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Minutes of
The Lehman College Senate Meeting
Wednesday, February 5, 2025
Senate Meeting

</div>

Senators Present: Abi-Hanna, R.; Ali, T.; Austin, L.; Ayalew, M.; Banks, R.; Burton-Pye, B.; Campeanu, S.; Cheng, S.; Cruz-Segundo, S.; Davila, C. G.; Delgado, F.; Diallo, R.; Diaz, N.; Dickson, W.; Djobo, A.; Fera, J.; Gado, H.; Garcia, M.; Gonzalez, R.; Harrison, E.; Henriquez-Castillo, M.; Hsu, S.-C.; Hurley, D.; Jimenez, M.; Kwakye, M. G.; Lora, E. E.; Loscocco, P.; Machado, E.; Mahon, J.; Manier, D.; Marianetti, M.; Markens, S.; Martinez-Concepcion, C. R. McGovern, J.; Mohorcich, J.; Murphy, B.; O'Boy, D.; O'Neil, C.; Obeng, T. B.; Oberlin, D.; Ohmer, S.; Payan, J. J.; Pyone, J.; Prince, P.; Qafleshi, D.; Quinones, J.; Reyes, L.; Rivera, C.; Ruiz, E.; Schlesinger, K.; Shafi, A.; Sofianos, E.; Spence, N.; Stopler, M.; Toro, C.; Valentine, R.; Wang, E.; Waring, E.; White, A.; Williams, H.; Wright, J.; Yavuz, D.; Zhao, L.

Senators Absent: Aisemberg, G.; Baraldi, C.; Brown, A.; Brown, K.; Castellanos, Y.; Cortes, I.; Dest, A.; Finger, R.; Gerry, C.; Guerrero, K.; Hernandez, S.; Hernandez-Acevedo, B.; Hyman, D.; Ishaq, A.; Lee, H.; Locke, A.; MacKillop, J.; McBride, T.; McClendon, L.; McKenna, C.; Mills, P.; Moalem, L.; Owusu, M. G.; Palmer, C.; Pitts, W.; Roldos, M. I.; Rotolo, R.; Silva-Puras, J.; Stein S. S.; Sumter-Malone, M.; Vann, M.; Vargas, F. J.; Vasquez O. A.

The meeting was called to order by President Fernando Delgado at 3:52 PM.

1. **Action Items**

   a. **Approval of the Minutes**

   The minutes of the December 4, 2024, College Senate was approved by unanimous voice vote.

   See Attachment I

   b. **Undergraduate Curriculum Committee**

   Professor Douglas Oberlin presented proposals for curriculum changes in the following Departments: Music, Multimedia, Theatre and Dance; Sociology; and Health Equity, Administration, and Technology. The floor was opened to questions and comments. There were several regarding page three of the proposal for the Department of Health Equity, Administration, and Technology.

41 • A motion was made to correct an error that appeared on page three of the
42 proposal, under the "Distribution of credits for the Public Health major" heading,
43 which was seconded. The proposed edit was to strike "Total Core Courses – 20"
44 and change the word in "Component – 38" to Core Courses. The floor was opened
45 to questions or comments. There were none. The amendment was approved by
46 unanimous voice vote.

47 • There was motion to correct an additional error that appeared on the aforesaid
48 section of page three of the proposal, which was to change the number 15 in the
49 line "Public Health Science Concentration, Social Justice, and Global Health OR
50 Urban Public Health Concentration - 15" to 20. The floor was opened to questions
51 or comments. There were none. The amendment was approved by unanimous
52 voice vote.

53 Below is a reference to the section referred to above:

Major Requirements – Overall
Type: Completion requirement
Earn at least 59 credits

Distribution of credits for the Public Health major.
Component - 38
Total Core Courses - 20
Public Health Science Concentration, Social Justice and Global Health Concentration,
OR Urban Public Health Concentration- 15
Practicum and Capstone - 6
Total Credits - 59-64

Page 3

54
55 • There was a third motion on the floor for page three of the proposal, under the
56 "Dual Credit Option" heading. In accordance with CUNY policy, the proposed
57 edit was to change the number 18, referenced below, to 12. The floor was opened
58 to questions or comments. There was one question for clarification, which was
59 answered accordingly. The amendment was approved by unanimous voice vote.

60 Below is a reference to the section before amendment:

Dual Credit Option

Public Health majors interested in pursuing an MPH at the CUNY Graduate School of Public Health and Health Policy (CUNY SPH) through an articulation agreement can earn 18 credits to be used for both undergraduate and graduate programs of study. Students interested in this pathway must be conditionally accepted as matriculating students in the CUNY SPH graduate program.

Undergraduate students majoring in Public Health with 60 or more credits and a minimum of a 3.0 cumulative grade point average may be permitted to enroll in up to 18 credits of graduate coursework at CUNY SPH. The student must speak with the faculty advisor to determine elective courses that will satisfy the undergraduate and graduate degree requirements.

61

62 Professor Fera moved to vote on all of the presented proposals, including the amended

63 Health Equity, Administration, and Technology Department proposal. The proposals for

64 all three departments were approved by unanimous voice vote.

65

66 See Attachment II

67

68 The next meeting was scheduled for Wednesday, March 5, 2025, at 1:00 PM via Zoom.

69 Proceeding this date, Undergraduate Curriculum Committee meetings have been

70 scheduled to occur on Wednesdays at 1:00 PM on the following dates: March 5, 2025;

71 April 2, 2025; and May 7, 2025.

72

73 **c. Graduate Curriculum Committee**

74 Ms. Takiyah Ali presented proposals for curriculum changes in the department of

75 Counseling, Leadership, Literacy, and Special Education. The floor was opened to

76 questions or comments. There was one question for clarification which was answered

77 accordingly. Professor Joseph Fera moved to vote on all of the presented proposals. The

78 proposals were approved by unanimous voice vote.

79

80 See Attachment III

81

82 The next meeting was scheduled for Wednesday, March 5, 2025, at 11:00 AM via Zoom.

83 Proceeding this date, Graduate Curriculum Committee meetings have been scheduled to

84		occur on Wednesdays at 11:00 AM on the following dates: April 2, 2025; and May 7,
85		2025.
86		
87	2.	**Announcements and Communications**
88		a. **Report of the President—**
89		President Fernando Delgado reported that the semester was off to a good start, as the
90		College's Spring enrollment was about ninety percent. He informed that there were early
91		indicators that should reflect an uptick in fall enrollment as well—securely past 14,000
92		students. He shared his concerns that the growth of this number is not without difficulty, as
93		this may also create problem areas, such as the student-to-faculty ratio and the lack of space
94		to accommodate this growth.
95		
96		President Delgado also touched on his conversations with legislators and noted that a good
97		number have already drafted their letters of support for the College's programmatic requests.
98		He also informed that, in the next six to seven weeks, he would be traveling to Albany,
99		including a trip to Washington D.C., where he will have the opportunity to try and secure
100		additional support and funding for the College's initiatives.
101		
102		President Delgado touched on the Trump administration's proposed changes to the
103		Department of Education (DOE) and focus on immigration enforcement. He shared his
104		concerns on both matters but assured that the College is doing everything it can to prepare
105		for the potential disruption in services and to ensure that the College Community feels safe
106		on campus.
107		
108		
109		b. **Student Legislative Assembly—**
110		Student senator, Ms. Hummu Gado, presented the report. She provided updates on the
111		activities of Campus Life, the Student Government Association (SGA), and campus events
112		as follows: (1) on January 22, 2025, there was a new student orientation that was hosted by
113		Campus Life, where incoming students were provided with valuable resources to ease their
114		transition into the college life; (2) on January 27, 2025, Campus Life hosted a welcome

115   breakfast as an opportunity for students, faculty, and staff to reconnect and start the semester

116   on a positive note; (3) on February 3, 2025, peer-mentor program—CREAR Futuros and

117   Lehman's Urban Male Leadership Program hosted a breakfast bonanza, which allowed

118   students to connect with peers while planning for academic success.

119

120   3. **Reports of the Standing Committees–**

121

122   a. **Assessment**

123   Professor Devrim Yavuz informed that there would be a series of webinars on

124   assessment, including a webinar where he would be a speaker; the webinar was scheduled

125   for February 20, 2025, at 3:30 p.m. Professor Yavuz also discussed further activities of

126   the committee, including three opportunities for faculty interested in sharing impactful

127   teaching or assessment that they have accomplished.

128

129   See Attachment IV

130

131   The next meeting was scheduled for Wednesday, February 19, 2025, at 11:00 AM via

132   Zoom. Proceeding this date, meetings of the Assessment Committee are TBA.

133

134   b. **Equity, Inclusion, Accessibility, and Anti-Racism**

135   There was no report.

136

137   Future meetings of the Equity, Inclusion, Accessibility, and Anti-Racism are TBA.

138

139   c. **Academic Freedom**

140   Professor David Manier shared several information items. He informed that he would be

141   a member of the Presidential Taskforce on safe demonstrations on campus and invited

142   all with issues and concerns to contact him. Professor Manier also reminded of the

143   ongoing conversation regarding violations to academic freedom, namely that of

144   professors who teach multi-section or multi-component courses, and that the committee

145   was open to suggestions on ways to resolve the issue.

146

147   Future meetings of the Academic Freedom Committee are TBA.

148

149   **d. Campus Life and Facilities**

150   Professor Penny Prince reported on the February 5, 2025, meeting of the committee. She

151   informed that a Lehman College student by the name of Daniel Schwartz raised an issue

152   about the number of birds that have died on campus. Mr. Schwartz had counted 133 birds

153   that have flown to their deaths after colliding into campus windows. Professor Prince

154   informed that the committee would be looking into ways to remediate the issue, such as

155   the use of decals on windows. Pending a resolution, she invited all to think of ways to

156   save the birds.

157

158   Professor Prince informed that some guests have had trouble parking on campus, despite

159   providing relative information beforehand. She relayed advice from the Director of

160   Public Safety, Fausto Ramirez, which was that guests should call the Office of Public

161   Safety to ensure that such issues are resolved.

162

163   Professor Prince shared that the Reentry Committee and the Seeds of Change

164   departments are hosting an event that will allow those interested to see the movie Sing

165   Sing while eating pizza and dessert. She informed that reservations are required and that

166   the event was scheduled for February 25, 2025, at 5:00 p.m.

167

168   The next meeting was scheduled for Wednesday, March 5, 2025, at 2:00 PM via Zoom.

169   Proceeding this date, meetings of the Campus Life and Facilities Committee are TBA.

170

171   **e. Library, Technology, and Telecommunications**

172   Mr. Steven Castellano brought announcements from the Library, Division of Information

173   Technology, Online Education, and concerning Blackboard.

174

175   See Attachment V

176

177	The next meeting was scheduled for Wednesday, February 26, 2025, at 11:00 AM via
178	Zoom. Proceeding this date, meetings of the Library, Technology, and
179	Telecommunications Committee are TBA.
180	
181	**f. Governance Committee**
182	Professor Joseph Fera reported on the following informational items:
183	
184	(1) Committee Nomination Solicitation & Election
185	Professor Fera discussed the process of nominating and electing faculty and staff to
186	serve on the College Senate Standing Committees. He also presented an overview of
187	the three-step process.
188	
189	(2) Other Announcements
190	a. Senator At-Large Elections. Professor Fera informed of upcoming elections
191	for Senators At-Large—representatives who are full-time and part-time
192	faculty and staff. He communicated that the elections would take place
193	entirely online and noted that the elections would not occur at the College
194	Senate;
195	b. Committee Blurbs Now Available. Professor Fera recapped the Governance
196	Committee's request to have each of the College Senate Standing Committees
197	review and/or edit the blurbs—or short descriptions—that outline the
198	objectives of each committee. He informed that the blurbs were approved and
199	ready to view on the College Senate website, under each committee page.
200	c. Subcommittee on Free Speech and the Right to Peaceful Protest Report.
201	Professor Fera informed that, last semester, there were some issues
202	surrounding the right to free speech as well as the right to peaceful protest.
203	He informed that as a solution, the Governance Committee developed a
204	subcommittee that is in the process of preparing information to present to the
205	body of the College Senate. On behalf of the subcommittee, Professor Fera
206	shared a summary of the subcommittee's progress.
207	

208   See Attachment VI
209

210   The next meeting was scheduled for Tuesday, February 18, 2025, at 11:00 AM via Zoom.
211   Proceeding this date, the next meeting of the Governance Committee was scheduled for
212   Monday, March 24, 2025, at 11:00 AM via Zoom.
213

214   **g. Admissions, Evaluation, and Academic Standards**
215

216   There was no report.
217

218   Future meetings of the Admissions, Evaluation, and Academic Standards Committee are
219   TBA.
220

221   **h. Budget and Long-Range Planning**
222   There was no report.
223

224   The next meeting was scheduled for Thursday, February 6, 2025, at 3:00 PM in Shuster
225   Hall 336. Proceeding this date, the next meeting of the Budget and Long-Range Planning
226   Committee was scheduled for Thursday, May 15, 2025, at 3:00 PM via Zoom.
227

228   **i. University Faculty Senate Report**
229
230   Professor David Manier reported on the December 3, 2024, meeting of the University
231   Faculty Senate (UFS).
232

233   The next Plenary Session was scheduled for Tuesday, February 25, 2025, at 6:30 PM.
234   Proceeding this date, plenary sessions have been scheduled to occur on Tuesdays at 6:30
235   PM on the following dates: April 8, 2025; and May 13, 2025.
236

237
238
239   **Unfinished Business**
240

241   There was no unfinished business to report.

242

243   **New Business:**

244

245   President Fernando Delgado announced that the speakers of this year's Lehman Lecture would be

246   Selenis Leyva and Marizol Leyva. The lecture entitled, "My Sister: A Journey of Authenticity and

247   Inclusivity," was scheduled for 11:00 AM on Tuesday, March 25, 2025, in the Lovinger Theatre.

248

249   Professor Joseph Fera announced that there would be a General Faculty meeting on Wednesday,

250   February 26, 2025, at 3:30 PM. He noted that the meetings were back to in-person but were also

251   available online.

252

253   **ADJOURNMENT**

254   There was a motion to adjourn the meeting, it was seconded. The meeting was adjourned at

255   5:33 PM

256

257   Respectfully submitted:

258

259   Cynthia Cessant

260

Senate Meeting – 2/05/25

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.   Music, Multimedia, Theatre and Dance Department

- MSP 208-Title, description, pre/corequisites
- THE 348-Note, prerequisites

2.   Sociology Department

- SOC 471-Experimental course

3.   Health Equity, Administration and technology

- HSA 307-Prerequisites, Liberal Arts Designation
- HSA 240-Liberal Arts Designation
- HSA 402-Liberal Arts Designation, Prerequisites
- Public Health BS-New Concentration, Degree Requirements, Credits, Withdrawal of Sub-Plans
- Public Health Interdisciplinary Minor-Degree Requirements
- HSD 269-Liberal Arts Designation, Title, Description
- HSD 306-Liberal Arts Designation, Description
- PHE 301-New Course
- PHE 401-New Course
- PHE 402-New Course
- PHE 403-New Course
- PHE 404-New Course
- PHE 405-New Course
- PHE 410-New Course
- PHE 411-New Course
- PHE 412-New Course
- PHE 413-New Course
- PHE 414-New Course
- PHE 444-New Course

- PHE 302-Title, Description, Prerequisites, Liberal Arts designation

- PHE 303-Title, Description, Prerequisites, Attributes, Liberal Arts designation

- PHE 306-Title, Description, Prerequisites, Liberal Arts designation

- PHE 340-Title, Description, Prerequisites, Liberal Arts designation

- PHE 470-Title, Description, Prerequisites

- PHE 472-Description, Prerequisites, Attributes

<u>Informational items</u>

Next meeting: 3/05/25

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

DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION AND TECHNOLOGY

CURRICULUM CHANGE

Name of Program and Degree Award: Public Health, BS
Hegis Number: 1214.00
Program Code: 37993; MHC-38643
Effective Term: Fall 2024

1. **Type of Change:** adding concentration, withdrawal of Sub-Plans from CUNYfirst; degree requirements, credits

2. **From:**
Public Health, (~~57-61~~ credits)

~~Two (2) Public Health (PHE) sub-plans need to be deactivated. They are:~~
~~a.   18-Credits Geographic Information Science (GIS)~~
~~b.   18-Credits Global Health~~

         The Bachelor of Science in Public Health (BSPH) is a competitive ~~57-61~~ credit major that challenges students to think critically about ~~major~~ public health issues and propose solutions using anti-racism and social justice frameworks. Students learn to analyze behavioral, social, and structural determinants of health. Students may choose from the ~~clinical~~ public health ~~or environmental~~ and global health ~~track~~ in consultation with an academic advisor.

