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**Minutes of
The Lehman College Senate Meeting
Wednesday, November 2, 2022
Senate Meeting**

Senators Present: Aisemberg, G.; Alli, A.; Babalola, V.; Banks, R.; Bishop, S.; Brownson, C.; Burton-Pye, B.; Busby, A.; Camara, F.; Campeanu, S.; Chen-Hayes, S.; Collette, M.; Delgado, F.; Dominquez, V.; Echevarria, T.; Fakhouri, S.; Fera, J.; Finger, R.; Forde, A.; Fulakeza, S.; Gil, M.; Gorokhovich, Y.; Guerrero-Berroa, E.; Heyaime, J.; Holtzman, B.; Hurley, D.; Hyman, D.; Kalb, A.; Khatun, T.; Kolya, S.; Mahon, J.; Markens, S.; Moalem, L.; Mohorcich, J.; Murphy, B.; Neumayer, C.; Oberlin, D.; Ongley, J.; Palacios, H.; Payan, Juan J.; Pazos, K.; Pitts, W.; Prince, P.; Prohaska, V.; Ramirez, K.; Ramsundar, S.; Reynoso, K.; Rice, A.; Roldos, M.; Rosario, Y.; Rotolo, R.; Ruiz, E.; Sakho, M.; Samuel, L.; Santiago, X.; Schlesinger, K.; Schwittek, D.; Seeram, S.; Serrantes, M.; Smith, S.; Sofianos, E.; Vitiello, S.; Wang, H.-T.; Waring, E.; Wills-Jackson, C.; Wright, J.; Yavuz, D.; Zhao, L.

Senators Absent: Akinkuolie-Ibidapo, O.; Alam, N.; Amend, A.; Austin, L.; Baraldi, C.; Bettiol, R.; Cooper, W.; Di Raimo, S.; Dozier, J.; Farrell, R.; Firpo, A.; Ford, G.; Gerry, C.; Harrison, E.; Kashem, S.; MacDonna, P.; MacKillop, J.; Marmolejos, F.; McCree, V.; McKenna, C.; Mills, P.; Nwosu, P.; O'Boy, D.; Ohmer, S.; Parmar, R.; Rashid, E.; Ridley, T.; Sisselman-Borgia, A.; Stein Smith, S.; Taylor, L.; Vann, M.

The meeting was called to order by President Fernando Delgado at 3:54 p.m.

1. Approval of the Minutes

The minutes of the October 12, 2022 Senate meeting was approved by unanimous voice vote.

2. Announcements and Communications

a. Report of the President—

President Fernando Delgado informed that there would be a Council of Presidents meeting next Wednesday, November 9, 2022. He explained that, among the numerous matters to be discussed, one of the more pressing would be the consultation and editing process for the systems review plan. President Delgado shared that with the input from the College Presidents a month before, and with the Chancellor reaching out to various external constituencies, including members of foundations, it was his impression that the University may be close to drafting and publishing the final version of the review plan for board approval. He shared the sentiment that he was confident that the initiatives to be presented would align with the College's initiatives, but he also shared his concern about whether there

42 would be an implicit prioritization on overall goals or initiatives—information, he informed,
43 was necessary to better understand how to allocate time and energy.

44
45 President Delgado informed that he attended a meeting earlier in the week, where the
46 Chancellor shared ongoing concerns regarding the decline in enrollment and retention
47 CUNY-wide. Dr. Delgado apprised that his leadership team was aware of the challenges and
48 that there would be a discussion on which retention and enrollment initiatives to prioritize.
49 President Delgado went on to communicate that there were additional concerns regarding the
50 two-year colleges and informed that they were in far worse shape than the four-year colleges.
51 He also shared that, in the past, Lehman received a large portion of enrollment from transfer
52 students of two-year colleges, and that such loss had effected—and would continue to
53 effect—Lehman and the other CUNY colleges, if left unresolved. He suggested, as possible
54 mitigation, that Lehman extend its partnership with two-year schools as well as become more
55 purposeful in the College’s partnership with high schools.

56
57 Dr. Delgado apprised that the College was in the season of proposal development. He
58 elaborated that the College’s response was to reach out to the deans and campus leadership
59 to identify programmatic proposals in preparation to discuss—with City Council
60 representatives and legislators—sometime next week. He reminded that the College was in
61 a good place, as capital project objectives were successful; he noted the period from July 1,
62 2022 to September 3, 2022, which led to \$2.6 million from the City in capital investments
63 for new projects. President Delgado also communicated that there may be additional funding
64 as well, as there were a half-million in programmatic and capital requests, potentially coming
65 from the federal government. Furthermore, President Delgado also communicated that
66 Lehman had, as an additional option, the potential to leverage its relationship with the Bronx
67 delegation for extra funding.

68
69 Dr. Delgado briefed how there were many political changes in the Bronx delegation, as a
70 wave of new council members had taken office. As such, he explained that the College must
71 forge new relationships with the newly elected officials in support of Lehman College. He
72 admitted that there was much work to be done, but assured that the change would not harm
73 the College’s overall efforts.

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b. Student Legislative Assembly—

Ms. Blessing Babalola informed that the Student Government Association (SGA) attended the announcement of the findings of the campus climate survey conducted by Rankin & Associates. She noted that, from the findings, over half of Lehman College students who responded to the survey, indicated financial hardship and food insecurity. Ms. Babalola apprised that as a remedy, SGA would be working with the Lehman College Foodbank to supply extra groceries to students for the holidays. She urged all faculty and staff to share with students the following: that the Food Bank, located at the Student Life Building, is open Wednesdays from 10:00 a.m. to 8:00 p.m. and Thursdays from 10:00 a.m. to 4:00 p.m. She shared that students need only stop by and provide their EMPLID.

Ms. Babalola made several announcements. She informed that on November 17, 2022, SGA would be hosting a free Thanksgiving dinner from 3:00 p.m. to 6:00 p.m. in the East Dining Room (EDR); she urged all Lehman College students to attend. She also informed that on November 21, 2022, SGA would be hosting a Blood Drive from 1:00 p.m. to 5:00 p.m. in the EDR.

Ms. Babalola expressed that student senators are looking forward to attending their committee meetings and working together with faculty and staff in the effort to improve the Lehman College Community.

3. REPORTS OF STANDING COMMITTEES—

1. Graduate Studies

Professor Lalitha Samuel presented proposals for curriculum changes in the following departments: Social Work and Counseling, Leadership, Literacy, and Special Education. There were no questions or comments. Professor Fera moved to vote on the presented proposals. All proposals were approved by unanimous voice vote.

See Attachment I

The next meeting was scheduled for Wednesday, December 7, 2022 at 11:00 a.m. via Zoom.

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2. Governance Committee

Professor Joseph Fera briefed an update on the College Senate meeting modality. He informed that, at the moment, the College Senate would continue to meet in person. However, due to changes in the New York State Open Meetings Law that could potentially allow for a remote option, the committee would be discussing how to institute such changes. Prof. Fera elaborated on the issue with examples of the many questions to be addressed by the committee. For one, he explained that although the remote option may be available, the condition of an in-person quorum would still be required. In consideration of that factor, he communicated that the only senators that would be allowed to participate remotely would be for those senators who require the remote option due to extraordinary circumstances. Prof. Fera also explained that there was the question of voting—that as all voting must be done in the same manner, the committee must consider how senators will vote both in-person and virtually. Prof. Fera went on to communicate that, months prior, he reached out to governance leaders across the University and surveyed their response on adopting the remote option. However, he found that all were waiting on the CUNY Board of Trustees (BOT) for guidance—guidance which was later provided when the CUNY BOT took action in October of 2022. Prof. Fera informed that conversations on the matter were still ongoing, but at the next CUNY faculty governance meeting, there would be a full discussion on the issue and possible strategies. He assured that he would relay the conversation to the Lehman College Senate Governance Committee for further discussion, and thereafter, discuss with the body of the Lehman College Senate accordingly.

See Attachment II

The next meeting was scheduled for Friday, November 18, 2022 at 11:00 am via Zoom.

3. Committee on Admissions, Evaluations, and Academic Standards

There was no report.

4. Undergraduate Curriculum

136 Professor Lynn Rosenberg presented proposals for curriculum changes in the following
137 departments: Accounting; Health Equity, Administration, and Technology with the B.S. in
138 Public Health withdrawn; Health Sciences; Management and Business Innovation; and
139 Sociology. There were no questions or comments. Professor Fera moved to vote on all
140 presented proposals—not including the Public Health B.S. All proposals, with the exception
141 of the B.S. in Public Health proposal, were approved by unanimous voice vote.

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143 See Attachment III

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145 The next meeting was scheduled for Wednesday, December 7, 2022 at 1:00 p.m. via Zoom.

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147 **5. Academic Freedom:**

148 There was no report.

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150 The next meeting was scheduled for Friday, November 4, 2022 at 1:30 p.m. via Zoom.

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

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

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156 Mr. Castellano shared the latest on the transition from Blackboard to Desire2Learn (D2L)
157 with a letter from The CUNY Executive Vice Chancellor and University Provost, Wendy F.
158 Hensel, where she informs of the CUNY BOT’s approval of D2L as the University’s next
159 online learning management system. Mr. Castellano relayed that D2L was chosen based on
160 the assessment of its ability to meet CUNY’s teaching, learning, and reporting needs; to
161 provide flexibility across all modes of instruction; to protect data security, personnel privacy,
162 and intellectual property; and among additional reasons, its ability to accommodate the
163 University’s size and scale, minimize downtime, and provide ease of use for all.

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165 See Attachment IV

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167 **7. Campus Life and Facilities**

168 Professor John Ongley reported on the November 2, 2022 meeting of the committee. He
169 provided updates on the College's construction projects and cafeterias; relayed COVID-19
170 concerns on campus; and communicated the issue of enrollment decline at Lehman.

171
172 See Attachment V

173
174 Professor Penny Prince requested further details on the delay in securing a vendor for the
175 cafeteria at Carmen Hall. The Vice President for Administration and Finance, Rene Rotolo,
176 reiterated that the College currently does not have a vendor and communicated that the
177 College's old vendor had gone out of business. She explained that due to the unexpected
178 change, the College decided on a new vendor—one already in contract with another CUNY
179 College. As such, the new vendor prioritized opening its business with the other CUNY
180 College first and has yet to sign the contract with Lehman. However, as VP Rotolo further
181 assured, a discussion with the new vendor would take place very soon, as the vendor was
182 scheduled to visit the College on Thursday, November 3, 2022.

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184 The next meeting was scheduled for Wednesday, December 7, 2022 at 2:00 p.m. via Zoom.

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

187 There was no report.

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189 The next meeting was scheduled for Wednesday, November 16, 2022 at 1:00 p.m.

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191 **9. Assessment**

192 There was no report.

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194 The next meeting was scheduled for Monday, November 21, 2022 at 1:00 p.m. via Zoom.

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196 **10. Equity, Inclusion, Accessibility, and Anti-Racism**

197 Professors Mary Phillips and Evelyn Duran reported on the November 2, 2022 meeting of the
198 committee. They also invited all to attend the committee's next meeting and offered
199 discussion questions for consideration.

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See Attachment VI

The next meeting was scheduled for Tuesday, November 8, 2022 at 11:00 a.m. via Zoom.

11. University Faculty Senate Report

There was no report.

The next Plenary Session was scheduled for Tuesday, December 13, 2022 at 6:30 p.m.

Unfinished Business----MHSE Certificates in Secondary French and Italian Education.

There was no report.

Professor Fera relayed, on behalf of the College Senate Parliamentarian, Professor Alicia Georges, that the MHSE Certificates in Secondary French and Italian Education would be removed from the agenda, as tabled items have an expiration date. He also informed of her recommendation that the proposal would be referred back to the Undergraduate Curriculum Committee for further discussion.

New Business

There was no new business to report.

ADJOURNMENT

President Fernando Delgado adjourned the meeting at 5:04 p.m.

Respectfully submitted:

Cynthia Cessant

Senate Meeting – November 2, 2022
Proposed Graduate Studies Report

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

Department of Social Work

- Bulletin corrections/updates: MSW
- Course changes: SWK 680

Department of Counseling, Leadership, Literacy and Special Education

- Addition of bulletin description for the newly approved program: Ed.D. in Organizational Leadership, Development and Change
- Course changes: EDL 811, 812, 813, 830, 840, 850, 860, 870, 880
- New courses: EDL 902, 903, 904, 905

Does anyone have any questions and/or comments?

