The York College Senate
Meeting of Tuesday, April 28, 2020
Senate Plenary - 12:30pm
(Online: Blackboard Collaborate Ultra with CHROME browser)

AGENDA

1. Call to Order

2. Meeting Protocols (Platzek): Open Meetings Law, Robert's Rules of Order.

3. Approval of Minutes: February, 25, 2020 (No meeting in March due to COVID pandemic)

4. President's Report

5. Faculty Caucus Report

6. Student Caucus Report

7. Standing Committee Reports
   - April Curriculum Committee (Beaton)
       i. New Course – Business and Economics (BUS 220 Cybersecurity)
       ii. Course Changes – Earth and Physical Science (GEOL 140); Health and Human Performance (11 courses)
       iii. Minor redesign – Health and Human Performance (2)
       iv. Major redesign – Health and Human Performance (5)
       v. New Minor – Business and Economics (Cybersecurity)
       vi. Course withdrawal – Occupational Therapy (20 courses because BS no longer offered)
       vii. Program discontinuation – Occupational Therapy (BS no longer offered)
   - Elections Committee (Tung)
       i. New Rules for Electing Senators
   - Counting Departmental Senators (Meleties)
       i. New Rules for Counting Number of Senators for Departments

8. New Business- TBA

9. Adjournment

Attendance_042820_SenPlenaryBbc

Name	Username	Role	AttendeeType	First join	Last leave	Total time	Joins
Selena Rodgers		Participant	Integration	04/28/2020 11:59:46	04/28/2020 13:55:07	01:08:00	4
Russell Platzek		Participant	Guest	04/28/2020 12:04:49	04/28/2020 12:05:44	00:00:54	1
Yolanda Small		Moderator	Integration	04/28/2020 12:09:51	04/28/2020 13:56:18	01:46:26	1
Dr. Geraldo Vasquez		Participant	Integration	04/28/2020 12:10:16	04/28/2020 13:52:47	01:42:30	1
P. Meleties		Participant	Guest	04/28/2020 12:12:31	04/28/2020 12:13:48	00:01:17	1
Tracey M Ellis		Participant	Integration	04/28/2020 12:14:18	04/28/2020 13:44:05	01:29:46	1
Michael O Sharpe		Participant	Integration	04/28/2020 12:16:47	04/28/2020 13:52:40	01:35:52	1
Laura Beaton		Participant	Guest	04/28/2020 12:18:41	04/28/2020 13:52:38	01:33:56	1
Radoslaw Wojciechowski		Participant	Integration	04/28/2020 12:29:20	04/28/2020 13:53:07	01:23:21	2
Kesi A Gordon		Participant	Integration	04/28/2020 12:29:43	04/28/2020 13:52:28	01:22:35	2
P. Meleties		Participant	Guest	04/28/2020 12:29:44	04/28/2020 13:52:46	01:23:01	1
Adam A Profit		Participant	Integration	04/28/2020 12:29:48	04/28/2020 13:52:46	01:22:57	1
Phoebe Marie Massimino		Participant	Integration	04/28/2020 12:29:49	04/28/2020 13:53:46	01:23:57	1
Krishna Fnu		Participant	Integration	04/28/2020 12:30:09	04/28/2020 13:52:56	01:22:47	1
Dr Louis Bradbury-Boyd		Participant	Integration	04/28/2020 12:30:12	04/28/2020 13:52:50	01:22:38	1
Wilkins Cerda		Participant	Integration	04/28/2020 12:30:36	04/28/2020 13:52:38	01:22:02	1
Casandra Silva Sibilin		Participant	Integration	04/28/2020 12:30:48	04/28/2020 13:52:34	01:21:45	2
Chabelys Perez		Participant	Integration	04/28/2020 12:30:52	04/28/2020 13:53:59	01:23:06	1
Berenecea		Participant	Guest	04/28/2020 12:30:52	04/28/2020 12:45:24	00:14:31	1
Dr. Leslie Keiler		Participant	Integration	04/28/2020 12:30:52	04/28/2020 13:53:00	01:19:58	2
Professor Nadine Donahue		Participant	Integration	04/28/2020 12:30:53	04/28/2020 13:52:05	01:21:11	1
Nina I Buxenbaum		Participant	Integration	04/28/2020 12:30:55	04/28/2020 13:54:19	01:23:24	1
Annmarie Veeria		Participant	Integration	04/28/2020 12:30:55	04/28/2020 13:52:40	01:21:45	1
Professor Elise K Henry		Participant	Integration	04/28/2020 12:30:57	04/28/2020 13:53:51	01:15:50	4
Lecturer Reinold G McNickle		Participant	Integration	04/28/2020 12:31:03	04/28/2020 13:52:42	01:21:38	1
Nandkumar Jagroo		Participant	Integration	04/28/2020 12:31:10	04/28/2020 13:55:37	01:20:18	2
Russell Platzek		Participant	Guest	04/28/2020 12:31:21	04/28/2020 12:54:26	00:23:05	1
William A Ashton		Participant	Integration	04/28/2020 12:31:33	04/28/2020 13:53:45	01:22:11	1
Lesley Emtage		Participant	Integration	04/28/2020 12:31:47	04/28/2020 13:52:29	01:20:42	1
Larry Tung		Participant	Guest	04/28/2020 12:32:26	04/28/2020 13:52:27	01:20:00	1
Eva Cristina Vasquez		Participant	Integration	04/28/2020 12:32:26	04/28/2020 13:53:13	01:20:46	1
1		Participant	Telephony	04/28/2020 12:32:59	04/28/2020 12:34:32	00:01:32	1
Rishi Nath		Participant	Integration	04/28/2020 12:33:07	04/28/2020 13:52:52	01:19:44	1
Lou D'Alotto		Participant	Integration	04/28/2020 12:34:08	04/28/2020 13:52:35	01:18:26	1
Ismael Perez		Participant	Guest	04/28/2020 12:34:23	04/28/2020 13:52:30	01:18:07	1
Pavitri Dhanpaul		Participant	Integration	04/28/2020 12:34:28	04/28/2020 13:52:48	01:17:30	3
Robin Harper		Participant	Guest	04/28/2020 12:34:44	04/28/2020 13:52:45	01:18:00	1
Mark Adams		Participant	Integration	04/28/2020 12:35:16	04/28/2020 13:52:59	01:17:43	1
Dana Trimboli		Participant	Guest	04/28/2020 12:35:18	04/28/2020 12:47:43	00:12:25	1
Winie Chery		Participant	Integration	04/28/2020 12:35:32	04/28/2020 13:52:40	01:17:08	1
Andrea C Silva		Participant	Integration	04/28/2020 12:35:41	04/28/2020 13:52:31	01:16:49	1

DianeDeutsch-Keahey		Participant	Guest	04/28/2020 12:35:48	04/28/2020 13:53:17	01:17:28	1
Berenecea		Participant	Guest	04/28/2020 12:36:04	04/28/2020 13:52:29	01:16:25	1
2		Participant	Telephony	04/28/2020 12:36:06	04/28/2020 13:52:42	01:16:36	1
La Toro Yates		Participant	Guest	04/28/2020 12:36:10	04/28/2020 13:52:35	01:16:25	1
Celine M Daniel		Participant	Integration	04/28/2020 12:36:25	04/28/2020 13:53:07	01:16:42	1
Jacob Apkarian		Participant	Integration	04/28/2020 12:36:46	04/28/2020 13:52:28	01:15:41	1
Ratan K Dhar		Participant	Integration	04/28/2020 12:36:53	04/28/2020 13:52:52	01:15:59	1
Dr Lloyd Amaghionyeodiwe		Participant	Integration	04/28/2020 12:37:36	04/28/2020 13:52:40	01:15:04	1
3		Participant	Telephony	04/28/2020 12:37:56	04/28/2020 13:53:58	01:16:01	1
Dana Trimboli		Participant	Guest	04/28/2020 12:38:29	04/28/2020 13:53:15	01:14:45	1
Taslima Sarmin		Participant	Integration	04/28/2020 12:39:00	04/28/2020 13:52:39	01:13:39	1
Nicholas Grosskopf		Participant	Guest	04/28/2020 12:39:44	04/28/2020 13:24:36	00:44:51	1
Alex Costley		Participant	Integration	04/28/2020 12:39:56	04/28/2020 13:53:35	01:13:38	1
Elizabeth J Meddeb		Participant	Integration	04/28/2020 12:39:57	04/28/2020 13:52:55	01:12:41	3
Aegina Barnes		Participant	Integration	04/28/2020 12:40:12	04/28/2020 13:52:46	01:11:12	3
100		Participant	Telephony	04/28/2020 12:40:26	04/28/2020 13:52:33	01:12:06	1
5738		Participant	Telephony	04/28/2020 12:44:03	04/28/2020 13:52:38	01:08:35	1
tom moore		Participant	Guest	04/28/2020 12:46:28	04/28/2020 13:52:03	00:58:32	2
2010		Participant	Telephony	04/28/2020 12:47:25	04/28/2020 13:52:46	01:05:20	1
Temitope N Osidele		Participant	Integration	04/28/2020 12:52:57	04/28/2020 13:38:28	00:45:31	1
Zahira Munawar		Participant	Integration	04/28/2020 12:54:25	04/28/2020 13:52:46	00:58:20	1
Amy Y Ortega		Participant	Integration	04/28/2020 12:59:08	04/28/2020 13:52:44	00:53:36	1
Daniel McGee		Participant	Integration	04/28/2020 13:05:42	04/28/2020 13:52:37	00:46:54	1
Wayne D Dawkins		Participant	Integration	04/28/2020 13:08:19	04/28/2020 13:53:08	00:39:43	3
936		Participant	Telephony	04/28/2020 13:10:38	04/28/2020 13:52:14	00:41:35	1
Roza Yegoryan		Participant	Integration	04/28/2020 13:17:37	04/28/2020 13:34:07	00:16:30	1

Minutes – Senate Plenary April 28th, 2020

- Summary
  - Plenary was conducted online using Blackboard Collaborate Ultra videoconferencing.
  - The agenda contained 9 items and 3 sub items.
  - Quorum was reached (50 Senators in attendance).
  - All other 'Motions' were raised and seconded using the 'Chat' feature in Bb Collab Ultra.
  - Voting was done live and using the survey tool of Bb for those with technical difficulties.

Minutes – Senate Plenary April 28th, 2020

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4 President's Report

5 Faculty Caucus Report

6 Student Caucus Report

7 Standing Committee Reports

   ➢ April Curriculum Committee (Beaton)

       i.   New Course – Business and Economics (BUS 220 Cybersecurity)

       ii.   Course Changes – Earth and Physical Science (GEOL 140); Health and Human Performance (11 courses)

       iii.   Minor redesign – Health and Human Performance (2)

       iv.   Major redesign – Health and Human Performance (5)

       v.   New Minor – Business and Economics (Cybersecurity)

       vi.   Course withdrawal – Occupational Therapy (20 courses because B.S. no longer offered)

       vii.   Program discontinuation – Occupational Therapy (B.S. no longer offered)

   ➢ Elections Committee (Tung) -- New Rules for Electing Senators

   ➢ Counting Departmental Senators (Meleties) -- New Rules for Counting Number of Senators for Departments

8 New Business- TBA

9 Adjournment

Poll #1: Call to Order

- First Response: Hand Raise (_Silibin)
- Seconded: Hand Raise (_D'Alotto)

- Meeting called to order at 12:40pm

Minutes – Senate Plenary April 28th, 2020

2   Meeting Protocols (Platzek): Open Meetings Law, Robert's Rules of Order. (SEE APPENDIX A)

- Americans with Disabilities Act (ADA) projects in the works to make the building compliant (Update from Dana Trimboli)

Minutes – Senate Plenary April 28th, 2020

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Poll #2:
Motion to Approve Feb Minutes (Vote)

1. In favor – Aye (_39)
2. Opposed – Nay (_0)
3. Abstain (_0)

Minutes – Senate Plenary April 28th, 2020

4   President's Report (IP Eanes)

- Thank you at all senators

- Thanks to attendees of 3rd virtual Town Hall. Other Town Halls might be planned because they work well.

- Covid response team (members of the cabinet and others) formed to discuss how to transition to distance learning.

- April was bad…meaning of crisis: open and honest communication with each other, and teamwork.

- Observe a moment of silence for members of the community that we have lost. Memorial planned when we return in-person.

- Update from Chancellor/Presidents call: the State has been allowed to modify the budget 3 times during the next fiscal year (April 30, June 30, Dec 31, 2020); Hard budget year anticipated; Enrollment may reduce and that will impact the budget also; campus CARES act money (for the students) has not been distributed yet; Credit/No Credit resolution posted on the website; Faculty training will be offered this summer to help faculty prep for continued distance learning space; Staff training will also be available.

- Update regarding bursar holds and de-registration policies: In contact with AVP Perez as these impact revenue.

- Update on commencement: Commencement is postponed, not canceled. Students can get a refund for the cap/gown, if they choose; questions sent to student development for follow-up.

- Volunteer Emergency Student Success coaching Network mobilized (160 community members, faculty and staff) – to reach out to students to do wellness checks.

- Shout out to IT for a wonderful job giving out devices to the students to aid in distance learning.

- Update from CoS (Dana Trimboli) – some stop-n-go with campus facility projects to determine essential personnel; Active projects (ground water infiltration, thermostat repairs, PAC repairs continue, two ADA projects ongoing, lab space/lecture halls/faculty dining room reno projects under consideration, green house/HVAC improvement reno underway, roof projects underway). Wooden structures around escalators removed already.

- New Business Continuity Plan to be shared by AVP Perez soon.

- Reach out to HR and Sabrina if you have the need. The HR team is doing a great job remotely.

Minutes – Senate Plenary April 28th, 2020

5   Faculty Caucus Report (Sen. Ashton)

• Kindness and caring

• To Faculty: think about being kind to your students and caring.

• To Students: think about being kind to York and to the community for all that York has done to help you. One way to help York is to think about taking a summer class, and coming back in the Fall. York needs your support and that is one way to care for York.

Minutes – Senate Plenary April 28ᵗʰ, 2020

6 Student Caucus Report (Sen. Dhanpaul)

• Thank you at all for the hard work during this pandemic and to the students who have been trying and hanging in there.

• Regarding SGA: no March meeting; During Club fair in March (served 1102 students); Thanks to T-shirt designer (Curtis from the gameroom); Many events canceled.

• Reaching out to students.

• Two upcoming Workshops: Leadership and Self Worth (Conducted by past students of York College)

• Exploring class of 2020 yearbook

• SGA elections in process; campaigning period going on now.