Major Requirements – Overall
Type: Completion requirement
Earn at least ~~57~~ credits

Distribution of credits for the Public Health major.
~~Component - 35~~
Core Courses - ~~20~~
Clinical Public Health Concentration ~~OR Environmental/~~Global Health Concentration - ~~16~~
~~Fieldwork~~ and Capstone - 6
Total Credits - ~~57-61~~

Major Requirements - Admission Requirement~~s~~
Type: Completion requirement

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

1. GPA ~~standard~~ at "B-" (minimum 2.7 to 2.9 including all prior courses) ~~for admission into the major.~~
2. ~~At least 50% of this program can be completed online; however, the public health internship is a required component which cannot be done online.~~

Major Requirements – Core Courses
Type: Completion requirements
Complete ALL of the following Courses:
~~Public Health~~ Core ~~Classes~~

MAT 132 Introduction to Statistics
BIO 181 Anatomy and Physiology I
HSD 266 US Health Care System
~~PSY 166 General Psychology~~
PHE 302 Social ~~and Environmental~~ Determinants of Health
PHE 304 Fundamentals of Global Health

Advanced Core Courses
Complete ALL of the following Courses:
HSD 269 Fundamentals of Biostatistics for Health Professions
HSD 306 Epidemiology
PHE 303 ~~Approaches to Public Health~~ Research
~~PHE 306 Global Burden of Communicable and Non-Communicable Disease~~
~~PSY 335 Health Psychology~~

~~Fieldwork~~ and Capstone
Complete ALL of the following Courses:
PHE 470 Public Health ~~Field Experiences~~
PHE 472 Public Health Capstone

Major Requirements – Concentrations
Type: Completion requirements
Complete 1 of the concentrations below:

~~Fulfill ANY of the following requirements:~~
Public Health Science Concentration Courses:
BIO 182 Anatomy and Physiology II or BIO 183 Human Biology
BIO 230 Microbiology
CHE~~M~~ 114/115 Essential General Chemistry Lecturer and Lab I
CHE~~M~~ 120/121 Essential of Organic Chemistry Lecturer/Lab II
HIN 268 Growth & Development

~~Environmental & Global Health~~ Concentration ~~Courses:~~
~~ENV 235 Conservation of the Environment~~

~~ENV 270 Environmental Pollution~~
~~ENV 326 Environmental Policy~~
PHE 340 ~~Global Nutrition & Disease~~
~~HEA 301 Environmental Health or EOHS 633~~
~~Intro to Environmental Occupational Health~~

TO:
Public Health, (59-64 credits)

      The Bachelor of Science in Public Health (BSPH) is a competitive 59-64 credit major that challenges students to think critically about public health issues and propose solutions using social justice frameworks. Students learn to analyze behavioral, social, and structural determinants of health. Students may choose from the public health science, social justice and global health, or urban public health concentrations in consultation with an academic advisor.

      At least 50% of this program can be completed online; however, the public health practicum is a required component which cannot be completed online.

Dual Credit Option

      Public Health majors interested in pursuing an MPH at the CUNY Graduate School of Public Health and Health Policy (CUNY SPH) through an articulation agreement can earn 18 credits to be used for both undergraduate and graduate programs of study. Students interested in this pathway must be conditionally accepted as matriculating students in the CUNY SPH graduate program.

      Undergraduate students majoring in Public Health with 60 or more credits and a minimum of a 3.0 cumulative grade point average may be permitted to enroll in up to 12 credits of graduate coursework at CUNY SPH. The student must speak with the faculty advisor to determine elective courses that will satisfy the undergraduate and graduate degree requirements.

      The student conditionally admitted to CUNY SPH must commit to the program once admitted and must graduate from Lehman College with a Bachelor's 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.

Major Requirements – Overall
Type: Completion requirement
Earn at least 59 credits

Distribution of credits for the Public Health major.
Core Courses - 38
Public Health Science Concentration, Social Justice and Global Health Concentration, OR Urban Public Health Concentration- 15-20
Practicum and Capstone - 6
Total Credits - 59-64

Major Requirements - Admission Requirements
Type: Completion requirement

To be considered for admission to the B.S. in Public Health, an <u>applicant</u> must have <u>a minimum "B-" GPA</u> (2.7 to 2.9, including all prior courses)

Major Requirements – Core Courses
Type: Completion requirement

<u>**Foundational Core Courses**</u>
Complete ALL of the following Courses:
MAT 132 Introduction to Statistics
<u>OR MAT 172 OR MAT 175</u>
BIO 181 Anatomy and Physiology I
<u>OR BIO 166 Principles of Biology: Cells and Genes</u>
HSD 266 US Health Care System
<u>PHE 301 Foundations of Public Health Knowledge</u>
PHE 302 Social<u>, Behavioral, and Commercial</u> Determinants of Health
PHE 304 Fundamentals of Global Health

Advanced Core Courses
Complete ALL of the following Courses:
HSD 269 Fundamentals of Biostatistics for Health Professions
HSD 306 Epidemiology
PHE 303 Research <u>Methods</u>
<u>OR PHE 414 Quantitative and Qualitative Data Analysis Methods in Public Health Research</u>
PHE 306<u> Health Inequity in Global Disease Burden</u>
<u>PHE 402 Program Planning and Evaluation</u>
<u>PHE 403 Health Policy and Advocacy</u>

<u>**Practicum and Capstone Courses**</u>
Complete ALL of the following Courses:
PHE 470 Public Health <u>Practicum</u>
PHE 472 Public Health Capstone

Major Requirement – Concentrations
Type: Completion requirements
Complete 1 of the concentrations below:

Public Health Science Concentration Courses:
Complete ALL of the following Courses:
BIO 182 Anatomy and Physiology II or BIO 183 Human Biology
<u>OR BIO 167 Principles of Biology: Organisms</u>
BIO 230 Microbiology

OR CHE 166/167 General Chemistry I/ Lab
CHE 114/115 Essentials General Chemistry Lecturer and Lab I
OR CHE 168/169 General Chemistry II/Lab
CHE 120/121 Essentials of Organic Chemistry Lecturer/Lab II
OR CHE 232/233 Organic Chemistry I/Lab
HIN 268 Growth & Development
OR CHE 234/235 Organic Chemistry II/Lab OR BIO 230 Microbiology OR BIO 400 Biochemistry OR BIO 238 Genetics

Social Justice & Global Health <u>Concentration Courses</u>
Complete ALL of the following Courses:
PHE 340 <u>Food Security, Human Rights, and Global Health</u>
<u>PHE 401 Environmental and Occupational Health</u>
<u>PHE 404 Climate Change and Global Migration</u>
<u>PHE 405 Environmental Justice Applications</u>
<u>PHE 300 or 400-level elective</u>

<u>Urban Public Health Concentration Courses</u>
<u>Complete ALL of the following Courses:</u>
<u>PHE 410 Public Health Leadership and Management</u>
<u>PHE 411 Health Equity, Communication, and Advocacy</u>
<u>PHE 412 Designing and Evaluating Public Health Interventions</u>
<u>PHE 413 Designs, Concepts, and Methods in Public Health Research</u>
<u>PHE 444 Global Maternal and Child Health</u>

4. **<u>Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):</u>**
The BS in Public Health was reauthorized by the NYS Department of Education effective April 19, 2024, with two new sub-plans; 1) Public Health Science and 2) Environmental and Global Health. The two sub-plans noted above were the approved concentration in the previous approved BS in Public Health. The new sub-plans reflect the current competencies for the public health profession.

The Bachelor of Science in Public Health (BSPH) prepares 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. The recently reintroduced BSPH (April 2024) offers many opportunities to increase the number of entry-to-practice public health professionals; however, the curriculum must evolve to reflect evidence-based practices in public health. We are introducing new courses that will support each level of the curriculum from foundational core through advanced core courses. The faculty observed the need to balance the environmental and global aspects of the curriculum to reflect the evolution of the public health profession. Changes to the foundational core courses and public health science subplan reflect a growing demand from pre-health students to major in public health. The currently approved subplan integrates pre-nursing requisite coursework that aligns with public health education. The courses added to this subplan expand public health training for students pursuing medical, dental, pharmacology, optometry, physical

therapy, occupational therapy, physician assistant, veterinary, and genetic counseling programs. Integrating these requirements will allow the public health program to have a greater impact on the training of diverse healthcare professionals and public health practitioners. There is also high demand for the third subplan in this proposal, urban public health, which will support our students in attaining their MPH at the CUNY Graduate School of Public Health as part of our 4+1 program. The current subplans do not include electives that may be completed as part of this initiative. This proposal answers the Chancellor's call to streamline higher education opportunities at CUNY.

The newly proposed courses and curricular changes are also aligned with the HEAT Department's goals to seek accreditation for the BSPH. Upon completion of the Lehman College BS in PUBLIC HEALTH, students will be trained in the recently updated Council on Education for Public Health (CEPH) required topics:

1. the history of public health as a discipline and practice
2. social justice and health equity as foundational public health principles
3. determinants of health: environmental, socioeconomic, behavioral, and other factors
4. concepts and application of public health ethics
5. biological science (e.g., introductory anatomy and physiology)
6. scientific underpinnings of chronic and infectious disease: e.g., etiology of disease, environmental effects and interactions)
7. fundamental characteristics of the U.S. health system in comparison with other nations
8. global health concepts (e.g., differing disease burdens, global health agencies, intersections with human rights, resource-specific challenges)
9. public health statistical literacy (e.g., preparing descriptive statistics, reading and interpreting public health statistical data and evidence, using relevant software (e.g., Excel), mastering terminology to communicate and collaborate with other professionals on data)
10. public health data collection and surveillance (e.g., common methods, challenges in real-world data collection, assessing data quality and limitations)
11. planning, implementing, and evaluating evidence-based interventions (e.g., community needs assessment; program delivery; process, formative, and summative evaluation)
12. critical thinking to define and address problems in public health practice (e.g., problem-solving to address implementation challenges; applying basic public health frameworks, models, and theories; identifying misinformation)
13. legislative and governmental processes relevant to public health policy and advocacy
14. policy analysis (e.g., health in all policies, concepts of feasibility and impact)

This curriculum change proposal is rooted in best practices in public health as a social science as well as innovations to teaching and learning issued by the accrediting body for public health, CEPH, the American Public Health Association and the World Health Organization.
5. **Date of departmental approval:** 10/31/24; 9/28/24; 8/22/2024

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

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

CURRICULUM CHANGE

Name of Program and Degree Award: Public Health Interdisciplinary Minor
Effective Term: Fall 2024

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

2. **From:**

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.

Requirements
Minimum Requirements - Overall
Type: Completion requirement
Earn at least 15 credits

Minor requirements – Core Courses
Type: Completion requirement
Complete ALL of the following courses:
Fulfill ALL of the following requirements:
~~**Complete ALL of the following courses:**~~
- HSD 269 – Fundamentals of Biostatistics for Health Professionals
- HSD 306 – Epidemiology
- ~~HEA 300 – Equity in Public Health~~
  ~~OR PSY 335 Health Psychology~~
  ~~OR PHE 302 – Social and Environmental Determinants of Health~~

  ~~PSY 166 is a prerequisite for PSY 335~~
  ~~NOTE: PSY 335/PSY 166 and PHE 302 are options only available to HEA~~
~~majors.~~

Electives
Complete course(s) and earn 6-8 credit(s) from the following:
- ~~AMS 211 – American Studies Methods and Materials~~
- DAT 181 – Intro to Data Analytics with R
- DAT 182 – Intro: Data Analytics with Python
- DAT 184 – Introduction to SQL (Structured Query Language)
- DAT 310 – Data Visualization

- ~~ENW 314 – Evidence-Based Writing~~
- ~~ENW 399 – Research, Rhetoric, and Writing Studies~~
- GEH 245 – Introduction to Quantitative Methods of Geography
- ~~GEO 250 – Introduction to Geologic Field Mapping Techniques~~
- GEP 204 – Basic Mapping: Applications and Analysis
- ~~HEA 266 – Research Techniques in Health Education~~
- ~~PHI 170 – Introduction to Logic~~
- ~~POL 245 – Political Analysis and Interpretation~~
- ~~PSY 200 – Critical Thinking in Psychology~~

Advanced Electives

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

3. **To:** <u>Underline</u> the changes

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.

Requirements
Minimum Requirements - Overall

Type: Completion requirement
Earn at least 15 credits

Minor requirements – Core Courses
Type: Completion requirement
Complete ALL of the following courses:
Fulfill ALL of the following requirements:
- HSD 269 – Fundamentals of Biostatistics for Health Professionals
- HSD 306 – Epidemiology
- PHE 301 – Foundations of Public Health Knowledge

Electives
Complete course(s) and earn 6-8 credit(s) from the following:
- DAT 181 – Intro to Data Analytics with R
- DAT 182 – Intro: Data Analytics with Python
- DAT 184 – Introduction to SQL (Structured Query Language)
- DAT 310 – Data Visualization
- GEH 245 – Introduction to Quantitative Methods of Geography
- GEP 204 – Basic Mapping: Applications and Analysis
- PHE 302 – Social, Behavioral, and Commercial Determinants of Health
- PHE 306 – Health Inequity in Global Disease Burden
- PHE 340 – Global Nutrition and Disease
- PHI 247 – Environmental Ethics

Advanced Electives

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
- GEH 230 - Human Geography
- GEP 205 - Principles of Geographic Information Science
- PHE 303 – Approaches to Public Health Research
- PHE 401 – Environmental and Occupational Health
- PHE 402 – Program Planning and Evaluation
- PHE 403 – Health Policy and Advocacy
- PHE 404 – Climate Change and Global Migration
- PHE 405 – Environmental Justice Applications
- PHE 444 – Gender and Health across the Globe
- POL 331 - Methods of Social Research
- PSY 226 - Statistical Methods in Psychology
- SOC 301 - Methods of Social Research
- SOC 303 - Advanced Methods of Social Research
- SOC 344 - Field and Interpretative Methods
- SOC 345 - Quantitative Analysis of Sociological Data

Students conditionally admitted to the Lehman College / CUNY Graduate School of Public Health and Health Policy (SPH) 4+1 Program may take the following electives in consultation with their academic advisor(s):

PHE 410 Public Health Leadership and Management
PHE 411 Health Equity, Communication, and Advocacy
PHE 412 Designing and Evaluating Public Health Interventions
PHE 413 Designs, Concepts, and Methods in Public Health Research
PHE 444 Global Maternal and Child Health

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

These program changes enhance the learning outcomes established for the public health minor by increasing interdisciplinary options available for students to explore and master relevant research methods and approaches to data analysis. The changes also parallel the public health major, which was recently approved in April 2024. The proposed changes will thus improve the alignment of learning outcomes among the public health offerings at Lehman College. The proposed changes additionally take into consideration new partnerships with other CUNY institutions, such as the Graduate School of Public Health and Health Policy (SPH).

5. Date of departmental approval: August 22, 2024

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

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

CURRICULUM CHANGE

1. **Type of Change:** Liberal Arts and Sciences designation, title, description

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

Department(s)	Health Equity, Administration, and Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Sciences
Course Prefix & Number	HSD 269
Course Title	Fundamentals of Biostatistics ~~for Health Professionals~~
Description	An introduction to biostatistics as used in health research. Emphasis on the application and interpretation of statistics in the context of public health, health services, ~~health education, and nutrition studies.~~
Pre/~~Co~~ Requisites	MAT 132 or its equivalent
Credits	3
Hours	3
Liberal Arts	Yes ~~[X]~~ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X_ Not Applicable
	 ____ Required
	      ____ English Composition
	      ____ Mathematics
	      ____ Science
	
	 ____ Flexible
	      ____ World Cultures
	      ____ US Experience in its Diversity
	      ____ Creative Expression
	      ____ Individual and Society
	      ____ Scientific World

3. **To:** <u>Underline</u> the changes

Department(s)	Health Equity, Administration, And Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Sciences
Course Prefix & Number	HSD 269
Course Title	Fundamentals of Biostatistics
Description	An introduction to biostatistics as used in health-related research. Emphasis on the application and interpretation of statistics in the context of public health, health services, and other health-related fields.
Pre Requisites	MAT 132 or its equivalent.
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X_ Not Applicable
	____ Required
	    ____ English Composition
	    ____ Mathematics
	    ____ Science
	
	____ Flexible
	    ____ World Cultures
	    ____ US Experience in its Diversity
	    ____ Creative Expression
	    ____ Individual and Society
	    ____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
HSD 269 Fundamentals of Biostatistics had been designated as liberal arts and science prior to May 2023. The department updated the curriculum for the minor in Public Health and in error checked Liberal Arts and Science as "No" instead of checking "Yes". This course represents a broad introduction to statistics and how various approaches and strategies are used in health-related research.