All those in favor say I.

Anyone opposed?

Any abstentions?

Our next meeting will be on December 7 at 11 a.m.

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

Name of Program and Degree Award: Organizational Leadership, Development and Change, Ed.D.

Hegis Number: 2299.00

Program Code: 42352

Effective Term: Fall 2023

1. **Type of Change:** Change in graduate catalog - addition of new degree

2. **To:**

Doctor of Education in Organizational Leadership, Development and Change (EDOL) (54 credits)

EDOL Program Overview

Lehman College's 52-credit Ed.D. in Organizational Leadership, Development and Change (EDOL) program seeks talented individuals who come from diverse backgrounds and want to lead change in their organizations and communities.

Throughout the three years of part-time study, Ed.D. candidates not only learn from instructors who possess both academic expertise and practical know-how but from peers in their cohort (a small group of highly qualified candidates who move through their course of study as a group).

Because candidates' lives are filled with work, family, and community, the program is offered in a low-residency format, with most of the coursework delivered online (asynchronous and synchronous). Prospective students can expect to come to campus no more than two or three days per academic year (either in the evening or on weekends).

In each cohort, Ed.D. candidates collaborate with other committed individuals from both the non-profit and profit sectors who are focused on the same goal-- strengthening their organizations. The curriculum reflects an interdisciplinary approach to leadership that integrates theory and best practices from education, business, health and human services, psychology, and public administration. The EDOL program is aligned with the *Carnegie Project on the Education Doctorate's* standard of "dissertation in practice, which employs an innovative framework that moves away from the traditional dissertation. As an alternative, candidates complete three articles that focus on a problem of practice within their workplace or their community. Through course work and

guided dissertation seminars, candidates hone their writing and research skills and become practitioner-scholars, prepared to contribute to the professional conversation on organizational development and change.

The EDOL program prepares candidates for advanced careers and develops their capacity for change-making, innovation, and leadership in a variety of organizational contexts.

Program Plan

The following is a listing by term of the courses that comprise the 52-credit EDOL program, which can be completed in three years (36 months). The program is delivered on a full-year schedule.

Semester I: (7 credits)

EDL 911: Leaders as Scholars (4 credits)

EDL 930: Research I: Introduction to Research Methods (3 credits)

Semester II: (9 credits)

MSB 700: Organizational Behavior (3 credits)

EDL 912: Doctoral Studies Seminar (3 credits)

EDL 940: Research II: Introduction to Applied Research (3 credits)

*Dissertation: Part One Due

Semester III: (6 credits)

EDL 903: Collaborative Leadership Through Communication (3 credits)

EDL 950: Research III: Practice-based, Service and Action Research (3 credits)

Semester IV: (9 credits)

EDL 902: The Ethical Leader (3 credits)

EDL 913: Guided Dissertation (3 credits)

EDL 960: Leveraging Human and Financial Resources for Social Impact (3 credits)

Semester V: (6 credits)

EDL 904: Strategic Leadership (3 credits)

EDL 970: Teaching and Learning (3 credits)

Semester VI: (6 credits)

EDL 905: Leadership Analytics and Grant Writing (3 credits)

EDL 980: Systems Thinking Through a Social Justice Lens (3 credits)

Semester VII: (3 credits)

EDL 913: Guided Dissertation (3 credits)

*Dissertation: Part Two Due

Semester VIII: (3 credits)
EDL 913: Guided Dissertation (3 credits)
*Dissertation: Part Three Due

Semester IX: (3 credits)
EDL 913: Guided Dissertation (3 credits)
*Complete Dissertation Due

EDOL Program Admission Requirements:

1. A master's degree from an accredited college or university;
2. A minimum 3.3 (B) grade point average from a completed graduate degree program;
3. Currently working or hold a substantial leadership role in a community or service-related organization.
4. Two letters of recommendation:
 - a. one must be from a current supervisor at the applicant's place of employment who can best evaluate the applicant's leadership potential; and
 - b. one must be from a faculty member from prior studies who can best evaluate the applicant's potential for success as a graduate student or from an individual who has conducted training sessions/workshops that the applicant has attended professionally;
5. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships and service;
6. A 750-word essay describing a specific area of professional interest the applicant wants to research in the EDOL program and explain the ways this line of inquiry fits into his/her/their professional goals; and
7. Applicants who satisfy the preliminary admissions requirements will be invited to an individual interview with the EDOL program coordinator and faculty. (As part of this interview, applicants will provide a real-time writing sample in response to a case study presented to them during the interview.)

Notes:

- Applications for matriculation are due by March 1 (for the fall semester).

- *Prospective students whose native language is not English, or who have completed all or part of their post-secondary education in a country where English is not the first language, are required to submit TOEFL scores.*

4. Rationale:

With the approval of the new EdD program, the graduate bulletin needs to be updated to reflect the new program. The bulletin information was taken exactly from the original Ed.D. program proposal that was approved by Lehman, by CUNY and by NYSED.

5. Date of departmental approval: September 7, 2022

**LEHMAN COLLEGE
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**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Course number; description

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 844
Course Title	Leaders as Scholars
Description	Examination of doctoral studies, resources, philosophical issues, tools, policies and procedures that will establish the framework for how the EdD prepares students to be scholar-practitioners through the application of practice-embedded research study. Provides foundation for developing a dissertation proposal, creating a problem statement and articulating the steps required to complete a doctoral dissertation in a planning worksheet. General frameworks addressing policy, legal and financing implications are introduced, which students will develop throughout the program in alignment with their dissertation topic. Course includes a required three-day onsite intensive at Lehman College.
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
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3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL <u>911</u>
Course Title	Leaders as Scholars
Description	Examination of doctoral studies, resources, philosophical issues, tools, policies and procedures that will establish the framework for how the EdD prepares students to be scholar-practitioners through the application of practice-embedded research study. Provides foundation for developing a dissertation proposal, creating a problem statement and articulating the steps required to complete a doctoral dissertation in a planning worksheet.
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:**

The course numbers are being changed to delineate master-level course from doctoral-level courses. Also, the description has been modified, since 1) certain content is not covered in this course; and 2) the site orientation is part of the overall program and not a requirement of this course and should not be in the description.

5. **Date of departmental approval:** September 7, 2022

**LEHMAN COLLEGE
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**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Course number

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 842
Course Title	Doctoral Studies Seminar
Description	Facilitation of students' dissertation development and research ideas through a structured process with attention to students' professional development.
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

3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL <u>912</u>
Course Title	Doctoral Studies Seminar
Description	Facilitation of students' dissertation development and research ideas through a structured process with attention to students' professional development.
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:

The course numbers are being changed to delineate master-level course from doctoral-level courses.

5. Date of departmental approval: September 7, 2022

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CURRICULUM CHANGE

1. **Type of Change:** Course number

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 843
Course Title	Guided Dissertation
Description	This course provides structured guidance on the ongoing development, refinement and, in the last term, defense and submission, of the doctoral dissertation. Students will work with their mentor and committee individually, and in small groups, ensuring that relevant policy, legal and financing implications are addressed and that satisfactory progress is achieved according to milestones established in the project plan approved in their Doctoral Studies seminar. Students will continue to update their personal reflective learning journals and submit a comprehensive progress report at the end of the term. (Will be repeated up to twelve credits.)
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
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3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL <u>913</u>
Course Title	Guided Dissertation
Description	This course provides structured guidance on the ongoing development, refinement and, in the last term, defense and submission, of the doctoral dissertation. Students will work with their mentor and committee individually, and in small groups, ensuring that relevant policy, legal and financing implications are addressed and that satisfactory progress is achieved according to milestones established in the project plan approved in their Doctoral Studies seminar. Students will continue to update their personal reflective learning journals and submit a comprehensive progress report at the end of the term. (Will be repeated up to twelve credits.)
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
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4. **Rationale:**

The course numbers are being changed to delineate master-level course from doctoral-level courses.

5. **Date of departmental approval:** September 7, 2022

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CURRICULUM CHANGE

1. **Type of Change:** Course number

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 830
Course Title	Research I: Introduction to Research Methods
Description	Introduction of relevant research approaches in education, non-profit management, health and other human service practices that decision makers employ and use to drive organizational change. Includes overviews of qualitative, quantitative and mixed methods research models and provides frameworks to support the identification of researchable problems. Students will compare and contrast the three research approaches to determine similarities, distinctions, practical utility, and problems in the collecting, managing, analyzing and reporting of qualitative and quantitative data.
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
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3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL <u>930</u>
Course Title	Research I: Introduction to Research Methods
Description	Introduction of relevant research approaches in education, non-profit management, health and other human service practices that decision makers employ and use to drive organizational change. Includes overviews of qualitative, quantitative and mixed methods research models and provides frameworks to support the identification of researchable problems. Students will compare and contrast the three research approaches to determine similarities, distinctions, practical utility, and problems in the collecting, managing, analyzing and reporting of qualitative and quantitative data.
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

	<p>_____ Individual and Society _____ Scientific World</p>
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4. **Rationale:**

The course numbers are being changed to delineate master-level course from doctoral-level courses.

5. **Date of departmental approval:** September 7, 2022

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Course number

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 840
Course Title	Research II: Introduction to Applied Research
Description	Emphasis on the distinction between the theories and methodologies associated with qualitative research methods, from interpretive to positivist and post-positivist, in public management and policy areas. Qualitative approaches of narrative inquiry, phenomenology, grounded theory, casestudies, ethnography and action research will be explored. Topics include selected problems and issues associated with theory, design, implementation; reporting and publication of qualitative research in education, non-profit management, health, and other human service practices; and introduction to survey development and interview strategies.
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
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3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL <u>940</u>
Course Title	Research II: Introduction to Applied Research
Description	Emphasis on the distinction between the theories and methodologies associated with qualitative research methods, from interpretive to positivist and post-positivist, in public management and policy areas. Qualitative approaches of narrative inquiry, phenomenology, grounded theory, casestudies, ethnography and action research will be explored. Topics include selected problems and issues associated with theory, design, implementation; reporting and publication of qualitative research in education, non-profit management, health, and other human service practices; and introduction to survey development and interview strategies.
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

	<ul style="list-style-type: none">_____ World Cultures_____ US Experience in its Diversity_____ Creative Expression_____ Individual and Society_____ Scientific World
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4. **Rationale:**

The course numbers are being changed to delineate master-level course from doctoral-level courses.

5. **Date of departmental approval:** September 7, 2022

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Course number

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 850
Course Title	Research III: Practice-based, Service and Action Research
Description	Exploration of theories and methodologies associated with action research and the complementary methods of practice-based and service learning in creating change for social justice in education, non-profit management, health and other human service organizations. Students will explore how these theories are successfully employed by leaders to drive organizational change. Topics include carrying out a literature review that is in alignment with the proposed dissertation topic; beginning the collection analysis of exemplary data; and structuring a draft that will represent the first cycle of an action plan associated with dissertation work.
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
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3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL <u>950</u>
Course Title	Research III: Practice-based, Service and Action Research
Description	Exploration of theories and methodologies associated with action research and the complementary methods of practice-based and service learning in creating change for social justice in education, non-profit management, health and other human service organizations. Students will explore how these theories are successfully employed by leaders to drive organizational change. Topics include carrying out a literature review that is in alignment with the proposed dissertation topic; beginning the collection analysis of exemplary data; and structuring a draft that will represent the first cycle of an action plan associated with dissertation work.
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

	<ul style="list-style-type: none"><input type="checkbox"/> Flexible<input type="checkbox"/> World Cultures<input type="checkbox"/> US Experience in its Diversity<input type="checkbox"/> Creative Expression<input type="checkbox"/> Individual and Society<input type="checkbox"/> Scientific World
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4. **Rationale:**

The course numbers are being changed to delineate master-level course from doctoral-level courses.

