2020**

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Health Pre K-12 Teacher, M.S.Ed. Program  
Hegis Number: 0837  
Program Code: 25951  
Effective Term: Spring 2021

1. **Type of Change:** Graduate bulletin changes (adding elective course names)

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 (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)*

HEA 502 Women and Health 3

HEA 509 Drugs and Substance Abuse 3

HEA 510 Health and Aging 3

HEA 511 HIV/AIDS 3

HEA 627 Health Problems and Issues in Contemporary Society 3

HEA 636 Perspectives on Death and Dying 3

HEA 640 Nutrition and Chronic Diseases 3

HEA 680 Special Topics in Health Education 3

*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)*

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

*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

**4. Rationale:**

Currently elective course offerings are not listed in the Graduate Bulletin for the MSED program in Health Education. Electives should be listed under Sequence 1 and Sequence 2 so students know what courses are available. This revision makes the MSED program format consistent with the Advanced Certificate program.

**5. Date of departmental approval: March 4, 2020**

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

**DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES**

**CURRICULUM CHANGE**

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

2.

Department(s)	Latin American and Latino Studies
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latin American and Latino Studies
Course Prefix & Number	LAC 750
Course Title	Topics in Latin American, Latino and Puerto Rican Studies
Description	Study of various topics in Latin American, Latino and Puerto Rican Studies. For specific topics and sections each semester, consult the Department. (May be repeated for a maximum of six credits.)
Pre/ Co Requisites	Departmental Approval
Credits	3 (maximum 6 credits)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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 can be used as a required course in the MA program in Liberal Studies (MALS). It has been offered as an experimental course prior and is

being converted to a new course now.

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

- Understand Latin American, Latino/a, and/or Puerto Rican cultures through an appreciation for the diversity of these populations
- Critically analyze the Latin American, Latino/a, and/or Puerto Rican experience in terms of significant issues, theories, current problems, and solutions
- Conduct research on a current important issue facing Latin American, Latino/a, and/or Puerto Rican populations
- Explain the main developments in Latin American, Latino/a, and/or Puerto Rican history and culture *and/or* show competence in the artistic expressions of Latin Americans, Latinos/as, and/or Puerto Ricans

5. **Date of Departmental Approval:** October 12, 2019

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

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

**CURRICULUM CHANGE**

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

2.

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input 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	Dance
Course Prefix & Number	DNC 750
Course Title	Topics in Dance
Description	Study of various topics in Dance. (For specific topics and sections each semester, consult the Department.) (May be repeated for a maximum of six credits.)
Pre/ Co Requisites	Departmental Approval
Credits	3 (maximum 6 credits)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:** This course can be used as a required course in the MA program in Liberal Studies (MALS). It has been offered as an experimental course prior and is being converted to a new course now.

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

- Demonstrate critical thinking about dance from historical, global, and diverse perspectives
  
- Analyze dance in its historical and global context through written work and presentations
  
- Produce examples of professional writing

5. **Date of Departmental Approval:** February 7, 2020



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

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

**CURRICULUM CHANGE**

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

2.

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input 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	Theatre
Course Prefix & Number	THE 750
Course Title	Topics in Theatre
Description	Study of various topics in Theatre. (For specific topics and sections each semester, consult the Department.) (May be repeated for a maximum of six credits.)
Pre/ Co Requisites	Departmental Approval
Credits	3 (maximum 6 credits)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
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 can be used as a required course in the MA program in Liberal Studies (MALS). It has been offered as an experimental course prior and is being converted to a new course now.

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

- Demonstrate critical thinking about theatrical text and production from historical, global, and diverse perspectives

- Indicate through writing and visual presentations an understanding of the development of drama and theatre in human societies and cultures

- Analyze in writing play scripts from different periods, genres, and styles for theatrical production

5. **Date of Departmental Approval:** February 7, 2020

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

**DEPARTMENT OF PHILOSOPHY**

**CURRICULUM CHANGE**

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

2.

Department(s)	Philosophy
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	Philosophy
Course Prefix & Number	PHI 755
Course Title	Topics in Philosophy
Description	Study of various topics in Philosophy. (For specific topics and sections each semester, consult the Department.) (May be repeated for a maximum of six credits.)
Pre/ Co Requisites	Departmental Approval
Credits	3 (maximum 6 credits)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:** This course can be used as a required course in the MA program in Liberal Studies (MALS). It has been offered as an experimental course prior and is being converted to a new course now.