5. **Date of departmental approval:** 8/22/24

**LEHMAN COLLEGE
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**<u>DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND
TECHNOLOGY</u>**

CURRICULUM CHANGE

1. **<u>Type of Change:</u>** *Liberal Arts designation, description.*

2. **<u>From:</u>**

Department(s)	Health Equity, Administration, And Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] 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	Yes ~~[X]~~ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X_ Not Applicable
	____ Required
	    ____ English Composition
	    ____ Mathematics
	    ____ Science
	
	____ Flexible
	    ____ World Cultures
	    ____ US Experience in its Diversity
	    ____ Creative Expression

	_____ Individual and Society
	_____ Scientific World

3. **To:** Underline the changes

Department(s)	Health Equity, Administration, And Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Sciences
Course Prefix & Number	HSD 306
Course Title	Epidemiology
Description	Epidemiological principles and methods and their use in prevention and control of health conditions in populations at risk. Impact of public health activities on individual and community responses to health problems. Epidemiological approaches to population health and the relationship to multicultural community health activities.
Pre Requisites	HSD 269
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X_ Not Applicable
	_____ Required
	    _____ English Composition
	    _____ Mathematics
	    _____ Science
	
	_____ Flexible
	    _____ World Cultures
	    _____ US Experience in its Diversity
	    _____ Creative Expression
	    _____ Individual and Society
	    _____ Scientific World

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

HSD 306 Epidemiology had been designated under liberal arts and science prior to May 2023. The department updated the curriculum for the minor in Public Health and in error checked Liberal Arts and Science as "No" instead of checking "Yes". This course presents a theoretical framework of epidemiological studies of population health and is accepted as part of the social sciences. The course description has been updated to reflect changes to majors that no longer require this class.

5. **Date of departmental approval:** 4/17/2024; reapproved on 8/22/24

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

CURRICULUM CHANGE

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

2.

Department(s)	Health Equity, Administration, and Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 301
Course Title	Foundations of Public Health Knowledge
Description	Introduction to public health and overview of fundamental concepts and topics in the field. Areas covered include core public health, frameworks, theories and methods.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X__ Not Applicable
	_____ Required
	        _____ English Composition
	        _____ Mathematics
	        _____ Science
	
	        _____ Flexible
	        _____ World Cultures
	        _____ US Experience in its Diversity
	        _____ Creative Expression
	        _____ Individual and Society
	        _____ Scientific World

3. **Rationale:**

The Health Equity, Administration, and Technology (HEAT) department conducted a thorough review of the Bachelor of Science in Public Health (BSPH) degree and compared the current program requirements to the Council on Education for Public Health accreditation guidelines. This foundations course in public health is critical to student success. In the previous rendition of the BSPH, HEA 300 – Introduction to Public Health – fulfilled this requirement. However, this course has since been changed to Equity in Public Health, which does not meet the required learning outcomes. PHE 301 is, therefore, a fundamental change to be in compliance with accreditation requirements.

4. **Learning Outcomes (By the end of the course students will be expected to):**
    1. Describe public health history, philosophy and values.
    2. Identify the core areas and essential services of public health.
    3. Describe the populational health approach and how it differs from clinical approaches.
    4. Describe the foundational principles of social justice and health equity.
    5. Describe the critical importance of evidence in advancing public health knowledge.
    6. Describe the social determinants of health.
    7. Describe the importance of ethics in public health.

5. **Date of Departmental Approval:** August 22, 2024

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DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND
TECHNOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	Health Equity, Administration, and Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 401
Course Title	Environmental and Occupational Health
Description	Overview of the multidisciplinary field of environmental and occupational health (EOH) sciences. Particular focus is given to a spectrum of environmental hazards and contexts, their interactions with human health and well-being, and the relevance to public health at the population level.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**

The Health Equity, Administration, and Technology (HEAT) department conducted a thorough review of the Bachelor of Science in Public Health (BSPH) degree and compared the current program requirements to the Council on Education for Public Health accreditation guidelines. This foundations course in environmental and occupational health is fundamental to the success of our environmental and global health concentration students. It is currently a missing link in meeting program learning outcomes. The current rendition of the BSPH incorporates environmental health courses that are not offered regularly by other departments at Lehman College. This has placed an undue burden on our students to find alternatives. Additionally, according to the CEPH guidelines, requiring PHE 401 meets the CEPH guidance that major core courses be offered by our department. PHE 401 is, therefore, a critical change to follow accreditation requirements.

4. **Learning Outcomes (By the end of the course students will be expected to):**
    1. Describe foundational concepts and strategies of environmental and occupational health (EOH) sciences.
    2. Develop conclusions about how EOH concepts and strategies apply in different contexts and at various scales.
    3. Contrast EOH problems between higher-income and lower-income populations.
    4. Discuss the impact of global, social, economic, and environmental trends on public health outcomes.
    5. Evaluate EOH concerns from both traditional disciplines and non-traditional contexts.
    6. Examine policy solutions to environmental and occupational health concerns.
    7. Communicate EOH information in plain language to a target audience about exposure risks, prevention strategies, and health promotion programs.
    8. Identify evidence-based EOH policies that protect human health.

5. **Date of Departmental Approval:** August 22, 2024

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

CURRICULUM CHANGE

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

2.

Department(s)	Health Equity, Administration, and Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 402
Course Title	Program Planning and Evaluation
Description	Designing, planning, implementing and evaluating public health programs. Applying core public health frameworks, theories and methods to critically evaluate and develop programs.
Pre/ Co Requisites	PH Majors and Minors Only
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Writing Intensive
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**

The Health Equity, Administration, and Technology (HEAT) department conducted a thorough review of the Bachelor of Science in Public Health (BSPH) degree and compared the current program requirements to the Council on Education for Public Health accreditation guidelines. This program planning and evaluation course is required for accredited programs. PHE 402 is, therefore, a fundamental change to be in compliance with accreditation requirements.

4. **Learning Outcomes (By the end of the course students will be expected to):**
    1. Define program planning and evaluation.
    2. Describe the purpose of public health programs: from design to planning, implementation, evaluation, and innovation.
    3. Apply skills to organize, design, and evaluate effective public health programs.
    4. Interpret population health data to identify community health needs.
    5. Distinguish between types of program planning and evaluation models and develop an impact model.
    6. Describe the strengths and weaknesses of impact evaluation design options.
    7. Describe a variety of program planning models and intervention strategies.
    8. Develop a program rationale using needs assessment and data from the literature
    9. Formulate a program plan for a relevant health problem and population including program objectives and logic model.

5. **Date of Departmental Approval:** August 22, 2024

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**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND
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CURRICULUM CHANGE

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

2.

Department(s)	Health Equity, Administration, and Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 403
Course Title	Health Policy and Advocacy
Description	A "health in all policies" approach to the relationship between public policies, advocacy and population health outcomes.
Pre/ Co Requisites	PH Majors and Minors Only
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Writing Intensive
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**

The Health Equity, Administration, and Technology (HEAT) department conducted a thorough review of the Bachelor of Science in Public Health (BSPH) degree and compared the current program requirements to the Council on Education for Public Health accreditation guidelines. This advanced study of health policy and advocacy is required for accredited programs. PHE 403 is, therefore, a fundamental change to be in compliance with accreditation requirements.

4. **<u>Learning Outcomes (By the end of the course students will be expected to)</u>:**
      1. Describe the health in all policies approach and its relationship to the social determinants of health framework.
      2. Describe the processes through which public policies are created and sustained.
      3. Describe different approaches to policy-making and identify the different social and economic interests underlying them.
      4. Describe and evaluate different approaches to advocacy.
      5. Identify key policy and advocacy stakeholders.
      6. Develop the framework for an advocacy campaign.

5**. <u>Date of Departmental Approval</u>:** August 22, 2024

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DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND
TECHNOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	Health Equity, Administration, and Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 404
Course Title	Climate Change and Global Migration
Description	The impact of climate change on global migration and health and proposed solutions to the devastating consequences of climate change for global population health.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **Rationale:**

The Health Equity, Administration, and Technology (HEAT) department conducted a thorough review of the Bachelor of Science in Public Health (BSPH) degree and compared the current program requirements to the Council on Education for Public Health accreditation guidelines. This intermediary course in climate change and global migration is fundamental to the success of our environmental and global health concentration students. It is currently a missing link in meeting program learning outcomes. The current rendition of the BSPH incorporates environmental health courses that are not offered regularly by other departments at Lehman College. This has placed an undue burden on our students to find alternatives. Additionally, according to the CEPH guidelines, requiring PHE 404 meets the CEPH guidance that major core courses be offered by our department. PHE 404 is, therefore, a critical change to follow accreditation requirements.

4. **Learning Outcomes (By the end of the course students will be expected to):**
   1. Identify climate change and its impact on population health.
   2. Critique the connection between climate change, human migration, displacement, and health.
   3. Describe the mechanisms through which climate change impacts global migration and health.
   4. Explain the intersections between climate change, global migration and their root causes.
   5. Describe key proposed solutions to climate change and its consequences for global migration and health.
   6. Analyze key challenges and opportunities embedded in efforts to solve the problem of climate change and its consequences for global health and migration.

5. **Date of Departmental Approval:** August 22, 2024

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**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND
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CURRICULUM CHANGE

1. **Type of change:** New Course
2.

Department(s)	Health Equity, Administration, and Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 405
Course Title	Environmental Justice Applications
Description	The inequitable distribution of environmental hazards across communities and ways to measure environmental injustices. The environmental justice movement and competing ethical and political implications for achieving equal protection from environmental threats to health for all people. Applications of intersectionality and public health models.
Pre Requisites	PHE 301 and PHE 302
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**

The Health Equity, Administration, and Technology (HEAT) department conducted a thorough review of the Bachelor of Science in Public Health (BSPH) degree and compared the current program requirements to the Council on Education for Public Health accreditation guidelines. This intermediary course in environmental justice is fundamental to the success of our environmental and global health concentration students. It is currently a missing link in meeting program learning outcomes. The current rendition of the BSPH incorporates environmental health courses that are not offered regularly by other departments at Lehman College. This has placed an undue burden on our students to find alternatives. Additionally, according to the CEPH guidelines, requiring PHE 405 meets the CEPH guidance that major core courses be offered by our department. PHE 405 is, therefore, a critical change to follow accreditation requirements.

4. **Learning Outcomes (By the end of the course students will be expected to):**
   1. Identify systems of governance and management of human activities that affect the environment, both in the US and across the globe, including institutions, property relations, management regimes, politics, and policies.
   2. Describe how social forces, political economies, and corporate behavior affect human-environmental interactions.
   3. Utilize social justice and health equity frameworks to describe the impact of oppressive environmental health policies on low-income, ethnic/racial minority, and marginalized communities.
   4. Analyze the relationships between environmental threats and human health outcomes.
   5. Apply environmental justice frameworks and theories in identifying policy protections in different contexts (e.g., home, work, community).

Date of Departmental Approval: August 22, 2024

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

CURRICULUM CHANGE

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

2.

Department(s)	Health Equity, Administration, and Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 410
Course Title	Public Health Leadership and Management
Description	The intricate role of leadership and management in the various types of health care organizations and the U.S. health care system in general including the role of federal, state and local public health regulatory systems, financing, budgetary constraints, health insurance and health care reforms. Practical tools that leaders and managers need to lead their workforce. The role of policy-making, fundraising opportunities to resource public health interventions or projects, and outreach and advocacy for patients and/or clients who seek services from the organization.
Pre/ Co Requisites	PH Majors and Minors Only
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures

		_____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **Rationale:**

The Health Equity, Administration, and Technology (HEAT) department conducted a thorough review of the Bachelor of Science in Public Health (BSPH) degree and determined that a third track in urban public health was needed to meet the diverse interests of Lehman College students, especially those interested in pursuing the Master of Public Health degree as part of our partnership with the CUNY Graduate School of Public Health and Health Policy (SPH). We currently have a 4+1 program with SPH; however, the current BSPH program does not allow for elective credits to be completed at the graduate school. This new subplan and the 6 courses that we are proposing may be completed as part of the 4+1 initiative, allowing our students to earn 12 credits towards their MPH while they are undergraduate students. This subplan will assist us in meeting the directive from our Chancellor to streamline higher education initiatives for our undergraduate students. PHE 410 is an introductory level class that is required for the Public Health Education MPH program and one that is of great interest to our undergraduate students who wish to explore important components of the public health social sciences, particularly organizational management, accounting and budget practices, and leadership and management strategies. The course is also aligned with our departmental learning outcomes and one that fills a gap in our current offerings.

4. **Learning Outcomes (By the end of the course students will be expected to):**
   1. Identify effective and evidence-based management and leadership strategies.
   2. Describe attributes of effective, ethical managers and leaders.
   3. Describe the organization, structure and function of the U.S. Health care system.
   4. Describe the role of federal, state, and local public health and regulatory systems.
   5. Critique the process of public policy-making.
   6. Discuss the process of health care financing, health insurance, health care reform, and budgeting.
   7. Identify basic principles of accounting and budget practices.
   8. Discuss how funding opportunities play a key role in financing public health projects and interventions.
   9. Describe the role of advocacy in addressing public health challenges.

5. **Date of Departmental Approval:** August 22, 2024.

LEHMAN COLLEGE
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DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND
TECHNOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	Health Equity, Administration, and Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 411
Course Title	Health Equity, Communication, and Advocacy
Description	The importance of historical, cultural, social, and structural contexts that undermine health equity in marginalized communities. Communications and advocacy skills to mitigate harmful effects of health inequities and promote social change.
Pre/ Co Requisites	PH Majors and Minors Only
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **Rationale:**

PHE 411 is a requirement for the Council on Education in Public Health (CEPH) accreditation. The study of health equity consists of activities, theories, and frameworks within the social sciences. Communication and advocacy are currently missing from our BSPH curricula. The course is also part of a new subplan that we are proposing to align with our goals of admitting students in our 4+1 program with the CUNY Graduate School of Public Health and Health Policy (SPH). The current BSPH subplans do not allow for students to complete any coursework towards their MPH. This is one of six classes that we are proposing that would allow students to simultaneously earn credit towards both their BSPH and MPH.

4. **Learning Outcomes (By the end of the course students will be expected to):**
   1. Describe the cultural, social, behavioral, institutional, and environmental factors and issues that influence the health of a community.
   2. Describe equality, equity, implicit and explicit racism, and their impact on health.
   3. Examine the inequitable distribution of environmental hazards and identify the sources and impacts on the health of marginalized populations.
   4. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
   5. Describe the rationale for advocacy as a public health strategy.
   6. Summarize basic principles and methods of effective communication to improve public health.
   7. Identify appropriate communication media, forums, and tools for public health.

   5. **Date of Departmental Approval:** August 22, 2024

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

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

CURRICULUM CHANGE

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

2.

Department(s)	Health Equity, Administration, and Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 412
Course Title	Designing and Evaluating Public Health Interventions
Description	Key theoretical concepts, methods, and approaches in designing, implementing and evaluating community-based health-related programs, policies and interventions. Theoretical and practical approaches to engaging and working with partners from diverse sectors.
Pre/ Co Requisites	PH Majors and Minors Only
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**

The Health Equity, Administration, and Technology (HEAT) department conducted a thorough review of the Bachelor of Science in Public Health (BSPH) degree and determined that an intermediary course on designing and evaluating public health interventions was a critical missing component of our curricula. Implementation science is fundamental to public health activities and individual and community level change. The course is also part of a new subplan that we are proposing to align with our goals of admitting students in our 4+1 program with the CUNY Graduate School of Public Health and Health Policy (SPH). The current BSPH subplans do not allow for students to complete any coursework towards their MPH. This is one of six classes that we are proposing that would allow students to simultaneously earn credit towards both their BSPH and MPH.