• Started #CardinalTalent to showcase talent of faculty, staff and students

Minutes – Senate Plenary April 28th, 2020

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4 President's Report

5 Faculty Caucus Report

6 Student Caucus Report

7 **Standing Committee Reports**

  ➢ **April Curriculum Committee (Beaton) (Appendix B)**

    i. New Course – Business and Economics (BUS 220 Cybersecurity)

    ii. Course Changes – Earth and Physical Science (GEOL 140); Health and Human Performance (11 courses)

    iii. Minor redesign – Health and Human Performance (2)

    iv. Major redesign – Health and Human Performance (5)

    v. New Minor – Business and Economics (Cybersecurity)

    vi. Course withdrawal – Occupational Therapy (20 courses because B.S. no longer offered)

    vii. Program discontinuation – Occupational Therapy (B.S. no longer offered)

  ➢ Elections Committee (Tung) -- New Rules for Electing Senators

  ➢ Counting Departmental Senators (Meleties) -- New Rules for Counting Number of Senators for Departments

8 New Business- TBA

9 Adjournment

April Curriculum Report

- **New Course – Business and Economics (BUS 220 Cybersecurity)**
- Course Changes – Earth and Physical Science (GEOL 140); Health and Human Performance (11 courses)
- Minor redesign – Health and Human Performance (2)
- Major redesign – Health and Human Performance (5)
- New Minor – Business and Economics (Cybersecurity)
- Course withdrawal – Occupational Therapy (20 courses because B.S. no longer offered)
- Program discontinuation – Occupational Therapy (B.S. no longer offered)

Poll #3:
Motion to accept CCC 'New Course' (Vote)

1. In favor – Aye (_37)
2. Opposed – Nay (_0)
3. Abstain (_0)

April Curriculum Report

- New Course – Business and Economics (BUS 220 Cybersecurity)
- **Course Changes – Earth and Physical Science (GEOL 140); Health and Human Performance (11 courses)**
- Minor redesign – Health and Human Performance (2)
- Major redesign – Health and Human Performance (5)
- New Minor – Business and Economics (Cybersecurity)
- Course withdrawal – Occupational Therapy (20 courses because B.S. no longer offered)
- Program discontinuation – Occupational Therapy (B.S. no longer offered)

Poll #4:
Motion to accept CCC 'Course Changes' as a block (Vote)

1. In favor – Aye (_35)
2. Opposed – Nay (_0)
3. Abstain (_1)

April Curriculum Report

- New Course – Business and Economics (BUS 220 Cybersecurity)
- Course Changes – Earth and Physical Science (GEOL 140); Health and Human Performance (11 courses)
- **Minor redesign – Health and Human Performance (2)**
- Major redesign – Health and Human Performance (5)
- New Minor – Business and Economics (Cybersecurity)
- Course withdrawal – Occupational Therapy (20 courses because B.S. no longer offered)
- Program discontinuation – Occupational Therapy (B.S. no longer offered)

Poll #5:

Motion to accept CCC 'Minor Redesign' as a block (Vote)

1. In favor – Aye (_38)
2. Opposed – Nay (_0)
3. Abstain (_0)

April Curriculum Report

- New Course – Business and Economics (BUS 220 Cybersecurity)
- Course Changes – Earth and Physical Science (GEOL 140); Health and Human Performance (11 courses)
- Minor redesign – Health and Human Performance (2)
- **Major redesign – Health and Human Performance (5)**
- New Minor – Business and Economics (Cybersecurity)
- Course withdrawal – Occupational Therapy (20 courses because B.S. no longer offered)
- Program discontinuation – Occupational Therapy (B.S. no longer offered)

Poll #6:
Motion to accept CCC 'Major Redesign' as a block (Vote)
1. In favor – Aye (_37)
2. Opposed – Nay (_0)
3. Abstain (_0)

April Curriculum Report

- New Course – Business and Economics (BUS 220 Cybersecurity)
- Course Changes – Earth and Physical Science (GEOL 140); Health and Human Performance (11 courses)
- Minor redesign – Health and Human Performance (2)
- Major redesign – Health and Human Performance (5)
- **New Minor – Business and Economics (Cybersecurity)**
- Course withdrawal – Occupational Therapy (20 courses because B.S. no longer offered)
- Program discontinuation – Occupational Therapy (B.S. no longer offered)

Poll #7:
Motion to accept CCC 'New Minor' (Vote)

1. In favor – Aye (_38)
2. Opposed – Nay (_0)
3. Abstain (_0)

April Curriculum Report

- New Course – Business and Economics (BUS 220 Cybersecurity)
- Course Changes – Earth and Physical Science (GEOL 140); Health and Human Performance (11 courses)
- Minor redesign – Health and Human Performance (2)
- Major redesign – Health and Human Performance (5)
- New Minor – Business and Economics (Cybersecurity)
- **Course withdrawal – Occupational Therapy (20 courses because B.S. no longer offered)**
- Program discontinuation – Occupational Therapy (B.S. no longer offered)

Poll #8:
Motion to accept CCC 'Course Withdrawal' as a block (Vote)

1. In favor – Aye (_35)
2. Opposed – Nay (_0)
3. Abstain (_2)

April Curriculum Report

- New Course – Business and Economics (BUS 220 Cybersecurity)
- Course Changes – Earth and Physical Science (GEOL 140); Health and Human Performance (11 courses)
- Minor redesign – Health and Human Performance (2)
- Major redesign – Health and Human Performance (5)
- New Minor – Business and Economics (Cybersecurity)
- Course withdrawal – Occupational Therapy (20 courses because B.S. no longer offered)
- **Program discontinuation – Occupational Therapy (B.S. no longer offered)**

Poll #9:
Motion to accept CCC 'Program discontinuation' (Vote)

1. In favor – Aye (_36)
2. Opposed – Nay (_0)
3. Abstain (_1)

Minutes – Senate Plenary April 28th, 2020

> **Elections Committee (Prof. Larry Tung – Chair Elections Committee)**

-- New Rules for Electing Senators

- First time adjunct senator elections will be conducted.

- 2019 Charter, article 3, section 2, part D: Two adjunct (part-time faculty) can be elected as senators and must be currently active.

- Elections must be completed by May 10th (Sunday this year), so this has been moved to Friday, May 8th, 2020.

- The 2 part-time senators cannot be from the same dept.

- All part-time faculty teaching in Spr 2020 are eligible to vote and currently there are 484 active adjuncts.

- Nominations ended April 17th, 7 candidates self-nominated to enter the race.

- Voting will be done via Qualtrix between May 4th-8th

- For Full-time Faculty senators, the elections must also be between May 4th – 8th and a Blackboard site will be created to submit the report soon.

- Voting for SGA election is from May 9-15 and an outside vendor will conduct the SGA elections online.

Minutes – Senate Plenary April 28th, 2020

➤ Counting Departmental Senators (Meleties) -- New Rules for Counting Number of Senators for Departments

- Revision of the Charter, these revisions implemented this academic year.

- Senators from departments proportional to number of full-time faculty members. Therefore depts with:
    - 0 – 10 full time faculty gets 1 senator
    - 11 – 20 full time faculty gets 2 senators
    - More than 20 faculty gets 3 senators

- Departmental elections need to take place in the first full week of May (May 1st – 8th).

- The change in the charter reduces the number of faculty senators (and matching number of student senators)

Minutes – Senate Plenary April 28th, 2020

8 New Business

• <u>Question from the floor</u>: Are professors allowed to extend their classes into club hours, or are club hours excluded from having classes?

• <u>Answer</u>: Classes are asked to continue running at the normal times as best as possible.

• <u>Question from the floor</u>: Regarding student struggle for election candidacy and some student senators are not cleared to run do the effect of covid-19. An appeal has been sent but voting is two weeks away.

• <u>Answer</u>: Appeal received by IP Eanes and will be addressed in a timely manner.

• <u>Question from the floor</u>: Are students mandated to have their cameras on while they're in class?

• <u>Answer</u>: There is an ongoing discussion. This is an academic and FERPA issue so we cannot ask/mandate them to have their camera on. Use of Respondus tool triggered this discussion across CUNY. Need to discuss how to preserve the integrity of the courses without violating privacy. Testing program used by the Nursing department is not as intrusive and so that was proposed to CUNY early on but still awaiting unified decision…ongoing discussion.

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  ➤ Elections Committee (Tung) -- New Rules for Electing Senators

  ➤ Counting Departmental Senators (Meleties) -- New Rules for Counting Number of Senators for Departments

8   New Business- TBA

9   **Adjournment**

Poll #10: Motion to Adjourn

- First Response: Hand Raise (_Keahey)
- Seconded: Hand Raise (_Donahue)

Minutes – Senate Plenary April 28th, 2020

Meeting Adjourned at 1:52pm

**Thank you!**

APPENDIX A

NYS Open Meetings Law

NEW YORK STATE OPEN MEETINGS LAW

Russell J. Platzek, Esq.

Disclaimer

This PowerPoint presentation is intended to restate the policies set forth pursuant to CUNY Bylaws, applicable Collective Bargaining Agreements and/or prevailing law. To the extent that there is a conflict between this document and law or CUNY policy, law and/or CUNY policy prevails.
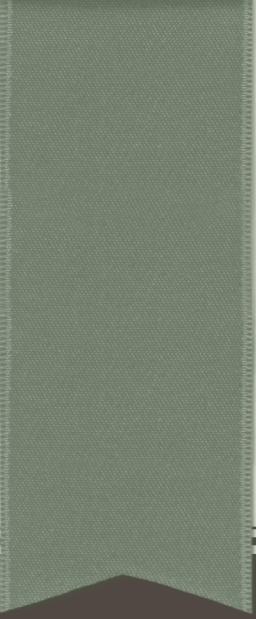
PUBLIC OFFICERS LAW, ARTICLE 7

Open Meetings Law

Public Officers Law, Article 7: Open Meetings Law

- §100: Legislative Declaration

- §101: Short Title

- §102: Definitions

- §103: Open Meetings and Executive Sessions

- §104: Public Notice

- §105: Conduct of Executive Sessions

- §106: Minutes

- §107: Enforcement

- §108: Exemptions

- §109: Committee on Open Government

- §110: Construction with Other Laws

- §111: Severability

Governor's Executive Order No. 202.1

"...pursuant to the authority vested in me by Section 29-a of Article 2-B of the Executive Law to temporarily suspend or modify any statute, local law, ordinance, order, rule, or regulation, or parts thereof, of any agency during a State disaster emergency, if compliance with such statute, local law, ordinance, order, rule, or regulation would prevent, hinder, or delay action necessary to cope with the disaster emergency or if necessary to assist or aid in coping with such disaster, I hereby temporarily suspend or modify, for the period from the date of this Executive Order through April 11, 2020 the following:

... Article 7 of the Public Officers Law, to the extent necessary to permit any public body to meet and take such actions authorized by the law without permitting in public in-person access to meetings and authorizing such meetings to be held remotely by conference call or similar service, provided that the public has the ability to view or listen to such proceedings and that such meetings are recorded and later transcribed ..."

Governor's Executive Order No. 202.14: Further extends the order to May 7, 2020.

Article 7, Section 102: Definitions

- Defines "Meeting" as "the official convening of a public body for the purpose of conducting public business, including the use of videoconferencing for attendance and participation by the members of the public body."

- Defines "Public Body" as "any entity, for which a quorum is required in order to conduct public business and which consists of two or more members, performing a governmental function for the state or for an agency or department subcommittee or other similar body of such public body."

- Defines "Executive Session" as "that portion of a meeting not open to the general public."

Article 7, Section 103: Open Meetings and Executive Sessions

- 103(a): "Every meeting of a public body shall be open to the general public, except that an executive session of such body may be called and business transacted thereat in accordance with section one hundred five of this article."

- 103(b): "Public bodies shall make or cause to be made all reasonable efforts to ensure that meetings are held in facilities that permit barrier-free physical access to the physically handicapped, as defined in subdivision five of section fifty of the public buildings law."

- 103(c): "A public body that uses videoconferencing to conduct its meetings shall provide an opportunity for the public to attend, listen and observe at any site at which a member participates."

Article 7, Section 103: Open Meetings and Executive Sessions

- 103(d): "Public bodies shall make or cause to be made all reasonable efforts to ensure that meetings are held in an appropriate facility which can adequately accommodate members of the public who wish to attend such meetings."

- 103(d)(1): "Any meeting of a public body that is open to the public shall be open to being photographed, broadcast, webcast, or otherwise recorded and/or transmitted by audio or video means.   As used herein the term "broadcast" shall also include the transmission of signals by cable.

Effect of Executive Orders on Section 103?

- Meetings may be held by conference call or similar mode

- Meetings must still be accessible by the public

- Meetings may still be recorded by anyone, and must be recorded by the organization

- A transcript of the meeting must be made available after the meeting

Article 7, Section 104: Public Notice

- 104(1): "Public notice of the time and place of a meeting scheduled at least one week prior thereto shall be given or electronically transmitted to the news media and shall be conspicuously posted in one or more designated public locations at least seventy-two hours before such meeting."

- 104(4): "If videoconferencing is used to conduct a meeting, the public notice for the meeting shall inform the public that videoconferencing will be used, identify the locations for the meeting, and state that the public has the right to attend the meeting at any of the locations."

- 104(5): "If a meeting will be streamed live over the internet, the public notice for the meeting shall inform the public of the internet address of the website streaming such meeting."

Effect of Executive Orders on Section 104?

Other than lifting the requirement to provide notice of physical locations where meetings are taking place, the Executive Orders do not alter the requirement that prior notice be given to the public, with information as to how to access the meeting.

Because, under the Executive Orders, the meetings may take place by conference call, it follows that members of the public be allowed to participate in the conference call, and information about how to access be part of the public notice.

Article 7, Section 105: Conduct of Executive Sessions

- 105(1): "Upon a majority vote of its total membership, taken in an open meeting pursuant to a motion identifying the general area or areas of the subject or subjects to be considered, a public body may conduct an executive session for the below enumerated purposes only, provided, however, that no action by formal vote shall be taken to appropriate public moneys:
  - a. matters which will imperil the public safety if disclosed;
  - b. any matter which may disclose the identity of a law enforcement agent or informer;
  - c. information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
  - d. discussions regarding proposed, pending or current litigation;
  - e. collective negotiations pursuant to article fourteen of the civil service law;
  - f. the medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
  - g. the preparation, grading or administration of examinations; and
  - h. the proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value thereof.

Effect of Executive Orders on Section 105?

There is no effect on Section 105 resulting from the Executive Orders, except that public bodies must find a way to conduct Executive Sessions private from public observers.

Article 7, Section 106: Minutes

- 106(1): "Minutes shall be taken at all open meetings of a public body which shall consist of a record or summary of all motions, proposals, resolutions and any other matter formally voted upon and the vote thereon."

- 106(3): "Minutes of meetings of all public bodies shall be available to the public in accordance with the provisions of the freedom of information law within two weeks from the date of such meeting except that minutes taken pursuant to subdivision two hereof shall be available to the public within one week from the date of the executive session."

Effect of Executive Orders on Section 106

There is no change in the requirements of Section 106 resulting from the Governor's Executive Orders.

Sample Cases

- **Smith v. City University of New York**, 685 N.Y.S.2d 910, 92 N.Y.2d 707 (NY 1999)
  - Fiorello H. LaGuardia Community College Association, Inc., is subject to the New York State Open Meetings Law.
  - Action brought by the student editor-in-chief of the student newspaper, the Bridge, and another journalist.
  - Plaintiffs had been barred from a meeting of the Association and the Dean of Student Affairs, which was conducted in private and resulted in restrictions being imposed on the Bridge.
  - This followed a period of suspension of the Bridge, after the Bridge published an article "containing offensive statements about Jews."
  - "In our judgment, the Association, Inc. performs substantially more than a mere advisory function with respect to college activities and expenditures and, therefore, exercises a quintessentialy governmental function.   In determining whether an entity is a public body, various criteria or benchmarks are material. They include the authority under which the entity was created, the power distribution or sharing model under which it exists, the nature of its role, the power it possesses and under which it purports to act, and a realistic appraisal of its functional relationship to affected parties and constituencies."
  - Key to the Court's decision was the Association's control over Student Activity Fees, deemed "public funds."
  - The Court ordered that all future meetings of the Association comply with the Open Meetings Law, annulled actions taken as to the Bridge, and awarded attorney's fees and costs.

Sample Cases

- <u>Perez v. City University of New York</u>, 840 N.E.2d 572, 5 N.Y.3d 522, 806 N.Y.S.2d 460 (NY 2005)
  - The Court held that the Hostos Community College Senate is subject to the New York State Open Meetings Law.
  - Action was brought by two students who had been denied access to a meeting of the Senate, although the Senate had not gone into Executive Session.
  - "While an entity must be authorized pursuant to state law to be within the ambit of the Open Meetings Law and the Freedom of Information Law, not every entity whose power is derived from state law is deemed to be performing a governmental function. Certainly not all advisory bodies that issue recommendations to state agencies are performing governmental functions for purposes of compliance with the Open Meetings Law. Rather, in each case the court must undertake an analysis that centers on 'the authority under which the entity was created, the power distribution or sharing model under which it exists, the nature of its role, the power it possesses and under which it purports to act, and a realistic appraisal of its functional relationship to affected parties and constituencies.'" (Internal citations omitted.)
  - Held, the role of the Senate is more than advisory, in that, although the decisions of the Senate are subject to the approval of the President, that approval is "overwhelmingly" granted.