5. **Date of departmental approval:** September 7, 2022

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Course number

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 860
Course Title	Leveraging Human and Financial Resources for Social Impact
Description	Prepares leaders how to manage an organization's human and financial resources and to measure their organization's social impact within the community. Topics include identifying the challenges of running a non-profit organization, categorizing available funding sources, exploring the financial systems used by organizations to ensure sustainability, monetizing the effect of leveraging the organization's human capital, quantifying risk and developing a quadruple bottom line for an exemplary project. Technologies commonly used in the private and public sector to develop and present a business plan that explicitly reflects the risk and uncertainty associated with a proposed project also 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 <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL <u>960</u>
Course Title	Leveraging Human and Financial Resources for Social Impact
Description	Prepares leaders how to manage an organization’s human and financial resources and to measure their organization’s social impact within the community. Topics include identifying the challenges of running a non-profit organization, categorizing available funding sources, exploring the financial systems used by organizations to ensure sustainability, monetizing the effect of leveraging the organization’s human capital, quantifying risk and developing a quadruple bottom line for an exemplary project. Technologies commonly used in the private and public sector to develop and present a business plan that explicitly reflects the risk and uncertainty associated with a proposed project also 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

	<ul style="list-style-type: none">_____ World Cultures_____ US Experience in its Diversity_____ Creative Expression_____ Individual and Society_____ Scientific World
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4. **Rationale:**

The course numbers are being changed to delineate master-level course from doctoral-level courses.

5. **Date of departmental approval:** September 7, 2022

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Course number

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 870
Course Title	Teaching and Learning
Description	Examination of human learning, cognitive organization and learning processes, tracing the progress in learning theory and cognitive models. Introduction of frameworks to design learning environments and instruction for a multicultural audience; and discussion of effective application to achieve personal and organizational goals, using what they learn in appropriate new contexts. Major theories of andragogy and their implications for the instructional process; the role of information technologies for teaching and learning in the 21st century; the double loop learning; and learning from failure in an organization are discussed.
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
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3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL <u>970</u>
Course Title	Teaching and Learning
Description	Examination of human learning, cognitive organization and learning processes, tracing the progress in learning theory and cognitive models. Introduction of frameworks to design learning environments and instruction for a multicultural audience; and discussion of effective application to achieve personal and organizational goals, using what they learn in appropriate new contexts. Major theories of andragogy and their implications for the instructional process; the role of information technologies for teaching and learning in the 21st century; the double loop learning; and learning from failure in an organization are discussed.
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

	<ul style="list-style-type: none"><input type="checkbox"/> Flexible<input type="checkbox"/> World Cultures<input type="checkbox"/> US Experience in its Diversity<input type="checkbox"/> Creative Expression<input type="checkbox"/> Individual and Society<input type="checkbox"/> Scientific World
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4. **Rationale:**

The course numbers are being changed to delineate master-level course from doctoral-level courses.

5. **Date of departmental approval:** September 7, 2022

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Course number

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 880
Course Title	Systems Thinking Through a Social Justice Lens
Description	Analysis of a rigorous set of systems-thinking structures for designing a practical path to improve organizational performance in an environment characterized by diverse stakeholders. Presentation of concepts and tools to address effectively situations that cross multiple discipline and skills boundaries, enabling students to manage complexity by taking a broader perspective in describing the interconnectivity between people, events and ideas. Design principles to create intelligent, adaptive organizations; to leverage the benefits of digital transformation; to create an innovative culture; and to motivate all members on achieving the organization's vision will be discussed.
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
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3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL <u>980</u>
Course Title	Systems Thinking Through a Social Justice Lens
Description	Analysis of a rigorous set of systems-thinking structures for designing a practical path to improve organizational performance in an environment characterized by diverse stakeholders. Presentation of concepts and tools to address effectively situations that cross multiple discipline and skills boundaries, enabling students to manage complexity by taking a broader perspective in describing the interconnectivity between people, events and ideas. Design principles to create intelligent, adaptive organizations; to leverage the benefits of digital transformation; to create an innovative culture; and to motivate all members on achieving the organization's vision will be discussed.
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

	<ul style="list-style-type: none">_____ US Experience in its Diversity_____ Creative Expression_____ Individual and Society_____ Scientific World
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4. **Rationale:**

The course numbers are being changed to delineate master-level course from doctoral-level courses.

5. **Date of departmental approval:** September 7, 2022

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

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

2.

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 902
Course Title	The Ethical Leader
Description	Examination of complex issues confronting organizational leaders as they interact with various stakeholders. Managing conflicts of interests; implementing codes of conduct; and establishing roles of the leader in setting, maintaining and modeling ethical standards for an organization.
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	X 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:**

There was an issue with using some of the same courses, from the Organizational Leadership program, for the newly approved EdD program. Therefore, four new courses have been developed.

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

- 1) Apply relevant ethical leadership theories, concepts and principles to practice through case study analysis;
- 2) Identify ethical leadership conflicts in organization;
- 3) Apply appropriate ethical principles when making effective decisions;
- 4) Define the roles of ethical leadership in organizations through ; and
- 5) Articulate conflicts between personal values, organizational values and ethical choices.

5. **Date of Departmental Approval:** September 7, 2022

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

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

2.

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 903
Course Title	Collaborative Leadership Through Communication
Description	Exploration of leadership techniques to foster an organizational culture that increases collaboration, breaks down silos, and maximizes participation. Examination of various communication styles to successfully lead a team through multiple stages of a project: ambiguity, creative visioning and strategic execution. Emphasis will be placed on inclusive, empathetic and collaborative communication strategies and practices.
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	X 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:

There was an issue with using some of the same courses, from the Organizational Leadership program, for the newly approved EdD program. Therefore, four new courses have been developed.

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

- 1) Explain how to apply communication techniques that cultivate a culture of collaboration, teamwork and inclusiveness;
- 2) Evaluate the stages of leading a project and the communication techniques that engage in effective teamwork;
- 3) Assess specific strategies for overcoming barriers to effective communication in organizations;
- 4) Understand and explain the role of inclusivity in creating successful teams, encouraging effective dialogue and idea/perspective exchange; and
- 5) Design a collaborative communication plan for student's own organization.

5. Date of Departmental Approval: September 7, 2022

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

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

2.

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 904
Course Title	Strategic Leadership
Description	Examination of the leadership role in the strategic planning and implementation process. Students will explore key principles and exemplary models of leading strategic planning and change initiatives within an organization and will focus on the interconnectedness of information analyses, organizational processes and the use of internal and external environments as tools to develop a strategic vision.
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	X 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:**

There was an issue with using some of the same courses, from the Organizational Leadership program, for the newly approved EdD program. Therefore, four new courses have been developed.

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

- 1) Create a strategic plan for an organization;
- 2) Assess the tools for creating, planning, communication, evaluating and implementing a strategic initiative;
- 3) Develop a protocol for aligning proposed changes with the organization's purpose and values;
- 4) Examine strategies for successfully leading a team through strategic change; and
- 5) Identify and describe the leadership behaviors that lead to sustainable change.

5. **Date of Departmental Approval:** September 7, 2022

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

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

2.

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 905
Course Title	Leadership Analytics and Grant Writing
Description	Examination of the ways leaders effectively use decision-making, data analysis and systematic reasoning to assess organizational needs; the ways these assessment tools are used to prepare grants; and the stages of grant writing and grant-writing best practices.
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	X 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:**

There was an issue with using some of the same courses, from the Organizational Leadership program, for the newly approved EdD program. Therefore, four new courses have been developed.

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

- 1) Examine ways leaders effectively assess data and analyze organizational needs to adjust the strategic direction of an organization;
- 2) Demonstrate the ability to research, assess data and utilize systemic reasoning by conducting an organizational needs assessment;
- 3) Acquire grantsmanship skills by preparing a grant proposal in response to funder guidelines; and
- 4) Improve technical reading, writing and oral communication skills.

5. **Date of Departmental Approval:** September 7, 2022

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

Name of Program and Degree Award: Social Work, MSW Program

Hegis Number: 2104.00

Program Code: 29654

Effective Term: Fall 2023

1. **Type of Change:** Bulletin corrections and updates

2. **From:**
Social Work M.S.W. Program

The ~~Master's~~ of Social Work (M.S.W.) Program at Lehman College prepares social workers to assume positions of leadership in urban public and voluntary sector social service agencies and organizations. All students in the program complete an Advanced Generalist curriculum and gain the knowledge, values and skills of the competencies of the social work profession required for Advanced Generalist Practice with individuals, families, groups, communities, and organizations, as well as for supervision, administration, research, and policy practice. The M.S.W. program is registered with the New York State Education Department and is fully accredited by the Council on Social Work Education (CSWE).

Students who earn their M.S.W. degree will also have completed all educational requirements and will be eligible to take the New York State licensing exam for the LMSW. Students who complete the two-year curriculum and earn their M.S.W. degree will have met the educational requirements for the New York State licensing exam for the Licensed Clinical Social Worker (LCSW). Please note that the New York State Education Department has established additional requirements to be eligible to take the LCSW exam; these requirements must be met after graduation.

~~Four tracks are offered:~~

~~Track A: 2-Year Full-time Program~~

~~Classes meet two evenings per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours each academic year.~~

Year One: Full-time Student Status

Fall Semester

Credits

SWK 611	Generalist Social Work Practice I	3
SWK 605	Human Behavior and the Social Environment	3
SWK 639	Social Welfare Institutions and Programs	3
SWK 671	Fieldwork and Seminar I	5

Spring Semester

		Credits
SWK 612	Generalist Social Work Practice II	3
SWK 606	Human Diversity and the Social Environment	3
SWK 643	Social Welfare Policy Analysis	3
SWK 646	Social Work Research I	3
SWK 672	Fieldwork and Seminar II	5

Year Two: Full-time Student Status**Fall Semester**

		Credits
SWK 713	Advanced Social Work Practice in the Urban Environment I	3
SWK 707	Understanding Clinical Assessment and Diagnosis	3
SWK 727	Supervision in Agency-Based Practice	3
SWK 773	Fieldwork and Seminar III	5
SWK 680	Special Topics in Social Work	3
	Or	
	Elective	3

*Elective: Chosen from **SWK 681-SWK 694**.*

Spring Semester

		Credits
SWK 714	Advanced Social Work Practice in the Urban Environment II	3
SWK 729	Administration in Urban Agencies	3
SWK 745	Social Welfare Policy Practice	3
SWK 747	Social Work Research II	3
SWK 774	Fieldwork and Seminar IV	5

~~Track B: 3-Year Extended Program~~

*~~Track B:~~ Students are no longer being accepted into ~~Track B~~. Please refer to ~~Track D~~ below.

Extended students are matriculated students and are subject to the same admissions process as full-time students. Extended students complete the first-year curriculum in two years and take the second year on a full-time basis.

- Year One: Part-time Student Status: Classes meet two evenings per week.
- Year Two: Part-time Student Status: Classes meet one evening per week.
Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours each academic year.
- Year Three: Full-time Student Status: Classes meet two evening per week.
Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours each academic year.

~~Track C: 1-Year Advanced Standing Program~~

Students enter as second year students.

- Full-time Student Status: Classes meet two evening per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours during the academic year.

~~Track D: 3-Year Extended with 6-Semester Fieldwork~~

Extended students are matriculated students and are subject to the same admissions process as full-time students. Extended students complete the classroom coursework over three years rather than two years. Academic coursework is the same, but number of hours of fieldwork per week changes. ~~Track D~~ has a September graduation date.

- Academic coursework is the same as ~~Track B*~~ above.
- Year Two: Students must complete 15 hours of fieldwork per week, which must include at least one 7.5 hour weekday, for a total of 600 hours during the academic year: 225 hours in the Fall semester; 315 hours in the Spring semester; and 60 hours in the Summer semester.

- Year Three: Students must complete 15 hours of fieldwork per week, which must include at least one 7.5 hour weekday, for a total of 600 hours during the academic year: 225 hours in the Fall semester; 315 hours in the Spring semester; and 60 hours in the Summer semester.

Each candidate entering the Master in Social Work program without an undergraduate degree in Social Work from an accredited program must complete an approved program of study of at least 65 credits. This includes core courses, electives and field placement internships at social services organizations. Students are required to complete two internships of 600 hours each. Students in ~~Track D~~ are required to complete these 600 hours of internship in 15 hours per week over the Fall, Spring and Summer semesters.

Core Courses: All students are required to take the following courses and credits: **SWK 605 (3), SWK 606 (3), SWK 611 (3), SWK 612 (3), SWK 639 (3), SWK 643 (3), SWK 646 (3), SWK 707 (3), SWK 713 (3), SWK 714 (3), SWK 727 (3), SWK 729 (3), SWK 745 (3), SWK 747 (3)** (Total of 42 credits)

Elective Courses: All students may select from the following courses for a minimum of 3 credits:

SWK 681 (3), SWK 682 (3), SWK 683 (3), SWK 684 (3), SWK 685 (3), SWK 694 (3).

