

**Minutes of
The Lehman College Senate Meeting
Wednesday, November 5, 2025
Senate Meeting**

Senators Present: Abi-Hanna, R.; Adams, M.; Agyemang, C.; Aisemberg, G.; Ayalew, M.; Banks, R.; Barry, A.; Barry, M.; Bell, R.; Burton-Pye, B.; Campeanu, S.; Castellano, S.; Cheng, S.; Coller, A.; Drame, S.; Fajardo, J.; Fera, J.; Finger, R.; Garcia, M.; Gonzalez, R.; Harrison, E.; Henriquez-Castillo, M.; Hsu, S.-C.; Hurley, D.; Hyman, D.; Irvin, A.; Jimenez, M.; Kane, F.; Kendall, K.; Kim, N.; Lee, H.; Locke, A.; Lopez, K. D.; Lopez, N.; Lora, E. E.; Loscocco, P.; Machado, E.; Mahon, J.; Manier, D.; Marianetti, M.; Markens, S.; Marte, G. J.; Matthews, E.; McGovern, J.; McKenna, C.; Mohorcich, J.; Murphy, B.; Nisa, Z.; O'Boy, D.; O'Neil, C.; Oberlin, D.; Ohmer, S.; Owoaje, O. S.; Pantalone, D.; Pitts, W.; Prince, P.; Qafleshi, D.; Quinones, J.; Rice, A.; Ruiz, E.; Salami, F.; Sanford, V.; Schlesinger, K.; Shahzadi, M.; Silva-Puras, J.; Sofianos, E.; Soto II, R. T.; Stopler, M.; Toro, C.; Valentine, R.; Wang, H.-T.; Waring, E.; White, A.; Wright, J.; Zhong, M.

Senators Absent: Ali, A. Y.; Ali, T.; Ayalew, S. I.; Ba, K.; Barry, A.; Brown, T.; Cotton, T. M.; Delgado, F.; Di Raimo, S.; Dickson De La Rosa, W.; Dyantyi-Achi, G. N.; Gerry, C.; Gonzalez, T.; Hassan, M.; Jackson, G. S.; Keita, Y.; Lancaster, G.; MacKenzie, J.; Ortega, B.; Palmer, C.; Pena, S.; Rosario, Y.; Schwartz, D. O.; Stein Smith, S.; Sualah, R.; Williams, H.

The meeting was called to order at 3:46 PM by the Chair of the Lehman College Senate, Professor Joseph Fera. He gave the floor to Jorge Silva-Puras, the Provost and Senior Vice President for Academic Affairs and Student Success.

The provost made a somber announcement: Professor Ning Cheng, of the Management and Business Innovation Department, had passed away. He extended his deepest condolences to the family and asked that everyone keep the family in their prayers.

1. Action Items

a. Approval of the Minutes

There was a motion to approve the minutes, which was seconded. The minutes of the October 15, 2025, College Senate was approved by unanimous voice vote.

See Attachment I

b. Undergraduate Curriculum Committee

Professor Lynn Rosenberg presented a proposal for curriculum changes in the following departments: Early Childhood and Childhood Education; English; Health, Equity, Administration, and Technology; Health, Promotion, and Nutrition Sciences; Nursing; Sociology; and Speech Language Hearing Sciences. The floor was opened to questions and comments. There were none. Professor Fera moved to vote on the presented proposals. All of the proposals were approved by unanimous voice vote.

Professor Rosenberg also presented a proposal from the Undergraduate Curriculum Committee—the College Option Pathways General Education Degree Requirements and LEH requirements. The floor was opened to questions and comments. There were concerns about the programmatic changes and the possible issues that may arise without campus-wide input. It was informed that there was a long intensive discussion in an open forum where members of the College were involved and where, after said forum, the Undergraduate Curriculum Committee took the input into consideration and revised the proposal accordingly. There were additional concerns as well as many questions for clarification, which resulted in a prolonged debate.

There was a motion to call the question. The motion was seconded. Professor Fera moved to vote on the motion. The motion passed by majority vote and the debate was closed.

Professor Fera moved to vote on the proposal. Fifty-two votes were needed for the proposal to pass; there were only forty-eight votes in favor. The proposal failed.

Professor Rosenberg shared the following informational items: experimental courses CIS 110 and GEO 170.