APPENDIX B

Curriculum Committee Report

Executive Summary
April 2020 Curriculum Items

1. **New course**

    1.1. *Business and Economics*

        1.1.1. BUS 220 Cybersecurity

2. **Course changes**

    2.1. *Earth and Physical Science*

        2.1.1. GEOL 140
        Removal of course antirequisites.

    2.2. Health and Human Performance

        2.2.1. HE 111, HE 248, HE 312, HE 313, HE 342, HE365, HE 420, HE 488, PE 358, PE 362, HE 365
        Modernization of language in course descriptions and titles, minor changes to pre-requisites

3. **Minor redesign**

    3.1. *Health and Human Performance*

        3.1.1. Health Education
        Update of course titles, addition of a course to eliminate a hidden pre-requisite

        3.1.2. Public Health
        Update of course titles

4. **Major redesign**

    4.1. *Health and Human Performance*

        4.1.1. Community Health Education
        Update course titles

        4.1.2. Health Education PreK – 12
        Update course titles, addition of course to accurately reflect pre-requisite options

        4.1.3. Health Promotion Management
        Update course titles

        4.1.4. Public Health
        Update course titles, addition of course options to provide greater flexibility and diversity

5. New minor

5.1. Business and Economics

5.1.1. Cybersecurity

6. Course withdrawal

6.1. Occupational Therapy

6.1.1. HPOT 312, HPOT 313, HPOT 315, HPOT 321, HPOT 322, HPOT 314, HPOT 316, HPOT 323, HPOT 324, HPOT 325, HPOT 426, HPOT 430, HPOT 432, HPOT 437, HPOT, HPOT 436, HPOT 438, HPOT 439, HPOT 441, HPOT 442, HPOT 443
Bachelor degree is no longer offered

7. Program discontinuation

7.1. Occupational Therapy

7.1.1. BS Occupational Therapy
Bachelor degree is no longer offered

Department/Discipline   Business and Economics

Contact Person   Paul E. Cline

Please indicate items submitted for Committee approval

New Major Design
Revised Major Design
New Minor Design
Revised Minor Design
New Program
Revised Program
New Course Proposal   Cybersecurity
Course Change Proposal
Course Deletion

Please provide an executive summary of your proposal

This course enables students to analyze realistic case scenarios and identify the depth and breadth of the cybersecurity challenge from multiple perspectives. Insider threats can surface at the strategic, operational and tactical layers of an organization, and therefore, the solution needs to be comprehensive, logical, and balanced. This course focuses on the interrelated dimensions of the threat (which may include but are not limited to technical, procedural, legal, behavioral, skills/proficiencies) and the spectrum of constituent cyber domains/functional areas in which to identify solutions.

1. Department Curriculum Committee Approval

    _____   5/13/19
    Signature   Date

2. Department Approval

    _____   5/13/19
    Chairperson's Signature   Date

3. Other Departments Affected:

    _____   _____   _____
    Department   Signature   Date

    _____   _____   _____
    Department   Signature   Date

4. College Curriculum Committee Approval

    _____   _____
    Chairperson's Signature   Date

5. College Senate Approval

    _____   _____

Section AIV: New Courses
AIV.1

Department(s)	Business and Economics
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	BUS
Course Number	220
Course Title	Fundamentals of Cybersecurity
Catalogue Description	Cybersecurity is the state of being protected against the criminal or unauthorized use of electronic data, and the measures taken to achieve this goal. This course enables students to analyze realistic case scenarios and identify the depth and breadth of the cybersecurity challenge from multiple perspectives. .
Pre/ Co Requisites	None
Credits	3
Contact Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

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

Rationale: This course will give students the knowledge and experience necessary to identify and mitigate cybersecurity threats.

York College of the City University of New York
Department of Business and Economics

Contact Details:
Dr. Fenio Annansingh-Jamieson
Office: AC/2B06BI
E-mail: fannansinghjamieson@york.cuny.edu
Telephone: 718-262-5209

Office Hours: By Appointment

Course Information:

Section**:**
Lecture Time:
Classroom:
Prerequisite: None

Course Description:
Cybersecurity is the state of being protected against the criminal or unauthorized use of electronic data, and the measures taken to achieve this goal. This course enables students to analyze realistic case scenarios and identify the depth and breadth of the cybersecurity challenge from multiple perspectives.

In this course, you will become "cyberinterns" and work in teams with course faculty, graduate assistants, and industry experts as mentors using an online/cloud communication platform known as iQ4.Students will focus on the interrelated dimensions of the threat (which may include but are not limited to technical, procedural, legal, behavioral, skills/proficiencies) and the spectrum of constituent cyber domains/functional areas in which to identify solutions. This is a three credit class.

Course Objectives:

Industry Motivation: Tackling Skills Shortages - Cybersecurity Financial Services and Healthcare firms report a significant shortage of graduates with the skills, experience and an understanding of financial markets and technologies, in critical infrastructure including Cybersecurity, Business Resiliency, IT Risk, Business Risk and Auditing. In response to these 'skill–gaps', iQ4 has launched the Cybersecurity Workforce Alliance (CWA) to meet present and future industry demand

for Cybersecurity talent, and producing graduates that are "workforce ready" ... our next-generation workforce.

Student Motivation:
Increased workforce readiness from a virtual-internship mentored by industry experts has proven that the CWA course increases the chances of physical internships and jobs. This is a 3-credit course. The content for the CWA challenge covers core competencies e.g., knowledge, skills, and abilities relating to the identification, detection, protection against, response to, and recovery from an insider threat including how to build and maintain communications with executives, peers and regulators. And essential skills (e.g., teamwork and communications skills), which are required in the workforce. The assignments of the virtual internship are designed to assess both core competencies and essential (soft/professional) skills.

Course Goals:
Utilizing the National Institute of Standards and Technology (NIST) Cybersecurity Framework, provide a mitigation and management strategy for the scenario provided, covering each of the following areas:

- Identify
- Detect
- Protect
- Respond
- Recover

Learning Outcomes
Upon completion of this course you will be able to:

Cybersecurity Skills
- Assess the current security landscape, including the nature of the threat, the general status of common vulnerabilities, and the likely consequences of security failures;
- Recognize and define insider threat as it applies to the financial sector

- Identify the constraints and decision criteria among elements that comprise a modern security system, including hardware, software, policies, and people.

- Identify alternative methodologies and actions

- Assess the role of strategy and policy in determining the success of information security;

- Evaluate the alternatives course of action in case of a breach

- Choose or formulate the best solution for a cyber-security breach

- Plan and undertake a group project, prepare and deliver coherent and structured verbal and written technical reports.

Communication experience

- Knowledge and practice in producing executive briefing material/memos;

- Knowledge and practice in producing Infographics;

- Knowledge and practice in producing succinct briefing videos on the current situation, the derived problems and implications and what actions are being taken to mitigate, respond or defend against future incidents;

- Presentation skills to a large audience of employers, mentors, academics/educators and government attendees at the "finals' (both individual role participation and the team based approach to the "Threat Within" challenge).

Intellectual Skills developed - the abilities required to process the subject matter

- Professionalism, critical thinking, problem solving, advocacy, communication, teamwork, written communications, verbal communications, innovation and creativity, confidence, composure, poise, coalition building, supervision, leadership, analytics, ability to pivot/change, decision making, contextual awareness, business writing skills (as opposed to academic writing).

Professional/practical skills – those skills specific to a subject area

- Contextual awareness and knowledge of Cyber security threat landscapes, actors and frameworks used by employers to protect, defend and respond to Cyber, risk and compliance challenges. Understanding of job roles within industry/employers and why they are needed and have different skill sets, yet are essential to form a composite capability.

<u>Required Textbook and Materials:</u>

There are no required printed textbooks for this course. However, there are several required

readings which will be available through the online iQ4 platform.

<u>Determination of Grades</u>

The overall grade for this course will be determined as follows:

<u>Evaluation and Grading:</u>
Individual Assignment	20%
Team Project	50%
Final Presentation	10%
Attendance and Platform Activity	20%

<u>Calculation of Final Semester Grade:</u>

The weights shown above determine the final numerical grade for the course. Letter grades
for the course are determined by numerical grades as follows:

A+	97.0-100
A	93.0-96.9
A-	90.0-92.9
B+	87.0-89.9
B	83.0-86.9
B-	80.0-82.9
C+	77.0-79.9
C	73.0-76.9
C-	70.0-72.9
D+	67.0-69.9
D	60.0-66.9
F	<59.0

Course Contact Hours

This course is offered in a hybrid-online format. Approximately 50% of the course will be conducted

online through the iQ4 platform. The course meets in-person. Additionally, you will be meeting with

your team both online and in-person for several hours each week to work through each assignment.

Assessment

Team Assignments

You will be working on a team consisting of 5 – 10 peers, each taking on one of the given role profiles (see "Project Role Profiles"). Once your team has been formed, you will have weekly deliverables in the form of documents, infographics, and videos, as well a weekly contribution to the mentored Q&A sessions. No later than 48 hours before each mentor session, you will be required to post your completed assignment, along with a 2-minute video overview of your work for that week to the iQ4 platform. Prior to the mentoring

session, industry and faculty mentors will watch your video and review all documentation relevant for that week's assignment. During the mentor session, you will be given feedback from the mentors and have the opportunity to ask questions and seek clarification for the current and future assignment. Mentors will provide guidance on how they would tackle the real-world assignments in their own organizations so that you have a framework to build on. Failure to submit an individual or team-based assignment element, e.g. executive report, Infographic or video will negatively impact your project grade for that week.

Individual Assignments

There will be approximately ten (10) individual "mini-assignments" given throughout the semester. These assignments simply verify that you have read and understand the main points from the assigned reading for each week. The format of the assignments will be short-answer. Completing these assignments should not take more than 15 – 20 minutes. Mini-assignments will be typed and submitted online through the iQ4 platform.

Participation

You are required to attend every mentor session, unless you have a documented excuse. Attendance will be taken at the beginning of the session. If you are profoundly late, you will be marked as absent.

Additionally, you are expected to contribute weekly to discussions and threads on the iQ4 platform. We will track the number of posts, responses, questions, etc. that you post to the platform. You are required to make at least one (1) significant contribution to a discussion each and every week.

Case Studies

The following four (4) case studies are provided to give you an understanding of the complexities involved with insider threats. Your team must pick one of the case studies to follow throughout the project.

Case Study 1: Fraud

A lead software developer at a prominent financial services firm devised a scheme by which he could earn fraudulent rewards points by linking his personal accounts to corporate business credit card accounts of third party companies. He cashed in the rewards points for gift cards and sold them in online auctions for cash. In all, he was able to accumulate approximately 46 million rewards points, $300,000 of which he converted into cash.

Case Study 2: IT Sabotage

The firm employed a contractor as a night time security guard who was extensively involved with the cyber underground and the leader of a hacking group. He used his security key to obtain physical access to the computer that controlled the heating, ventilation, and air conditioning (HVAC) for the firm using various methods, including password-cracking programs and a botnet, he rendered the HVAC system unstable ,eventually leading to a four-hour outage during trading time. The insider and his cyber conspirators were planning to use the firm's systems to conduct a distributed-denial-of-service (DDOS) attack against unknown targets.

Case Study 3: Theft of Intellectual Property

China sought to develop a next generation trading platform for brokers and dealers. China's state-owned Pangang conspired to steal the technology (design and code) developed by the US financial services company. A contractor (development manager) who had spent 15 years with that US Company used privileged position to help Pangang. The financial impact of this incident is estimated to be in the billions of dollars, and that does not factor in the consequent loss of competitive advantage for the firm.

Case Study 4: Espionage

A former senior financial analyst was arrested as he was boarding a flight for Switzerland carrying a large amount of sensitive customer data of high profile clients. Computers searched in his home led to the discovery of emails offering to sell secrets to Syria and China. He is thought to have been motivated not only by money(he had very heavy personal debts), but also by a sense of disgruntlement, as he complained frequently to former coworkers and neighbors about his job.

Scenario

Overview

Goliath National Bank (GNB) has developed and tested an electronic-trading system over the past 2 years, investing approximately $30 million in the people, processes, and technologies to support a state-of-the-art e-trading system and challenge market leaders.

Recently, key components of GNB's trading algorithms have surfaced on the dark web. A GNB employee is suspected, but it's unknown how the infrastructure or data were compromised. In addition, the security operations center has disseminated several reports over the past few months indicating the financial industry is being targeted by sophisticated threat actors capable of employing blended attacks, including exploiting technical vulnerabilities and human intelligence sources. Senior management has identified the e-trading system as critical to the future of GNB and expressed concerns that the e-trading system has created opaque risk to the firm.

GNB Profile

Industry:	Financial Services
Headquarters:	New York, NY
Size:	50,000 employees (not including subsidiaries, affiliates, or joint ventures)
Scale:	

Global, operating in 90+ countries across Americas, APAC, EMEA and LATAM either directly or indirectly (via subsidiaries, affiliates or joint ventures)

Scope of attack: What happened: The suspected individual moved from a role within the IT organization within the Singapore office to the subsidiary to lead the development and integration of the help desk function. The suspected insider printed large amounts of sensitive and confidential data over a 6-month period that the individual already had access to prior to moving into the new role. She then mailed the large volume of printed documents to a foreign embassy.
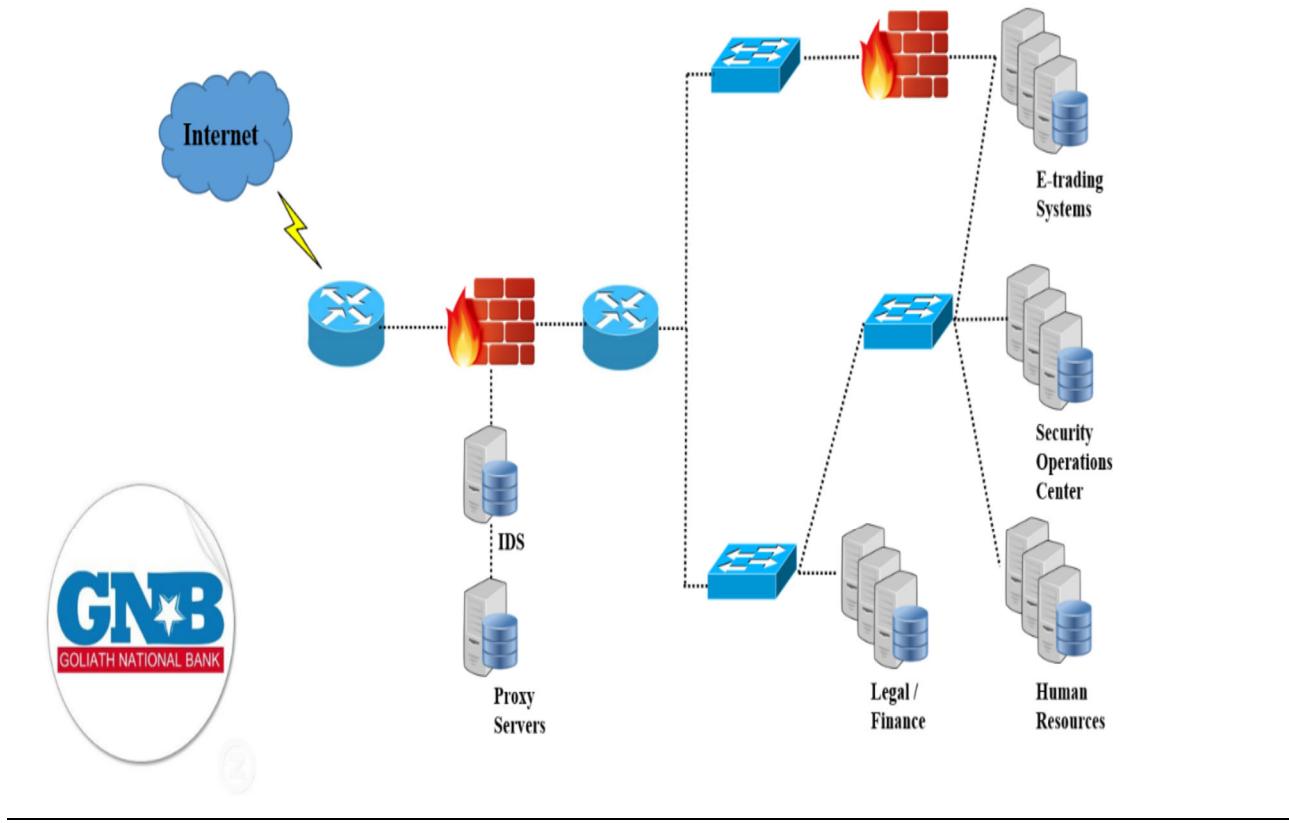
Which embassy: irrelevant – feel free to assume any embassy you wish
Discovery?: an anonymous tip by an internal employee who knows the suspected insider was sent to the Security Operations Center

Why/How?: not known yet – assume there is a behavioral element

GNB network topology:

Mission

GNB's Information Risk Management teams will conduct a full risk assessment of the e-trading system. Information Risk Management teams consist of five functional groups across GNB, including Information Risk Officers, Behavioral Analysts, Cyber Threat Analysts, Compliance Analysts, and IT Risk Analysts. Groups will work together to conduct research, gather information, and leverage resources effectively to provide critical

input and support individual team requirements. Risk assessments will identify the most critical people, processes, and technologies at GNB and help senior management make critical business decisions to appropriately manage risk at the firm. Identifying

vulnerabilities, detecting current threats, protecting against threats, responding to compromises, and recovering operations is fundamental to sound IT Risk management.