Required Internship: All students are required to take the following courses and credits.

SWK 673 (4), SWK 674 (5), SWK 675 (1), SWK 775 (4), SWK 776 (5), SWK 777 (1).

Notes for all Tracks:

1. *The program does not grant social work course credit for life experience or previous work experience.*
2. *Transfer credits are not accepted, except for the 3-credit elective with approval of the Social Work Graduate Advisor.*
3. *The program does not accept non-matriculated Students unless special permission is granted.*

Admission Requirements for All Tracks:

- Bachelor's degree from an accredited college or university, including 45 liberal arts credits;
- Minimum undergraduate grade average of 3.0;
- Application to the program, including a personal statement that addresses preparation for the program, career goals, and understanding of the profession and commitment to social work values;

- Three letters of recommendation addressing applicant's suitability for the social work profession and preparedness to enter a rigorous academic program. At least two letters should be from college faculty and/or professionals in fields related to social work;
- Resume;
- An interview may be required.

Admission Requirements for Applicants to ~~Track C~~, Advanced Standing Program

In addition to the above:

- Bachelor's degree with a Social Work major from a Social Work program accredited by the Council on Social Work Education;
- Minimum 3.2 cumulative index in the major;
- Include, among the three references, one reference from the advisor in the baccalaureate Social Work program or from the Program Director, and another from a field supervisor;
- ~~Additional essay question that focus on an illustration from the field.~~

Applicants for Advanced Standing must provide course descriptions for courses in the undergraduate Social Work major; the Graduate Advisor will determine exemption from courses in the Year One curriculum.

Selection Process

Applications are reviewed by the MSW Program Director, the MSW Admissions Director, and multiple faculty readers. Applications will be evaluated on:

- Academic history;
- Quality of personal statement, including degree of self-awareness, conceptual ability, understanding of the profession and commitment to social work values, and communication skills;
- Letters of recommendation.

3. To: Social Work M.S.W. Program

The Master of Social Work (M.S.W.) Program at Lehman College prepares social workers to assume positions of leadership in urban public and voluntary sector social service agencies and organizations. All students in the program complete an Advanced Generalist curriculum and gain the knowledge, values and skills of the competencies of the social work profession required for Advanced Generalist Practice with individuals, families, groups, communities, and organizations, as well as for supervision, administration, research, and policy practice. The M.S.W. program is registered with the New York State Education Department and is fully accredited by the Council on Social Work Education (CSWE).

Students who earn their M.S.W. degree will also have completed all educational requirements and will be eligible to take the New York State licensing exam for the LMSW. Students who complete the two-year curriculum and earn their M.S.W. degree will have met the educational requirements for the New York State licensing exam for the Licensed Clinical Social Worker (LCSW). Please note that the New York State Education Department has established additional requirements to be eligible to take the LCSW exam; these requirements must be met after graduation.

Three tracks are offered:

2-Year Program

Classes meet two evenings per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours each academic year.

Year One: Full-time Student Status

Fall Semester

		Credits
SWK 611	Generalist Social Work Practice I	3
SWK 605	Human Behavior and the Social Environment	3
SWK 639	Social Welfare Institutions and Programs	3
SWK 671	Fieldwork and Seminar I	5

Spring Semester

		Credits
SWK 612	Generalist Social Work Practice II	3
SWK 606	Human Diversity and the Social Environment	3
SWK 643	Social Welfare Policy Analysis	3
SWK 646	Social Work Research I	3
SWK 672	Fieldwork and Seminar II	5

Year Two: Full-time Student Status

Fall Semester

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

SWK 713	Advanced Social Work Practice in the Urban Environment I	3
SWK 707	Understanding Clinical Assessment and Diagnosis	3
SWK 727	Supervision in Agency-Based Practice	3
SWK 773	Fieldwork and Seminar III	5
SWK 680	Special Topics in Social Work	3
	Or	
	Elective	3

*Elective: Chosen from **SWK 681-SWK 694**.*

Spring Semester

		Credits
SWK 714	Advanced Social Work Practice in the Urban Environment II	3
SWK 729	Administration in Urban Agencies	3
SWK 745	Social Welfare Policy Practice	3
SWK 747	Social Work Research II	3
SWK 774	Fieldwork and Seminar IV	5

3-Year Extended Program

* Students are no longer being accepted into this program. Please refer to the 3-Year Extended with 6-Semester Fieldwork program below.

Extended students are matriculated students and are subject to the same admissions process as full-time students. Extended students complete the first-year curriculum in two years and take the second year on a full-time basis.

- Year One: Part-time Student Status: Classes meet two evenings per week.
 - Year Two: Part-time Student Status: Classes meet one evening per week.
- Students must complete three full days of fieldwork, at least two of which are

weekdays, for a total of 21 hours per week. This totals 600 hours each academic year.

- Year Three: Full-time Student Status: Classes meet two evening per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours each academic year.

1-Year Advanced Standing Program

Students enter as second year students.

- Full-time Student Status: Classes meet two evening per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours during the academic year.

3-Year Extended with 6-Semester Fieldwork

Extended students are matriculated students and are subject to the same admissions process as full-time students. Extended students complete the classroom coursework over three years rather than two years. Academic coursework is the same, but number of hours of fieldwork per week changes. Students in this track have a September graduation date.

- Academic coursework is the same as the 2-Year program above.
- Year Two: Students must complete 15 hours of fieldwork per week, which must include at least one 7.5 hour weekday, for a total of 600 hours during the academic year: 225 hours in the Fall semester; 315 hours in the Spring semester; and 60 hours in the Summer semester.
- Year Three: Students must complete 15 hours of fieldwork per week, which must include at least one 7.5 hour weekday, for a total of 600 hours during the academic year: 225 hours in the Fall semester; 315 hours in the Spring semester; and 60 hours in the Summer semester.

Each candidate entering the Master in Social Work program without an undergraduate degree in Social Work from an accredited program must complete an approved program of study of at least 65 credits. This includes core courses, electives and field placement internships at social services organizations. Students are required to complete two internships of 600 hours each. Students in the 3-year Extended Program are required to complete these 600 hours of internship in 15 hours per week over the Fall, Spring and Summer semesters.

Core Courses: All students are required to take the following courses and credits: **SWK 605 (3), SWK 606 (3), SWK 611 (3), SWK 612 (3), SWK 639 (3), SWK**

643 (3), SWK 646 (3), SWK 707 (3), SWK 713 (3), SWK 714 (3), SWK 727 (3), SWK 729 (3), SWK 745 (3), SWK 747 (3) (Total of 42 credits)

Elective Courses: All students may select from the following courses for a minimum of 3 credits:

SWK 681 (3), SWK 682 (3), SWK 683 (3), SWK 684 (3), SWK 685 (3), SWK 694 (3).

Required Internship: All students are required to take the following courses and credits.

SWK 673 (4), SWK 674 (5), SWK 675 (1), SWK 775 (4), SWK 776 (5), SWK 777 (1).

Notes for all Tracks:

- 1. The program does not grant social work course credit for life experience or previous work experience.*
- 2. Transfer credits are not accepted, except for the 3-credit elective with approval of the Social Work Graduate Advisor.*
- 3. The program does not accept non-matriculated Students unless special permission is granted.*

Admission Requirements for All Tracks:

- Bachelor's degree from an accredited college or university, including 45 liberal arts credits;
- Minimum undergraduate grade average of 3.0;
- Application to the program, including a personal statement that addresses preparation for the program, career goals, and understanding of the profession and commitment to social work values;
- Three letters of recommendation addressing applicant's suitability for the social work profession and preparedness to enter a rigorous academic program. At least two letters should be from college faculty and/or professionals in fields related to social work;
- Resume;
- An interview may be required.

Admission Requirements for Applicants to the 1-year Advanced Standing Program

In addition to the above:

- Bachelor's degree with a Social Work major from a Social Work program accredited by the Council on Social Work Education;
- Minimum 3.2 cumulative index in the major;
- Include, among the three references, one reference from the advisor in the baccalaureate Social Work program or from the Program Director, and another from a field supervisor;
- Include an additional essay question that focuses on an illustration from the field.

Applicants for Advanced Standing must provide course descriptions for courses in the undergraduate Social Work major; the Graduate Advisor will determine exemption from courses in the Year One curriculum.

Selection Process

Applications are reviewed by the MSW Program Director, the MSW Admissions Director, and multiple faculty readers. Applications will be evaluated on:

- Academic history;
- Quality of personal statement, including degree of self-awareness, conceptual ability, understanding of the profession and commitment to social work values, and communication skills;
- Letters of recommendation.

4. Rationale:

- We changed the subplan names in the bulletin description to better reflect the actual subplan information listed in CUNYfirst.
- Lastly, we made a few minor grammatical corrections.
- These changes do not impact any learning outcomes of the program.

5. Date of departmental approval: August 31, 2022

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

1. **Type of Change:** Course description; repeatable credits

2. **From:**

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 680
Course Title	Special Topics in Social Work
Description	A variable topics course that enables students to pursue subjects particular to their interest. Course offerings will represent a range of issues relevant to social work practice in urban settings. Topics to be announced.
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

3. To:

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 680
Course Title	Special Topics in Social Work
Description	A variable topics course that enables students to pursue subjects particular to their interest. Course offerings will represent a range of issues relevant to social work practice in urban settings. Topics to be announced. <u>Course to be repeatable for a maximum of 9 credits.</u>
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:

Several courses/electives (a range of special topics by population or field of social work practice) exist under this number. Some students opt to take more than one of them. We wish to make the course to be repeatable for a maximum of 9 credits to allow them to do so.

5. Date of departmental approval: August 31, 2022



Governance Committee Report November 2nd, 2022

1. Senate Meeting Modality
 - a. Discussed Changes Made to NY Open Meetings Laws
 - b. May Be Possible to Allow for Remote Participation
 - c. Many Things Are Still Unclear
 - d. Will Monitor Situations at Other Schools
 - e. Would Ultimately Require a Resolution

2. Next Governance Committee Meeting, November 18th, 11am on Zoom

Senate Meeting – 11/02/22

Undergraduate Curriculum Committee (UCC) Report

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

1. Accounting Department
 - Block Chain Crypto-New Minor
 - ACC 361-New course
 - ACC 362-New course
2. Health Equity, Administration, and Technology Department
 - HSA 304-Change in prerequisite
 - HSD 306-Change in prerequisite
3. Health Sciences Department
 - Public Health B.S.-Change in degree requirements
 - Public Health Minor-Change in description, degree requirements, title
 - Therapeutic Recreation B.S-Change in description
 - Recreation B.S.-Change in degree requirements
 - Certificate in Nursing Home Administration-Change in degree requirements
4. Sociology Department
 - SOC 223-Change in pathways designation
5. Management and Business Innovation Department
 - Course withdrawals-BBA 168, 169, 304-307, 312, 324, 326, 333, 345, 346, 347, 402, 404, 431, 1000, 2000, 3000, 4000

Informational items

Next meeting: 12/07/22

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

DEPARTMENT OF ACCOUNTING

CURRICULUM CHANGE

Name of Program and Degree Award: Blockchain and Crypto Minor
Effective Term:

1. Type of Change: New minor

2. Description:
Blockchain and Crypto Minor (12 credits)

The blockchain and crypto minor is designed to equip accounting, finance and other students with an introduction and exposure to both concepts, as well as the implications that these tools will have on the accounting and related professions. The courses that make up this minor provide a foundation for both accounting and non-accounting majors to establish a foundation of accounting knowledge that can then be applied to the fast-moving spaces of blockchain and cryptoassets. After completing the minor, students will have the necessary knowledge to discuss and articulate trends in the blockchain and crypto world, as well as the expertise to explain how financial services will continue to be impacted by these developments.

Courses needed to complete the minor:

- ACC 171 Principles of Accounting 1 (3 credits)
- ACC 272 Principles of Accounting 2 (prerequisite ACC171) (3 credits)
- ACC 361 Blockchain Introduction & Applications (prerequisite ACC272) (3 credits)
- ACC 362 Cryptoassets & Accounting Implications (prerequisite ACC272) (3 credits)

3. Rationale:

Blockchain and cryptoassets are potentially the most disruptive technologies and forces to enter the marketplace since the inception of internet or wireless communication. From late 2009, when the original bitcoin blockchain was published online, through the mid-point of 2022, the value of this ecosystem grew from \$0 to approximately \$2 trillion; the importance of this area is difficult to overstate. Beyond simply watching prices of certain cryptoassets rising and falling, there are several fundamental traits of these tools that are driving changes in virtually evolving area of the economy. The purpose of this minor is to capture these trends and to develop the necessary knowledge for students in these areas, from an accounting and reporting perspectives.