4. **Learning Outcomes (By the end of the course students will be expected to):**
   1. Describe the cultural, social, behavioral, institutional, and environmental factors and issues that influence the health of a community.
   2. Describe equality, equity, implicit and explicit racism, and their impact on health.
   3. Examine the inequitable distribution of environmental hazards and identify the sources and impacts on the health of marginalized populations.
   4. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
   5. Describe the rationale for advocacy as a public health strategy.
   6. Summarize basic principles and methods of effective communication to improve public health.
   7. Identify appropriate communication media, forums, and tools for public health.

   5. **Date of Departmental Approval:** August 22, 2024

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

CURRICULUM CHANGE

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

2.

Department(s)	Health Equity, Administration, and Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 413
Course Title	Designs, Concepts, and Methods in Public Health Research
Description	Quantitative and qualitative research methods, principles, theory and measures commonly used in public health. Overview of systems science thinking and systems models that promote understanding of the complexity of various public health issues.
Pre/ Co Requisites	PH Majors and Minors Only
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X__ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **Rationale:**
The Health Equity, Administration, and Technology (HEAT) department conducted a thorough review of the Bachelor of Science in Public Health (BSPH) degree and determined that an introductory course that allows students to explore the vast domain of public health research and explore diverse methods was a critical missing component of our curricula. PHE 413 consists of quantitative and qualitative methodologies within the social sciences. We do not currently offer a course that includes qualitative methods. PHE 413 is also part of a new subplan that we are proposing to align with our goal of admitting students to our 4+1 program with the CUNY Graduate School of Public Health and Health Policy (SPH). The current BSPH subplans do not allow for students to complete any coursework towards their MPH. This is one of six classes that we are proposing that would allow students to simultaneously earn credit towards both their BSPH and MPH.

4. **Learning Outcomes (By the end of the course students will be expected to):**
   1. Identify broadly the different types of public health questions (e.g., surveillance, risk prediction, causality, and implementation/policy).
   2. Describe the role of screening in public health.
   3. Describe the attributes of valid and reliable measuring instruments.
   4. Explain the strengths and limitations of different methods of measuring and validating exposures in relation to "gold standards" in quantitative and qualitative studies.
   5. Describe the importance of having a representative sample.
   6. Describe the key data collection methodologies.

   5. **Date of Departmental Approval:** August 22, 2024

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

CURRICULUM CHANGE

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

2.

Department(s)	Health Equity, Administration, and Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 414
Course Title	Quantitative and Qualitative Data Analysis Methods in Public Health Research
Description	Tools to identify quantitative and qualitative methods and the appropriate software and programming to analyze and interpret data analysis results for use in public health, policy and practice applications.
Pre/ Co Requisites	PH Majors and Minors Only; prerequisite: PHE 413
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**

The Health Equity, Administration, and Technology (HEAT) department conducted a thorough review of the Bachelor of Science in Public Health (BSPH) degree and determined that an introductory data analysis course was a critical missing component of our curricula. PHE 414 consists of quantitative and qualitative analyses within the social sciences. We do not currently offer a course that focuses on data analysis and this is a critical step to producing independent investigators. PHE 414 is also part of a new subplan that we are proposing to align with our goal of admitting students to our 4+1 program with the CUNY Graduate School of Public Health and Health Policy (SPH). The current BSPH subplans do not allow for students to complete any coursework towards their MPH. This is one of six classes that we are proposing that would allow students to simultaneously earn credit towards both their BSPH and MPH.

4. **Learning Outcomes (By the end of the course students will be expected to):**
   1. Distinguish among the purposes of statistical methods-describing, explaining, and predicting.
   2. Identify the use of different types of variables and a data dictionary.
   3. Compare and contrast qualitative methods.
   4. Generate and interpret trend data.
   5. Determine the role of hypothesis testing using the frequentist approach.
   6. Explain how distributions are utilized in data analyses.
   7. Interpret statistical analyses addressing different public health questions, i.e., describing patterns of health and disease, predicting who is at risk and assessing the role of a potential intervention.

5. **Date of Departmental Approval:** August 22, 2024

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

CURRICULUM CHANGE

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

2.

Department(s)	Health Equity, Administration, and Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 444
Course Title	Gender and Health Across the Globe
Description	A reproductive justice approach to maternal and reproductive health, pregnancy, childbirth, family planning, infertility, sexual health, gendered intervention strategies, and reproductive technologies. Socio-cultural, biological, economic, environmental, and historical influences on reproductive health with particular attention to race and class. Public health interventions in maternal and child health, sexual health and gender identity.
Pre Requisites	PHE 301
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression

		_____ Individual and Society
		_____ Scientific World

3. **Rationale:**

The Health Equity, Administration, and Technology (HEAT) department conducted a thorough review of the Bachelor of Science in Public Health (BSPH) degree and compared the current program requirements to the Council on Education for Public Health accreditation guidelines. This advanced course in gender and health is fundamental to the success of our environmental and global health concentration students. It is currently a missing link in meeting program learning outcomes. The current rendition of the BSPH is lacking global health courses. This has placed an undue burden on our students to find alternatives. Additionally, according to the CEPH guidelines, requiring PHE 444 meets the CEPH guidance that major core courses be offered by our department. PHE 444 is, therefore, a critical change to follow accreditation requirements.

4. **Learning Outcomes (By the end of the course students will be expected to):**
   1. Identify direct and indirect causes of maternal and neonatal mortality, birth complications, and infertility, with attention to socio-political, cultural, environmental, economic, and biological factors.
   2. Analyze the role of race/ethnicity, gender and socioeconomic factors in maternal, child, reproductive and sexual health.
   3. Describe key biomedical and public health strategies related to maternal and reproductive health.
   4. Define sexual and reproductive health as defined by different stakeholders.
   5. Compare and contrast attitudes towards motherhood, childbirth, family planning, and infertility in different cultures.
   6. Discuss the ways that power is exerted over women's bodies by individuals, institutions, systems, and structural factors.
   7. Discuss ways that different disciplines within the humanities, the natural and social sciences, and public health can contribute to increase understanding of intellectual and practical challenges related to a specific health problem.
   8. Identify potential strengths and limitations of real-world interventions, laws, policies, and legal decisions, through the examination of contemporary and historical case studies.
   9. Identify ways that globalization influences maternal and reproductive health in a variety of settings.

   5. **Date of Departmental Approval:** August 22, 2024

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

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Health Equity, Administration, and Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 302
Course Title	Social and ~~Environmental~~ Determinants of Health
Description	~~Theory, methods and concepts for social and environmental determinants of health.~~
Pre/ Co Requisites	Prerequisite: ~~PHE 304 or HEA 300.~~
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	_X__ Not Applicable
	____ Required
	      ____ English Composition
	      ____ Mathematics
	      ____ Science
	
	____ Flexible
	      ____ World Cultures
	      ____ US Experience in its Diversity
	      ____ Creative Expression
	      ____ Individual and Society
	      ____ Scientific World

3. **To:** <u>Underline</u> the changes

Department(s)	Health Equity, Administration, and Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 302
Course Title	Social, <u>Behavioral, and Commercial</u> Determinants of Health
Description	<u>Theoretical and methodological approaches to the study of social, behavioral, and commercial factors that influence health.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	_X__ Not Applicable
	____ Required
	    ____ English Composition
	    ____ Mathematics
	    ____ Science
	
	____ Flexible
	    ____ World Cultures
	    ____ US Experience in its Diversity
	    ____ Creative Expression
	    ____ Individual and Society
	    ____ Scientific World

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

We are expanding the scope of this class to include behavioral and commercial determinants because exploration of these factors is necessary to contextualize, compare, and contrast social factors. We will continue to teach students about environmental factors as part of the social determinants of health framework. We are also requesting that the course be designated as liberal arts and sciences because this course is central to our degree program, which is a social science. Finally, we are

eliminating the prerequisites given other changes to course requirements that we are proposing separately (e.g., the new foundations class, PHE 301).

5. **Date of departmental approval:** August 22, 2024

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

CURRICULUM CHANGE

1. **Type of Change:** Course title, course description, prerequisites, attributes

2. **From:**

Department(s)	Health Equity, Administration, and Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 303
Course Title	~~Approaches to Public Health~~ Research
Description	~~Research methods and findings applied to public health problems; quantitative and qualitative approaches; relevant experimental designs and analytical techniques.~~
Pre/ Co Requisites	Prerequisite: ~~PHE 304 or HEA 300, and HSD 269 and~~ HSD 306.
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	_X__ Not Applicable
	____ Required
	    ____ English Composition
	    ____ Mathematics
	    ____ Science
	
	____ Flexible
	    ____ World Cultures
	    ____ US Experience in its Diversity
	    ____ Creative Expression
	    ____ Individual and Society
	    ____ Scientific World

3. **To:** Underline the changes

Department(s)	Health Equity, Administration, and Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 303
Course Title	Research Methods
Description	Principles, practices and methodologies underlying public health research.
Pre/ Co Requisites	Prerequisites: PHE 301 and HSD 306
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Writing Intensive

General Education Component	_X__ Not Applicable
	____ Required
	    ____ English Composition
	    ____ Mathematics
	    ____ Science
	
	____ Flexible
	    ____ World Cultures
	    ____ US Experience in its Diversity
	    ____ Creative Expression
	    ____ Individual and Society
	    ____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
After a comprehensive review of accredited Public Health degrees, the department re-conceptualized this course to align with learning outcomes required for undergraduate students to master research methods used widely in this field of study. We are also requesting the liberal arts and sciences designation since this course covers critical areas of social science research. We are listing this course as Writing Intensive because it meets the requirements set forth by CUNY and Lehman College. We are also updating the prerequisites based on other components in our proposal (e.g., the new foundations course, PHE 301).

5. **Date of departmental approval:** August 22, 2024

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

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Health Equity, Administration, and Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 306
Course Title	Global Burden ~~of Communicable and Non-Communicable~~ Diseases
Description	~~An introduction to the rise and burden of both communicable and non-communicable diseases globally, along with methods for global disease surveillance and control.~~
Pre/ Co Requisites	Pre/corequisite: ~~PHE 304.~~
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	_X__ Not Applicable
	____ Required
	    ____ English Composition
	    ____ Mathematics
	    ____ Science
	
	____ Flexible
	    ____ World Cultures
	    ____ US Experience in its Diversity
	    ____ Creative Expression
	    ____ Individual and Society
	    ____ Scientific World

3. **To:** Underline the changes

Department(s)	Health Equity, Administration, and Technology (HEAT)
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 306
Course Title	Health Inequity in Global Disease Burden
Description	Health inequities and unequal distribution of communicable and non-communicable diseases throughout the world. Historicized understanding of policies that may create more equitable life chances for marginalized communities.
Pre/ Co Requisites	Prerequisites: PHE 301.
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
This course was previously dogmatic in nature, focusing on disease morbidity and mortality. It was a missed opportunity for relevant and innovative discussions that include political science, economics, U.S. and world history, and the social manifestation of disease that is inequitably distributed across the globe. We are expanding the scope of this course to align with the American Public Health

Association's direction for future public health policymakers as well as the World Health Organization's recommendation to include diverse contexts in which communicable and non-communicable diseases devastate world populations. We are also requesting the liberal arts and sciences designation since this course approaches the study of public health concepts as a social science. We are also updating the pre/corequisites to align with other changes in our curriculum proposals.

5. **Date of departmental approval:** August 22, 2024

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

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Health Equity, Administration, and Technology (HEAT)
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 340
Course Title	~~Global Nutrition and Disease~~
Description	Global ~~aspects of nutrition and its relation to health and disease. Topics will include the prevalence of hunger and malnutrition, nutrition-related diseases in the developing world, maternal-child nutrition, infection and nutrition, globalization and nutrition transition, ecology of overweight/obesity and chronic diseases in both developing and industrialized nations.~~
Pre/ Co Requisites	Pre/corequisite: ~~HSD 240.~~
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	_X__ Not Applicable
	____ Required
	        ____ English Composition
	        ____ Mathematics
	        ____ Science
	
	____ Flexible
	        ____ World Cultures
	        ____ US Experience in its Diversity
	        ____ Creative Expression
	        ____ Individual and Society

	_____ Scientific World

3. **To:** Underline the changes

Department(s)	Health Equity, Administration, and Technology (HEAT)
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 340
Course Title	Food Security, Human Rights, and Global Health
Description	Global health and food security from a human rights and social justice perspective. The geographic and social distribution of food insecurity and its health-related impact as well as efforts used by governments, organizations and communities to combat food insecurity.
Pre/ Co Requisites	Prerequisite: PHE 301.
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	_X__ Not Applicable
	 _____ Required
	      _____ English Composition
	      _____ Mathematics
	      _____ Science
	
	 _____ Flexible
	      _____ World Cultures
	      _____ US Experience in its Diversity
	      _____ Creative Expression
	      _____ Individual and Society
	      _____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
This course was narrow in scope and the focus was on disease. We are expanding this course to include the distal and not just proximal factors that cause food insecurity and nutrition-related illnesses. These changes are aligned with the most current World

Health Organization recommendations for teaching nutrition sciences, diet and nutrition interventions, and policymaking. We are also asking for the liberal arts and sciences designation since the approach to this course meets the requirements for the social sciences. Finally, we are updating the prerequisites to align with other curriculum changes we have proposed.

5. **Date of departmental approval:** August 22, 2024

LEHMAN COLLEGE
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DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND
TECHNOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Course title, course description, prerequisites, attributes

2. **From:**

Department(s)	Health Equity, Administration, and Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 470
Course Title	Public Health ~~Field Experience~~
Description	~~Supervised field experience requiring a minimum of 120 hours of work in a public health setting.~~
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	_X__ Not Applicable
	____ Required
	    ____ English Composition
	    ____ Mathematics
	    ____ Science
	
	____ Flexible
	    ____ World Cultures
	    ____ US Experience in its Diversity
	    ____ Creative Expression
	    ____ Individual and Society
	    ____ Scientific World

3. **To:** Underline the changes

Department(s)	Health Equity, Administration, and Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 470
Course Title	Public Health Practicum
Description	Application of public health education to 130 hours of practical work within an affiliated organization that promotes public health and aligns with students' future professional interests, to the extent possible.
Pre/ Co Requisites	Public Health Majors only; 18 PHE and/or HSD credits completed.
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	_X__ Not Applicable
	____ Required
	    ____ English Composition
	    ____ Mathematics
	    ____ Science
	
	____ Flexible
	    ____ World Cultures
	    ____ US Experience in its Diversity
	    ____ Creative Expression
	    ____ Individual and Society
	    ____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
We are changing the name of this course to reflect changes in our field regarding the term, "field work". We are also including restrictions since the course is only available to public health majors and there is a minimum requirement of credits completed to be eligible to take this course. Finally, we are adjusting the hours required to align with other major degree programs in our department.

5. **<u>Date of departmental approval:</u>** August 22, 2024

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

CURRICULUM CHANGE

1. **Type of Change:** Course description, prerequisites, attributes

2. **From:**

Department(s)	Health Equity, Administration, and Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 472
Course Title	Public Health Capstone
Description	~~Guided discussion and readings to integrate undergraduate content and relevant field experiences to develop professionals for service in public health; culminating in a term project.~~
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	_X__ Not Applicable
	____ Required
	        ____ English Composition
	        ____ Mathematics
	        ____ Science
	
	____ Flexible
	        ____ World Cultures
	        ____ US Experience in its Diversity
	        ____ Creative Expression
	        ____ Individual and Society
	        ____ Scientific World

3. **To:** Underline the changes

Department(s)	Health Equity, Administration, and Technology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 472
Course Title	Public Health Capstone
Description	<u>Application of theories, methods and tools learned in undergraduate public health courses as well as critical thinking skills in a final capstone project, in both written and oral modalities.</u>
Pre/ Co Requisites	<u>Public Health Majors only; 18 PHE and/or HSD credits completed.</u>
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<u>Writing-Intensive</u>

General Education Component	_X__ Not Applicable
	____ Required
	    ____ English Composition
	    ____ Mathematics
	    ____ Science
	
	____ Flexible
	    ____ World Cultures
	    ____ US Experience in its Diversity
	    ____ Creative Expression
	    ____ Individual and Society
	    ____ Scientific World

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

This course is the culmination of the student's experience in our program. They will implement the skills they have studied theoretically in previous courses. In this course, students demonstrate key public health and social science competencies. We are updating the prerequisites so that only public health majors are eligible for this course and they have completed the required coursework to excel in the activities designed to test their mastery of the learning objectives. This course also meets the requirements for the designation of writing intensive as per CUNY and Lehman College's policies.