Information Risk Management teams will provide senior management with a full risk assessment of the e-trading system and present a comprehensive insider threat management program leveraging industry guidance and best practices.

Project Role Profiles

During the semester-long team project, you will have a chance to play one of the following critical roles:

Behavioral Analyst, Junior

Demonstrates ability to understand human behavior involved in threat scenarios and is adept at applying psychological attributes that suggest vulnerabilities to an organization's people, processes, and technologies. Maintains an ability to analyze intruder exploit tools, identify and document the impact of resulting attacks and provide insight to team members based on such findings.

IT Risk Analyst, Junior

Demonstrates a basic understanding of information technology risk analysis. Understands the effects of various types of risks, such as potentially widespread Internet attacks, national security issues as they relate to their physical threats, financial threats, loss of business, reputation or customer confidence, and damage or loss of data.

Compliance Analyst, Junior

Communicates well with other team members with various levels of technical understanding in a written and oral manner. Demonstrates an ability to design, document and communicate policies and procedures, navigate through the organization and maintains diplomacy in highlighting any potential breaches.

Cyber Threat Analyst, Junior

Demonstrates clear understanding of baseline skills needed to understand how systems and software are configured, how they work, how the risks associated with various technologies in use and the

strategies and technical recourse for a potential breach in systems. Practical knowledge of network protocols, malicious code, programming, and incident handling skills.

Information Security Officer, Junior

Manages information security implications within an organization, specific program, or other area of responsibility, to include strategic, operational, infrastructure, policy enforcement, emergency planning, security awareness, and other resources

Team Role

Your team can choose one of the following options for how you will view the preparation of project materials:

Option 1: Your entire team is employed by GNB

Option 2: Your team is a consulting firm hired by GNB

<u>Course Schedule</u>*
Note: This detailed schedule is <u>TENTATIVE</u> and is subject to change by the instructor

Week	Chapter and Topics	Due Date
1	**Course Introduction, iQ4 Platform Tutorial, Creating Your Passport**	
2	**Cyber 101 – Part 1:** **What is Cybersecurity? What is "The Threat Within"?**	
3	**Cyber 101 – Part 2:** **Governance, Risk and Compliance, NIST Framework**	
4	**Cyber 101 – Part 3:** **Exploring Role Profiles in Cybersecurity**	
5	**Designing an Insider Threat Program for the Financial Sector**	
6	**Assessing the Efficacy of an Insider Threat Program** **Tech Track Mini-Lesson 1: Certified Network Defender Module**	
7	**Identify** **Tech Track Mini-Lesson 2: Computer Hacking Forensics Investigator Module**	
8	**Protect** **Tech Track Mini-Lesson 3: Certified Ethical Hacker Module**	
9	**Detect** **Tech Track Mini-Lesson 4: Tool Demo (RedOwl)**	
10	**Respond** **Tech Track Mini-Lesson 5: Tool Demo (RedOwl)**	
11	**Recovery**	
12	**Team Building, Team Final Presentation Preparation**	
13	**Final Presentation Preparation – Combined Team**	
14	**Final Presentation Preparation – Combined Team** **Note: Last week of mentor sessions**	

15	**Final Presentation at the Federal Reserve Bank in NYC (*Subject to Change*)**	

INSTRUCTOR'S EXPECTATIONS FROM EACH STUDENT

Class Attendance

❖ Class attendance is mandatory. **Full attendance means being in class from 00.00am to 00.50am each class day**. The attendance will be taken each lecture by me passing a roll in the class. All students are responsible for the materials covered in each lecture and absence from class does not alter this responsibility. Students who are absent from class should obtain information regarding assignments and course material covered during their absence from classmates.

❖ It is virtually impossible to earn a respectable grade without attending class regularly. The final grade will be reduced by one letter grade for each absence more than three days. Example: If your final grade is 'A' and you have four absences, your grade will be reduced to 'A-' and for fifth day of absence, your grade will be 'B+'.

❖ For absence due to sickness, the student MUST present proof of medical emergencies.

❖ Students are expected to remain until the class is concluded.   If there is a valid reason for leaving before the class ends, a word to the instructor before class and choosing an aisle seat is appropriate. Otherwise, an early departure will be counted as an absence with regard to the Attendance Policy.   In case of an emergency, leave as quietly as possible.

Class Participation

❖ You are highly encouraged to participate in class discussions. I encourage you to stay ahead with the reading since doing so ensures that you have more to contribute in class in the form of questions or comments. Raising questions and responding to questions posed by both the instructor and your classmates are an integral part of the learning experience. I cherish your active participation and consider it a valuable and important component of the teaching and learning process. Class participation will improve your communication skills, enhance your ability to analyze complex issues and help develop skills that will facilitate your becoming an active leader in the community and in your chosen profession.

❖ Reading Assignments: Students are expected to have the reading assignments for that day completed.

❖ Beepers, cell phones, and pagers need to be turned off before entering the classroom.

❖ Disruptive behavior will not be tolerated and could result in points being deducted from exam scores at the discretion of the professor and/or prompt dismissal from the class. Private conversations should be held outside the classroom. In some cases, students will try to get a word or concept they missed during the lecture. Asking your neighbor is disruptive to the entire class; either raise your hand and ask the instructor for clarification or fill in the blank with the help of a fellow student after class.

Assignment Submission

No late submission of assignment is accepted. If you miss the deadline, you miss the grade for the assignment unless otherwise stated. In case of emergencies, please provide the instructor with necessary documents.

Academic Dishonesty

In accordance with the York College Student Handbook, an instructor can levy academic penalties for academic dishonesty. They are as follows:

❖ Minor infraction: Reduced or failing grade for the assignment in which the offense occurred.

❖ Serious or repeat infraction: Failing grade for the course (administrative F). Plagiarism on the term paper or cheating on an exam is considered serious infractions.

All assignments for this class must represent new work developed specifically for this class. Reusing assignments from previous classes will be considered equivalent to plagiarism.

In most cases, it should be clear what constitutes academic dishonesty. In other cases, especially when students work together, it may be less obvious. Please follow these guidelines:

❖ If you use an external source for information, cite it.

❖ For all assignments, the final write-up should always be done individually. The write-up should reflect your analysis, your conclusions, and your writing.

❖ Unless directed otherwise, when you collaborate with another student, you are allowed (and in fact encouraged) to tutor each other, bounce ideas and questions off each other, clarify concepts, give general advice, and demonstrate techniques using examples.

❖ You are not allowed to solve a problem for another student or to copy a solution from another student. Copying between students constitutes a serious infraction.

If you have any questions about whether a specific studying technique would constitute academic dishonesty, feel free to ask me.

Student with Disabilities

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you should contact the Programs/Services for Students with Disabilities Office (AC-1G03) and request I be provided with official notification of your accommodation needs as soon as possible. Please feel free to discuss with me accommodations and how my course requirements and activities may impact your ability to fully participate. My obligation is to accommodate all students; however, I need to be notified of the nature of accommodations required.

YORKCollege|CUNY

Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Earth and Physical Sciences	Kevin Lynch

Please indicate items submitted for Committee approval

☐ New Major Design	☐ New Minor Design	☐ New Program
☐ Revised Major Design	☐ Revised Minor Design	☐ Revised Program
☐ New Course Proposal	_____	
☒ Course Change Proposal	_____	
☐ Course Deletion	_____	

Please provide an executive summary of your proposal

The combination of GEOL110/GEOL207 is allowed to substitute for GEOL140 in the Geology Major. However, limited enrollments in GEOL207 have led to recurrent cancellation, preventing students from making timely progress towards graduation. We propose eliminating the GEOL110 antirequisite in GEOL140 to allow these students a path to degree completion.

Department Curriculum Committee Approval

Signature	Date
Kevin Lynch	1/22/2020

Department Approval

Chairperson Signature	Date
[signature]	1/22/2020

Other Departments Affected*

Department	Signature	Approved	Comments Attached

College Curriculum Committee Approval

Signature	Date

College Senate Approval

Signature	Date

Revised 2019

YORK College | CUNY
Curriculum Committee Proposal Cover Sheet

*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the approval box and should attach comments.

Section AV: Course Changes

FROM		TO	
Department	Earth and Physical Sciences	**Department**	N/C
Course [Prefix, #, title]	GEOL 140 Our Earth	**Course** [Prefix, #, title]	N/C
Prerequisite(s)	1. none	**Prerequisite(s)**	1. N/C
Corequisite(s)	1. none	**Corequisite(s)**	1. N/C
Antirequisite(s)	1. ~~GEOL 110~~ 2. ~~GEOL 207~~	**Antirequisite(s)**	
Hours [total (lecture, lab)]	4 (2, 2)	**Hours** [total (lecture, lab)]	N/C
Credits	3	**Credits**	N/C
Catalogue Description	This course provides an introduction to the geologic environment and its relationship to human affairs; volcanic activities, earthquakes, landscapes, land use and abuse, the earth through time, recognition of minerals, rocks and fossils, maps and aerial photographs. ~~Not open to student with credit in GEOL 110 or GEOL 207.~~ A museum visit and a one-day trip are required.	**Catalogue Description**	This course provides an introduction to the geologic environment and its relationship to human affairs; volcanic activities, earthquakes, landscapes, land use and abuse, the earth through time, recognition of minerals, rocks and fossils, maps and aerial photographs. A museum visit and a one-day trip are required.
Liberal Arts	[X] Yes [ ] No	**Liberal Arts**	[X] Yes [ ] No
Course Attribute [WI]		**Course Attribute** [WI]	

General Education Component	__ Not Applicable
	 __ *Required*
	   __ English Composition
	   __ Mathematics
	   _X_ Science
	 __ *Flexible*
	   __ World Cultures
		General Education Component	__ Not Applicable
			 __ *Required*
			   __ English Composition
			   __ Mathematics
			   _X_ Science
			 __ *Flexible*
			   __ World Cultures

	__ US Experience in its Diversity __ Creative Expression __ Individual and Society __ Scientific World __ *College Option*		__ US Experience in its Diversity __ Creative Expression __ Individual and Society __ Scientific World __ *College Option*
Effective		**Effective**	

Rationale:

The combination of GEOL110/GEOL207 is allowed to substitute for GEOL140 in the Geology Major; students in this situation typically declare the Geology Major after taking GEOL110, and then are required to take GEOL207. However, limited enrollments in GEOL207 have led to recurrent cancellation in recent years, preventing students from making timely progress towards graduation. We propose eliminating the GEOL110/GEOL207 antirequisites in GEOL140 to allow these students a path to timely degree completion.

Assessment:

Is this an administrative change? Yes

If not an administrative change, is this change the result of departmental assessment?
      If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.
      Assessment is not applicable to this change

Program Code: 1914

YORK College | CUNY

Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Health and Human Performance/Health Education	Nicholas Grosskopf
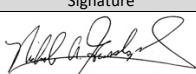
Please indicate items submitted for Committee approval

☐ New Major Design	☐ New Minor Design	☐ New Program
☐ Revised Major Design	☐ Revised Minor Design	☐ Revised Program
☐ New Course Proposal		
x Course Change Proposal		
☐ Course Deletion		

Please provide an executive summary of your proposal

The proposed course changes to HE 111, HE 241, HE 312, HE 313, HE 342, HE 365, HE 420, HE 488, PE 358, PE 362, and PE 365 provide much needed updates to course titles and descriptions to align with current health education, public health, and movement science vernacular, national agency recommendations, and accrediting bodies.
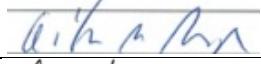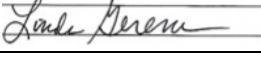
Department Curriculum Committee Approval

Signature	Date
[signature]	3/3/2020

Department Approval

Chairperson Signature	Date
[signature]	3/3/2020

Other Departments Affected*

Department	Signature	Approved	Comments Attached
Social Work	*[signature]*	X	
Teacher Education	*[signature]*	X	

College Curriculum Committee Approval

Signature	Date

College Senate Approval

Signature	Date

*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the approval box and should attach comments.

Revised 2019

Section AV: Course Changes

FROM		TO	
Department	Health & Human Performance	**Department**	N/C
Course [Prefix, #, title]	HE 111: ~~Personal Health Issues~~	**Course** [Prefix, #, title]	HE 111: <u>Health and the Individual</u>
Prerequisite(s)	1. None	**Prerequisite(s)**	1. N/C
Corequisite(s)	1. None	**Corequisite(s)**	1. N/C
Hours [total (lecture, lab)]	3 hours lecture	**Hours** [total (lecture, lab)]	N/C
Credits	3	**Credits**	N/C
Catalogue Description	Self assessment of ~~personal~~ health behavior in the areas of cardiovascular health, stress, sex and sexuality, substance abuse, nutrition, etc.; information and strategies for the reduction of personal health risk. ~~Not open to students with 6 or more credits in Health Education.~~ Not open to students with credit in HE 110. Not credited towards Health Education major requirements. ~~Not offered on a regular basis. Availability to be determined by the department.~~	**Catalogue Description**	Self<u>-</u>assessment of <u>individual</u> health behavior in the areas of cardiovascular health, stress, sex and sexuality, substance abuse, nutrition, etc.; information and strategies for the reduction of personal health risk. Not open to students with credit in HE 110. Not credited towards Health Education major requirements.
Liberal Arts	[X] Yes [ ] No	**Liberal Arts**	[X] Yes [ ] No
Course Attribute [WI]		**Course Attribute** [WI]	

General Education Component	__ Not Applicable
	__ *Required*
	   __ English Composition
	   __ Mathematics
	   __ Science
	__ *Flexible*
		General Education Component	__ Not Applicable
			__ *Required*
			   __ English Composition
			   __ Mathematics
			   __ Science
			__ *Flexible*

	__ World Cultures __ US Experience in its Diversity __ Creative Expression __ Individual and Society __ Scientific World _X_ *College Option*		__ World Cultures __ US Experience in its Diversity __ Creative Expression __ Individual and Society __ Scientific World _X_ *College Option*
Effective		**Effective**	Fall 2021

Rationale: The change in course title reflects the current public/community health language with regard to levels of influence on health behavior (social ecological model). Changes in course description were made to update the course as it currently exists as part of the College Option in Pathways.