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

- Demonstrate knowledge of major developments in either Western or Non-Western Philosophy
- Identify and explain certain important philosophical concepts
- Evaluate the strength or weakness of arguments for certain philosophical positions
- Demonstrate ability to write clearly and precisely, to present arguments, and to support arguments with relevant textual support
- Demonstrate ability to engage in rigorous but respectful debate

5. **Date of Departmental Approval:** February 10, 2020

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

**DEPARTMENT OF POLITICAL SCIENCE**

**CURRICULUM CHANGE**

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

2.

Department(s)	Political Science
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	Political Science
Course Prefix & Number	POL 750
Course Title	Topics in Political Science
Description	Study of various topics in Political Science. (For specific topics and sections each semester, consult the Department.) (May be repeated for a maximum of six credits.)
Pre/ Co Requisites	Instructor and Departmental/Chair Approval is required.
Credits	3 (maximum 6 credits)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
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 can be used as a required course in the MA program in Liberal Studies (MALS). It has been offered as an experimental course prior and is being converted to a new course now.

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

- Summarize and evaluate scholarly arguments and media opinions in papers on political science
- Collect, process, and analyze quantitative and qualitative data about the specific subject matter of research
- Understand the significance of politics in their life
- Formulate a research question in light of political science scholarship and design a research paper that addresses this question

5. **Date of Departmental Approval:** September 17, 2019



**GOVERNANCE COMMITTEE**  
**Senate Report**  
**September 2<sup>nd</sup>, 2020**

1. Introductory Information

- a. Welcome to New Members
- b. Reminder to Read Reports Beforehand
- c. Governance Committee: The Committee on Committees

2. Faculty Committee Vacancies

- a. Slate Prepared by Governance in Spring 2020
  - i. Nominations solicited from campus.
  - ii. Nominations used to create a balanced, uncontested slate.
  - iii. All nominees have agreed to serve 2-year terms.
- b. Any Additional Nominations?
- c. Uncontested Elections Move to a Vote.

3. Governance Committee Vacancies

- a. Governance Committees **MUST** Be Senators.
- b. Currently **2 Vacancies**. Nominations Taken from Floor
- c. Any Nominations?
- d. Uncontested Election Moves to a Vote.

4. Student Committee Vacancies

## Senate Standing Committees Nomination Slate For 2020

### Faculty Serving to June 2021

#### Academic Freedom

Diane Auslander, HIS  
Duran A. Fiack, POL  
Richard Lahijani, ECO

#### Admissions, Evaluations, Academic Standards

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

#### Budget and Long Range Planning

Alison Behrman, SLHS  
Rick Desrochers, THE  
Ruth Wangerin, ANT

#### Library, Technology and Telecommunications

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

#### Campus Life and Facilities

Carole Baraldi, NUR  
Natasha Nurse, NUR  
John Ongley, PHI

#### Undergraduate Curriculum

Yuri Gorokhovich, EEGS  
Julie Maybee, PHI  
Lynn Rosenberg, SLHS

#### Graduate Studies

Diana Almodovar, SLHS  
Janet DeSimone, CLLSE  
Joseph McElligot, ENG

### Faculty Nominated

David Manier, PSY  
Mohan Vinjamuri, SWK

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

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

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

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

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

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



**Lehman College Association For  
Campus Activities, Inc.**

(Terms Expire 6/2020)

Thomas O'Hanlon, JCT  
Penny Prince, MUS

James Carney, JCT  
Thomas Conroy, SOC  
Gary Ford, AS  
Christine McKenna, JCT

**Auxiliary Enterprises Corporation**

(Term Expires 6/2020)

Jennifer McCabe, MMTD

Katherine Burt, HEA SCI  
Jennifer McCabe, MMTD

Dear Senators.

In preparation for our Virtual Senate Meetings during the Fall 2020 term, some general information is included immediately below. Please familiarize yourself with both the technical aspects of navigating Zoom and the general rules of order for our virtual meetings before the academic year's first Senate meeting on Wednesday, September 2nd.

If you have any questions or concerns, then please feel free to contact me:  
joseph.fera@lehman.cuny.edu.

Stay Well.  
Joe

### **Tech Preparation For A Virtual Senate Meeting**

1. You should be able to sign into a Zoom Meeting.
2. You should have your correct full name appear in the Zoom conference. Or, you should know how to change the name that appears to the correct one for the Senate meeting. This is for attendance and to record votes.
3. You should be able to "raise your hand" if you wish to speak.
4. You should be able to mute and unmute your microphone
5. You should be able to view and participate in the Chat Window. We will hold yay/nay/abstain votes through the chat.

If you wish to test Zoom on your own, then you may do so at this site: <https://zoom.us/test>.