Blockchain and crypto create a platform and ecosystem that enable instantaneous, traceable, transparent, and immutable transactions and records. In a world that is increasingly digital (and virtual) in nature, including both personal and professional activities, failing to integrate these topics into curriculum is overlooking the dramatic changes underway in the profession. Focusing specifically on the accounting and finance space there are several areas in which students (future leaders of the profession) would benefit in receiving additional instruction. These include, but are not limited to examination of the technological history (and current state), analysis of the accounting implications (tax, audit and reporting) of blockchain and cryptoassets, with real world examples and resources.

Blockchain and cryptoassets continue to change and disrupt the financial services space, including auditing, tax, trading activity, and the entirety of how payments are processed. In short, and reinforced by the fact that every large financial institution in the world has actively invested into blockchain and crypto operations, future professionals (our students) must be educated and informed about these subjects. In terms of job growth and career development, acquiring and mastering these skills will be a benefit now and going forward.

4. Date of departmental approval: 9/28/2022

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

DEPARTMENT OF ACCOUNTING

CURRICULUM CHANGE

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

2.

Department(s)	Accounting
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Accounting
Course Prefix & Number	ACC 361
Course Title	Blockchain Introduction & Applications
Description	Examines and analyzes the characteristics of blockchain technology, including the accounting and reporting implications of increasing blockchain adoption.
Pre/ Co Requisites	ACC 272
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

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

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

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

5. **Date of Departmental Approval:** 9/28/2022

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

DEPARTMENT OF ACCOUNTING

CURRICULUM CHANGE

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

2.

Department(s)	Accounting
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Accounting
Course Prefix & Number	ACC 362
Course Title	Cryptoassets & Accounting Implications
Description	Examines and analyzes the various types of cryptoassets – decentralized crypto, stablecoins, NFTs, DeFi, and CBDCs from an accounting and reporting perspectives
Pre/ Co Requisites	ACC 272
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

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

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

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

5. **Date of Departmental Approval:** 9/28/2022

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

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND
TECHNOLOGY**

CURRICULUM CHANGE

1. Type of Change: Prerequisites

2. From: ~~Strikethrough~~ the changes

Department(s)	Health Equity, Administration, and Technology
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	Health Services Administration
Course Prefix & Number	HSA 304
Course Title	Financial Aspects of Health Care Administration
Description	Examination of the major issues related to the financing of health services, including budgeting, cost containment, reimbursement policies, and financial strategies. Overview of the major trends affecting financial management of health institutions.
Pre/ Co Requisites	Pre/ Co Requisites: HSA (BBA) 267; HSA 268 or HSA (BBA) 312; ACC 171 or ACC 185.
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

	___ Scientific World
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3. To: Underline the changes

Department	Health Equity, Administration, and Technology
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 304
Course Title	Financial Aspects of Health Care Administration
Description	Examination of the major issues related to the financing of health services, including budgeting, cost containment, reimbursement policies, and financial strategies. Overview of the major trends affecting financial management of health institutions.
Pre/ Co Requisites	<u>Twelve credits of HSA and/or HSD courses</u>
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

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

To best meet the course learning goals and objectives, students must have a background in health administration, however, the previous three pre-requisites were not essential for being successful in HSA 304. Rather, the pre-requisites presented an impediment to registration and delayed some students' graduations. By removing

specific prerequisites and requiring student have at least a semester's worth (twelve credits) of HSA and/or HSD classes will ensure sufficient background to contextualize the healthcare accounting coursework while helping students stay on-track to graduate.

HSA 268 is a discontinued course, not offered by the program since before 2017.

5. **Date of departmental approval:** September 20, 2022

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

DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY

CURRICULUM CHANGE

1. **Type of Change:** *Prerequisites*

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

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Sciences
Course Prefix & Number	HSD 306
Course Title	Epidemiology
Description	Basic principles and methods in epidemiology and their use in prevention and control of health problems in populations at risk. Impact of community health activities on individual and community responses to health and nutrition problems. Epidemiological approaches to health and nutritional care and their relationship to multicultural community health activities.
Pre/ Co Requisites	Prerequisite: HSD 266 and 269.
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
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3. **To:** Underline the changes

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Sciences
Course Prefix & Number	HSD 306
Course Title	Epidemiology
Description	Basic principles and methods in epidemiology and their use in prevention and control of health problems in populations at risk. Impact of community health activities on individual and community responses to health and nutrition problems. Epidemiological approaches to health and nutritional care and their relationship to multicultural community health activities.
Pre/ Co Requisites	HSD 269
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):**

Mastery of HSD 266 learning objectives is not essential for successful completion of HSD 306. The prerequisite HSD 269 is sufficient preparation for satisfactory and above satisfactory performance.

5. **Date of departmental approval:** September 20, 2022

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

Hegis Number: 1214

Program Code: 37993

Effective Term: Fall 2023

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

2. **From:**
Public Health, B.S. (48 Credit Major)

~~The Bachelors of Science in Public Health (BSPH) program prepares students for the professional practice, service and advance training like graduate school. The program trains students in core methods, theories and concepts so that they may apply these to improve health access and equity. The program has a particular emphasis on the health needs of global communities, and through international collaborations at Lehman College, students may add a global experience to their training.~~

~~Students complete a core course series, program track courses, and an internship experience to apply their knowledge in a local or global setting. Also, students take a capstone seminar as a culminating learning experience for the program.~~

~~The program is designed to prepare students for careers in public health such as: Peace Corps, city health agencies, nonprofit organizations, international organizations, and higher educational institutions. After completing the program, students will be able to develop, manage, and evaluate public health programs while working with communities in diverse settings. Additionally, the program provides foundational training to prepare students for graduate school including law school and masters and doctoral programs in public health.~~

~~The basic distribution of credits for this major appears in Table 1, followed by course lists.~~

Table 1: Distribution of credits for the Public Health major.

Component	Credits
Core Courses	24
Specialization Courses: GISc or Global Health	18
Fieldwork and Capstone	6

Degree Requirements**~~24 credits in Required Core Courses~~**

		Credits
HEA 300	Introduction to Public Health	3
	Or	
PHE 304	Fundamentals of Global Health	3
HSD 269	Fundamentals of Biostatistics for Health Professionals	3
HSD 306	Epidemiology	3
HEA 267	Human Behavior and Health	3
HSD 266	The U.S. Health Care Delivery System	3
HEA 400	Program Planning and Evaluation	3
PHE 302	Social and Environmental Determinants of Health	3
PHE 303	Approaches to Public Health Research	3
	Students may take either HEA 300 or PHE 204	

~~18 credits in Geographic Information Science (GIS) Specialization~~**~~12 Credits in Required Specialization Courses~~**

		Credits
GEP 204	Basic Mapping: Applications and Analysis	3
GEP 205	Principles of Geographic Information Science	3
GEH 320	Population Geography	3
GEP 310	Geography of Urban Health	3

~~6 credits in GIS Specialization Electives selected from the following:~~

Credits

GEH 240	Urban Geography	3
GEH 232	Medical Geography	3
GEP 321	Introduction to Remote Sensing	4
GEP 330	Spatial Statistics and Advanced Quantitative Methods in Geography	3
GEP 360	Geovisualization and Analytic Cartography	4
GEP 350	Special Projects in Geographic Information Systems	4
GEH 490	Honors in Geography	One semester, 2, 3, or 4 credits (may be repeated for a maximum of 6 credits).

~~18 Credits in Global Health Specialization~~**~~12 Credits in Required Specialization Courses~~**

		Credits
PHE 305	Community-based Participatory Research Methods	3
PHE 306	Global Burden of Communicable and Non-Communicable Disease	3
PHE 307	Emergency Preparedness at the Community Level	3
PHE 360	Special Topics in Public Health	3

~~6 Credits in Global Health Specialization Electives selected from~~

		Credits
HEA 302	Women and Health	3
HEA 211	Perspectives on AIDS	3
POL 343	International and Regional Organizations	3
HEA 348	Latino Health	3
PHE 340	Global Nutrition and Disease	3

GEH 232	Medical Geography	3
6 Credits in Required Fieldwork and Capstone for both Specializations		
		Credits
PHE 470	Public Health Field Experience	3
PHE 472	Public Health Capstone	3

Admission Requirements

To be considered for admission to the B.S. in Public Health, an application must:

1. Have a minimum GPA of 3.0.

3. To: Public Health B.S. (54-58 Credit Major)

Table 1: Distribution of credits for the Public Health major.

Component	Credits
Core Courses	<u>32</u>
<u>Clinical Public Health Concentration OR</u>	<u>20</u>
<u>Environmental/Global Health Concentration</u>	<u>16</u>
Fieldwork and Capstone	6
<u>Total Credits</u>	<u>54-58</u>

Degree Requirements

54-58 credits in Required Core Foundation and Advanced Courses Credits

Public Health Core Classes (17 credits)

<u>Core Foundational Courses</u>	Credit Hours
<u>MAT 132 Introduction to Statistics</u>	4
<u>HSD 266 US Health Care System</u>	3
<u>PSY 166 General Psychology</u>	3
PHE 302 Social and Environmental Determinants of Health	3
PHE 304 Fundamentals of Global Health	3
<u>HSA 201 Interprofessional Education</u>	1
Advanced Core Courses (15 credits)	
HSD 269 Fundamentals of Biostatistics for Health Professions	3
HSD 306 Epidemiology	3
PHE 303 Approaches to Public Health Research	3
<u>PHE 306 Global Burden of Communicable and</u>	
<u>Non-Communicable Disease</u>	3
<u>PSY 335 Health Psychology</u>	3

Public Health Capstone and Field Experiences	(6 credits)
PHE 470 Public Health Field Experiences	3
PHE 472 Public Health Capstone	3

*******Choose one of the following concentrations*******

Clinical Public Health Concentration Courses: Track designed for pre-nursing student
Clinical Public Health Clinical Track (20 credits): choose this track if you plan to pursue nursing

BIO 182 Anatomy and Physiology II	4
BIO 230 Microbiology	4
CHEM 114/115 General Chemistry Lecturer and Lab I	4.5
CHEM 120/121 General Chemistry Lecturer and Lab II	4.5
HIN 268 Growth & Development	3

Environmental & Global Health Concentration (16 credits): choose this track if you plan to pursue the bachelors in public health

ENV 235 Conservation of the Environment	3
ENV 270 Environmental Pollution	4
ENV 326 Environmental Policy	3
HEA 301 Environmental Health	3
PHE 340 Global Nutrition & Disease	3

At least 50% of this program can be completed online.

Dual Credit Option

Public Health majors interested in pursuing an MPH in Health Management & Policy at the School of Public Health (SPH) through an articulation agreement can earn 12 credits to be used for both undergraduate and graduate program of study. Students interested in this pathway, must be conditionally accepted as matriculating students in the SPH graduate program.

Undergraduate students majoring in Public Health with 60 or more credits and a minimum of a (3.5) cumulative index and (3.5) index may be permitted to enroll in up to 12 credits of graduate coursework at CUNY Graduate School of Public Health. The student must speak with the faculty advisor to determine elective courses that will satisfy the undergraduate and graduate degree requirement:

The student conditionally admitted to the School of Public Health, must commit to the program once admitted, and must graduate from Lehman College with Bachelor degree to be fully admitted as a Graduate Student. The student must also receive permission from the program and/or dean's office prior to registration.

Admission Requirements

To be considered for admission to the B.S. in Public Health, an application must:

1. Have a minimum GPA of 3.0.

4. **Rationale:**

The Bachelor of Science in Public Health (BSPH) intends to prepare graduates with skills and competencies needed to advance population health in the New York City (NYC) region and to meet both national and global demands of current and emerging public health trends (1). A shortage of properly trained public health workers has been recognized for some time now, relative to the growing and aging U.S. population. Meanwhile, the health and health care sectors are the largest employers in the Bronx. As such, there is an ever-growing need to prepare students who live locally to enter this workforce. In partnership with CUNY School of Public Health, Lehman College can fulfill this role since the majority of Lehman's undergraduate students are from the Bronx and surrounding areas.