See Attachment II

The next meeting was scheduled for Wednesday, December 10, 2025, at 1:00 PM via Zoom. Proceeding this date, Undergraduate Curriculum Committee meetings are scheduled to occur on Wednesdays at 1:00 PM on the following dates: February 4, 2026; March 4, 2026; April 15, 2026; May 6, 2026.

c. Graduate Curriculum Committee

Professor Justine McGovern presented a proposal for curriculum changes in the Department of Counseling, Leadership, Literacy, and Special Education. The floor was opened to questions and comments. There were none. Professor Fera moved to vote on the presented proposal. It was seconded. The proposal was approved by unanimous voice vote.

See Attachment III

The next meeting was scheduled for Wednesday, December 10, 2025, at 11:00 AM via Zoom. Proceeding this date, Graduate Curriculum Committee meetings are scheduled to occur on Wednesdays at 11:00 AM on the following dates: February 4, 2026; March 4, 2026; March 25, 2026; May 6, 2026.

d. Admissions, Evaluation, and Academic Standards

Professor Sandra Campeanu presented a policy change proposal to place a 7-year expiry date on the Nursing Department's science pre-requisite courses. There was one question for clarification, which was answered accordingly. Professor Fera moved to vote on the proposal. It was seconded. The proposal was approved by unanimous voice vote.

See Attachment IV

The next meeting was scheduled for Thursday, November 20, 2025, at 2:00 PM via Zoom. Proceeding this date, the meeting(s) of the Admissions, Evaluation, and Academic Standards Committee are TBD.

e. Governance Committee

Professor Joseph Fera presented a slate of students nominated to serve on the College Senate Standing Committees. Professor Fera opened the floor to additional nominations. There were none. The slate of students was approved by unanimous voice vote.

See Attachment V

The next meeting was scheduled for Thursday, November 13, 2025, at 2:00 PM via Zoom. Proceeding this date, the meeting(s) of the Governance Committee are TBD.

2. Announcements and Communications

a. Report of the President—

There was no report.

b. Student Legislative Assembly—

Ms. Mariama Barry, Chair of the Student Legislative Assembly (SLA), recapped the following highlights from the Student Government Association (SGA): (1) SGA hosted a Mentor Mondays on November 3, 2025, providing students with opportunities to connect and network with their peers; and (2) SGA will host two events on November 5, 2025: the Civic Engagement and Leadership event and the Pumpkins of Color event, which were designed to inspire student involvement, creativity, and collaboration on campus. Ms. Barry encouraged students to visit Lehman's Lightning Connections (formerly Club Central) for additional information.

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

133

134 **a. Assessment**

135 Professor Devrim Yavuz briefed more updates regarding the Assessment
136 Committee’s preparation for the next visit from the Middle States Commission in
137 Higher Education (MSCHE). He informed that the Assessment Committee
138 discussed the General Education assessment and that the Committee voted to
139 form a subcommittee to better assess LEH courses as well as Flexible Core
140 Pathways courses. Professor Yavuz also informed that, in the interest of doing
141 more in-depth assessment on LEH and Pathways courses, the committee voted to
142 recommend that the Lehman College assessment clock be set to eight years. He
143 invited all interested in learning more to attend the committee meeting.

144

145 Provost Jorge Silvas-Puras reported on the Middle States accreditation process.
146 He informed that Middle States is an accrediting agency that evaluates and
147 accredits Colleges and Universities that meet established standards. He also
148 provided a comprehensive presentation of the process and presented to all the
149 areas in which the College can improve. He invited everyone to attend a campus
150 community event on November 12, 2025, for a discussion on the matter and to
151 better understand the process.

152

153 See Attachment VI

154

155 The next meeting was scheduled for Friday, October 31, 2025, via Zoom.
156 Proceeding this date, the meeting(s) of the Assessment Committee will be Friday,
157 December 5, 2025, via Zoom.

158

159 **b. Library, Technology, and Telecommunications**

160 Mr. Steven Castellano brought announcements from the Library, the Division of
161 Information Technology, Brightspace, and the Center for Teaching and Learning.

162

163 See Attachment VII

164

165 The next meeting was scheduled for Wednesday, October 27, 2025, at 11:00 AM
166 via Zoom. Proceeding this date, the meetings of the Library, Technology, and
167 Telecommunications Committee are scheduled as follows: Wednesday,
168 November 26, 2025, at 11:00 AM via Zoom.