### **Virtual Senate Meeting Rules of Order**

1. **Zoom.** All virtual Senate meetings will be conducted on Zoom. Participants will be asked to change their username so that they can be identified for attendance. All participants will be muted upon entry. Participants will have the option to unmute when given the floor to speak.
2. **Participation.** To participate in a Senate meeting, you must log into the meeting from a computer and use the "raise hand" feature. Those with raised hands will be called upon to participate at which time they can unmute. Note that call-ins will not count towards attendance; they will be considered guests and can only listen in.
3. **Voting Procedure.** The voting process will be simplified. Only those wishing to cast a "NAY" or "ABSTAIN" vote will have to cast a vote. If you do not cast such a vote, then it will be assumed that you are voting in the affirmative. Votes will be cast through the chat feature. Note that call-ins will not have the ability to vote nay or abstain; they will also not count towards the yay votes as they will not count towards the official meeting attendance.
4. **Election Procedure.** Any uncontested election is equivalent to a yes/no/abstain vote and shall follow the procedure outlined in (3). If an election is contested, then a confidential ballot will be emailed to Senators following the Senate meeting. Senators will have a predetermined amount of time to cast their ballot for the election. (Nominations from the floor will be allowed; Senators will have to raise their hand and give their nomination.)

5. **Moderator.** The President shall moderate the Senate meeting. He will yield the floor to those with "raised hands" to participate. He will also oversee any and all votes.



# Lehman College

**Academic Assessment Council Ad-Hoc Committee**

**College Senate Meeting**

**Wednesday, September 2, 2020**

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

# Assessment Management System

- The College selected a new Assessment Management System (AMS), *Improve* by Nuventive and is working with CUNY Procurement Office to secure this system.
  - *The system will replace Taskstream, which the College used until fall 2029.*
  - *The new system was selected based on review of multiple tools by stakeholders across the college, and a recommendation to the Provost.*
- All things being equal, *Improve* will launch in Spring 2021.
- Continue using the Dropbox to collect and document assessment data.
  - *Dropbox has been customized to reflect the College's 6-step assessment process.*



# Assessment through COVID-19

- Assessment work has continued despite the COVID-19 closure of the campus.
- 62% of academic departments submitted completed AY 2019-20 assessment reports.
- Delays have resulted from limited campus access.
- Continue to work with various units this semester to complete assessment work from the last academic year.



# Fall 2020 Assessment Workshops and Support

- Assessment workshops for academic and AES units on assessment plan development based on the 6-step process will begin this September. Workshops dates will be shared with the campus community.
- We have scheduled a mid-September meeting with program and departmental assessment liaisons and with AES directors/stakeholders to facilitate the organization of the AY 2020-2021 assessment activity.
- The Provost approved the appointment of Devrim Yavuz, Assistant Professor of Sociology, as Faculty Assessment Fellow in the Office of Assessment and Educational Effectiveness. He will facilitate assessment activities in this Fall and serve as a liaison and resource to faculty.
- The Assessment Council will continue to meet this fall to shepherd this work.



# GE Assessment

- To facilitate assessment of General Education, the Provost funded the participation of four 4 faculty and 2 administrators in Association of American University and College's virtual [2020 Institute on General Education and Assessment](#) on June 2 - 5.
- Faculty: LaRose Paris, David Hyman, Amanda Sissleman, Devrim Yavuz
- Administrators: Donald Sutherland and Victor Brown





# GE Assessment contd.

- The Institute on General Education and Assessment (IGEA) provides campus teams with opportunities to refine and advance general education programs and their assessment.
  - The Institute conveys a deep and abiding commitment to ensuring that access to excellence in higher education is available to all students, striving towards a vision of education that is energized by students' multiple and intersecting identities.
  - Finalizing the mapping of GE courses with the 3 Institutional Learning Domains (Educated, Empowered, and Engaged) and the 7 GE Student Learning Outcomes (SLOs).
    - Pan to conclude this mapping this semester, and will work closely with the Undergraduate Curriculum Committee.



# Middle States Annual Institutional Update (AIU)

- Submitted Lehman's Annual Institutional Update (AIU) to Middle States Commission on Higher Education (MSCHE) on August 13; AIU is comprised of 3 components:
  1. Enrollment Data
  2. Student Achievement Data
  3. Financial Data.
- AIU measures institutional progress on these key indicators and institutions are expected to demonstrate progress on them in ways that assure progress toward robust institutional effectiveness.





# QUESTIONS?

**College Senate Meeting**  
**Wednesday, September 2, 2020**

# Thank you.