5. **Date of departmental approval:** August 22, 2024

LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** *Title, description, pre/co requisites*

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

Department(s)	Music, Multimedia, Theatre and Dance
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Music
Course Prefix & Number	MSP 208
Course Title	~~Percussion Ensemble~~
Description	~~The study and performance of ensemble music for percussion instruments, including contemporary classical and global repertoires. Pre-req: The ability to read music and mastery of basic percussion techniques.~~
Pre/ Co Requisites	~~The ability to read music and mastery of basic percussion techniques.~~
Credits	1
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__x_ Not Applicable
	____ Required
	____ English Composition
	____ Mathematics
	____ Science
	____ Flexible
	____ World Cultures
	____ US Experience in its Diversity
	____ Creative Expression
	____ Individual and Society
	____ Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Music
Course Prefix & Number	MSP 208
Course Title	Afro Caribbean Percussion Ensemble
Description	The study and performance of ensemble music in various genres of world percussion including classical percussion, Latin, and other Afro Caribbean styles. Includes instruction on reading skills, introduction to hand drumming techniques from Cuba, Puerto Rico, South America, & United States.

Pre/ Co Requisites	
Credits	1
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	_x__ Not Applicable
	
	____ Required
	
	    ____ English Composition
	
	    ____ Mathematics
	
	    ____ Science
	
	____ Flexible
	
	    ____ World Cultures
	
	    ____ US Experience in its Diversity
	
	    ____ Creative Expression
	
	    ____ Individual and Society
	
	    ____ Scientific World

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

Over the past nine years, the Lehman Percussion Ensemble has continued to perform various classical percussion pieces which have reinforced the reading skills of members. However, the majority of study has been through the performance of music genres from Cuba, Puerto Rico, South America, as well as the United States. Rumba from Cuba, bomba & plena from Puerto Rico, and other styles have greatly enriched the

musical experiences of the ensemble. The ensemble continues to grow and develop. The requested change of title is more descriptive of what the ensemble does and will help attract more students.

5. **Date of departmental approval:** October 25, 2024

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** *Note, prerequisites*

2. **From:**

Department(s)	Music, Multimedia, Theatre and Dance
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 348
Course Title	Performing Arts Management
Description	Fiscal and administrative business practices as they apply to the management of professional, not-for-profit, and educational performing arts organizations. ~~NOTE: Dance, Dance/Theatre and Theatre majors are exempt from the requirement.~~
Pre/ Co Requisites	~~PREREQ: THE 241 or DNC 235, or Departmental permission.~~
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	_x__ Not Applicable
	____ Required
	____ English Composition
	____ Mathematics
	____ Science
	____ Flexible
	____ World Cultures
	____ US Experience in its Diversity
	____ Creative Expression
	____ Individual and Society
	____ Scientific World

3. **To:** <u>Underline</u> the changes

Department(s)	Music, Multimedia, Theatre, and Dance
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 348
Course Title	Performing Arts Management
Description	Fiscal and administrative business practices as they apply to the management of professional, not-for-profit, and educational performing arts organizations.
Pre/ Co Requisites	
Credits	3

Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__x_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

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

We are removing this THE 241 or DNC 235 or Departmental Permission prerequisite because it was recently discovered that it is creating unnecessary "hidden" prerequisites that are prohibiting non-majors from accessing THE 348. This is especially true for those moving toward our new Performing Arts Management Minor in collaboration with the College of Business. Also, THE 241 or DNC 235 are not required in the major as they are general education "creative expression" options for majors and non-majors alike. Therefore, it is discouraging enrollments for THE 348 as a consequence and no longer necessary.

5. **Date of departmental approval:** 9/24/24

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

DEPARTMENT OF_SOCIOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	Sociology
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 471
Course Title	Internship in Sociological Practice
Description	This course is designed to give Sociology majors the opportunity to apply skills and knowledge of the sociology discipline in an occupational or organizational setting. Internships are completed in community-based or governmental organizations or in sociologically relevant corporate settings

NOTE: Minimum GPA of 2.5 and sociology GPA of 2.7 as well as at least 6 credits in Sociology. PREREQ: Departmental permission. |
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Experiential Learning

General Education Component	__X_ Not Applicable
	 ____ Required
	        ____ English Composition
	        ____ Mathematics
	        ____ Science
	 ____ Flexible
	        ____ World Cultures
	        ____ US Experience in its Diversity
	        ____ Creative Expression

		____ Individual and Society ____ Scientific World

3. **Rationale:**

Currently sociology students have very limited opportunities to participate in internships. Fewer than 5% of graduates have done formal internships. This course will supplement students' classroom learning with an opportunity to see connections between the discipline of sociology, occupations, and organizations. The course will thus be designed to enable students to explore a variety of career interests and work environments and to apply classroom knowledge. Students will develop new skills and professional relationships. This experience will likely increase participating students' self-confidence, leadership skills, interpersonal skills, and communication skills. The minimum number of internship hours will be approximately 120 hours total.

The Internship Specialist at the Lehman Career Exploration and Development Center (CEDC) is available to help students find internships (although placement cannot be guaranteed). CEDC appointments can be made through CUNY Navigate. Once accepted by the work site, the student will complete a Learning Agreement, which must be signed by the student, the work supervisor, the Department, and the CEDC Internship Coordinator. Then, the student will be allowed to register for the course. Faculty supervisors of this course will be expected to meet with students and coordinate with internship supervisors as required.

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

- Develop and describe their understanding of the application of sociological concepts in a workplace setting.
- Assess, in writing, the internship experience and its relationship to sociological concepts and theories.
- Communicate with the supervisor and others at the internship site to develop and evaluate their workplace experience.
- Explain the role of sociological skills in workplace settings.

5. **Date of Departmental Approval:** November 11, 2024

Senate Meeting – February 5, 2025
Proposed Graduate Studies Report

Presenting proposals from the following departments for approval:

<u>Department of Counseling, Leadership, Literacy and Special Education</u>
- New Advanced Certificate: Clinical Mental Health Counseling (with online option)
- New Advanced Certificate: Science of Reading (with online option)
- New courses: EDR 500, 510, and 516
- Course changes: EDG 708; EDR 700, 710, and 716

Next meeting: **March 5, 2025, at 11 a.m.**

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION

Request for Registration of a New Advanced Certificate Program

Name of Program and Degree Award: Clinical Mental Health Counseling, Advanced
Certificate
Hegis Number: 0826.01
Program Code: TBD
Effective Term: Fall 2025

1. **Type of Change:** New Advanced Certificate Program

2. **From:** N/A

3. **To:**
Advanced Certificate Program in Clinical Mental Health Counseling (16 credits)
This advanced certificate program is designed for Individuals who have earned a
Master's degree (of 60 credits) in Counselor Education: School Counseling from
Lehman College or another accredited institution or for those who are currently enrolled
in the Lehman College Counselor Education: School Counseling program and have
completed 36 credits and the practicum requirement.

Individuals who complete the advanced certificate will meet the educational
requirements for licensure as a clinical mental health counselor in New York State and
be eligible to apply for a limited permit and take the National Clinical Mental Health
Counselor Examination. These requirements are 6 graduate courses, totaling 16
credits, and 600 hours of clinical internship. Individuals with a limited permit are eligible
to begin the process of completing the 3,000 hours of supervised experience
requirement.

Admissions Requirements:

Applicants will provide:
1. A master's degree in Counselor Education: School Counseling OR be a current
   matriculated student in the Lehman College Counselor Education: School
   Counseling program, who has successfully completed the first two years of
   required courses, including EDG 707 Practicum in Counseling;
2. Official transcripts from all undergraduate and graduate coursework. Graduate
   transcript must show a minimum 3.0 GPA;

3. One letter of recommendation from an employer as a reference outlining why the applicant would be an effective and ethical Clinical Mental Health Counselor;
4. Two essay questions from the Clinical Mental Health Counselor application supplement (1100 words); and
5. Application fee of $75 (waived for Lehman students/alums).

Applicants who are current Lehman Counselor Education: School Counseling students or Lehman Counselor Education: School Counseling alumni will provide:

1. All the supporting documents from their prior Counselor Education: School Counseling application will be transferred by graduation admission except the essay unless the application is no longer in the CUNY system to access. If so, the applicant will need to submit all the required documents above.
2. Two essay questions from the Clinical Mental Health Counselor application supplement (1100 words).

Program of Study:

Required Courses

EDG 750 Foundations of Mental Health Counseling: Orientation to mental health counseling; overview of the historical, philosophical, legislative, and organizational perspectives of the mental health counseling profession; professional identity, evidence-based practice, research, and the role of the clinical mental health counselor in serving culturally diverse populations emphasizing ethical and legal standards; private and public sectors and facilities; and the professional and membership organizations representing consumers and practitioners. PREREQ: EDG 707

EDG 751 Psychopathology in Counseling: In-depth overview of the signs, symptoms, etiology, and prevalence of categories of mental illness as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM-V); emphasis on learning diagnostic criteria and understanding the role of biological, psychological, and social factors in maladaptive cognitions and behaviors; cultural and ethical issues, research, and limitations are discussed. PREREQ: EDG 707

EDG 752 Clinical Assessment and Treatment Planning in Mental Health Counseling: Focus on the role of assessment in mental health counseling; students learn case conceptualization, clinical intake interviews, and treatment planning. Emphasis on person-centered, strengths-based practices in treatment planning that addresses systemic factors, engages natural supports, and promotes improvements in cognitive, affective, behavioral, and physical functioning in diverse client populations. Includes the role of psychopharmacology in counseling treatment. PREREQ: EDG 707, EDG 750 and EDG 751

EDG 760: Seminar 6: The business of managing a clinical mental health counseling practice
Overview of managing a private practice in Clinical Mental Health Counseling; developing a business plan, ethical and legal considerations, navigating insurance companies, billing practices, marketing, setting up an office, teletherapy, common pitfalls. Prerequisite: Program matriculation and advisor permission.

EDG 753 Internship in Clinical Mental Health Counseling I: First of two required supervised internships in clinical mental health counseling and consultation. Mental health counseling interns are required to provide 120 hours of direct counseling/consultation service to child/adolescent and adult clients and 180 hours of indirect collateral counseling/consultation (including staff meetings, on-site supervision, and program development) at a New York State- approved mental health counseling internship site. Students also participate in weekly, in-class group supervision devoted to evaluation of evidence-based counseling, consultation, assessment, diagnosis, treatment, advocacy and leadership skills using self-report, journals, videotaped counseling sessions, and selected advanced mental health counseling topics. Prerequisites: 48 hours of graduate counseling program credits, EDG 750, EDG 751, EDG 752, and program coordinator permission.

EDG 754 Internship in Clinical Mental Health Counseling II: Second of two required supervised internships in clinical mental health counseling and consultation. Mental health counseling interns are required to provide 120 hours of direct counseling/consultation service to child/adolescent and adult clients and 180 hours of indirect collateral counseling/consultation (including staff meetings, on-site supervision, and program development) at a New York State- approved mental health counseling internship site. Students also participate in weekly, in-class group supervision devoted to evaluation of evidence-based counseling, consultation, assessment, diagnosis, treatment, advocacy and leadership skills using self-report, journals, and videotaped counseling sessions, and selected advanced mental health counseling topics. Prerequisites: 48 hours of graduate counseling program credits, EDG 750, EDG 751, EDG 752, EDG 753 and program coordinator permission.

4. **Rationale:**
In most states, professional counselors can qualify to practice as both school counselors and clinical mental health counselors through a single degree program. New York State, however, requires separate credentials for each role. To address this, the Advanced Certificate in Clinical Mental Health Counseling offers an additional 16 credits, enabling our school counseling candidates to align with their peers in other states and acquire the necessary training for dual qualification.

Since New York introduced licensure for mental health counseling, many of our school counseling program candidates and alumni have expressed a strong interest in obtaining this license. Strengthening the mental health expertise of school counselors directly benefits the schools and communities they serve. Given the heightened rates of anxiety, depression, and post-traumatic stress disorder in children and adolescents, exacerbated by COVID-19, increased instances of racism, and gentrification (NYC Department of Health, 2021), mental health counselors are needed now more than ever. This Advanced Certificate plays a vital role in closing the training gap for our school counseling students and alumni.

We highly recommend that all our candidates pursue this certification. In the past, we have directed alumni to programs at Brooklyn College and Alfred College to gain these qualifications, but it is time to keep our students and alumni here at Lehman, equipping them with the skills and credentials they need to thrive and support our communities.

References: NYC Department of Health (2021). *Community Health Profiles 2021.*

5. **Date of Department Approval:** November 13, 2024
   Date of Senate Approval: February 5, 2025

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

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

CURRICULUM CHANGE

1. **Type of Change:** Description, Prerequisite

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Clinical Mental Health Counseling
Course Prefix & Number	EDG 708
Course Title	Counseling Research, Program Development, and Evaluation
Description	~~Examination of research design, data collection procedures, and the implementation and evaluation of comprehensive developmental K-12 school counseling programs.~~
Pre/ Co Requisites	~~PREREQUISITE: EDG 706~~
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Research
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Clinical Mental Health Counseling
Course Prefix & Number	EDG 708
Course Title	Counseling Research, Program Development, and Evaluation
Description	<u>Study of research designs in counseling including: data collection, analysis procedures, ethical and legal issues, and implementing and evaluating culturally responsive K-12 school and/or clinical mental health counseling program interventions and outcomes to close opportunity gaps in schools and affordability and access gaps in mental health settings.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Research

General Education Component	__X_ Not Applicable
	____ Required
	    ____ English Composition
	    ____ Mathematics
	    ____ Science
	
	____ Flexible
	    ____ World Cultures
	    ____ US Experience in its Diversity
	    ____ Creative Expression
	    ____ Individual and Society
	    ____ Scientific World

4. **Rationale:**
The course description has been revised to include clinical mental health counseling components to align with CACREP accreditation standards and to ensure the course learning objectives meet clinical mental health counseling goals.

EDG 706 Assessment in Counseling has been removed as a prerequisite because it is not included in the required course sequence for the MS degree in Clinical Mental Health Counseling.

5. **Date of departmental approval:** November 13, 2024
   Date of Senate Approval: February 5, 2025

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

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

Request for Registration of a New Advanced Certificate Program

Name of Program and Degree Award: Science of Reading, Advanced Certificate
Hegis Number: 0830.00 Reading Education (Methodology & Theory)
Program Code: TBD
Effective Term: Fall 2025

1. **Type of Change:** New Advanced Certificate Program (with Online Option)

2. **From:** N/A

3. **To:**
Advanced Certificate in the Science of Reading (9 Credits)

The Advanced Certificate in the Science of Reading program is designed for individuals in educational and nontraditional educational settings who want to gain an understanding of the principles of the Science of Reading and how to apply evidence-based instruction and assessment practices for developing oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension skills. *This advanced certificate program does not lead to state teacher licensure.*

Educational Objectives:
- Demonstrate knowledge of evidence-based research and instruction in the Science of Reading and synthesize knowledge into applied practice
- Understand and address factors influencing literacy development, including dyslexia, second language development, and social/cultural factors
- Learn to provide explicit and systematic structured literacy instruction to meet the diverse skills of all students
- Select, administer, and interpret a variety of formal and informal literacy assessments for purposes of screening, diagnosis, progress monitoring, and measuring outcomes

Career Objective:

- Design an implementation map to incorporate the principles of the Science of Reading into a variety of settings (e.g., private literacy tutor, speech and language pathologist, literacy specialist, teacher aides)

Admissions Requirements:

1. Official transcripts from every college or university attended showing evidence of a bachelor's degree or higher from an accredited college or university;
2. A minimum 3.0 (B) GPA from a completed undergraduate degree program;
3. Evidence of experience in a traditional or nontraditional educational setting, such as pre-service teacher training, P-12 school positions, after-school tutor, librarian, etc. (May be waived at the discretion of the program coordinator.);
4. Two letters of recommendation from your previous or current professors, employers, or professional colleagues; and
5. A written one-page essay that addresses the following question: How will this advanced certificate in the Science of Reading contribute to your professional goals and advance your knowledge?

Program of Study: The program of study consists of 9 credits of core courses in a Post-Bachelor's or Post-Master's degree track. All courses require that candidates participate in at least ten hours of field experience during the semester.