169

170 **c. Academic Freedom**

171 There was no report.

172 Future meetings of the Academic Freedom Committee are TBD.

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174 **d. University Faculty Senate Report**

175 Professor David Manier reported on the October 28, 2025, University Faculty
176 Senate

177

178 See Attachment VII

179

180 The next meeting was scheduled for Tuesday, December 2, 2025, at 6:30 PM.
181 Proceeding this date, University Faculty Senate meetings are scheduled to occur
182 on Tuesdays at 6:30 PM on the following dates: February 24, 2026; March 31,
183 2026; and May 5, 2026.

184

185 **e. Campus Life and Facilities**

186 Professor Penny Prince briefly discussed the cafeteria. She informed that the
187 prices were unreasonable and that the food options, such as pre-packaged foods
188 like Lunchables, were unacceptable. She asked that the Vice President for
189 Administration and Finance, Bethania Ortega, reestablish the cafeteria
190 committee.

191

192 Professor Prince informed of the partnership between the Division of Student
193 Affairs and Hanover Research, emphasizing their need for feedback from faculty,

194 staff, and students on the programs, services, and resources the College provides.
195 She informed that the Division of Student Affairs would be emailing a survey to
196 the campus community and noted that the information received may be helpful to
197 the Middle States assessment.

198

199 The next meeting was scheduled for Wednesday, December 10, 2025, at 2:00 PM
200 via Zoom. Proceeding this date, the meeting(s) of the Campus Life and Facilities
201 Committee are TBD.

202

203 **f. Equity, Inclusion, Accessibility, and Anti-Racism**

204 There was no report.

205

206 Future meetings of the Equity, Inclusion, Accessibility, and Anti-Racism
207 Committee are TBD.

208

209 **g. Budget and Long-Range Planning**

210 There was no report.

211

212 The next meeting was scheduled for Thursday, November 13, 2025, at 3:00 PM
213 in SH-336. Proceeding this date, Budget and Long-Range Planning Committee
214 meetings are scheduled to occur on Thursdays at 3:00 PM on the following dates
215 and in the following locations: November 13, 2025 (Library Tree House);
216 February 5, 2025 (SH-336); and May 7, 2025 (SH-336).

217

218

219 **Unfinished Business**

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221 There was no unfinished business to report.

222

223 **New Business:**

224 There was no new business to report.

225

226 **ADJOURNMENT**

227 There was a motion to adjourn the meeting; it was seconded. The meeting was
228 adjourned at 5:20 PM

229

230 Respectfully submitted:

231

232 Cynthia Cessant

Senate Meeting – 11/05/25

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on (5/5 members in attendance): Lynn Rosenberg (chair), Daniel Stuckart, Douglas Oberlin, Yuri Gorokhovich, Ronald Banks. Guests- Sophia Diamantis-Fry, Yvette Rosario, Julie Maybee, Alicia Galvez, Andrew Gold, Sarah Ohmer

1. Speech Language Hearing Sciences Department
 - Speech Language Pathology Certificate-Degree Requirements
 - SPV 326-Title, Description
 - SPV 327-Title, Description
2. Sociology Department
 - Sociology BA-Degree Requirements
 - SOC 282-Experimental Course
 - SOC 471-Experimental to Permanent, Attribute
3. Health Equity, Administration and Technology Department
 - Public Health BS-Degree Requirements
4. Health Promotion and Nutrition Sciences Department
 - HEA 371-New Course
5. English Department
 - ENW 318-Description, Prerequisite
 - ENW 320-Description, Prerequisite, Note
 - ESL 105-Experimental Course
 - English BA-Degree Requirements
6. Nursing Department
 - NUR 312-Experimental Course
 - NUR 401-Experimental Course
 - NUR 301-Hours
 - NUR 303-Hours
 - NUR 405-Hours, Prerequisites
 - NUR 409-Hours

7. Early Childhood, Childhood Education Department

- ECE 202-Pathways Designation

8. Undergraduate Curriculum Committee

- College Option Pathways General Education-Degree Requirements, LEH Requirements
- LEH 250-Prerequisites
- LEH 365-New Course
- LEH 366-New Course

Informational items

Experimental Course – Computer Science, CIS 220

Earth, Environmental and Geospatial Sciences Department

- GEO 170-Pathways Designation

Next meeting: 11/05/25

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

UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

Name of Program and Degree Award: *College Option Pathways General Education*
Effective Term: Fall 2026

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

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

~~Integration~~ Courses (2 Courses, 6 Credits)

~~Integration~~ Courses are part of the College Option in CUNY Pathways General Education.