Assessment: This is an administrative change.

Program Code: 0837

Section AV: Course Changes

FROM		TO	
Department	Health & Human Performance	**Department**	N/C
Course [Prefix, #, title]	HE 241: Sex & Sexuality	**Course** [Prefix, #, title]	N/C
Prerequisite(s)	1. None	**Prerequisite(s)**	1. N/C
Corequisite(s)	1. None	**Corequisite(s)**	1. N/C
Hours [total (lecture, lab)]	3 hours lecture	**Hours** [total (lecture, lab)]	N/C
Credits	3	**Credits**	N/C
Catalogue Description	Physiological aspects of human sexuality, cross cultural patterns, changing sexual roles, sexuality and the law, ~~premarital behavior, marriage and the family~~. ~~This course may be offered in a face-to-face, hybrid or asynchronous online format.~~	**Catalogue Description**	Physiological <u>and health</u> aspects of human sexuality, cross cultural patterns, changing sexual roles, sexuality and the law, <u>sexual knowledge, attitudes, beliefs and behaviors, and intra- and interpersonal relationships</u>.
Liberal Arts	[X] Yes [ ] No	**Liberal Arts**	[X] Yes [ ] No
Course Attribute [WI]		**Course Attribute** [WI]	

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
	 ___ *College Option*
		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
			 ___ *College Option*

Effective		**Effective**	Fall 2021

Rationale: The change in course description makes current course content clearer by being less biased and more inclusive of varying sexual orientations, identities, and behaviors.

Assessment: The change in course description more accurately reflects course SLOs.

Program Code: 0837

Section AV: Course Changes

FROM		TO	
Department	Health & Human Performance	**Department**	N/C
Course [Prefix, #, title]	HE 312: ~~Health & Disease~~	**Course** [Prefix, #, title]	HE 312: <u>Health, Communities, & Society</u>
Prerequisite(s)	1. None	**Prerequisite(s)**	1. N/C
Corequisite(s)	1. None	**Corequisite(s)**	1. N/C
Hours [total (lecture, lab)]	3 hours lecture	**Hours** [total (lecture, lab)]	N/C
Credits	3	**Credits**	N/C
Catalogue Description	The nature of ~~communicable and degenerative diseases~~, with emphasis on agencies, principles and techniques of prevention and control. ~~This course may be offered in a face-to-face, hybrid or asynchronous online format.~~	**Catalogue Description**	The nature of <u>risk behaviors, acute and chronic diseases and illnesses in communities and society</u>, with emphasis on agencies, principles and techniques of prevention and control.
Liberal Arts	[X] Yes [ ] No	**Liberal Arts**	[X] Yes [ ] No
Course Attribute [WI]		**Course Attribute** [WI]	

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
	___ *College Option*
		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
			___ *College Option*

Effective		**Effective**	Fall 2021

Rationale: The change in course title reflects the current public/community health language with regard to social/behavioral determinants of health (vs. communicable disease/infection). Changes in course description were made to more accurately reflect course content.

Assessment: The changes in course title/description more accurately reflect course SLOs.

Program Code: 0837

Section AV: Course Changes

FROM		TO	
Department	Health & Human Performance	**Department**	N/C
Course [Prefix, #, title]	HE 313: ~~Alcohol & Alcoholism~~	**Course** [Prefix, #, title]	HE 313: <u>Alcohol Use Disorder</u>
Prerequisite(s)	1. None	**Prerequisite(s)**	1. N/C
Corequisite(s)	1. None	**Corequisite(s)**	1. N/C
Hours [total (lecture, lab)]	3 hours lecture	**Hours** [total (lecture, lab)]	N/C
Credits	3	**Credits**	N/C
Catalogue Description	Physiological, psychological and sociological changes which result from alcohol use and abuse, emphasis on the cause, treatment and prevention of ~~alcoholism and alcohol abuse~~.	**Catalogue Description**	Physiological, psychological and sociological changes which result from alcohol use and abuse, emphasis on the cause, treatment and prevention of <u>alcohol use disorder</u>.
Liberal Arts	[X] Yes [ ] No	**Liberal Arts**	[X] Yes [ ] No
Course Attribute [WI]		**Course Attribute** [WI]	

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
	___ *College Option*
		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
			___ *College Option*

Effective		**Effective**	Fall 2021

Rationale: The changes in course title/description mirror changes made in the DSM-V. These changes are endorsed by national agencies such as SAMSHA, NIAA, NIDA.

Assessment: These changes will better prepare students for credentialing as a substance abuse counselor (e.g., NYS CASAC).

Program Code: 0837

Section AV: Course Changes

FROM		TO	
Department	Health & Human Performance	**Department**	N/C
Course [Prefix, #, title]	HE 342: ~~Drug Use & Abuse~~	**Course** [Prefix, #, title]	HE 342: <u>Substance Use Disorder</u>
Prerequisite(s)	1. None	**Prerequisite(s)**	1. N/C
Corequisite(s)	1. None	**Corequisite(s)**	1. N/C
Hours [total (lecture, lab)]	3 hours lecture	**Hours** [total (lecture, lab)]	N/C
Credits	3	**Credits**	N/C
Catalogue Description	Historical, pharmacological, legal, and psycho-social aspects of ~~drug use and abuse~~; ~~the roles of the individual and society in dealing with current problems~~. Seminar approach used extensively. ~~This course may be offered as a face-to-face course, a hybrid course or as a fully online asynchronous course.~~	**Catalogue Description**	Historical, pharmacological, legal, <u>physiological</u>, and psycho-social aspects of <u>substance use and abuse</u>; <u>emphasis on the cause, treatment, and prevention of substance use disorder</u>. Seminar approach used extensively.
Liberal Arts	[X] Yes [ ] No	**Liberal Arts**	[X] Yes [ ] No
Course Attribute [WI]		**Course Attribute** [WI]	

General Education Component	<u>_X_</u> Not Applicable
	__ *Required*
	    __ English Composition
	    __ Mathematics
	    __ Science
	__ *Flexible*
	    __ World Cultures
	    __ US Experience in its Diversity
	    __ Creative Expression
	    __ Individual and Society
	    __ Scientific World
		General Education Component	<u>_X_</u> Not Applicable
			__ *Required*
			    __ English Composition
			    __ Mathematics
			    __ Science
			__ *Flexible*
			    __ World Cultures
			    __ US Experience in its Diversity
			    __ Creative Expression
			    __ Individual and Society
			    __ Scientific World

	___ *College Option*			___ *College Option*	
Effective		**Effective**	Fall 2021		

Rationale: The changes in course title/description mirror changes made in the DSM-V. These changes are endorsed by national agencies such as SAMSHA, NIAA, NIDA.

Assessment: These changes will better prepare students for credentialing as a substance abuse counselor (e.g., NYS CASAC).

Program Code: 0837

Section AV: Course Changes

FROM		TO	
Department	Health & Human Performance	**Department**	N/C
Course [Prefix, #, title]	HE 365: Research in Health & Physical Education	**Course** [Prefix, #, title]	HE 365: Research & <u>Writing</u> in Health & Physical Education
Prerequisite(s)	1. ~~ENG 125; and~~ 2. ~~MATH 111~~	**Prerequisite(s)**	1. <u>ENG 126; and</u> 2. <u>PE 363; or HE 363; or PH 320; or Department permission</u>
Corequisite(s)	1. ~~ENG 125; and~~ 2. ~~MATH 111~~	**Corequisite(s)**	1. <u>None</u>
Hours [total (lecture, lab)]	3 hours lecture	**Hours** [total (lecture, lab)]	N/C
Credits	3	**Credits**	N/C
Catalogue Description	This course is designed to introduce the concepts and methodologies in modern scientific inquiry and create the foundation for research in health and physical education. Students will be required to read and interpret scientific research, evaluate professional literature, and communicate their ideas and findings through written assignments. This is a Writing Intensive course.	**Catalogue Description**	This course is designed to introduce the concepts and methodologies in modern scientific inquiry and create the foundation for research in health and physical education. Students will be required to read and interpret scientific research, evaluate professional literature, and communicate their ideas and findings through written assignments. This is a Writing Intensive course.
Liberal Arts	[X] Yes [ ] No	**Liberal Arts**	[X] Yes [ ] No
Course Attribute [WI]		**Course Attribute** [WI]	

General Education Component	_X_ Not Applicable
	__ *Required*
	    __ English Composition
	    __ Mathematics
	    __ Science
	__ *Flexible*
		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 ___ *College Option*		___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World ___ *College Option*
Effective		**Effective**	Fall 2021

Rationale: The change in course title more accurately reflects course SLOs. The changes in course pre-requisites will provide students with a strong writing and statistical background. Current course co-requisites were eliminated based on an error in the bulletin.

Assessment: Current assessment data indicate that increased skills in writing and quantitative reasoning may improve course SLOs.

Program Code: 0837

Section AV: Course Changes

FROM		TO	
Department	Health & Human Performance	**Department**	N/C
Course [Prefix, #, title]	HE 420: ~~Alcoholism Counseling~~	**Course** [Prefix, #, title]	HE 420: <u>Alcohol & Substance Use Counseling</u>
Prerequisite(s)	1. HE 313	**Prerequisite(s)**	1. HE 313; <u>or HE 342</u>
Corequisite(s)	1. None	**Corequisite(s)**	1. N/C
Hours [total (lecture, lab)]	3 hours lecture	**Hours** [total (lecture, lab)]	N/C
Credits	3	**Credits**	N/C
Catalogue Description	The development and application of health counseling skills when working with ~~alcoholics, alcohol abusers~~ and their ~~families~~ in varied educational and therapeutic settings.	**Catalogue Description**	The development and application of health counseling skills when working with <u>alcohol and substance users</u> and their <u>communities</u> in varied educational and therapeutic settings.
Liberal Arts	[X] Yes [ ] No	**Liberal Arts**	[X] Yes [ ] No
Course Attribute [WI]		**Course Attribute** [WI]	

General Education Component	<u>_X_</u> Not Applicable
	__ *Required*
	    __ English Composition
	    __ Mathematics
	    __ Science
	__ *Flexible*
	    __ World Cultures
	    __ US Experience in its Diversity
	    __ Creative Expression
	    __ Individual and Society
	    __ Scientific World
	___ *College Option*
		General Education Component	<u>_X_</u> Not Applicable
			__ *Required*
			    __ English Composition
			    __ Mathematics
			    __ Science
			__ *Flexible*
			    __ World Cultures
			    __ US Experience in its Diversity
			    __ Creative Expression
			    __ Individual and Society
			    __ Scientific World
			___ *College Option*

Effective		**Effective**	Fall 2021

Rationale: The changes in course title/description mirror changes made in the DSM-V. These changes are endorsed by national agencies such as SAMSHA, NIAA, NIDA. The addition of HE 342 as possible pre-requisite allows students who've taken the survey course in drug and substance abuse an additional opportunity to advance knowledge and skills.

Assessment: These changes will better prepare students for credentialing as a substance abuse counselor (e.g., NYS CASAC).

Program Code: 0837

Section AV: Course Changes

FROM		TO	
Department	Health & Human Performance	**Department**	N/C
Course [Prefix, #, title]	HE 488: ~~Health Promotion in the Workplace~~	**Course** [Prefix, #, title]	HE 488: <u>Worksite Wellness</u>
Prerequisite(s)	1. HE 331	**Prerequisite(s)**	1. N/C
Corequisite(s)	1. None	**Corequisite(s)**	1. N/C
Hours [total (lecture, lab)]	3 hours lecture	**Hours** [total (lecture, lab)]	N/C
Credits	3	**Credits**	N/C
Catalogue Description	~~Planning and implementation for Health Promotion guidelines for programs in stress management, weight control, smoking cessation anti-substance dependency in the workplace; methodologies for evaluation strategies, principles of design of a health promotion center.~~	**Catalogue Description**	<u>Assess, plan and implement worksite wellness programs; design worksite wellness strategies supporting physical and mental well-being, stress management, physical fitness, smoking cessation, and substance use disorders.</u>
Liberal Arts	[X] Yes [ ] No	**Liberal Arts**	[X] Yes [ ] No
Course Attribute [WI]		**Course Attribute** [WI]	

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
		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

	__ *College Option*		__ *College Option*
Effective		**Effective**	Fall 2021

Rationale: Change in title and description reflect status of the Worksite Wellness profession and goals of *Healthy People 2020*.

Assessment: These changes will better prepare student for credentialing as Certified Health Education Specialists (CHES) and National Wellness Institute (NWI).

Program Code: 0837

Section AV: Course Changes

FROM		TO	
Department	Health & Human Performance	**Department**	N/C
Course [Prefix, #, title]	PE 358: Physiology of Exercise	**Course** [Prefix, #, title]	N/C
Prerequisite(s)	1. BIO 281; and 2. Department Permission	**Prerequisite(s)**	1. BIO 281; <u>or BIO 234; and BIO 235;</u> and 2. Department Permission
Corequisite(s)	1. None	**Corequisite(s)**	N/C
Hours [total (lecture, lab)]	2 hours lecture, 2 hours lab	**Hours** [total (lecture, lab)]	N/C
Credits	4	**Credits**	N/C
Catalogue Description	Physiological ~~adjustments and changes occurring in human organisms as a result of~~ physical activity; emphasis on the ~~prophylactic and therapeutic effects of exercise, the role of muscular contraction and the cardiovascular system in exercise. Department permission required.~~ Not open to students with credit in PE 352. This course includes lectures and laboratory activities.	**Catalogue Description**	Physiological <u>responses and adaptations resulting from</u> physical activity; emphasis on <u>the muscle bioenergetics and metabolism as well as the cardiopulmonary responses to both acute and chronic exercise.</u> Not open to students with credit in PE 352. This course includes lectures and laboratory activities.
Liberal Arts	[X] Yes [ ] No	**Liberal Arts**	[X] Yes [ ] No
Course Attribute [WI]		**Course Attribute** [WI]	
General Education Component	_X_ Not Applicable __ *Required* __ English Composition __ Mathematics __ Science __ *Flexible* __ World Cultures	**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 ___ *College Option*		__ US Experience in its Diversity __ Creative Expression __ Individual and Society __ Scientific World ___ *College Option*
Effective		**Effective**	Fall 2021

Rationale: The changes in course description more accurately reflects course content. The addition of BIO 234/235 as possible course pre-requisites will improve student course planning and degree completion. Students interested in attending a graduate program in physical therapy may also benefit from a year of anatomy and physiology coursework.

Assessment: The change in course description more accurately reflects course SLOs.

Program Code: 0835

Section AV: Course Changes

FROM		TO	
Department	Health & Human Performance	**Department**	N/C
Course [Prefix, #, title]	PE 362: Kinesiology	**Course** [Prefix, #, title]	N/C
Prerequisite(s)	1. BIO 281; and 2. Department Permission	**Prerequisite(s)**	1. BIO 281; or BIO 234; and BIO 235; and 2. Department Permission
Corequisite(s)	2. None	**Corequisite(s)**	N/C
Hours [total (lecture, lab)]	3 hours lecture	**Hours** [total (lecture, lab)]	N/C
Credits	3	**Credits**	N/C
Catalogue Description	Anatomy of skeletal and muscular systems, mechanics of bodily movement, and detailed muscular analysis of skills used in physical activity.	**Catalogue Description**	N/C
Liberal Arts	[X] Yes [ ] No	**Liberal Arts**	[X] Yes [ ] No
Course Attribute [WI]		**Course Attribute** [WI]	

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
	___ *College Option*
		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
			___ *College Option*

Effective		**Effective**	Fall 2021

Rationale: The addition of BIO 234/235 as possible course pre-requisites will improve student course planning and degree completion. Students interested in attending a graduate program in physical therapy may also benefit from a year of anatomy and physiology coursework.

Assessment: This is an administrative change.