Post-Bachelor's Track – Course Sequence:

Semester	Courses
Fall 1 6 credits total	EDR 500: Foundations in the Science of Reading (3 credits) EDR 510: Instructional Methods in the Science of Reading (3 credits)
Spring 1 3 credits total	EDR 516: Literacy Assessment in the Science of Reading (3 credits)

Post-Master's Track - Course Sequence (for individuals already possessing a master's degree):

Semester	Courses
Fall 1 6 credits total	EDR 700: Foundations in the Science of Reading (3 credits) EDR 710: Instructional Methods in the Science of Reading (3 credits)
Spring 1 3 credits total	EDR 716: Literacy Assessment in the Science of Reading (3 credits)

Required Courses

Post-Bachelor's Track

EDR 500: Foundations in the Science of Reading (3 credits)
Investigates evidence-based foundations of the Science of Reading to understand the fundamental principles of reading and writing development of students with varying abilities and from diverse linguistic and cultural backgrounds. Examines the big six skills of reading development: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. (10 hours of fieldwork required.)
PREREQ: Permission of program coordinator

EDR 510: Instructional Methods in the Science of Reading (3 credits)
Examines curriculum and instructional methods in the Science of Reading. Select, design, and implement systematic and explicit instruction in structured literacy, including phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language skills for students with varied abilities and from different linguistic backgrounds. Incorporation of culturally responsive pedagogies and disciplinary texts of various forms. (10 hours of fieldwork required.)
PREREQ: Permission of program coordinator

EDR 516: Literacy Assessment in the Science of Reading (3 credits)
Examines comprehensive assessment and evaluation methods that address the big six skills of structured literacy, including phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language skills, to shape instructional environments and meet students' needs. Identifies specific assessments to be used as universal screeners, diagnostics, progress monitoring tools, and outcome evaluations in a comprehensive and systematic Response to Intervention model. (15 hours of fieldwork required, Case study conducted under supervision.).
PREREQ: Permission of program coordinator

Post-Master's Track
EDR 700: Foundations in the Science of Reading (3 credits)
Investigates evidence-based foundations of the Science of Reading to understand the fundamental principles of reading and writing development of students with varying abilities and from diverse linguistic and cultural backgrounds. Examines the big six skills of reading development: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. (10 hours of fieldwork required.)
PREREQ: Permission of program coordinator

EDR 710: Instructional Methods in the Science of Reading (3 credits)
Examines curriculum and instructional methods in the Science of Reading. Select, design, and implement systematic and explicit instruction in structured literacy, including phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language skills for students with varied abilities and from different linguistic backgrounds.

Incorporation of culturally responsive pedagogies and disciplinary texts of various forms. (10 hours of fieldwork required.)
PREREQ: Permission of program coordinator

EDR 716: Literacy Assessment in the Science of Reading (3 credits)
Examines comprehensive assessment and evaluation methods that address the big six skills of structured literacy, including phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language skills, to shape instructional environments and meet students' needs. Identifies specific assessments to be used as universal screeners, diagnostics, progress monitoring tools, and outcome evaluations in a comprehensive and systematic Response to Intervention model. (15 hours of fieldwork required, Case study conducted under supervision.).
PREREQ: Permission of program coordinator

4. **Rationale:**
Nationwide, there has been an intense focus in the media, policy, and educational practice on improving reading instruction to reflect best practices in the Science of Reading (Woulfin & Gabriel, 2022). This focus has led to policy shifts and guidance to schools and districts across New York State, such as the Literacy Briefs released by NYSED and the NYC Reads Initiative in the New York City Department of Education schools. To respond to these shifts in policy and instructional practices, individuals involved in the education of K-12 students, namely principals, teachers, and literacy specialists along with others such as after school program teachers, literacy tutors, etc., must receive training and professional development to hone their practice. Calls by organizations, such as the National Council on Teacher Quality (NCTQ), have been made for current pre-service and in-service teacher preparation programs to respond to these shifts in their curriculum and program offerings. This advanced certification program is designed to respond to these calls to ensure that all interested parties understand the five components of the science of reading and "participate in high-quality professional learning and demonstrate their knowledge and implementation of the science of reading" (NCTQ, n.d., p. 5). By doing so, this program will contribute to Lehman's goal of creating curricula that reflect the needs of the local community.

Currently, we offer an Advanced Certificate program in Literacy Education for practicing teachers who are seeking teacher certification in literacy, which is 18 credits. The Science of Reading Advanced Certificate program is unique as it will be offered to all people with an education background interested in learning more about the program topics in addition to those seeking teacher certification, such as principles, teacher assistants, after-school program leaders, speech and language pathologists, etc., providing a quick response to the current needs and calls in a short time frame. For those interested in obtaining certification, all 9 credits of the Science of Reading

Advanced Certificate program may be transferred into any of our existing literacy education programs (Advanced Certificate in Literacy Education, Literacy Studies, MSEd., or Literacy and Special Education Dual Cert, MSEd.), providing a pipeline of extended study.

A distance education format proposal (see attached NYSED documents) is also being submitted to offer the Science of Reading, Advanced Certificate program in an online format. The distance learning format will provide greater flexibility to students by allowing them to complete the program by taking all courses HyFlex, where they are able to select the mode (synchronous online or asynchronous) that matches their needs for particular class sessions. The department plans to offer at least one section of each course HyFlex each year.

5. **Date of Department Approval:** November 13, 2024
   Date of Senate Approval: February 5, 2025

**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 with Cross-Listing

2.

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Literacy Studies
Course Prefix & Number	EDR 516 (cross-listed with EDR 716)
Course Title	Literacy Assessment in the Science of Reading
Description	Examines comprehensive assessment and evaluation methods that address the big six skills of structured literacy, including phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language skills, to shape instructional environments and meet students' needs. Identifies specific assessments to be used as universal screeners, diagnostics, progress monitoring tools, and outcome evaluations in a comprehensive and systematic Response to Intervention model. (15 hours of fieldwork required, Case study conducted under supervision.)
Pre/ Co Requisites	PREREQ: Permission of program coordinator
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**

We propose the course to center on using research-based science of reading assessments to drive literacy instruction given new NYSED mandates for literacy instruction in the science of reading. In addition, the course focuses on literacy assessment, evaluation, and intervention in all educational contexts, including traditional school settings and nontraditional settings such as tutoring and homeschool environments across all student ages and grades.

This is a required course in the proposed Science of Reading Advanced Certificate Program for the post-bachelor's track. This course should be cross-listed with EDR 716.

4. **Learning Outcomes (By the end of the course students will be expected to):**
   - Recognize, understand, and evaluate the purposes, attributes, strengths, and limitations of different types of structured literacy assessments, including a variety of formal and informal assessments for screening, diagnosis, progress monitoring, and measuring outcomes
   - Interpret and use assessment data to analyze individual, group, and classroom performance and progress in each of the following areas: concepts of print, phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language, motivation, and writing
   - Appropriately communicate assessment purposes, results, student work samples, and implications of results to a variety of audiences, including students, parents, colleagues, and administrators

5. **Date of Departmental Approval:** November 13, 2024
   Date of Senate Approval: February 5, 2025

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 with Cross-Listing

2.

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Literacy Studies
Course Prefix & Number	EDR 500 (cross-listed with EDR 700)
Course Title	Foundations in the Science of Reading
Description	Investigates evidence-based foundations of the Science of Reading to understand the fundamental principles of reading and writing development of students with varying abilities and from diverse linguistic and cultural backgrounds. Examines the big six skills of reading development: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. (10 hours of fieldwork required.)
Pre/ Co Requisites	PREREQ: Permission of program coordinator
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	X___ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**

In response to new NYSED mandates for literacy education in the science of reading, we propose the course title and description to provide evidence-based research and frameworks surrounding the Science of Reading. This course provides foundational context and information about literacy development and acquisition to connect theory to instructional practice.

This is a required course in the proposed Science of Reading Advanced Certificate Program for the post-bachelor's track. This course should be cross-listed with EDR 700.

4. **Learning Outcomes (By the end of the course students will be expected to):**
   - Demonstrate knowledge of major evidence-based foundations of the science of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) and literacy development throughout the grades and its relationship with other aspects of literacy.
   - Demonstrate knowledge of the major evidence-based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy.
   - Demonstrate knowledge of evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy.
   - Identify and define major factors influencing diverse learners in terms of neuro-psychology, physiology, language, and sociocultural environments.

5. **Date of Departmental Approval:** November 13, 2024
   Date of Senate Approval: February 5, 2025

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 with Cross-Listing

2.

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Literacy Studies
Course Prefix & Number	EDR 510 (Cross-listed with EDR 710)
Course Title	Instructional Methods in the Science of Reading
Description	Examines curriculum and instructional methods in the Science of Reading. Select, design, and implement systematic and explicit instruction in structured literacy, including phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language skills for students with varied abilities and from different linguistic backgrounds. Incorporation of culturally responsive pedagogies and disciplinary texts of various forms. (10 hours of fieldwork required.) PREREQ: Permission of Coordinator
Pre/ Co Requisites	PREREQ: Permission of program coordinator
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	X___ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **Rationale:**

In response to new NYSED mandates for literacy education in the science of reading, we propose the course title and description to provide evidence-based research on curriculum and instructional methods in the Science of Reading. The course requires students to implement six core areas in teaching reading and writing systematically and explicitly.

This is a required course in the proposed Science of Reading Advanced Certificate Program for the post-bachelor's track. The course should be cross-listed with EDR 710.

4. **Learning Outcomes (By the end of the course students will be expected to):**
   ● Examine the impact of the Science of Reading on reading curriculum and instructional methods
   ● Recognize, understand, and evaluate the strengths and appropriateness of different types of instructional practices and materials in the Science of Reading
   ● Implement instructional practices, materials, and assessments in the Science of Reading in educational settings
   ● Understand and respond to the student's needs in learning disciplinary texts in various forms and developing reading and writing skills in the Science of Reading
   ● Select, develop, and implement curriculum and lesson plans or unit studies by using the Science of Reading framework

   5. **Date of Departmental Approval:** November 13, 2024
   Date of Senate Approval: February 5, 2025

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

**DEPARTMENT OF_COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of change:** Title, Description, Prerequisite, Cross-listing

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Literacy Education
Course Prefix & Number	EDR 716
Course Title	~~Literacy Development in Nontraditional Settings~~
Description	~~Theoretical and empirical foundations for designing and implementing literacy programs in nontraditional settings. Examines and analyzes theories and practices of language, learning, knowledge, and ideology. Assessment and observations under supervision are made of operating literacy programs.~~
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	X＿＿ Not Applicable ＿＿＿ Required ＿＿＿ English Composition ＿＿＿ Mathematics ＿＿＿ Science ＿＿＿ Flexible ＿＿＿ World Cultures ＿＿＿ US Experience in its Diversity ＿＿＿ Creative Expression ＿＿＿ Individual and Society ＿＿＿ Scientific World

3. **To:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[　] Undergraduate [X] Graduate
Academic Level	[X] Regular [　] Compensatory　[　] Developmental　[　] Remedial
Subject Area	Literacy Studies
Course Prefix & Number	EDR 716 (Cross-listed with EDR 516)
Course Title	Literacy Assessment in the Science of Reading
Description	Examines comprehensive assessment and evaluation methods that address the big six skills of structured literacy, including phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language skills, to shape instructional environments and meet students' needs. Identifies specific assessments to be used as universal screeners, diagnostics, progress monitoring tools, and outcome evaluations in a comprehensive and systematic Response to Intervention model. (15 hours of fieldwork required, Case study conducted under supervision.)
Pre/ Co Requisites	PREREQ: Permission of program coordinator
Credits	3
Hours	3
Liberal Arts	[　] Yes　[X]　No

Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X___ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale:**

We propose changing the course to center more specifically on using research-based science of reading assessments to drive literacy instruction given new NYSED mandates for literacy instruction in the science of reading. In addition, we shift the course to focus on literacy assessment, evaluation, and intervention in all educational contexts, including traditional school settings and nontraditional settings such as tutoring and homeschool environments across all student ages and grades.

This is a required course in the proposed Science of Reading Advanced Certificate Program for the Post-Master's track. This course should be cross-listed with EDR 516.

5. **Date of Departmental Approval:** November 13, 2024
   Date of Senate Approval: February 5, 2025

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

**DEPARTMENT OF_COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of change:** Title, Description, Prerequisite, Cross-listing

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Literacy Education
Course Prefix & Number	EDR 700
Course Title	~~Studies in the Teaching of the Language Arts Advanced Course~~
Description	~~Examination of language arts research (listening, speaking, reading, writing) related to classroom practices.~~
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	X___ Not Applicable
	____ Required
	____ English Composition
	____ Mathematics
	____ Science
	____ Flexible
	____ World Cultures
	____ US Experience in its Diversity
	____ Creative Expression
	____ Individual and Society
	____ Scientific World

3. **To:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Literacy Studies
Course Prefix & Number	EDR 700 (Cross-listed with EDR 500)
Course Title	Foundations in the Science of Reading
Description	Investigates evidence-based foundations of the Science of Reading to understand the fundamental principles of reading and writing development of students with varying abilities and from diverse linguistic and cultural backgrounds. Examines the big six skills of reading development: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. (10 hours of fieldwork required.)
Pre/ Co Requisites	PREREQ: Permission of program coordinator
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	X___ Not Applicable
	____ Required
	____ English Composition
	____ Mathematics
	____ Science
	____ Flexible
	____ World Cultures
	____ US Experience in its Diversity
	____ Creative Expression
	____ Individual and Society
	____ Scientific World

4. **Rationale:**

In response to new NYSED mandates for literacy education in the science of reading, we propose changing the course title and description to provide evidence-based research and frameworks surrounding the Science of Reading. This course provides foundational context and information about literacy development and acquisition to connect theory to instructional practice.

This is a required course in the proposed Science of Reading Advanced Certificate Program for the Post-Master's Track. This course should be cross-listed with EDR 500.

5. **Date of Departmental Approval:** November 13, 2024
   Date of Senate Approval: February 5, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF_COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION

CURRICULUM CHANGE

1. **Type of change:** Title, Description, Prerequisite, Cross-listing

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Literacy Education
Course Prefix & Number	EDR 710
Course Title	~~Literacy Curriculum~~
Description	~~Literacy curriculum~~
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **To:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Literacy Studies
Course Prefix & Number	EDR 710 (Cross-listed with EDR 510)
Course Title	Instructional Methods in the Science of Reading
Description	Examines curriculum and instructional methods in the Science of Reading. Select, design, and implement systematic and explicit instruction in structured literacy, including phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language skills for students with varied abilities and from different linguistic backgrounds. Incorporation of culturally responsive pedagogies and disciplinary texts of various forms. (10 hours of fieldwork required.)
Pre/ Co Requisites	PREREQ: Permission of program coordinator
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X____ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

4. **Rationale:**

In response to new NYSED mandates for literacy education in the science of reading, we propose changing the course title and description to provide evidence-based

research on curriculum and instructional methods in the Science of Reading. The course requires students to implement six core areas in teaching reading and writing systematically and explicitly.

This is a required course in the proposed Science of Reading Advanced Certificate Program for the Post-Master's track. This course should be cross-listed with EDR 510.

5. **Date of Departmental Approval:** November 13, 2024
   Date of Senate Approval: February 5, 2025

Assessment Webinar (via Zoom)
February 20, 2025 3:30PM – 5:00PM

"Building a Better Assessment Process: Lessons from Psychology" with

Karyna Pryiomka, PhD and Martin Downing, PhD

"Simple Strategies to Assess Information Literacy" with

Devrim Yavuz, PhD

The Zoom meeting will be the first in a series of discussions intended to showcase how members of the Lehman community have approached assessment and will feature a discussion on how Psychology has planned and used assessment to involve members of their Department in discussions about the major, and, how Sociology has assessed information literacy in multiple sections. Participants will have an opportunity to ask questions and as such we encourage not only Chairs and Assessment Coordinators, but also faculty and members of the wider Lehman community to attend.