The undergraduate degree program in public health will align with the Associate degree programs at our community colleges and be a direct feeder to the CUNY SPH 4+1 partnership, where students can begin their public health education at the community college and complete an MPH within 5 years. The degree program will be housed within the Lehman College Department of Health Equity, Administration & Technology within the School of Health Sciences, Human Services and Nursing. The revised curriculum focuses on environmental and global health, two worldwide public health priorities.

The 54-58 credit Bachelor of Science (BS) in Public Health will focus on environmental and global health. The emphasis on these two critical areas is in line with Lehman College's mission, vision, and strategic plan "***Lehman 2025, Road Map to the Future,***" (5) which focuses on environmental and social justice issues. The proposal builds on the most effective components of the 2016 major, which was approved and implemented. The proposal highlights innovations that are key to training the next generation of public health professional.

Lehman College BS in PUBLIC HEALTH, student will be able to:

1. Define the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.
2. Identify the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.
3. Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
4. Describe the fundamental characteristics and organizational structures of the U.S. health system as well as the differences in systems in other countries.
5. Describe the basic concepts, methods, and tools of public health data collection, use, and analysis; and why evidence-based approaches are an essential part of public health practice.
6. Implement the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.
7. Apply the fundamental concepts and features of project implementation,

including planning, assessment, and evaluation.

8. Recognize the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations

Distance Education

BS in Public Health had previous been a traditional face-to-face course; however, this proposal will formally add the distance format per New York State Department of Education requirements that 50% or more of the course requirements for the degree can be completed through study delivered by distance education.

5. **Date of departmental approval:** September 6, 2022

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Public Health, Minor
Effective Term: Fall 2023

1. **Type of Change:** Description, Degree Requirements, Title

2. **From:**
Public Health Minor (15 credits)

Students may complete a minor field with the following five courses in the Department of Health Sciences:

	Credits
HSD 266 The U.S. Healthcare Delivery System	3
HSD 269 Fundamentals of Biostatistics for Health Professionals	3
HSD 306 Epidemiology	3
HEA 300 Introduction to Public Health	3
One elective	3

~~HSD 269: PREREQ: MAT 132~~

~~One 3 credit elective: DFN, EXS, HEA, HSA, HSD, REC, or REH course.~~

3. **To:**
Public Health Interdisciplinary Minor (15-20 credits)

The interdisciplinary public health minor is for students in any discipline interested in improving health outcomes in the U.S. and beyond, as well as acquiring the skills needed to work towards health equity.

Courses required for the Public Health Minor (15-20 credits)

	Credits
HSD 269 Fundamentals of Biostatistics for Health Professionals	3
HSD 306 Epidemiology	3
and	
HEA 300 Introduction to Public Health	3-6
<u>or PSY 335 Health Psychology** and PSY 166**</u>	
<u>or PHE 302 Social Determinants of Health**</u>	

(**These options available only to HEA majors.)

Electives in research methods and/or data analysis 6-8

AMS 211 American Studies Methods and Materials	3
DAT 181 Introduction to Data Analytics with R	1
DAT 182 Introduction to Data Analytics with Python	1
DAT 184 Introduction to SQL	1
DAT 310 Data Visualization	3
ENW 314 Evidence-Based Writing	3
ENW 399 Research, Rhetoric, and Writing Studies	3
GEH 245 Introduction to Quantitative Methods of Geography	3
GEO 250 Introduction to Geologic Field Mapping Techniques	3
GEP 204 Basic Mapping: Applications and Analysis	3
HEA 266 Research Techniques in Health Education	3
PHI 170 Introduction to Logic	3
POL 245 Political Analysis and Interpretation	3
POL 382 Special Problems in Political Science	3
PSY 200 Critical Thinking in Psychology	3

Students may also choose to complete elective credits from these advanced research courses if they have completed the prerequisite(s):

DFN 369 Research Methods in Nutrition	3
DST 311 Social Science Perspectives on Health and Disability	3
ECO 302 Economic Statistics	3
GEH 230 Human Geography	3
GEP 205 Principles of Geographic Information Science	3
LNG 3430 Internet Linguistics	3
POL 318 The Politics of Health	3
POL 331 Methods of Social Research	3
PSY 201 Science and Practice of Psychology	3
PSY 226 Statistical Methods in Psychology	4
PSY 234 Abnormal Psychology	3
PSY 240 Industrial/ Organization Psychology	3
PSY 260 Social Psychology	3
PSY 335 Health Psychology	3
PSY 338 Community Psychology	3
PSY 366 Clinical Neuropsychology	3
SOC 301 Methods of Social Research	3
SOC 303 Advanced Methods of Social Research	4
SOC 305 Sociology of Health Care	3
SOC 345 Quantitative Analysis of Sociological Data	4
SOC 339 American Demography	4
SOC 311 Social Scientific Perspectives on Health and Disability	3
SOC 344 Field and Interpretative Methods	3

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

a. Adding a summary to the minor description

This description provides students with necessary information on the usefulness of the public health minor.

b. Change in Course Requirements

Currently, both HSA and HEA majors cannot minor in public health. Several dozen requests are rejected annually. The programs overlap by more than the allowable limit of 6 credits. After careful consideration, and in alignment with departmental goals, the public health minor will now compliment these two majors with additional public health training, specifically in research methods and data analysis.

MAT 132 is currently a hidden prerequisite for HSD 269. This curriculum change proposes that it be included in the admissions requirements. HSD 266 is currently required for the public health minor, which prohibits students in HSA and HEA from pursuing this opportunity. MAT 132 and HSD 266 are pathways general education courses, which allow students from diverse majors to be eligible for this minor. Students will be able to bundle their general education courses with this minor to maximize their time and resources, while meeting the prerequisites for HSD 269 (Biostatistics) and HSD 306 (Epidemiology).

c. Change in Elective Credit Hour Requirement

The change in elective credit hours exposes students to diverse research methods and data analyses that span over a dozen disciplines. Students across health science majors, as well as students in American Studies, English, Philosophy, Psychology, Sociology, Business, Political Science, Linguistics, Geography, Computer Science, and many other majors may now find a synergistic relationship between this minor and their major, providing an opportunity to complete this minor in two semesters or over the summer. The change in elective credits also promotes Lehman College's goal to train students in critical thinking, scientific inquiry, and analytical skills.

d. Addition of PHE 302 and PSY 335 as substitutions for HEA 300

Currently, HEA students are unable to minor in public health because the overlap is 12 credits or double the allowable limit. This change will allow HEA students to minor in public health because they have the option of taking either PHE 302 or PSY 335, courses that are instrumental to foundational knowledge in public health. Both courses include the study of social determinants of health. Like all other students in the public health minor, HEA majors will have completed HEA 300 as part of the requirements for their BS. This is an opportunity to augment learning outcomes and provide students with additional public health training.

5. Date of departmental approval: April 6, 2022

Revised to remove the admission requirements; departmental approval under HEAT: September 20, 2022

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Therapeutic Recreation, B.S.

Hegis Number: 2199

Program Code: 34565

Effective Term: Fall 2023

1. **Type of Change:** Description

2. **From:** ~~Strike through~~ the changes
Therapeutic Recreation, B.S. (53 Credit Major)

The required courses and credits are distributed as follows (53 credits):

12 credits in Recreation Education:

	Credits
REC 200 History and Philosophy of Recreation	3
REC 210 Recreation Leadership	3
REC 387 Research and Evaluation in Recreation Service	3
REC 302 Administration of Recreation Services	3

18 credits in Therapeutic Recreation:

	Credits
REC 221 Introduction to Therapeutic Recreation Service	3
REC 322 Assessment in Therapeutic Recreation	3
REC 324 Therapeutic Recreation for Children and Youth	3
REC 325 Therapeutic Recreation in Long-Term Care	3
REC 421 Programs in Therapeutic Recreation Service	3
REC 425 Processes and Techniques of Therapeutic Recreation	3

10 credits in Recreation Internship:

	Credits
REC 400 Pre-Internship Seminar	1
REC 471 Therapeutic Recreation Internship	1-9

13 Credits in Supportive coursework:

	Credits
HIN 268 Growth and Development	3
BIO 181 Anatomy and Physiology I	4
PSY 166 General Psychology	3

3. **To:** Underline the changes
Therapeutic Recreation, B.S. (53 Credit Major)

The B.S. in Therapeutic Recreation is designed to prepare students for entry into the therapeutic recreation profession and meets the eligibility requirements for taking the national certification exam for Certified Therapeutic Recreation Specialist (CTRS), upon graduation. Certified Therapeutic Recreation Specialists are employed in a wide range of agencies servicing people of all ages with illnesses, disabilities, and related health concerns. The CTRS is responsible for assessing the needs of their clients, planning and implementing a variety of individual and group therapeutic recreation services in conjunction with a person-centered approach, and, documenting and evaluating the efficacy of the services as a member of the interdisciplinary team.

About the CTRS:

The National Council for Therapeutic Recreation Certification (NCTRC) serves as a professional certification organization acting in the public interest by establishing and enforcing education, examination, experience, and ethics requirements for the therapeutic recreation profession. Currently, the CTRS designation is represented in all 50 states and throughout Canada and nine other countries.

Recreation therapists with the CTRS certification have demonstrated a unique set of competencies, abilities, and skills for practice in a wide variety of health care and human service settings.

Entry-level professionals who seek the CTRS designation need to complete a defined set of requirements that include:

- A Bachelor's degree or higher in the concentrated area of Recreation Therapy/Therapeutic Recreation
- Completion of a minimum 14 week, 560-hour internship under the supervision of a CTRS
- Successful completion of the NCTRC Certification exam

Students who complete the B.S. in Therapeutic Recreation program meet the eligibility requirements to sit for the NCTRC Certification Exam.

Honors in Therapeutic Recreation:

Departmental honors in Therapeutic Recreation may be awarded to a student who has maintained an index of 3.5 in a minimum of 24 credits in all courses required for the major.

The required courses and credits are distributed as follows (53 credits):

12 credits in Recreation Education:

		Credits
REC 200	History and Philosophy of Recreation	3
REC 210	Recreation Leadership	3
REC 387	Research and Evaluation in Recreation Service	3
REC 302	Administration of Recreation Services	3

18 credits in Therapeutic Recreation:

		Credits
REC 221	Introduction to Therapeutic Recreation Service	3
REC 322	Assessment in Therapeutic Recreation	3
REC 324	Therapeutic Recreation for Children and Youth	3
REC 325	Therapeutic Recreation in Long-Term Care	3
REC 421	Programs in Therapeutic Recreation Service	3
REC 425	Processes and Techniques of Therapeutic Recreation	3

10 credits in Recreation Internship:

		Credits
REC 400	Pre-Internship Seminar	1
REC 471	Therapeutic Recreation Internship	1-9

13 Credits in Supportive coursework:

		Credits
HIN 268	Growth and Development	3
BIO 181	Anatomy and Physiology I	4
PSY 166	General Psychology	3
PSY 234	Abnormal Psychology	3

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

There is currently no program description of the B.S. in Therapeutic Recreation program. Adding a description will provide appropriate information to admissions, advisers, and potential students.

5. Date of departmental approval: April 6, 2022

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Recreation Education, B.S.

Hegis Number: 0835

Program Code: 02593

Effective Term: Fall 2023

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

2. **From:**
Recreation Education, B.S. (45 Credit Major)

The program in Recreation Education leads to the B.S. degree and is designed to prepare students for entry into the parks, recreation, and leisure services profession. Recreation and leisure services are provided in a variety of settings serving people of all ages in carefully planned and organized recreation programs. Students may concentrate in therapeutic recreation, recreation management, or exercise and sport.

Students in the therapeutic recreation concentration are employed in health and human service settings, such as hospitals, nursing homes, adult day care, youth agencies, drug treatment centers, and homeless shelters; they work with people with a variety of disabilities and health conditions.

Students in the recreation management concentration are employed in public park and recreation agencies, not-for-profit organizations, community recreation centers, camps, and sports associations.

Students in the exercise and sport concentration can work as programmers, fitness trainers, group exercise leaders or coaches, in sports and fitness programs in a variety of settings. Students are prepared to obtain various fitness certifications from several national organizations.

Fieldwork and internship experiences are important components of the major, which give students the opportunity to apply theory to practice in an actual work setting under the supervision of a qualified professional.