Program Code: 0835

Section AV: Course Changes

FROM		TO	
Department	Health & Human Performance	**Department**	N/C
Course [Prefix, #, title]	PE 365: Research in Health & Physical Education	**Course** [Prefix, #, title]	PE 365: Research & Writing in Health & Physical Education
Prerequisite(s)	1. ~~ENG 125; and~~ 2. ~~MATH 111~~	**Prerequisite(s)**	1. ENG 126; and 2. PE 363; or HE 363; or PH 320; or Department permission
Corequisite(s)	1. ~~ENG 125; and~~ 2. ~~MATH 111~~	**Corequisite(s)**	1. None
Hours [total (lecture, lab)]	3 hours lecture	**Hours** [total (lecture, lab)]	N/C
Credits	3	**Credits**	N/C
Catalogue Description	This course is designed to introduce the concepts and methodologies in modern scientific inquiry and create the foundation for research in health and physical education. Students will be required to read and interpret scientific research, evaluate professional literature, and communicate their ideas and findings through written assignments. This is a Writing Intensive (WI) course.	**Catalogue Description**	This course is designed to introduce the concepts and methodologies in modern scientific inquiry and create the foundation for research in health and physical education. Students will be required to read and interpret scientific research, evaluate professional literature, and communicate their ideas and findings through written assignments. This is a Writing Intensive (WI) course.
Liberal Arts	[X] Yes [ ] No	**Liberal Arts**	[X] Yes [ ] No
Course Attribute [WI]		**Course Attribute** [WI]	
General Education Component	_X_ Not Applicable __ *Required* __ English Composition __ Mathematics __ Science __ *Flexible*	**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 ___ *College Option*		__ World Cultures __ US Experience in its Diversity __ Creative Expression __ Individual and Society __ Scientific World ___ *College Option*
Effective		**Effective**	Fall 2021

Rationale: The change in course title more accurately reflects course SLOs. The changes in course pre-requisites will provide students with a strong writing and statistical background. Current course co-requisites were eliminated based on an error in the bulletin.

Assessment: Current assessment data indicate that increased skills in writing and quantitative reasoning may improve course SLOs.

Program Code: 0835

Department/Discipline	Contact Person
Health and Human Performance/Health Education and Public Health	Nicholas Grosskopf
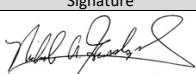
Please indicate items submitted for Committee approval

☐ New Major Design	☐ New Minor Design	☐ New Program
☐ Revised Major Design	☒ **x** Revised Minor Design	☐ Revised Program
☐ New Course Proposal		
☐ Course Change Proposal		
☐ Course Deletion		

Please provide an executive summary of your proposal

Revised minor designs in Health Education and Public Health. The proposed Health Education minor redesign eliminates a hidden course pre-requisite while increasing foundational knowledge in health education. Both redesigns include an update to course titles.

Department Curriculum Committee Approval

Signature	Date
[signature]	3/3/2020

Department Approval

Chairperson Signature	Date
[signature]	3/3/2020

Other Departments Affected*

Department	Signature	Approved	Comments Attached

College Curriculum Committee Approval

Signature	Date

College Senate Approval

Signature	Date

*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the approval box and should attach comments.

Revised 2019

Program: Minor in Health Education
Effective: Fall 2021

From			To		
Course	**Description**	**Crs**	**Course**	**Description**	**Crs**
I. Required ~~Major~~ Discipline Courses		**9**	**I. Required <u>Minor</u> Discipline Courses**		**<u>8</u>**
HE 219	Health Services	3	HE 201	<u>Foundations of Health and Wellness</u>	<u>2</u>
HE 223	Health Behavior	2	HE 219	Health Services	3
HE 224	Laboratory in Health Behavior	1	HE 223	Health Behavior	2
~~HE 321~~	~~Health Counseling~~	~~3~~	HE 224	Laboratory in Health Behavior	1
II. Elective Requirements		**6**	**II. Elective Requirements**		**6**
Select ~~two courses~~ from the following:			*Select <u>six credits</u> from the following:*		
HE 200	Basic Cardiac Life Support	1	HE 200	Basic Cardiac Life Support	1
HE 211	Stress and Health	2	HE 211	Stress and Health	2
HE 241	Sex and Sexuality	3	HE 241	Sex and Sexuality	3
HE 312	~~Health and Disease~~	3	HE 312	<u>Health, Communities, & Society</u>	3
HE 314	Nutrition and Health	2	HE 314	Nutrition and Health	2
HE 316	Family Health	3	HE 316	Family Health	3
HE 317	First Aid and Safety Education	2	HE 317	First Aid and Safety Education	2
HE 341	HIV/AIDS: Public Health Implications	3	HE 321	<u>Health Counseling</u>	<u>3</u>
HE 342	~~Drug Use and Abuse~~	3	HE 341	HIV/AIDS: Public Health Implications	3
			HE 342	<u>Substance Use Disorder</u>	3
Total credits required for Health Education Minor		**~~15~~**	**Total credits required for Health Education Minor**		**<u>14</u>**

<u>Rationale</u>: This change makes visible a hidden pre-requisite for HE 223/HE 224 (HE 201). Making the course required will benefit students by providing additional foundational knowledge. Changes in course titles more accurately reflect current language in public/community health.

<u>Program Code</u>: 12901

Program: Minor in Public Health
Effective: Fall 2021

From			To		
Course	**Description**	**Crs**	**Course**	**Description**	**Crs**
I. Required ~~Major~~ Discipline Courses		**9**	**I. Required <u>Minor</u> Discipline Courses**		**9**
PH 201	History & Principles of Public Health	3	PH 201	History & Principles of Public Health	3
PH 210	Epidemiology for Public Health Practice	3	PH 210	Epidemiology for Public Health Practice	3
PH 320	Applied Biostatistics in Public Health	3	PH 320	Applied Biostatistics in Public Health	3
II. Elective Minor Discipline Courses		**6**	**II. Elective Minor Discipline Courses**		**6**
GERO 210	Alzheimer's & Related Dementias	2	GERO 210	Alzheimer's & Related Dementias[1]	2
GERO 301	Wellness & the Elderly	3	GERO 301	Wellness & the Elderly[1]	3
HE 200	Basic Cardiac Life Support	1	HE 200	Basic Cardiac Life Support	1
HE 211	Stress and Health	2	HE 211	Stress and Health	2
HE 241	Sex and Sexuality	3	HE 241	Sex and Sexuality	3
HE 312	~~Health and Disease~~	3	HE 312	<u>Health, Communities, & Society</u>	3
HE 313	Alcohol & Alcoholism	3	HE 313	Alcohol & Alcoholism	3
HE 314	Nutrition and Health	2	HE 314	Nutrition and Health	2
HE 315	Consumer Health	2	HE 315	Consumer Health	2
HE 316	Family Health	3	HE 316	Family Health	3
HE 317	First Aid and Safety Education	2	HE 317	First Aid and Safety Education	2
HE 341	HIV/AIDS: Public Health Implications	3	HE 341	HIV/AIDS: Public Health Implications	3
HE 342	~~Drug Use and Abuse~~	3	HE 342	<u>Substance Use Disorder</u>	3
PE 357	Physiology of Exercise	3	PE 357	Physiology of Exercise	3
HE 420	~~Alcoholism Counseling~~	3	HE 420	<u>Alcohol & Substance Use Counseling</u>	3
HE 450	Practicum in Health Education	2	HE 450	Practicum in Health Education	2
HE 452	Cardiovascular Fitness	3	HE 452	Cardiovascular Fitness	3
HE 488	Health Promotion in the Workplace	3	HE 488	Health Promotion in the Workplace	3
HE 495	Independent Study	1	HE 495	Independent Study	1
HE 496	Independent Study	1	HE 496	Independent Study	
HE 497	Independent Study	2	HE 497	Independent Study	2
HE 498	Independent Study	2	HE 498	Independent Study	2
PH 215	Social & Behavioral Determinants of Health	3	PH 215	Social & Behavioral Determinants of Health	3
PH 225	Principles & Practices of Health Behavior Change	3	PH 225	Principles & Practices of Health Behavior Change	3
PH 285	Health Equity & Cultural Responsiveness	3	PH 285	Health Equity & Cultural Responsiveness	3

PH 330 Public Health Policy & Management   3
PH 340 Environmental & Occupational Health   3
PH 343 Sexual and Gender Minority Health   3
    Perspectives
 	
Notes:
 	
1. ~~While GERO 301 has a prerequisite, students may enroll in the course with department or instructor permission.~~
 	
Total credits required for Public Health minor   15
	PH 330 Public Health Policy & Management 3
	PH 340 Environmental & Occupational Health 3
	PH 343 Sexual and Gender Minority Health 3
	    Perspectives
	
	Notes:
	
	1. While GERO 210 and GERO 301 have prerequisites, students may enroll in these courses with department permission.
	
	Total credits required for Public Health minor 15

Rationale: Changes in course titles more accurately reflect current language in public/community health.

Program Code: 37703

YORK College | CU NY

Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Health and Human Performance/Health Education and Public Health	Nicholas Grosskopf
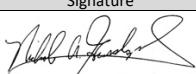
Please indicate items submitted for Committee approval

☐ New Major Design	☐ New Minor Design	☐ New Program
☒ Revised Major Design	☐ Revised Minor Design	☐ Revised Program
☐ New Course Proposal		
☐ Course Change Proposal		
☐ Course Deletion		

Please provide an executive summary of your proposal

The proposed major redesigns in Community Health Education, Health Education PreK-12, Health Promotion Management, and Public Health include minor changes to course titles, the addition of possible major elective courses, and the addition of clarifying language regarding hidden pre-requisites.

Department Curriculum Committee Approval

Signature	Date
(signature)	3/3/2020

Department Approval

Chairperson Signature	Date
(signature)	3/3/2020

Other Departments Affected*

Department	Signature	Approved	Comments Attached

College Curriculum Committee Approval

Signature	Date

College Senate Approval

Signature	Date

*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the approval box and should attach comments.

Revised 2019

AIII.1 The following revisions are proposed in the Health & Human Performance Department
Program: BS in Community Health Education
Program Code: 12901
Effective: Fall 2021

FROM	TO
The Community Health Education program is designed to prepare the student to be a specialist skilled in planning and implementing programs that enhance health awareness. This multidisciplinary program facilitates the involvement of individuals, communities, and community-based organizations to promote well-being, improved health status and positive health behaviors. **Program Goals**: 1. Students will demonstrate an understanding of behavioral theories and how it impacts health. 2. Students will be able to demonstrate a core understanding of wellness. 3. Students will become qualified Community Health Educators.	N/C

Course # Course Description	*Credits*	*Course # Course Description*	*Credits*
REQUIRED COURSES	**45**	**REQUIRED COURSES**	**45**
I. Required Courses	**6**	**I. Required Courses**	**6**
BIO 120 Principles of Inheritance & Human Reproduction[1]	3	BIO 120 Principles of Inheritance & Human Reproduction[1]	3
OR		OR	
BIO 140 Human Biology[1]	3	BIO 140 Human Biology[1]	3
WRIT 303 Research Writing for Professional Programs[2]	3	WRIT 303 Research Writing for Professional Programs[2]	3
II. Required Major Discipline Courses	**27**	**II. Required Major Discipline Courses**	**27**
HE 201 Foundations of Health & Wellness	2	HE 201 Foundations of Health & Wellness	2
HE 219 Health Services	3	HE 219 Health Services	3
HE 223 Health Behavior	2	HE 223 Health Behavior	2

HE 224	Laboratory in Health Behavior	1	HE 224	Laboratory in Health Behavior	1
HE 321	Health Counseling	3	HE 321	Health Counseling	3
HE 331	Program Planning	3	HE 331	Program Planning	3
HE 471	Field Work	1	HE 471	Field Work	1
HE 472	Field Work	1	HE 472	Field Work	1
HE 473	Field Work	2	HE 473	Field Work	2
HE 474	Field Work	2	HE 474	Field Work	2
HE 481	Organization & Administration of Health Education	3	HE 481	Organization & Administration of Health Education	3
BIO 281	Human Structure & Function	4	BIO 281	Human Structure & Function	4
BIO 281L	Human Structure & Function Lab	0	BIO 281L	Human Structure & Function Lab	0

III. Elective Major Discipline Courses — 12 | **III. Elective Major Discipline Courses** — 12

Please choose twelve (12) credits from among the following:

GERO 301	Wellness & the Elderly[3]	3	GERO 301	Wellness & the Elderly[3]	3
HE 200	Basic Cardiac Life Support	1	HE 200	Basic Cardiac Life Support	1
HE 211	Stress & Health	2	HE 211	Stress & Health	2
HE 241	Sex & Sexuality	3	HE 241	Sex & Sexuality	3
HE 312	~~Health & Disease~~	3	HE 312	Health, Communities, & Society	3
HE 313	~~Alcohol & Alcoholism~~	3	HE 313	Alcohol Use Disorder	3
HE 314	Nutrition & Health	2	HE 314	Nutrition & Health	2
HE 315	Consumer Health	2	HE 315	Consumer Health	2
HE 316	Family Health	3	HE 316	Family Health	3
HE 317	First Aid & Safety Education	2	HE 317	First Aid & Safety Education	2
HE 341	HIV/AIDS: Public Health Implications	3	HE 341	HIV/AIDS: Public Health Implications	3
HE 342	~~Drug Use & Abuse~~	3	HE 342	Substance Use Disorder	3
PE 358	Physiology of Exercise	3	PE 358	Physiology of Exercise	3
HE 365	Research in Health & Physical Education	3	HE 365	Research & Writing in Health & Physical Education	3
HE 420	~~Alcoholism Counseling~~	3	HE 420	Alcohol & Substance Use Counseling	3
HE 450	Practicum in Health Education	2	HE 450	Practicum in Health Education	2
HE 452	Cardiovascular Fitness	3	HE 452	Cardiovascular Fitness	3
PH 201	History & Principles of Public Health	3	PH 201	History & Principles of Public Health	3
PH 210	Epidemiology for Public Health Practice	3	PH 210	Epidemiology for Public Health Practice	3
PH 215	Social & Behavioral Determinants of Health	3	PH 215	Social & Behavioral Determinants of Health	3
PH 225	Principles & Practices of Health Behavior Change	3			

PH 285	Health Equity & Cultural Responsiveness	3
PH 320	Applied Biostatistics in Public Health	3
PH 330	Public Health Policy & Management	3
PH 340	Environmental & Occupational Health	3
PH 343	Sexual and Gender Minority Health Perspectives	3

IV. Psychology Electives   **6**

Select two from the following:

PSY 215	Human Development I: Infancy/Childhood	3
PSY 216	Human Development II: Adolescence/Maturity	3
PSY 283	Psychology of Death & Dying	3
PSY 232	Social Psychology	3
PSY 238	Abnormal Psychology	3

Notes:
1. BIO 120 may also be taken to fulfill the Flexible Core: Scientific World requirement. BIO 140 may also be taken to fulfill the Required Core: Life & Physical Sciences requirement.
2. WRIT 303 may also be taken to fulfill the College Option Writing requirement.
3. While GERO 101 is a prerequisite for GERO 301, students may enroll in the course with department permission.

PH 225	Principles & Practices of Health Behavior Change	3
PH 285	Health Equity & Cultural Responsiveness	3
PH 320	Applied Biostatistics in Public Health	3
PH 330	Public Health Policy & Management	3
PH 340	Environmental & Occupational Health	3
PH 343	Sexual and Gender Minority Health Perspectives	3

IV. Psychology Electives   **6**

Select two from the following:

PSY 215	Human Development I: Infancy/Childhood	3
PSY 216	Human Development II: Adolescence/Maturity	3
PSY 283	Psychology of Death & Dying	3
PSY 232	Social Psychology	3
PSY 238	Abnormal Psychology	3

Notes:
1. BIO 120 may also be taken to fulfill the Flexible Core: Scientific World requirement. BIO 140 may also be taken to fulfill the Required Core: Life & Physical Sciences requirement.
2. WRIT 303 may also be taken to fulfill the College Option Writing requirement.
3. While GERO 101 is a prerequisite for GERO 301, students may enroll in the course with department permission.