An invitation will be sent by email to the Lehman community

LEHMAN COLLEGE

Call for presentations: Email from SPAIR

1. **A Panel on student empowerment through faculty-driven assessment at** the CTL's *Excellence in Education and Community Conference*, April 9, 2025)

2. **Lehman College Assessment Webinar**, Date to be scheduled around faculty members' schedule twice a semester. Presentations will be accepted on a rolling basis starting February 17, 2025

3. **Bronx Assessment Day** (Joint event of Bronx Community College, Hostos Community College, and Lehman College), March 28, 2025

LEHMAN COLLEGE

General Education assessment

- Two emails went out to Deans and Chairs/Directors to ask for help with General Education assessment (information literacy and written communication skills)

- The Assessment Liaison (Devrim Yavuz) will help each step of the way to make the process relevant for programs

- The Senate Committee will advise

LEHMAN COLLEGE

Rationale

- Information Literacy and Written Communication skills are best assessed when there is context (discipline specific)

- Test out to see if this approach will be more effective for Middle State's visit

- A lot of assessment is being done but is going unreported

Assessment Committee Announcements
Lehman College Senate Meeting 2/5/2025

LEHMAN
COLLEGE

NEXT meeting

- Via zoom:

    Wednesday February 19, 2025

    11AM-12PM

LEHMAN COLLEGE

Library Technology and Telecommunications Committee Report

Next Meeting: February 26th

Location: ZOOM

Library

- Library offers 30-40 minute guided tours. Participants will receive a general overview of Library Services such as resources, study spaces, technology available and more. Upcoming tours are February 10th @ 10 AM and February 11th @ noon. For groups of more than 15, please contact Rebecca Arzola to schedule a time. You must have a physical or digital ID to enter Library
- Library and Africana Studies Announce a Reading and Discussion with Prof. Mark Christian on Wednesday, February 26th from 12:00-1:00 PM. Prof. Christian will be reading from his book *Frederick Douglass: A Life in American History.* Registration is required. Find the link on Library Homepage.

Information Technology

- Lehman will be transitioning to Brightspace in the summer semester. Beginning with the summer semester all teaching and learning will be done on Brightspace. Students registering for summer and fall courses will be enrolled on Brightspace.
- Course Migration from Bb to Brightspace has begun. 4-years of course content will be migrated to Brightspace.
- The LMS Transition Team has launched a Brightspace Transition website which is full of information regarding the transition. Training will begin for faculty in early March. The site can be accessed from the Lehman Homepage through either the Faculty/Staff link or Student Link.
- We are continually getting closer to using the CUNY login for Lehman applications. The one login will streamline our community's access to our various applications and greatly reduce memorizing various logins and passwords.
- We strongly recommend that the college community take the CUNY Cybersecurity Course on Bb. There is a course for students and faculty and each course will take no longer than 45-minutes to complete. There is some very important information in these courses to help you protect yourself when online.
- The new Self Service Password Management platform is in the final stages of testing and will be launched within two weeks. This platform promises ease of use and will drastically cut down on direct IT intervention.

Blackboard/Learning Management System

- We are pleased to announce the start of Lehman's Ambassador Program which 13 faculty members will be helping us train faculty on pedagogical design in Brightspace. Training will be starting next month. Please watch for announcements

- The Bronx Ed Tech Showcase will be held at Lehman College on May 2, 2025. The Ed Tech Showcase committee will be sending out SAVE THE DATE Reminders shortly. The Call for Proposals will be sent during January. Please consider presenting at the showcase. The CUNY Community is Welcome to attend

Center for Teaching and Learning/Online Education

- The **Excellence in Education and Community Conference (EECC)** is a free and in-person celebration hosted by the Center for Teaching and Learning on April 9. The forum recognizes the scholarly achievements in teaching, learning, and community by CUNY Lehman College students, faculty, staff, and members of the Bronx. Deadline for submissions is **February 16, 2025.**

Governance Committee Report
February 5th, 2025

1. Committee Nomination Solicitation & Election
    a. Roughly Half of Faculty Committee Positions Expire 6/25
    b. Three-Step Process
        i. Nomination Round: March 3rd – March 17th
        ii. Slate Prepared: April
        iii. Elections: May Senate Meeting
    c. See Attached Information, Memo, and Ballot (Links Not Active Yet)

2. Other Announcements
    a. Senator At-Large Elections
    b. Committee Blurbs Now Available
    c. Subcommittee on Free Speech and the Right To Peaceful Protest Report

3. Next Governance Meeting is TBA

The Lehman College Senate Standing Committee Faculty/Staff Member Election Process 2025

Step 1: Nomination Solicitation

All Faculty and Staff are asked to contribute nominations to fill Senate Committee faculty member seats that will be vacant as of June 2025.

March 3rd – March 17th by Email

Step 2: Slate Prepared

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

March Governance Meeting

Step 3: The Senate Votes

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

May Senate Meeting

LEHMAN COLLEGE SENATE GOVERNANCE COMMITTEE

March 3rd, 2025

To Members of the Lehman College Faculty and Staff:

The Lehman College Senate Governance Committee solicits nominations for the standing committees of the Senate for the 2025-2026 and 2026-2027 academic years.

Nominees **do not need to be members of the Senate**; they can be

- full-time faculty (including substitute faculty),
- adjunct faculty, or
- staff members in the CLT or HEO series.

The term of service is **two years**. Descriptions of the function of each committee are available online at: https://www.lehman.edu/college-senate/documents/LC-SenateBylaws-March2024.pdf

To submit nominations, please click here. The linked page shows each committee's current faculty/staff members and specifies which of these members have expiring terms. You may nominate up to three candidates for each committee. You can nominate yourself, and current members can be renominated. **Please nominate only individuals who have agreed to serve if nominated and elected.**

We are also seeking nominees for the Lehman College Auxiliary Enterprise Corporation and for Ombudsperson. More information about these positions can be found on the last page of the ballot linked to above.

Please submit nominations by **Monday, March 17th**. Your cooperation is most appreciated; thank you.

Sincerely,
Joseph Fera
Chair, Governance Committee

NOMINATION INFORMATION AND LINKS
FACULTY AND STAFF VACANCIES
STANDING SENATE COMMITTEES

Academic Freedom Committee

Members With Continuing Terms

David Manier (PSY)
Mohan Vinjamuri (SWK)

Members With Expiring Terms

Diane Auslander (HIS)
Duran Fiack (POL)
Kevin Johnson (MAT)

To Submit Nominations For
This Committee Please Click

HERE

Assessment Committee

Members With Continuing Terms

Julissa Adames-Torres (SWK)
Martin Downing (PSY)
Devrim Yavuz (SOC)

Members With Expiring Terms

Gary Ford (AAS)
Yaswantie Persaud (SOE)
Sean Stein Smith (ACC)

To Submit Nominations For
This Committee Please Click

HERE

Admissions, Evaluations, and Academic Standards

Members With Continuing Terms

Sandra Campeanu (PSY)
Avery Forbes (ACAD ADV)
Brenda Hernandez-Acevedo (NUR)

Members With Expiring Terms

Monica Duncan (MMTD)
Tanja Haxhoviq (MAT)
Andrei Jitianu (CHE)

To Submit Nominations For
This Committee Please Click

HERE

Budget and Long-Range Planning

Members With Continuing Terms

Brian Murphy (CS)
Rafael Gonzalez (MAT)
Alexander Nune Torres (ECO BUS)

Members With Expiring Terms

Augustina Checa (MMTD)
Theresa Lundy (NUR)
Meagan Serrano (CLLSE)

To Submit Nominations For This Committee Please Click

HERE

Campus Life and Facilities

Members With Continuing Terms

Kofi Benefo (SOC)
Danielle Magaldi Dopman (CLLSE)
Penny Prince (MMTD)

Members With Expiring Terms

Alex Bux (NUR)
Melissa Deri (CHE)
Di Wu (FISE)

To Submit Nominations For This Committee Please Click

HERE

Equity, Inclusion, Accessibility, and Anti-Racism

Members With Continuing Terms

Matthew Frye-Castillo (ENG)
Gabriela Kohler (STUD DIS SERV)
Darcel Reyes (NUR)

Members With Expiring Terms

Takiyah Ali (GRAD STUD)
Diana Almodovar (SLHS)
Alyssa Lyons (SOC)

To Submit Nominations For This Committee Please Click

HERE

Graduate Studies

Members With Continuing Terms

Edward Kennely (BIO)
Justine McGovern (SWK)
Rossen Petkov (ACC)

Members With Expiring Terms

Janet Desimone (CLLSE)
Liat Seiger (SLHS)
Smee Wang (MMTD)

To Submit Nominations For This Committee Please Click

HERE

Library, Technology, and Telecommunications

Members With Continuing Terms

Stephen Castellano (IT)
Jennifer McCabe (MMTD)
Jennifer Van Allen (CLLSE)

Members With Expiring Terms

Sherry Deckman (MHSE)
Dana Fenton (SOC)
Joseph Mohorcich (POL)

To Submit Nominations For This Committee Please Click

HERE

Undergraduate Curriculum Committee

Members With Continuing Terms

Amod Choudhary (MBI)
Douglas Oberlin (EXS SCI)
Daniel Stuckart (MHSE)

Members With Expiring Terms

Yuri Gorokhovich (EEGS)
Julie Maybee (PHI)
Lynn Rosenberg (SLHS)

To Submit Nominations For This Committee Please Click

HERE

Lehman College Auxiliary Enterprise Corporation

Brief Position Description*: The Lehman College Auxiliary Enterprise Corporation oversees operations and budgets of the College as they pertain to operations outside of regular college activities. These include beverage/snack vending, parking, the motorcycle school, cafeteria commission, bookstore commission, and Lehman Stages/Studio. This is a 1-year term position.*

Member with Expiring Term

Bartholomew Bland (ART GALLERY)

To Submit Nominations For This Committee Please Click

HERE

Ombudsperson

Brief Position Description*: The Lehman College Ombudsperson shall serve as a confidential investigator in cases of alleged unfairness or maladministration. The Ombudsperson shall be the impartial spokesperson for all parties involved in such cases. The services of the Ombudsperson shall be available to all members of the Lehman College community. The Senate Ombudsperson must be a tenured member of the faculty and the term of service is 2 years.*

Member with Expiring Term

Penny Prince (MMTD)

To Submit Nominations For This Committee Please Click

HERE

Notes.
Lehman College Association elections in 2026

Governance Subcommittee on Free Speech and The Right to Peaceful Protest

Join us at our next meeting, to share your views regarding free speech and peaceful protest!

At this point, the subcommittee has offered considerations and suggested recommendations to the Governance Committee. The recommendations have not been reviewed or voted on as a committee. Until we vote on recommendations to the Senate, we would like to hear from you!

We invite the campus community to join us at the next subcommittee meeting to share input on these findings, on the considerations, and to offer input on recommendations.

The subcommittee will meet on Zoom, at a date and time to be announced. We will include the date, time, and Zoom information on the Governance Committee section of the Senate website as soon as it is available.

Charge:
 1. To examine the roles of Standing Senate Committees and Shared Governance bodies regarding the assessment and implementation of current policies impacting free speech and peaceful protest on the Lehman campus;
 2. To consider and recommend changes and/or new policies to the Governance Committee regarding the Senate's and Shared Governance role in formulating, making, and implementing policies impacting free speech and peaceful protest on the Lehman campus.

Summary of Governance Subcommittee Report

- No recommendations at this time, only a list of findings to share, in the hope to start a conversation and make information more readily available for the Senate and our campus community.
- Recommendations will be presented for review to Governance Committee at February or March meeting, if the agenda allows.
- This subcommittee's direction for findings was guided by recommendations and discussion that stemmed from Governance Committee meetings.
- Information below aims to outline the landscape of how and whether shared governance is involved in matters relating to free speech and peaceful protest on campus.
- It is unclear what avenues exist to report concerns regarding violations of free speech that are overseen by shared governance, outside of the Ombudsperson (see the role of Ombudsperson p. 3-4).
- The Lehman College Title IX form is possibly the only avenue to report concerns regarding violations of free speech and the right to protest peacefully, though how to

report that in the form is unclear, and it is not ruled by shared governance (see p. 5-7 on how to report a concern).

- Upon reviewing current Lehman channels of communication and how shared governance is involved in enforcement of policies regarding right to peaceful protest and free speech, and regarding possible violations of free speech, it remains unclear how policies are created, such as the addendum to the student code of conduct, which could be read as including language that is unconstitutional, which may not have included faculty in drafting the language for this document, the enforcement of which is unclear, and the public announcement of the addendum and its policies is unknown.

Subcommittee Findings

1. The roles of Standing Senate Committees and Shared Governance bodies regarding the assessment and implementation of current policies impacting free speech and peaceful protest on the Lehman campus.

a. We are unsure of avenues to report concerns regarding violations of free speech that are overseen by shared governance, outside of the Ombudsperson.

b. We highlight the Lehman College Title IX form as possibly the only avenue to report concerns regarding violations of free speech and the right to protest peacefully, though how to report that in the form is unclear (see below), and it is not ruled by shared governance (see p. 5-7 on how to report a concern).

c. The mechanisms for members of the Lehman community to express concerns regarding violations of free speech and the right to protest peacefully are unclear. The Academic Freedom Committee (AFC) frequently reports on any developments that may affect faculty participation in governance and in teaching. We noticed that AFC does not feature a reporting tool or list of resources for faculty or students who experience violations of free speech. Academic Freedom Committee (or an ad hoc committee on free speech) could work closely with administration as necessary to discuss trends in governance dynamics related to free speech, as well as include a structure wherein students, faculty, staff could report violations of free speech. There could also be a list of resources available online, including definitions of discriminatory practices.

d. We were not able to locate in Lehman College resources, student handbook, or event recommendations, a reminder that "A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights."

e. It is unclear whether anonymous reports can be submitted anywhere at Lehman College, or CUNY-wide, wherein further action could be pursued.

    f. **List of mechanisms for members of the Lehman community to express concerns.**

        i. **Ombudsperson** (from Lehman College 2024 Senate Bylaws)

The Lehman College Ombudsperson shall serve as a confidential investigator in cases of alleged <mark>unfairness or maladministration</mark>. The Ombudsperson shall be the impartial spokesperson for all parties involved in such cases. The services of the Ombudsperson shall be <mark>available to all members of the Lehman College community</mark>.

The Ombudsperson shall be a tenured member of the faculty who shall serve as Ombudsperson for a term of two years, and who shall be eligible for re-election. The Ombudsperson shall be <mark>elected by the Senate</mark>.

Nominations shall take place in the Spring semester of odd-numbered years by procedures regularly used in Senate elections. In case of a vacancy, the same procedures shall be used in choosing a successor for the unexpired term. <mark>The Ombudsperson shall report to the Senate during the Spring semester on their activities during the academic year</mark>.

        ii. CUNY - wide:

            1. **Discrimination and Retaliation Report**: The City University of New York ("CUNY") is committed to addressing discrimination and retaliation reports promptly, consistently, and fairly. The following publicly available form allows for the submission of a report of discrimination and/or retaliation, as prohibited by and defined in [CUNY's Policy on Equal Opportunity and Non-Discrimination](#) ("EO Policy"). For reports of sexual harassment or sexual violence, including sexual assault, stalking, domestic and intimate violence, please follow the process outlined in [CUNY's Policy on Sexual Misconduct](#). This report will be submitted to the Chief Diversity Officer of the CUNY College or school that is implicated. The Chief Diversity Officer will review this report thoroughly and take appropriate action, which may include reaching out to the reporting individual for more information or to explore next steps. A report may be made anonymously. An anonymous report will be taken seriously and reviewed thoroughly; however, <mark>the ability to investigate an anonymous report and pursue further action may be limited.</mark>

            2. **Rules and Regulations for the Maintenance of Public Order**

https://www.cuny.edu/about/administration/offices/ovsa/policies/rules-for-maintenance-of-public-order/

"The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedom: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can nourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself."
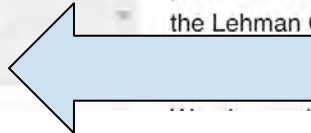
"A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he interfere with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services."

iii. Lehman College: Title IX form

substantiated.

▸ If the conduct of Respondent is substantiated and they are a member of the faculty or staff, the matter is referred for discipline in accordance with their collective bargaining agreement.

FILE A COMPLAINT →

Are you a:

Current Lehman Student ☐

Former Lehman Student ☐

Current Lehman Employee ☐

Former Lehman Employee ☐

Other ☐

What type of unlawful discrimination/harassment are you reporting? * Check all that apply.
Note: at least one must be checked.