~~Students must complete~~ **TWO “LEH” (“L” “E” “H”) COURSES:**

EITHER

LEH 250 and ~~ONE~~ course chosen from LEH 351, 352, 353, 354 or 355 *that is outside of their major (see notes on each course).*

OR

~~TWO~~ different LEH courses chosen from LEH 351, 352, 353, 354 or 355 *that are outside of their major (see notes on each course).*

LEH courses are variable topics courses, in which each section covers a specific topic. Each semester, a series of topics for these courses will be announced in the Schedule of Classes.

LEH 250: First-year Seminar. *3 hours, 3 credits.* Selected topics in the social sciences, life and physical sciences, humanities or applied perspectives. Nature and value of the liberal arts and sciences, critical thinking within a disciplinary area, goals and objectives of General Education, technological tools for education, campus services and supports, and links between the disciplinary area and careers. Pre-requisite: Completion of 30 credits or less.

LEH 351-355

~~Students must select upper-division LEH courses (LEH 351, 352, 353, 354 or 355) that are outside of their major (see the notes below). Pre-requisite for all of the upper-division LEH courses: Completion of 45 credits or an Associate’s Degree and an official declaration of major.~~

LEH 351: ~~Studies in Scientific and Applied Perspectives. 3 hours, 3 credits (may be repeated for credit with a different topic). Selected topics in the social sciences, life and physical sciences and applied perspectives. Prerequisites: official selection of a major and either completion of 45 credits or an Associate's Degree.~~

~~NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.~~

~~NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Accounting, Anthropology, Anthropology, Biology, Biology Teacher Grades 7-12, Biology BS/MS Dual Degree, Chemistry, Biology, Business Administration, Chemistry, Computer Graphics and Imaging, Computer Information Systems, Computer Science, Dietetics, Foods, and Nutrition, Earth Science, Economics, Economics and Mathematics, Environmental Science, Exercise Science, Geography, Geology, Health Education and Promotion, Health Education N-12, Health Services Administration, Italian American Studies, Linguistics, Mathematics, Nursing, Physics, Political Science, Psychology, Recreation Education, Social Work, Sociology, Speech Pathology and Audiology, Therapeutic Recreation.~~

LEH 352: ~~Studies in Literature. 3 hours, 3 credits (may be repeated for credit with a different topic). Selected topics in literature. Prerequisites: official selection of a major and either completion of 45 credits or an Associate's Degree.~~

~~NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.~~

~~NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Comparative Literature, English, French, French Teacher Education 7-12, Italian, Italian Teacher Education 7-12, Latin, Russian, Spanish and Spanish Teacher Education 7-12.~~

LEH 353: ~~Studies in the Arts. 3 hours, 3 credits (may be repeated for credit with a different topic). Selected topics in the arts. Prerequisites: official selection of a major and either completion of 45 credits or an Associate's Degree.~~

~~NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.~~

~~NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Art, Art History, Dance, Dance-Theatre, Film and Television Studies, Journalism, Media Communications Studies, Multimedia Performing Arts, Music, Theatre.~~

LEH 354: ~~Studies in Historical Studies. 3 hours, 3 credits (may be repeated for credit with a different topic). Selected topics in historical studies. Prerequisites: official selection of a major and either completion of 45 credits or an Associate's Degree.~~

~~NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.~~

~~NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Africana Studies, American Studies, History, History (Teacher Education), Latin American and Caribbean Studies, Latino Studies.~~

LEH 355: ~~Studies in Philosophy, Theory and Abstract Thinking. 3 hours, 3 credits (may be repeated for credit with a different topic). Selected topics in philosophy, theory and abstract thinking. Prerequisites: official selection of a major and either completion of 45 credits or an Associate's Degree.~~

~~NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.~~

~~NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Philosophy.~~

3. To: Underline the changes

"LEH" Courses (2 Courses, 6 Credits)

"LEH" ("L" "E" "H") Courses are part of the College Option in CUNY Pathways General Education.