Rationale: The proposed changes updates course titles to be consistent with current language in health education, public health, and exercise physiology. The changes are based on recommendations from accrediting bodies, governmental agencies, and professional organizations.

AIII.1 The following revisions are proposed in the Health & Human Performance Department
Program: BS in Health Education PreK-12
Program Code: 24957
Effective: Fall 2021

FROM	TO
Mission The Health Education pK-12 program's mission is to prepare Health Education Teacher Educators (HETE) who have demonstrated mastery of the necessary content knowledge, content pedagogy, health enhancing skills and professional dispositions needed to support student learning. **Program Goals** 1. HETE candidates demonstrate the knowledge and skills of a health literate educator. 2. HETE candidates assess needs to determine priorities for school health education. 3. HETE candidates plan effective, comprehensive school health education curricula and programs. 4. HETE candidates implement health education instruction. 5. HETE candidates assess student learning. 6. HETE candidates plan and coordinate a school health education program. 7. HETE candidates serve as a resource person in health education. 8. HETE candidates communicate and advocate for health and school health education. Students planning to seek New York State teaching certification in Health Education are required to file an application for admission form in the Department of Teacher Education during their sophomore year.	N/C

Students who do not apply during their sophomore year or fail to seek advisement through the Teacher Education Program will not be eligible for certification. Students who wish to pursue the School Health Education major and who wish New York State Provisional Certification, should consult their major advisor for proper programming.

The Health Education major is designed to prepare students to teach health education grades PreK-12. School health educators are skilled in health instruction as well as in curriculum development. In cooperation with the Teacher Education Department, this program leads to teaching certification by New York State.

In addition, students majoring in Health Education are prepared to enter graduate programs in health education and related fields.

Course #	Course Description	Credits	Course #	Course Description	Credits
I. Health Education PreK-12 Requirements		**48**	**II. Health Education PreK-12 Requirements**		**48**
HE 201	Foundations of Health & Wellness	2	HE 201	Foundations of Health & Wellness	2
HE 219	Health Services	3	HE 219	Health Services	3
HE 223	Health Behavior	2	HE 223	Health Behavior	2
HE 224	Laboratory in Health Behavior	1	HE 224	Laboratory in Health Behavior	1
HE 241	Sex & Sexuality	3	HE 241	Sex & Sexuality	3
HE 312	~~Health & Disease~~	3	HE 312	Health, Communities, & Society	3
HE 314	Nutrition & Health	2	HE 314	Nutrition & Health	2
HE 315	Consumer Health	2	HE 315	Consumer Health	2
HE 316	Family Health	3	HE 316	Family Health	3
HE 321	Health Counseling	3	HE 321	Health Counseling	3
HE 331	Program Planning[1]	3	HE 331	Program Planning[1]	3
HE 342	~~Drug Use & Abuse~~	3	HE 342	Substance Use Disorder	3
HE 363	Measurement and Evaluation in Health & Physical Education	3	HE 363	Measurement and Evaluation in Health & Physical Education	3
HE 481	Organization and Administration of Health Education	3	HE 481	Organization and Administration of Health Education	3

BIO 120	Principles of Inheritance and Human Reproduction[2]	3
BIO 281	Human Structure and Function	4
5 Additional HE or PH Credits at the 200 Level or Above		

II. Teacher Education Requirements   45

  1. Required Core Curriculum Courses

At least one Foreign Language course[3]		3

  2. Support Courses   15

ENG 126	English Composition II: Writing About Literature[5]	3
PHIL 202	Major Ideas and Issues in Education OR	3
SOC 202	Major Ideas and Issues in Education	3
MATH 111	Introduction to Statistics and Probability[6]	3
EDUC 230	Teaching with Multimedia Technology	3
EDUC 280	Child and Adolescent Development for Teachers	3

  3. Professional Sequence[4]   19

EDUC 268	Bilingual and English Language Learner (ELL Education)	3
EDUC 282	Education Psychology: Effective Teaching and Learning in a Diverse Classroom	3
EDUC 285	Introduction to Special Education	3
EDUC 340	Literacy Instruction Inside Middle and Secondary Schools for English Only (EO) and English Language Learners (ELL's)[1]	3
EDUC 395	Curriculum and Methods in Subject Specific (K-12) Educations I: Learning Goals and Assessments	3
EDUC 397	School Health Curriculum and Methods PreK-12	4

BIO 120	Principles of Inheritance and Human Reproduction[2] OR	3
BIO 140	Human Biology[2]	3
BIO 281	Human Structure and Function	4
5 Additional HE or PH Credits at the 200 Level or Above		

II. Teacher Education Requirements   45

  1. Required Core Curriculum Courses

At least one Foreign Language course[3]		3

  2. Support Courses   15

ENG 126	English Composition II: Writing About Literature[5]	3
PHIL 202	Major Ideas and Issues in Education OR	3
SOC 202	Major Ideas and Issues in Education	3
MATH 111	Introduction to Statistics and Probability[6]	3
EDUC 230	Teaching with Multimedia Technology	3
EDUC 280	Child and Adolescent Development for Teachers	3

  3. Professional Sequence[4]   19

EDUC 268	Bilingual and English Language Learner (ELL Education)	3
EDUC 282	Education Psychology: Effective Teaching and Learning in a Diverse Classroom	3
EDUC 285	Introduction to Special Education	3
EDUC 340	Literacy Instruction Inside Middle and Secondary Schools for English Only (EO) and English Language Learners (ELL's)[1]	3
EDUC 395	Curriculum and Methods in Subject Specific (K-12) Educations I: Learning Goals and Assessments	3

4.	**Student Teaching and Student Teaching Seminar**	8
	EDUC 403 Capstone Clinical Experience & Seminar for Health Education or Physical Education, Grades K-6	4
	EDUC 404 Capstone Clinical Experience & Seminar for Health Education or Physical Education, Grades 7-12	4

Credit Totals

Total Program credits	93
Total Core Curriculum credits	27
Total free elective credits	0
Total credits for the BS in Health Education, PreK-12	120

Notes:

1. EDUC 340 or HE 331 may also be taken toward fulfillment of the College Option Core: Writing Intensive requirement.
2. BIO 120 is a prerequisite for BIO 281 and fulfills the Flexible Core: Scientific World requirement.
3. Foreign Language is a NYS requirement and may also be taken toward fulfillment of the College Option Core: Foreign Language requirement. Students may be required to take a second Foreign Language course to complete the Core requirement.
4. Students won't be allowed to continue to take courses in Professional Sequence without a GPA of 3.0 in the Support Courses block.
5. ENG126 also fulfills the Required Core: English Composition requirement.
6. MATH 111 is a prerequisite for HE 363 and fulfills the Required Core: Mathematical and Quantitative Reasoning requirement.

*Proof of current First Aid/CPR certification is required.

	EDUC 397 School Health Curriculum and Methods PreK-12	4
4.	**Student Teaching and Student Teaching Seminar**	8
	EDUC 403 Capstone Clinical Experience & Seminar for Health Education or Physical Education, Grades K-6	4
	EDUC 404 Capstone Clinical Experience & Seminar for Health Education or Physical Education, Grades 7-12	4

Credit Totals

Total Program credits	93
Total Core Curriculum credits	27
Total free elective credits	0
Total credits for the BS in Health Education, PreK-12	120

Notes:

1. EDUC 340 or HE 331 may also be taken toward fulfillment of the College Option Core: Writing Intensive requirement.
2. BIO 120 is a prerequisite for BIO 281 and fulfills the Flexible Core: Scientific World requirement. _BIO 140 may also be used as a prerequisite for BIO 281 and fulfills the Life & Physical Sciences requirement._
3. Foreign Language is a NYS requirement and may also be taken toward fulfillment of the College Option Core: Foreign Language requirement. Students may be required to take a second Foreign Language course to complete the Core requirement.
4. Students won't be allowed to continue to take courses in Professional Sequence without a GPA of 3.0 in the Support Courses block.
5. ENG126 also fulfills the Required Core: English Composition requirement.

	6. MATH 111 is a prerequisite for HE 363 and fulfills the Required Core: Mathematical and Quantitative Reasoning requirement.
	*Proof of current First Aid/CPR certification is required.

Rationale: The proposed changes updates course titles to be consistent with current language in health education, public health, and exercise physiology. The changes are based on recommendations from accrediting bodies, governmental agencies, and professional organizations. The additional of BIO 140 as a possible pre-requisite for BIO 281 increases flexibility in students' planning.

AIII.1 The following revisions are proposed in the Health & Human Performance Department
Program: BS in Health Promotion Management
Program Code: 91475
Effective: Fall 2021

FROM	TO
Mission The Health Promotion Management program's mission is to prepare students to be specialists skilled in planning and implementing programs that enhance health awareness and the well-being of individuals, groups, communities in the workplace, communities, and health organizations. **Program Goals** 1. Students will demonstrate competence in assessing individual, group, worksite, and community needs for health promotion and health education. 2. Students will demonstrate competence in planning effective evidence based health promotion programs. 3. Students will be able to demonstrate competence in implementing health promotion and education programs 4. Students will understand the basis be able to demonstrate competence in developing health education programs in the workplace and community. 5. To prepare health education specialists who can understand economics.	N/C

Course # Course Description	*Credits*	*Course # Course Description*	*Credits*
MAJOR DISCIPLINE REQUIREMENTS	**48**	**MAJOR DISCIPLINE REQUIREMENTS**	**48**
I. Required Major Discipline Courses	**36**	**I. Required Major Discipline Courses**	**36**
HE 201 Foundations of Health & Wellness	2	HE 201 Foundations of Health & Wellness	2
HE 211 Stress and Health	2	HE 211 Stress and Health	2
HE 219 Health Services	3	HE 219 Health Services	3

HE 223	Health Behavior	2		HE 223	Health Behavior	2
HE 224	Laboratory in Health Behavior	1		HE 224	Laboratory in Health Behavior	1
HE 314	Nutrition & Health	2		HE 314	Nutrition & Health	2
HE 321	Health Counseling	3		HE 321	Health Counseling	3
HE 331	Program Planning	3		HE 331	Program Planning	3
HE 342	~~Drug Use & Abuse~~	3		HE 342	<u>Substance Use Disorder</u>	3
PE 358	Physiology of Exercise	3		PE 358	Physiology of Exercise	3
HE 363	Measurement and Evaluation in Health and Physical Education	3		HE 363	Measurement and Evaluation in Health and Physical Education	3
HE 452	Cardiovascular Fitness	3		HE 452	Cardiovascular Fitness	3
HE 481	Organization & Administration of Health Education	3		HE 481	Organization & Administration of Health Education	3
HE 488	~~Health Promotion in the Workplace~~	3		HE 488	<u>Worksite Wellness</u>	3

II. Business Required Courses   **6** | **II. Business Required Courses**   **6**

BUS 301	Management Theory and Practice	3		BUS 301	Management Theory and Practice	3
MKT 341	Introduction to Marketing	3		MKT 341	Introduction to Marketing	3

II. Field Work   **6** | **II. Field Work**   **6**

HE 471	Field Work	1		HE 471	Field Work	1
HE 472	Field Work	1		HE 472	Field Work	1
HE 473	Field Work	2		HE 473	Field Work	2
HE 474	Field Work	2		HE 474	Field Work	2

<u>Rationale:</u> The proposed changes updates course titles to be consistent with current language in health education, public health, and exercise physiology. The changes are based on recommendations from accrediting bodies, governmental agencies, and professional organizations.

AIII.1 The following revisions are proposed in the Health & Human Performance Department
Program: BS in Public Health
Program Code: 37703
Effective: Fall 2021

FROM	TO
Program Mission The mission of York College's undergraduate public health program is to engage in teaching, learning, scholarship and service to foster and sustain a healthier New York City and to promote culturally responsive, evidence-informed solutions to reduce disparities and promote health and wellness among urban populations. **Program Goals** 1. To utilize the concepts and applications of basic statistics. 2. To develop an understanding of the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society. 3. To illustrate knowledge of the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice. 4. To analyze the socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities. 5. To explain the foundations of biological and life sciences and the concepts of health and disease. 6. To apply the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of population. 7. To describe the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.	N/C

8. To exercise the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.
9. To compare and contrast the fundamental characteristics and organizational structures of the US health system as well as the differences in systems in other countries.
10. To evaluate the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy and the roles, influences, and responsibilities of the different agencies and branches of government.
11. To employ basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.

Background

Public health programs focus primarily on prevention and health promotion (rather than treatment), and on whole populations (rather than individuals). Public health is an essential component of the US health system. Its infrastructure and prevention-based programs, together with clinical health systems, work to improve population health and reduce health care costs among populations. The undergraduate program in public health at York College is focused on the science of protecting and improving the health and well-being of communities.

Reflecting the interdisciplinary approach of the CUNY School of Public Health, students in the major will take courses originating from the various public health core disciplines, including epidemiology, biostatistics, environmental and occupational health, and health management and policy. The community health concentration emphasizes specific training in the assessment, planning, implementation and evaluation of community-based, -focused and -driven public health programs and policies. Aligned with the Council on Education for Public Health (CEPH) accreditation criteria, the major curriculum is multidisciplinary while being rooted in the social and behavioral determinants of

health. As students progress through the program, they will gain more breadth and depth in public health practice through field experiences as well as a capstone course in their final year.

Upon completion of the degree, students will be better equipped to complete graduate education in public health or begin working in the field as a public health practitioner. Students will have acquired skills that could be translated into the workplace (city, state or local government agencies, non-for-profit organizations, etc.) or other post-baccalaureate educational settings such as enrollment in an MPH, MSW, JD or MD program.

Admission Criteria to the Program

At time of admission, a minimum cumulative GPA of 3.0 for all coursework completed; at least 12 credits with a minimum GPA of 3.0 in the following PH courses: PH 201 and PH 210 or PH 215 or PH 225 or PH 320 or PH 330 or PH 340.

Admission to the program will be based on a yearly cohort model of enrollment. A minimum of 33% of available program seats will be reserved for each of the following groups (given sufficient applications submitted): 1) Native York students; 2) Transfer students from CUNY; and 3) Transfer students from outside CUNY (e.g., 30 new program seats; 10 will be reserved for students from each group). Upon admission to the program (usually at the beginning of the third year in a 4year plan), students will be encouraged to attend full-time (if not already).

Retention and Completion Criteria

A minimum GPA of 3.0 in required program courses (including program electives); a minimum cumulative GPA of 3.0.