☐	ADA Accomodation Request	☐	Marital/Partnership Status	☐	Pregnancy
☐	Gender	☐	Sexual Orientation	☐	Race/Color
☐	Sexual Harassment	☐	Arrest/Prior Conviction	☐	Victim of Domestic Violence
☐	Sexual Misconduct - Non-Tite IX	☐	Military Status	☐	Religion/Creed
☐	Title IX	☐	Stalking	☐	Workplace Violence
☐	Age	☐	Disability	☐	Retaliation
☐	Sexual Assault	☐	Predisposing Genetic Characteristic	☐	Other
☐	Alienage/Citizenship Status	☐	Ethnicity/National Origin		

ii. **Lehman Senate Committees.** There are Senate Committees such as EIAAR and Academic Freedom available to listen to grievances during open meetings; neither of them have charges that directly relate to free speech

iii. **Lehman Administrative offices.** There are several administrative offices that deal with Complaints and Grievances, those are not entities or processes with shared governance procedures (wherein people are elected through shared governance, and report to shared governance), and it is unclear whether any of their charges directly relate to free speech:

1. *the Office of Compliance and Diversity / Title IX* (policies such as the CUNY Policy on Sexual Misconduct, the Policy on Non-Discrimination, and the Title IX protocols) does not make mention of free speech or peaceful protest;

2. *The Division of Student Affairs* website presents the office as a space for support services for students. It does not make any mention of where students can go to express concerns regarding violations of free speech and the right to peaceful protest, other than: "We assist students with social, personal, and emotional development, and encourage their intellectual and ethical growth through clubs, leadership activities, and various community events. We're also here to help students with academic and non-academic matters as well as navigating Lehman College and CUNY policies, guidelines, and procedures." It is also unclear in that website where to find policies, guidelines and procedures related to free speech and peaceful protest.

3. *Report Student Concern & General Community Concern From (students only)* The Division of Student Affairs website includes a link to report Student Concern, and General Community Concern. It is unclear whether these concerns can relate to

==highlight==free speech or peaceful protest.== We list the language below until further analysis.

"Please use the **General Community Concern** report form **in the dropdown menu below** in the rare instance where you encounter a scenario where the behavior exhibited by a student does not rise to any of the above defined scenarios. Examples of general community concern might be bystander reporting (e.g. ==offensive or discriminatory language being used by unidentifiable student members of the Lehman community==; ==loud or large gatherings in quiet spaces on campus==)."

Where do these concerns go, beyond the Office of Student Affairs - could a process of shared governance be involved?

2. Preliminary considerations regarding the Senate's and Shared Governance role in formulating, making, and implementing policies impacting free speech and peaceful protest on the Lehman campus.

a. Consideration: When an issue of unfair bias regarding free speech and/or peaceful protest comes up in campus life, it is unclear whether there is an avenue for shared governance to discuss, tackle, or evaluate various issues. It is also unclear that the College protects campus members' constitutional rights. For example:

1. We could not find any mention of protection of constitutional rights.
2. What student input, and what faculty input, go into the policy-making and updating of rules and procedures such as the student handbook (and addendum)?
   a. For example, an addendum to the student code of conduct was drafted and published, yet the campus community was not publicly informed of the drafting process or the publication of the addendum.
   b. For example, a student Demonstration and Other Expressive Activities Form [The "Request Form" they created - "Student Demonstrations and Other Expressive Activities"](#) was created to "review and approve requests in accordance with the Interim Guidance on Student Activities Related to Safe Demonstrations at CUNY Lehman College."
      i. It is unclear who provides "Interim Guidance on Student Activities Related to Safe Demonstrations at CUNY Lehman College," and when that entity was created.
      ii. Who created this form? Who was consulted? Who is the oversight for the language in the form? Can it be revised via shared governance?
   c. When it comes to student grades and enforcement of policies such as plagiarism, there are mechanisms of shared governance to review grade appeals, where anonymity of students can be protected.
      i. Is there a shared governance body to review instances of student conduct that could lead to suspension or expulsion?
      ii. Were specific policies disrespected on October 7 that could prompt a faculty member or campus official to presume that students participating in the protest could be suspended or expelled from Lehman College. If so, is there a protocol for students or faculty to file an appeal?
3. What mechanisms exist to ensure that students, student leaders, campus officials, faculty and staff, briefed, trained in, or made aware of the new restrictions/procedures for protests? What mechanisms are in place to disseminate information about peaceful political gatherings and intellectual forums on campus? What type of communication exists to notify the campus community of the aftermath of such gatherings? For example, a peaceful protest took place on

campus on October 7, and the timeline of events of that day, along with the retaliation that occurred afterwards, was not communicated to the campus-wide community.

4. When guidance is relayed from the Chancellor to campus leaders regarding rules, regulations, policies, and procedures in relation to free speech, protests and demonstrations, what mechanisms exist to ensure that this guidance is shared with the campus community? What mechanisms exist or can be put in place to ensure that shared governance has a role in the implementation of said rules, regulations, policies, and procedures?

5. It is unclear whether shared governance was involved in the drafting of the addendum to the Student Handbook, the General Community Concern online form, and the creation of the "Interim Guidance on Student Activities Related to Safe Demonstrations at CUNY Lehman College." As a result, there is lack of clarity regarding the compatibility of the addendum, the Interim Guidance, and the online form, with protections articulated under the Henderson Rules and the First Amendment (for example, the number of days for advance notice, restrictions on time, place and manner, etc.)

6. It is unclear where students or faculty can turn to and whether there is a shared governance body to review instances of faculty, staff, administrators who verbally threaten students with suspension or expulsion. Is there a shared governance body that reviews and reports abuse of power on campus? Is there / can there be a shared governance body where students can report feeling unsafe around other students, faculty, campus officials? What is the due process once this has been reported? Does it involve shared governance?

In light of these and other concerns, we will propose recommendations to the Governance Committee during the February meeting. We are hopeful to share a report including recommendations to the Senate for the March meeting.

Respectfully submitted,

Sarah Ohmer and David Hyman

Report for Lehman Senate meeting of February 5, 2025-- UFS Dec. 5, 2024 Plenary Meeting and Minutes of USF Oct. 22 Plenary, as posted. Submitted by Lehman USF reps: Naomi Zack, David Manier, and Stephen Castellano.

The 439th Plenary Session
of The University Faculty Senate
of The City University of New York
Rooms 0818/0819
Tuesday, December 5, 2023
6:30 – 8:00 p.m.

Agenda

1. Approval of the Agenda Approval of the Minutes of October 24, 2023

2. Remarks by Senior Vice Chancellor for Budget and Finance and Chief Financial Officer Sherif Soliman – 6:35 – 7:05 p.m.

3. Discussion of Proposed Letter to the Chancellor regarding Freedom of Expression Policy – 7:05 – 7:25 p.m.

4. Discussion of Budget Advisory Committee Resolution – Ned Benton 7:25 – 7:30 p.m.

5. Update on CUNY Transfer Initiative – Lubie Alatriste – 7:30 – 7:35 p.m.

6. Chair's Report – John Verzani – 7:35 – 7:45 p.m.

7. New Business – 7:45 – 8:00 p.m.

Social starts at 6:00 p.m. in Rooms 0818/0819

Committee meetings:

Academic Affairs – 5:00 p.m. – 6:00 p.m., Room 1835
Academic Freedom – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 0963
Community Colleges – 4:00 – 5:00 p.m., 42nd Street, Room 1179
Inclusivity, Diversity, Equity, and Access – 4:00 p.m. – 5:00 p.m., 42nd Street, Room 1072
Library and Information Technology – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 1002
Status of the Faculty – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 1102
Student Affairs – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 962

Minutes

UFS Chair Verzani called the meeting to order at 6:30 p.m. The Plenary was held in Room 818/819 at the Central Office, 205 East 42nd Street. 64 of the 139 voting members were present.

Baruch: Present – D'Souza, Harel, Lee and Wine. Absent – Ellis, Frank, Martell and Wymbs. Vacancies – 1. **BMCC:** Present – Comeau-Kirschner, Glaser, McCarthy, Oram, Rose and Wiseman. Absent – Belknap, Danison, Gonzalez-Urbina, Lomask and Matarese. **Bronx CC:** Present – Fisher and Rothenberg. Absent – Ayikoye and Kaighobadi. Vacancies – 2. **Brooklyn:** Present – Evans, Levy and Alternate Klein. Absent – Arnow, Bassell, Belyayeva, Cohen, Hainline and Okome. Vacancies – 1. **CCNY:** Present – Binz-Scharf, Jeruzalmi, Kornhauser and Li. Absent – Peele and Stemberg. Vacancies – 3. **CSI:** Present – Gold and Verzani. Absent – Feola, Gruber, Vachadze, Wong and Yuan. **CUNY Law School:** Present – Sokkar Harker. Absent – Capulong. **Graduate Center:** Present – Burke, Shirazi and Alternates Gardner and Peters. Absent – Gorman, Riobó and Tournaki. **Guttman CC:** Present – Medina. Absent – Tesser. **Hostos CC:** Present – August, Trachman and Alternate Muñoz. Absent – Griffin and Worrell. **Hunter:** Present – Keating. Absent – Chinn, Chito-Childs, Dahbour, Dudek, Kenigsberg, Kuhn-Osius, Lazreg, Nicolai, Soyer and Young. **John Jay:** Present – Benton, Carbonell, Kimora and Narkunas. Absent – DeLorenzi, Grant, Kaplowitz and Thompson. **Kingsborough CC:** Present – Eaton, Navarro, Stubin and Alternate Segal. Absent – Acosta, Aranoff, Corby and Mattia. **LaGuardia CC**: Present – Albrecht, Fernandez, Klein and Sokolski. Absent – Feldman, Fess and Mann. **Lehman:** Present – Campeanu, Castellano and Zack. Absent – Alexander-Street, Castillo-Planas, Johnson and Vann. **Medgar Evers**: Present – Barker, Chevalier, Huggins and Toure. **NYCCT:** Present – Coughlin, Grujicic-Alatriste and Rodriguez. Absent – Bennett and Gelman. Vacancies – 3. **Queens:** Present – Naughton and Yearwood. Absent – Lowry, McElwaine and Pai. Vacancies – 6. **Queensborough CC**: Present – Adair, Akpinar, Cornick, Puri, Srivastava and Tai. Absent – Anderst, and Kuszai**. York:** Present – Barnes, Chirico and Costley. Absent – Abbott.

Governance Leaders present were: Barker (Medgar Evers), Burke (GC), Chirico (York), Gold (CSI), Grein (Baruch), Jeruzalmi (City) and Peters (GC). Guests present were: Sherif Soliman, Senior Vice Chancellor for Budget and Finance and Chief Financial Officer, Jonathan Hanon (Doctoral and Graduate Students' Council) and Dana Fenton (Lehman). Senators observing via Zoom were Abbott (York), Alexander-Street (Lehman), Anderst (Queensborough), Arnow (Brooklyn), Ayikoye (Bronx), Belknap (BMCC), Castillo (Lehman), Cohen (Brooklyn), Danison (BMCC), Gelman(NYCCT), Gonzalez Urbina (BMCC), Grant (John Jay), Gruber (CSI), Gulli (Kingsborough), Hainline (Brooklyn),Johnson (Lehman), Kaplowitz (John Jay), Kingan (Brooklyn), Martell (Baruch), Thompson (John Jay), Vachadze (CSI), and Yuan (CSI). Guests Observing via Zoom were Karen Bonsignore (NYCCT), Renata

Budny (NYCCT), Sebastien Buttet (Guttman), Beth Counihan (Queensborough), Randall Hannum (NYCCT), Valerie Esposito Kubanick (York),Marissa Moran (NYCCT). Linda Paradiso (SPS), Lesley Rennis (BMCC), Fabiola Salek (York), Rupam Saran (Medgar Evers) and Delia W. Gunpot (NYCCT). Executive Director Cotter, Administrative Assistant Pasela, and Secretary Blanchard were also present.

1. Approval of the Agenda – Adopted as Proposed

2. Approval of the Minutes of October 24, 2023 – Adopted as Proposed

3. Remarks by Senior Vice Chancellor for Budget and Finance and Chief Financial Officer Sherif Soliman – 6:35 – 7:05 p.m. – SVC Soliman provided an overview of the University's financial position based on its first quarter performance. He then outlined for the body the sources of CUNY's considerable fiscal challenges and the various ways the administration proposes to address them, especially regarding campus-specific savings targets over the next few years. He also outlined a series of anticipated city and state budget cuts and how the University plans to absorb them and how it anticipates soliciting additional resources from Albany and the city itself. He then took questions and agreed to conduct a budget workshop for the Senate in the spring.

4. Discussion of Freedom of Expression Within the University – 7:05 – 7:25 p.m. – After providing some historical context, Prof. Chevalier presented the draft of a letter to the Chancellor requesting that CUNY act to strengthen the freedom of expression and academic freedom throughout the University, and to do so via the adoption, in the future, of a formal policy protecting them. A discussion ensued regarding potential modifications to the letter's language and best practices moving forward.

5. Discussion of Budget Advisory Committee Resolution – Ned Benton 7:25 – 7:30 p.m. – Prof. Benton presented a joint resolution between our colleagues in the SUNY Faculty Senate and Faculty Council of Community Colleges calling on Governor Kathy Hochul to fully fund both systems. There being no quorum the body could not formally vote on the resolution.

6. Update on CUNY Transfer Initiative – Lubie Alatriste – 7:30 – 7:35 p.m. – Prof. Alatriste delivered a presentation on the progress of CUNY's transfer initiative for faculty and administrators, and discussed some of the details regarding the initiative's success and some of the challenges that remain. She also noted some of the proposed majors that will be affected by the new policy, and encouraged the body to visit the website for further details. She then took questions.

7. Chair's Report – John Verzani – 7:35 – 7:45 p.m. – Chair Verzani thanked the UFS staff and Profs. Stemberg and D'Souza for organizing a recent conference on Artificial Intelligence .He directed the body to the UFS blog and to reach out to Ms. Pasela should they be inclined to prepare one in the future.

8. New Business – 7:45 – 8:00 p.m. – There was no new business raised.

There being no further business the meeting adjourned at 8:00 p.m.

Respectfully submitted,

Matthew J. Cotter

Resolution Urging Governor Hochul to Make New York State a National Leader in College Affordability

The Budget Advisory Committee of the UFS presented this resolution for discussion. The resolution was adopted as a sense of the body, unanimously, by the 64 members present.

WHEREAS Governor Kathy Hochul has already demonstrated how well she understands that in fulfilling their core academic missions, the State University of New York (SUNY) and the City University of New York (CUNY) advance the public good by transforming students' lives and life chances and serving New York State and City as anchors of community, foundations for democracy, platforms for civic engagement, engines of economic development, pathways to the middle class and beyond, magnets for population growth and private investment, generators of creativity and innovation, and seedbeds for health and human flourishing; and

WHEREAS Governor Hochul has a historic opportunity in her SFY25 Executive Budget to make New York State and City national leaders in college affordability and in sustainably and equitably supporting and advancing SUNY and CUNY's missions; and

WHEREAS SUNY UFS has worked closely for many years with the SUNY Faculty Council of Community Colleges (SUNY FCCC) and the CUNY University Faculty Senate (CUNY UFS), and in alliance with the SUNY Student Assembly (SUNY SA), United University Professions (UUP), and the CUNY Professional Staff Congress (PSC-CUNY) in advocating for NYS to become a national leader in investing direct state aid in SUNY and CUNY's core operating budgets [1];

WHEREAS CUNY institutions have been making sincere efforts to fulfill their missions despite the mismatch between their resources and their obligations; and

RESOLUTION:

THEREFORE BE IT RESOLVED that CUNY UFS urges Chancellor Matos Rodriguez to work with Governor Hochul to craft an SFY25 Executive Budget that makes New York State and City national leaders in college affordability and in sustainably and equitably supporting and advancing SUNY and CUNY's missions through the following means:

Direct State Aid

- putting an end to the era of annual real-dollar operating budget cuts to SUNY and CUNY;

- fully funding all negotiated contractual increases and other mandatory operating cost increases for all CUNY institutions;

- beginning to make each CUNY institution whole from the cuts in direct state aid to their operating budgets since the Great Recession

Indirect State Aid

- fully funding fringe benefits for all CUNY institutions,

- expanding financial aid eligibility and amounts for New Yorkers;

Capital Funding

- providing a multi-year capital plan to make each SUNY institution a safer, healthier, greener, and more accessible and engaging place to teach, research, live, learn, and work; and

FURTHER BE IT RESOLVED that CUNY UFS calls on all CUNY campus governance bodies, along with all friends and all other good-faith partners of SUNY and CUNY, to speedily pass resolutions aligned with ours, and in those resolutions to encourage their constituencies, in their capacity as citizens or residents of New York and/or supporters of public higher education, to urge Governor Hochul to make New York State a national leader in college affordability and in sustainably and equitably supporting and advancing SUNY and CUNY's missions.

[1 note: SUNY UFS Resolution "195-02-1 New York State Fiscal Year 2025 Executive Budget Resolution]