Students in this major that have met the academic requirements, upon graduation, and complete at least 1 year of full-time experience in the field are eligible to sit for the national certifying examination for the Certified Park and Recreation Professional (CPRP), administered by the National Recreation and Park Association.

The required courses and credits are distributed as follows (45 credits):

21 credits in Recreation Education:

	Credits
REC 200 History and Philosophy of Recreation	3
REC 210 Recreation Leadership	3
REC 302 Administration of Recreation Service	3
REC 330 Inclusive Recreation	3
REC 360 Selected Topics in Recreation	3
REC 387 Research and Evaluation in Recreation Service	3
REC 422 Programming and Planning in Recreation	3

12 credits in one of three concentrations:

Therapeutic Recreation:

	Credits
THR 221 Introduction to Therapeutic Recreation	3
THR 325 Therapeutic Recreation in Long-Term Care	3
THR 421 Programs in Therapeutic Recreation Service	3
THR 425 Processes and Techniques of Therapeutic Recreation	3

Recreation Management:

	Credits
REH 330 Management of Youth Serving Organizations	3
REC 361 Outdoor Recreation and Sustainable Management	3
REC 405 Facility Management in Recreation Service	3
REC 410 Advanced Finance and Human Resources Management in Recreation Service	3

Exercise and Sport:

	Credits
EXS 264 Introduction to Exercise Science	3
EXS 265 Behavioral Aspects of Physical Activity	3
EXS 304 Coaching and Team Sports	3
EXS 424 Principles and Practices of Fitness and Wellness Programming	3

6 credits selected from:

REC, THR, REH, EXS, DNC, DFN, HEA, HSA, and/or HSD courses with departmental approval.

6 credits in Recreation Internship:

	Credits
REC 470 Recreation Education Internship	3-6

**3. To:
Recreation Education, B.S. (45 Credit Major)**

The program in Recreation Education leads to the B.S. degree and is designed to prepare students for entry into the parks, recreation, and leisure services profession. Recreation and leisure services are provided in a variety of settings serving people of all ages in carefully planned and organized recreation programs. Students may concentrate in therapeutic recreation, recreation management, or exercise and sport.

Students in the therapeutic recreation concentration are employed in health and human service settings, such as hospitals, nursing homes, adult day care, youth agencies, drug treatment centers, and homeless shelters; they work with people with a variety of disabilities and health conditions.

Students in the recreation management concentration are employed in public park and recreation agencies, not-for-profit organizations, community recreation centers, camps, and sports associations.

Students in the exercise and sport concentration can work as programmers, fitness trainers, group exercise leaders or coaches, in sports and fitness programs in a variety of settings. Students are prepared to obtain various fitness certifications from several national organizations.

Fieldwork and internship experiences are important components of the major, which give students the opportunity to apply theory to practice in an actual work setting under the supervision of a qualified professional.

Students in this major that have met the academic requirements, upon graduation, and complete at least 1 year of full-time experience in the field are eligible to sit for the national certifying examination for the Certified Park and Recreation Professional (CPRP), administered by the National Recreation and Park Association.

Honors in Recreation Education:

Departmental honors in Recreation Education may be awarded to a student who has maintained an index of 3.5 in a minimum of 24 credits in all courses required for the major.

The required courses and credits are distributed as follows (45 credits):

21 credits in Recreation Education:

	Credits
REC 200 History and Philosophy of Recreation	3
REC 210 Recreation Leadership	3
REC 302 Administration of Recreation Service	3
REC 330 Inclusive Recreation	3
REC 360 Selected Topics in Recreation	3
REC 387 Research and Evaluation in Recreation Service	3
REC 422 Programming and Planning in Recreation	3

12 credits in one of three concentrations:

Therapeutic Recreation:

	Credits
THR 221 Introduction to Therapeutic Recreation	3
THR 325 Therapeutic Recreation in Long-Term Care	3
THR 421 Programs in Therapeutic Recreation Service	3
THR 425 Processes and Techniques of Therapeutic Recreation	3

Recreation Management:

	Credits
REH 330 Management of Youth Serving Organizations	3
REC 361 Outdoor Recreation and Sustainable Management	3
REC 405 Facility Management in Recreation Service	3
REC 410 Advanced Finance and Human Resources Management in Recreation Service	3

Exercise and Sport:

	Credits
EXS 264 Introduction to Exercise Science	3
EXS 265 Behavioral Aspects of Physical Activity	3
EXS 304 Coaching and Team Sports	3
EXS 424 Principles and Practices of Fitness and Wellness Programming	3

6 credits selected from:

REC, THR, REH, EXS, DNC, DFN, HEA, HSA, and/or HSD courses with departmental approval.

6 credits in Recreation Internship:

	Credits
REC 470 Recreation Education Internship	3-6

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

The added information regarding honors for the Recreation Education program will inform students of the requirements to receive their honors.

5. Date of departmental approval: November 3, 2021

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Nursing Home Administration, Certificate

Hegis Number: 0837

Program Code: 10113

Effective Term: Fall 2023

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

2. **From:**

Certificate in Nursing Home Administration (15-27 Credits)

This certificate provides the required courses for individuals planning to pursue New York State licensure in nursing home administration. The certificate consists of the five three-credit courses required to prepare students to sit for the New York State licensure exam. Students apply for the Administrator-in-Training internship directly with the New York Department of Health. These fifteen credits are recognized by the NYS Department of Health in their listing of Accredited Educational institutions.

Admission Requirements

The admission requirement for the certificate program is either an earned bachelor's degree or current Lehman students may enroll if they have a 2.5 GPA and have successfully completed HSA 267, HSA 312, and ACC 171 or ACC 185.

Certificate Requirements

Completion of the following courses with a grade of C- or better is required:

HEA 310	Health and Aging	3
HSA 301	Human Resources Management and Labor Relations in Health Services	3
HSA 304	Financial Aspects of Health Care Administration	3
HSA 325	Nursing Home Administration	3
HSD 308	Legal Issues in Health Care	3

HSA 304 has the following pre-requisites HSA 267 (3 credits), HSA 312 (3 credits) plus prerequisite of HSD 266, (3 credits), and ACC 171 or ACC 185 (3 credits).

3. **To:** Underline the changes

Certificate in Nursing Home Administration (15-27 Credits)

This certificate provides the required courses for individuals planning to pursue New York State licensure in nursing home administration. The certificate consists of the five three-credit courses required to prepare students to sit for the New York State licensure exam. Students apply for the Administrator-in-Training internship directly with the New York Department of Health. These fifteen credits are recognized by the NYS Department of Health in their listing of Accredited Educational institutions.

Admission Requirements

The admission requirement for the certificate program is either an earned bachelor's degree or current Lehman students may enroll if they have a 2.5 GPA and have successfully completed HSA 267, HSA 312, and ACC 171 or ACC 185.

Certificate Requirements

Completion of the following courses with a grade of C- or better is required:

HEA 310	Health and Aging	3
HSA 301	Human Resources Management and Labor Relations in Health Services	3
HSA 304	Financial Aspects of Health Care Administration	3
HSA 325	Nursing Home Administration	3
HSD 308	Legal Issues in Health Care	3

HSA 304 has the following pre-requisites HSA 267 (3 credits), HSA 312 (3 credits) plus prerequisite of HSD 266, (3 credits), and ACC 171 or ACC 185 (3 credits).

At least 50% of this program can be completed online.

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

Formally add distance format per the New York State Department of Education requirements, 50% or more of the course requirements for the certificate can be completed through study delivered by distance education. Previously approved by NYSED but missing information for the undergraduate bulletin.

5. Date of departmental approval: May 5, 2021

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

DEPARTMENT OF MANAGEMENT & BUSINESS INNOVATION

CURRICULUM CHANGE

1. **Type of Change:** Withdrawal of courses

2. **Description:**

	Hour	Credit
BBA 168 Macroeconomics Foundations of Business	3	3
BBA 169 Microeconomics Foundations of Business	3	3
BBA 304 Principles of Management	3	3
BBA 305 Consumer Economics	3	3
BBA 306 Financial Aspects of Health Care Administration	3	3
BBA 307 Principles of Finance	3	3
BBA 312 Managed Health Care	3	3
BBA 324 International Economics: Theory of International Relations	3	3
BBA 326 Labor Economics	3	3
BBA 333 E-Business	3	3
BBA 345 Introduction to Hospitality Management	3	3
BBA 346 Strategic Hospitality Management	3	3
BBA 347 Hospitality Management Fieldwork	3	3
BBA 402 Research and Program Evaluation in Health Service Administration	3	3
BBA 404 Strategic Management: Health Planning in a Competitive Environment	3	3
BBA 431 Managerial Economics	3	3
BBA 1000 Business Administration Electives Credit	0	0
BBA 2000 200-Level Elective	0	0
BBA 3000 Business Administration Elective Credit	0	0
BBA 4000 Business Administration Elective Credit	0	0

3. **Rationale (Explain why this course/program is no longer needed in the Department):**

These courses are no longer being offered and need to be taken off CUNYfirst.

4. **Date of departmental approval:** 9/28/2022

CUNY Common Core Course Submission Form

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

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	SOC
Course Title	SOC 223 Quantitative Reasoning for Social Scientists
Department(s)	Sociology
Discipline	Sociology
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Use of quantitative social science methods to critically analyze and evaluate data. Topics include, but are not limited to: aging, education, poverty, global inequality, race and ethnicity, criminology and health. NOTE: Does not replace the requirement for SOC 345 for Sociology majors
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

CUNY COMMON CORE Location

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

Required

- English Composition
 Mathematical and Quantitative Reasoning
 Life and Physical Sciences

Flexible

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

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

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

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

Waiver requested

If waiver requested:

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

If waiver requested:

Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	
<p>Learning Outcomes</p> <p>In the left column explain the course assignments and activities that will address the learning outcomes in the right column.</p>	
<p>I. Required Core (12 credits)</p>	
<p>A. English Composition: Six credits</p> <p>A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	<ul style="list-style-type: none"> • Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
	<ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	<ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	<ul style="list-style-type: none"> • Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.
<p>B. Mathematical and Quantitative Reasoning: Three credits</p> <p>A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> • Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	<ul style="list-style-type: none"> • Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	<ul style="list-style-type: none"> • Represent quantitative problems expressed in natural language in a suitable mathematical format.
	<ul style="list-style-type: none"> • Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	<ul style="list-style-type: none"> • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	<ul style="list-style-type: none"> • Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none">• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none">• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none">• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none">• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

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

	<ul style="list-style-type: none">• Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none">• Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

	<ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	<ul style="list-style-type: none">• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none">• Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none">• Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none">• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	<ul style="list-style-type: none">• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity

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

	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

	<ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	<ul style="list-style-type: none"> ● Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> ● Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> ● Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> ● Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> ● Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

C. Creative Expression

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

	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

	<ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	<ul style="list-style-type: none"> ● Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	<ul style="list-style-type: none"> ● Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none"> ● Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> ● Use appropriate technologies to conduct research and to communicate.

D. Individual and Society	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Students will obtain data from government sources, surveys, and the media, interpret the data in writing and orally, and assess the strengths and weakness of such data.	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
Students will use data to explore and evaluate competing explanations of social phenomena. For example, they will use the Social Security Baby Names data to assess various social science explanations of name popularity.	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
Students will present results of data analysis in writing and orally and use these to reason about the social science topics studied.	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
Students will use methods of data science, statistics and math to study social science topics from sociology, demography, political science, economics and/or anthropology.	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
Students will use technology and statistical analysis to analyze issues (such as global inequality or health disparities) and to propose solutions to those issues.	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
Students will explore public policy issues through data analysis, reading and writing and specifically explore how science plays a role in identifying, analyzing and addressing such issues.	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

Example Syllabus
Sociology 223
Quantitative Reasoning for Social Scientists
Prof. Elin Waring
Office Hours:
Office Location:

Quantitative reasoning is the process of using mathematical and statistical tools to analyze, evaluate understand or draw conclusions about specific topics. Often this involves the use of graphs, basic statistics, models, probability and other tools. In this course the primary focus is not on calculation or drawing of graphs. Rather we will primarily focus on the critical use of these tools in thinking (social) scientifically about a topic.

Although the title of the course says “for Social Scientists” this course is designed to be accessible for all students, regardless of major area. The focus will be on social science topics, but there is no pre-existing knowledge assumed.