Course # Course Description	Credits	Course # Course Description	Credits
REQUIRED COURSES	**69**	**REQUIRED COURSES**	**45**
I. Required Courses	**6**	**I. Required Courses**	**6**
BIO 120 Principles of Inheritance &	3		

Human Reproduction[1]
BIO 140 Human Biology[1]   3
MATH 111 Introduction to Statistics and Probability[2]   4
WRIT 303 Research Writing for   3
             Professional Programs[3]

II. Required Public Health Major Discipline Courses   18
PH 201 History & Principles of Public Health   3
PH 210 Epidemiology for Public Health Practice   3
PH 320 Applied Biostatistics in Public Health   3
PH 330 Public Health Policy & Management   3
PH 340 Environmental & Occupational Health   3
PH 450 Public Health & Societies   3

III. Required Community Health Concentration   26
Discipline Courses
PH 215 Social & Behavioral Determinants of Health   3
PH 225 Principles & Practices of Health Behavior   3
           Change
PH 325 Assessing Community Health Needs,   3
           Capacity & Assets
PH 335 Planning & Funding for Public Health   3
PH 415 Community Health Intervention Design   3
           & Methods
PH 425 Evaluation Methods in Public Health   3
PH 435 Field Experience I
   2
PH 445 Field Experience II   2
BIO 281 Human Structure & Function   4

IV. Elective HE/PH/PE/PSY Discipline Courses   15
GERO 301 Wellness & the Elderly[4]   3
HE 200 Basic Cardiac Life Support   1
HE 211 Stress & Health   2
HE 241 Sex & Sexuality   3

BIO 120 Principles of Inheritance &   3
            Human Reproduction[1]
                      OR
BIO 140 Human Biology[1]   3
MATH 111 Introduction to Statistics and Probability[2]   4
WRIT 303 Research Writing for   3
             Professional Programs[3]

II. Required Public Health Major Discipline Courses   18
PH 201 History & Principles of Public Health   3
PH 210 Epidemiology for Public Health Practice   3
PH 320 Applied Biostatistics in Public Health   3
PH 330 Public Health Policy & Management   3
PH 340 Environmental & Occupational Health   3
PH 450 Public Health & Societies   3

III. Required Community Health Concentration   26
Discipline Courses
PH 215 Social & Behavioral Determinants of Health   3
PH 225 Principles & Practices of Health Behavior   3
           Change
PH 325 Assessing Community Health Needs,   3
           Capacity & Assets
PH 335 Planning & Funding for Public Health   3
PH 415 Community Health Intervention Design   3
           & Methods
PH 425 Evaluation Methods in Public Health   3
PH 435 Field Experience I   2
PH 445 Field Experience II   2
BIO 281 Human Structure & Function   4

IV. Elective HE/PH/PE/PSY Discipline Courses   15
Please choose fifteen (15) credits from among the following:
GERO 301 Wellness & the Elderly[4]   3
HE 200 Basic Cardiac Life Support   1

HE 313	~~Alcohol & Alcoholism~~	3
HE 314	Nutrition & Health	2
HE 315	Consumer Health	2
HE 316	Family Health	3
HE 317	First Aid & Safety Education	2
HE 341	HIV/AIDS: Public Health Implications	3
HE 342	~~Drug Use & Abuse~~	3
PE 358	Physiology of Exercise	3
HE 452	Cardiovascular Fitness	3
HE 495	Independent Study	1
HE 496	Independent Study	1
HE 497	Independent Study	1
HE 498	Independent Study	2
PH 285	Health Equity & Cultural Responsiveness	3
PH 343	Sexual and Gender Minority Health Perspectives	3
PSY 215	Human Development I: Infancy/Childhood	3
PSY 216	Human Development II: Adolescence/Maturity	3
PSY 283	Psychology of Death & Dying	3
PSY 232	Social Psychology	3
PSY 238	Abnormal Psychology	3

Total Public Health Program Credits   *69*
Total Core Curriculum Credits   *33-42*
Total Free Elective Credits   *9-18*
Total Credits for the BS in Public Health   *120*

Notes:
1. BIO 120 may also be taken to fulfill the Flexible Core: Scientific World requirement.
2. MATH 111 may also be taken to fulfill the Required Core: Mathematical and Quantitative Reasoning requirement.
3. WRIT 303 may also be taken to fulfill the College Option Writing requirement.
4. While GERO 101 is a prerequisite for GERO 301, students

HE 211	Stress & Health	2
HE 241	Sex & Sexuality	3
HE 313	<u>Alcohol Use Disorder</u>	3
HE 314	Nutrition & Health	2
HE 315	Consumer Health	2
HE 316	Family Health	3
HE 317	First Aid & Safety Education	2
HE 341	HIV/AIDS: Public Health Implications	3
HE 342	<u>Substance Use Disorder</u>	3
PE 358	Physiology of Exercise	3
HE 365	<u>Research & Writing in Health & Physical Education</u>	<u>3</u>
HE 420	<u>Alcohol & Substance Use Counseling</u>	<u>3</u>
HE 452	Cardiovascular Fitness	3
HE 495	Independent Study	1
HE 496	Independent Study	1
HE 497	Independent Study	1
HE 498	Independent Study	2
PH 285	Health Equity & Cultural Responsiveness	3
PH 343	Sexual and Gender Minority Health Perspectives	3
PSY 215	Human Development I: Infancy/Childhood	3
PSY 216	Human Development II: Adolescence/Maturity	3
PSY 283	Psychology of Death & Dying	3
PSY 232	Social Psychology	3
PSY 238	Abnormal Psychology	3

Total Public Health Program Credits   *69*
Total Core Curriculum Credits   *33-42*
Total Free Elective Credits   *9-18*
Total Credits for the BS in Public Health   *120*

Notes:
1. BIO 120 may also be taken to fulfill the Flexible Core: Scientific World requirement. <u>BIO 140 may also be taken</u>

may enroll in the course with department permission.	to fulfill the Required Core: Life & Physical Sciences requirement.
	2. MATH 111 may also be taken to fulfill the Required Core: Mathematical and Quantitative Reasoning requirement.
	3. WRIT 303 may also be taken to fulfill the College Option Writing requirement.
	4. While GERO 101 is a prerequisite for GERO 301, students may enroll in the course with department permission.

Rationale: The proposed changes updates course titles to be consistent with current language in health education, public health, and exercise physiology. The changes are based on recommendations from accrediting bodies, governmental agencies, and professional organizations. The addition of major electives will provide greater flexibility in student interest and planning.

YORK College CUNY

Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Business and Economics	Paul Cline
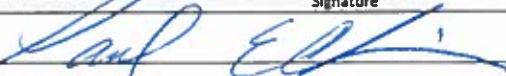
Please indicate items submitted for Committee approval

- [ ] New Major Design
- [X] New Minor Design
- [ ] New Program
- [ ] Revised Major Design
- [ ] Revised Minor Design
- [ ] Revised Program
- [ ] New Course Proposal
- [ ] Course Change Proposal
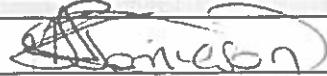- [ ] Course Deletion

Please provide an executive summary of your proposal

A new minor addressing the need for cybersecurity emphasis within the curriculum

Department Curriculum Committee Approval

Signature	Date
Paul E___	1/2/2020

Department Approval

Chairperson Signature	Date
[signature]	1/02/2020

Other Departments Affected*

Department	Signature	Approved	Comments Attached

College Curriculum Committee Approval

Signature	Date

College Senate Approval

Signature	Date

*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the approval box and should attach comments.

Program: Cybersecurity
Effective: Fall 2021

From			To		
Course	**Description**	**Crs**	**Course**	**Description**	**Crs**
No such minor exists			Required Courses		
			BUS 220 Fundamentals of Cybersecurity		3
			BUS 286 Digital Technologies in Organizations		3
			BUS 470 Information System Security Management		3
			One courses from the following		
			BUS 287 Communities, Social Networks, and Information		3
			BUS 376 Organizational Knowledge Management		3
			BUS 377 Business Intelligence		3

Rationale: Addresses the need for cybersecurity emphasis within the curriculum.

YORK College CUNY

Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Occupational Therapy	Lillian Kaplan , PhD, OTR/L

Please indicate items submitted for Committee approval

☐ New Major Design	☐ New Minor Design	☐ New Program
☐ Revised Major Design	☐ Revised Minor Design	☐ Revised Program
☐ New Course Proposal		
☐ Course Change Proposal	Discontinuation of the BS in Occupational Therapy (program number 02918)	
☒ Course Deletion		

Please provide an executive summary of your proposal

The entry level of the Occupational Therapy profession is the MS degree since mandated by the Accreditation Council of Occupational Therapy Educators (ACOTE) in 2007.
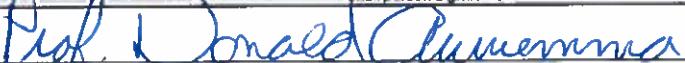The first students ($n = 14$) were admitted in September 2003. To accommodate undergraduate students who had entered York College with the intent of pursuing an undergraduate major in occupational therapy, the baccalaureate program was phased out over 4 years. The final class of students receiving a baccalaureate degree with a major in occupational therapy graduated in May 2006.
The first class of graduates to be comprised solely of combined BS/MS of Occupational Therapy students graduated in May 2007. ACOTE accredited the dual degree BS/ MS program in 2010. There are currently no students in the Occupational Therapy BS program (number 02918).

Department Curriculum Committee Approval

Signature	Date
Lillian Kaplan	3/2/2020

Department Approval

Chairperson Signature	Date
Prof. Donald Ammerman	03/02/2020

Other Departments Affected*

Department	Signature	Approved	Comments Attached

College Curriculum Committee Approval

Signature	Date

College Senate Approval

Revised 2019

Section AVI: Courses Withdrawn

HPOT 312 Functions of the Human Extremities
HPOT 313 Fundamentals of O.T.
HPOT 315 Gross Anatomy for Human Function
HPOT 321 Use of Media in O.T.
HPOT 322 Activities For Maturation and Growth
HPOT 314 Integrations of System Theory 2
HPOT 316 Physiological Basis of Human Health
HPOT 323 Collaboration in O.T.
HPOT 324 O.T. Foundational Techniques
HPOT 325 Use of Media in O.T. II
HPOT 426 O.T. Assessment Techniques
HPOT 430 Problems of the Psycho-social System
HPOT 432 Problems of the Neurological System
HPOT 437 Problems of the Biological System
HPOT 427 O.T. Skills and Techniques for Current Practice
HPOT 436 O.T. Process: Pediatric Intervention
HPOT 438 O.T. Process: Intervention for Psychological Dysfunction
HPOT 439 O.T. Process: Intervention for Physical Dysfunction
HPOT 441 Fieldwork Experience Biological
HPOT 442 Fieldwork Experience Psychosocial Perspectives
HPOT 443 Collaboration in the Community

Rationale: The entry-level degree for licensed Occupational Therapy is now a Masters of Science degree. The College stopped admitting new students into the BS program upon establishing the BS/MS program in Fall 2004. There are no students currently enrolled in the BS program in Occupational Therapy/ HPOT courses..

AI.1   Discontinuation of the BS in Occupational Therapy program

RESOLVED, that the program in Occupational Therapy leading to the BS degree at York College (program number 02918) be discontinued, effective April 2020.

EXPLANATION:

The combined BS/MS degree program obtained final approval from City University Board's Committee on Academic Policy, Program and Research (CAPPR) in November of 2002. The first students of the dual degree BS/ MS program ($n = 14$) were admitted in September 2003. The stand-alone baccalaureate program in Occupational Therapy was phased out over a 4-year period. The final class of students receiving a baccalaureate degree with a major in Occupational Therapy graduated in May 2006.

The first class of graduates to be comprised solely of combined BS/MS of Occupational Therapy students graduated in May 2007. The Accreditation Council on Occupational Therapy Education (ACOTE) accredited the dual BS/MS program in 2010. There are no students currently enrolled in the baccalaureate program (BS) in Occupational Therapy (program 02918) .

Change or Adapt a Registered Program

Use the [Request to Change or Adapt a Registered Program](#) form to request program changes that require approval by the State Education Department (see chart).[*] For **programs that are registered jointly** with another institution, all participating institutions must confirm support for the changes.

Exceptions:

- To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](#) for guidance.
- To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.

Changes and Adaptations Requiring State Education Department Approval

Changes in Program Content (all programs)
 	
1. *Any* of the following substantive changes:
 	
    ▪ Cumulative change from the Department's last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)
    ▪ Changes in the program's focus or design (e.g., eliminating management courses in a business administration program), including a change in the program's major disciplinary area
    ▪ Adding or eliminating an option or concentration
    ▪ Eliminating a requirement for completion, including an internship, clinical, cooperative education, or other work-based experience
    ▪ Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of [Regents Rules](#)

Other Changes (all programs) 2. Program title 3. Program award (e.g., change in degree) 4. Mode of delivery (**Note**: if the change involves adding a **distance education format** to a registered program, please complete the [distance education application](#).) 5. Discontinuing a program 6. A format change that alters the program's financial aid eligibility (e.g., from full-time to part-time, or to an abbreviated or accelerated semester) 7. A change in the total number of credits of any certificate or advanced certificate program
Establishing New Programs Based on Existing Registered Programs 8. Creating a dual-degree program from existing registered programs 9. Creating a new program from a concentration/track in an existing registered program

PLEASE NOTE:

Establishing an existing program at a new location requires new registration of the program. If the requested action changes the program's major disciplinary area, master plan amendment may be needed if the revised program represents the institution's first program in that major subject area, at that degree level. If a requested **degree title** is not authorized for an institution chartered by the Board of Regents, charter amendment will be needed.

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[*] **CUNY and SUNY** institutions: contact System Administration for guidance.

NEW YORK STATE EDUCATION DEPARTMENT
Office of Higher Education—Office of College and University Evaluation
89 Washington Avenue, Albany, NY 12234
(518) 474-2593 Fax: (518) 486-2779
ocueinfo@mail.nysed.gov
http://www.highered.nysed.gov/ocue/

Request to Change or Adapt a Registered Program

Item	Response *(type in the requested information)*
Institution name and address	**CUNY York College** **94-20 Guy R Brewer BLVD** **Jamaica, NY 11451**
Identify the program you wish to change	Program title: **Occupational Therapy** Award (e.g., B.A., M.S.): **BS** Credits: **59** HEGIS code: **1208** Program code:　**02918**
Contact person for this proposal	Name and title:　**Eva Rodriguez, PhD, OTR/L Program Director,** Telephone: **718 262 2720**　　Fax:　**718262 2762**　e-mail: **erodriguez14@york.cuny.edu**
CEO (or designee) **approval** *Signature affirms the institution's commitment to support the program as revised.*	Name and title: **Panayiotis Meleties, PhD; Provost and SVP of Academic Affairs** Signature and date:
	If the program will be registered jointly[1] with another institution, provide the following information:
	Partner institution's name: Name and title of partner institution's CEO: Signature of partner institution's CEO:

- For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.
- To change a registered professional licensure program or add a license qualification to an existing program, contact the Office of the Professions for guidance.
- To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.
- If the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

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[1] If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm.

Check all changes that apply and provide the requested information.

Changes in Program Content *(Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.)*

[ ]   Cumulative change from the Department's last approval of the registered program that impacts one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)

[ ]   Changes in a program's focus or design

[ ]   Adding or eliminating an option or concentration

[ ]   Eliminating a requirement for program completion

[ ]   Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of Regents Rules

If new courses are being added as part of the noted change(s), provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

Other Changes *(describe and explain all proposed changes)*

[ ]   **Program title**

[ ]   **Program award**

[ ]   **Mode of Delivery** (**Note**: if the change involves adding a **distance education format** to a registered program, please complete the distance education application.)

[**X**]   **Discontinuing a program**: indicate the date by which the program will be discontinued.[2]

> **The entry-level degree for licensed Occupational Therapists is currently the MS degree. The BS Occupational Therapy Program was discontinued in Fall 2007. The College stopped admitting new students into the BS program upon establishing the dual degree BS/MS in Occupational Therapy in Fall 2004. There are no current students in the BS program.**

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[2] If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.

[ ]   **Format change** (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)

    a) Indicate proposed format:

    b) Describe availability of courses and any change in faculty, resources, or support services:

    c) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the program.

Establishing New Programs Based on Existing Registered Programs

[ ]   **Creating a dual-degree program** from existing registered programs

a) Complete the following table to identify the existing programs:

	Program Title	Degree Award	Program Code
Program 1			
Program 2			

b) Proposed dual-degree program (title and award):[3]

c) Courses that will be counted toward both awards:

d) Length of time for candidates to complete the proposed program:

e) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the dual-degree program.

[ ]   **Creating a new program from a concentration/track in an existing program**.

If the new program is based *entirely* on existing courses in a registered program, provide the current program name, program code, and the following information:

Note: this abbreviated option applies only if a master plan amendment is NOT required *and* there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

a) Information from the Application for Registration of a New Program form: cover page (page 1), Sample Program Schedule form, and faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)

b) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:

c) Expected impact on existing program:

d) Adjustments the institution will make to its current resource allocations to support the program:

e) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program:

Note: if the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

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[3] Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.