Here is the official course description:

Use of quantitative reasoning to critically analyze and evaluate data. Topics include, but are not limited to: aging, education, poverty, global inequality, race and ethnicity, criminology and health. Note: Does not replace the requirement for SOC 345 for Sociology majors. *Also, it does not substitute for MAT 126. It is also not designed for preparation for the GRE.*

We will use *Math in Society* by David Lippman as background and reference material. This book is available online for free at <http://www.opentextbookstore.com/mathinsociety/>. You can also purchase a printed copy if desired. Other readings and resources are available in Blackboard.

Learning Outcomes

At the end of this course, students will improve their ability to:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of statistics and data science are used in exploring the scientific world.
- Demonstrate how tools of quantitative reasoning can be used to analyze problems and develop solutions.
- Identify the scientific principles underlying matters of policy or public concern in which science plays a role.

- Level of confidence working with data.
- Skill at mathematical technique and basic software used for working with data.

This course will be a highly hands-on course built around a series of three projects that will each take about four weeks and will culminate in an individual project within the form of a written paper or a presentation.

Class meeting time will be a mixture of lecture, discussion, and hands on activities, including some that are collaborative. Homework will consist of readings, independent work on your project, and practice of the techniques that are covered.

Readings for each class period are listed in detail in Blackboard. You should read them *prior to class*.

Grading for the course is structured this way:

- 20% Participation and completion of in class work (complete on your own if needed)
- 25% Project 1 (Names)
- 25% Project 2 (Flint Michigan Water Quality)
- 25% Project 3 (Global Inequality)
- 5% Final presentation

More details about each of these will be provided; the instructions for the first project are attached here.

Schedule

Every week we will be exploring different specific topics in both quantitative reasoning and the social world. The design of the course does not isolate specific ideas in specific weeks, but there are main topics each week.

Week 1	Introduction, exploring data on the web, administrative data.
Week 2	Big data versus excerpts, biases, line graphs, numbers versus proportions.
Week 3	Making comparisons, informal evaluation of hypotheses.
Week 4	Thinking about data limitations, guessing an age from a name.
Week 5	Real world consequences of calculation and reasoning errors.
Week 6	Population pyramids, comparisons, and the consequences of differing population structures for societies.
Week 7	Relationship between two variables; understanding data sources and definitions of variables (e.g. Per Capita GDP and Life Expectancy)
Week 8	Using Web APIs; Gapminder data.
Week 9	Random sampling versus non-random approaches; consequences of sample bias.
Week 10	Experimental design and randomization.
Week 11	Probability introduction; rules of addition and multiplication.
Week 12	Independence of two events. Reading a bivariate table.
Week 13	Bayes Rule, Bayesian Search.
Week 14	Presentations
Week 15	Presentations

SOC 233 Writing Project #1

Name Study

Submission in Blackboard Writing Assignments Folder

We have been studying names, and you are collecting information about your name and in some cases another name. This has included quantitative information based on data from the Social Security Administration and qualitative information based on both web research and talking to people who would know about your own naming. In this writing project you will combine what you have learned into a single essay.

This essay should explore your name as both something personal and as something that is part of the larger society. Use the graphs and other data to gain insight into where your name (and maybe you) fit in this larger context. You can also discuss things such as how you feel about your name or how to pronounce your name if that makes sense in the essay. Also consider the possible relevance of one or more of the social science hypotheses about naming patterns does or does not apply to your name and naming.

[These essays](#) don't have quantitative data in them but they are about names and really good reading. There are many other examples of name essays on the internet. Of course, you can read them for inspiration, but don't copy them! You need to make this your own.

For this writing, please make use of the writing tutors! They can help you with the entire process – don't wait until the last minute to go to them. Their schedule is posted in Blackboard on the Tutoring link. Also, the library may be a good source of help for finding information about your name.

Content requirements for the essay

In this essay you should include and write about **at least two graphs**. By the end of the in class work and homework, you should have downloaded several graphs. Pick the ones that you find most interesting and useful. (Using more than two is fine, but make sure that each one is really contributing to your essay.) You should also include **at least one source about your name origin or meaning** and reference **at least one of the social science hypotheses about names**. Although there is not a specific word count required, to do a good job on this essay you would really need at least two double-spaced pages of text (not including the space for graphs or other illustrations). Feel free to write more, but there are no prizes for length for the sake of length.

Your submission should be proofread (check spelling and grammar) and follow the rules of standard written English.

Citations

In college writing it is important always to provide citations for your writing. This may include a reference list, parenthetical citations or footnotes. Different disciplines use different formats for citations. For this course we will use the MLA style which is the one used in English courses and many courses in the liberal arts. (Other courses may use APA, ASA or other formats.) For this project it is likely you will be citing Web resources and personal conversations or emails in addition to traditional sources.



Library Technology and Telecommunications Committee Report

Library

- Library respectfully reminds students they may avail themselves of Gallery area [right of Library’s Entrances] for eating and snack breaks
- Library and Africana Studies are hosting a HyFlex [onsite and virtual] Reading and Discussion of Mark Christian’s *Booker T. Washington: A Life in American History*, Tuesday, December 6th at 12:00 PM-Noon in Library’s Treehouse. Registration on Library’s homepage.

Information Technology

- The Division of Information Technology continues to work with our vendor to complete the upgrade and installation of Hy-Flex Technology in our classrooms. The vendor is also resolving technical issues that have surfaced. IT is also working on finalizing the scope of work for Phase 3 of the classroom technology upgrade, which is intended to complete the remaining classrooms.
- Progress is being made in the Wireless Improvement Project. A Purchase Order has been issued to the vendor.
- Multi Factor Authentication (MFA), *a CUNY-wide initiative intended to reduce the attack surface and protect the digital infrastructure*, has been implemented on MS 365 Apps for registered students as of October 28th. As of the date of this committee meeting, approximately 5000 students have registered for MFA. However, as of yesterday, 11,387 students have registered for MFA. Kudos to the students!
- MFA for Faculty and Staff is being rolled out for MS 365 starting November 1st. Please login to Lehman 360 to learn more about Multi Factor Identification. An email went out to faculty and staff and signs have been distributed all around: The schedule is as follows:

If your last name starts with	Your MFA will be enabled on
A to D	11/1/2022
E to L	11/3/2022
M to R	11/7/2022
S to Z	11/9/2022

- Very soon, we will be releasing a Cyber Security Course for Lehman Students. Please look for posters appearing around campus announcing the program. While the Cyber Security Course is not Mandatory, we strongly suggest that you complete the course. The program will take less than 30-minutes to complete.

Blackboard

- **The 2023 Bronx Ed Tech Showcase** is scheduled for Friday, May 5th. This virtual event is open to the CUNY Community. The Showcase is a collaborative event between the three Bronx CUNY Colleges. The 2023 showcase marks the 10th Anniversary of the Showcase. More details will be forthcoming.
- CUNY and D2L are working on the preliminary contract -policies and procedures for the switch from Bb to D2L. CUNY is working on the STATEMENT OF WORK for the vendor. We are told that the negotiations are moving along well. Concerns on Moving course content from Bb to D2L has been shared with CUNY Administration.

CAMPUS LIFE AND FACILITIES COMMITTEE REPORT, NOVEMBER 2, 2022

I. The meeting was called to order Wednesday, Nov 2, at 2 pm, on Zoom. All members except Robin Auchincloss, were in attendance.

II. Robin Auchincloss submitted the following Facilities report by email:

PROJECTS IN CONSTRUCTION.

1. Nursing Education, Research, and Practice Center (NERPC) - contractor working on roofing, painting exposed steel and interior mechanical and electrical work.
2. Davis Hall 1st Floor Renovation for Social Work - team scheduling select removals at first floor.
3. Replacement of the fuel oil tanks for the central plant: Fire alarm device testing scheduled for plant Th Nov 3. THE FOLLOWING PROJECTS ARE IN THE INITIAL PHASE OF CONSTRUCTION where contractor submits documentation on the details of planned work.
4. Carman Hall Lecture Hall Renovation
5. The Music Building Chimney Restoration
6. Old Gym Repairs to central ventilation system
7. Old Gym Renovation to create Teaching and Learning Innovation Center

III. RENE ROTOLO CAFETERIA REPORT, NOVEMBER 2, 2022

1. Our Current vendor, World Cup
 - a. provides grab and go service in the Music Building Harmony Café on the first floor
 - b. provides hot food options in the Carman Hall cafeteria Monday through Friday (till 2pm).
2. The Little Hot Dog Wagon food truck is on campus every Wednesday on the Goulden by the Fine Art Building
3. We are in discussions with Hunter College's foodservice vendor, Eataly, about cafeteria service at Lehman. I am meeting with them on Thursday to walk through the Underground Lounge cafeteria and discuss opening it.
4. We are trying to "piggy back" on Hunter's contract to replace our prior foodservice vendor, who is no longer in business. The other option we have is to release an RFP (Request for Proposals) for foodservices, but the process will not result in immediate opening of the cafeteria, so we are focused on the Hunter vendor as the most expeditious way to proceed.

IV. COVID AND THE CAMPUS

1. Several committee members who teach at Lehman College complained that people were not being notified properly that they had been selected for random testing. In some cases, emails had been sent to the wrong person.
2. Committee members also complained that it was difficult to get tested at Lehman due to the short hours that the testing site is open. Longer hours were called for. It was further suggested that if the testing center and its people were moved into the basement of a building on campus, they might be able to work better, make fewer mistakes, and might not mind as much if they had to keep longer hours.

V. ENROLLMENT.

1. At the October 12 Lehman College Senate meeting, BLRP Committee Chair, Biran Murphy, reported that Fall 2022 total enrollment was 12,941, compared to 14134 for Fall 2021, so that Fall 2022 enrollment as 8.4% lower than the previous year.
2. CL&F Committee member John Ongley pointed out that the Fall 2022 number was also 14% lower than Fall 2020 enrollment and 14.5% below Fall 2019 enrollment. Thus, Lehman College enrollment has dropped for 3 years in a row. Branch extensions were suggested as one solution.

VI. The meeting was adjourned at 2:40 pm.

John Ongley, Friday, November 4, 2022



EIAAR (Equity, Inclusion, Accessibility, and Anti-Racism)

Committee Report | Senate Meeting: November 02, 2022

October Meeting Overview

Committee members present: Dr. Mary Phillips (Associate Professor, Africana Studies), Takiyah Ali (Deputy Director, Graduate Studies), Dr. Evelyn Duran-Urrea (Assistant Professor, Languages and Literatures, Faculty Advisor for DREAMers), Dr. Ruby Phillips (Assistant Professor, Psychology), Dr. Matt Caprioli (Assistant Professor, English, Faculty Advisor for LGBTQ+ Alliance), Gabriella Kohler (Associate Director Student Disabilities Services & LEADS Advisor), Students: Valerie McCree, Krystal Reynoso, Kennedy Pazos

Guests: Dr. David Hyman (Associate Professor, English), Dr. Sarah Soanirina Ohmer (Associate Professor, Latin American Studies; Governance Committee Member), Hillary Palacios (Student Leader)

1. Welcomed New Student-Elected Leaders
2. Reviewed Campus Climate Survey Summary Report
3. Discussed early recommendations based on the Campus Climate Survey Summary Report
4. Drafted a Mission, Vision, and Values statement
5. Developed a format for guests to visit committee meetings: decided on a dedicated time slot in the second half of each meeting to encourage any and all guest appearances to have a voice
6. Proposed to draft and publish an EIAAR newsletter once per semester (i.e. informational report to increase awareness of committee work, provide updates, present ideas, and solicit campus feedback)

Next Meeting:

November 8, 2022, via Zoom, from 11am to 12:30p

Zoom Meeting ID: 885 7202 4752

Passcode: 643185

Respectfully Submitted,

Takiyah and Mary

Equity, Inclusion, Accessibility, & Anti-Racism Committee

Senate Meeting, Nov. 2, 2022

Here are some topics that the committee is reflecting on. We invite you reflect on this too.

We invite people to join us
and continue the
discussion at the next
committee meeting.

Tuesday November 8th 11-
12:30pm

Zoom info on Senate
Website.

1. How could our community implement and support wellness/self-care days? For example: we have a reading day, could there be a wellness day?
2. How much of the university budget is allocated to endeavors for this campus to be a safer, healthier, more accessible place?
3. What would it mean to build an intentional culture of holistic wellness for this campus?
4. What would it entail to implement a mandatory racial justice training similar to the workplace violence training?
5. What are the current efforts toward wellness? How can our campus expand these efforts?