Students who are required to take two LEH courses will fulfill this requirement by completing one of the following combinations:

- 6 credits from LEH 250 and LEH 366 (students entering as first-year students or as transfer students with fewer than 30 credits)
- 6 credits from LEH 365 and LEH 366 (all other students)

The appropriate combination will be based on the student's status and number of credits completed upon admission to Lehman.

LEH courses are variable topics courses, in which each section covers a specific topic. Each semester, a series of topics for these courses will be announced in the Schedule of Classes.

LEH 250: First-year Seminar. 3 hours, 3 credits. Selected topics in the social sciences, life and physical sciences, humanities or applied perspectives. Nature and value of the liberal arts and sciences, critical thinking within a disciplinary area, goals and objectives of General Education, technological tools for education, campus services and supports,

and links between the disciplinary area and careers. Pre-requisite: Completion of 30 credits or less OR first-year student (FRSH) group.

LEH 365 and LEH 366

LEH 365: Transfer Seminar. 3 hours, 3 credits. Selected topics in the social sciences, life and physical sciences, humanities or applied perspectives. Nature and value of the liberal arts and sciences, critical thinking, communication, information and media literacy, the life of the mind, and academic inquiry across disciplines. Connection between a broad, inquiry-based education and lifelong learning, flexibility and meaningful participation in diverse communities and careers. Transfer students who come to Lehman with 30 credits or more should take LEH 365 in their first semester. Students cannot take classes on the same topic for LEH 365 and LEH 366. Prerequisites: transfer student and completion of 30 credits. Anti-requisite: LEH 250; students who have completed LEH 250 are not eligible to take this class.

LEH 366: Interdisciplinary Inquiry. 3 hours, 3 credits (may be repeated for credit with a different topic). Interdisciplinary seminar on selected topics exploring real-world problems or conceptual themes that are examined from the points of view of at least two fields of study. Classes will foster integrative thinking and the ability to connect ideas across different fields of study as well as allow students to develop and apply transferable skills such as critical reasoning, communication, synthesis of diverse perspectives, and collaborative problem-solving. Repeatable with different topics. Students cannot take classes on the same topic for LEH 365 and LEH 366. Pre- and corequisites: (1) completion of 45 credits AND (2) completion of LEH 250 (prerequisite) OR completion of or concurrent enrollment in LEH 365 (pre- or corequisite).

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

This proposal:

- 1) Changes the pre-requisites for LEH 250 slightly, and
- 2) Replaces LEH 351-355 with LEH 365 and 366:
 - a) LEH 365: a variable-topics seminar for new transfer students
 - b) LEH 366: an interdisciplinary, variable-topics course for all students

Rationale:

- 1) This proposal changes the prerequisites for LEH 250 from “Completion of 30 credits or less” to “Completion of 30 credits or less OR first-year student (FRSH) group” to accommodate Early College Initiative students. Early College Initiative students are students who take college credits while in high school through a variety of programs, such as Advanced Placement (AP) classes, College Now programs, International Baccalaureate programs and so on. Although these students come to Lehman with college credits (often more than 30 credits), because they are coming from a high school environment and so can benefit from a general education class that helps them with the transition to college, they are enrolled as “first-year (FRSH) students.” Specifying that “first-year students” are eligible to take LEH 250 will allow Early College

Initiative students to enroll in LEH 250, regardless of the number of credits that they come in with.

2) The current LEH 351-355 structure has presented long-standing challenges, including enrollment imbalances, unclear curricular coherence and missed opportunities to guide students in the purpose and value of a liberal arts education. The goal is to replace that structure with a seminar class for transfer students similar to LEH 250 and an upper-level, interdisciplinary general education class that is not tied to students' majors.

(a) LEH 365 is a variable-topics seminar for entering transfer students. One of the recommendations given to Lehman by the National Institute for Student Success (NISS) was: "Standardize and scale intentional academic pathways including summer bridge programs, orientation, FYI experience courses, and meta-majors to support first-year and transfer students successfully transitioning into Lehman and between academic programs." In some of the conversations that NISS representatives had with Lehman staff, they specifically recommended that Lehman develop a transfer seminar that would help entering transfer students. LEH 365 is that course. Because the students who would take LEH 365 would already have experience with college, unlike LEH 250, this course would not be aimed at helping students transition to college. However, it would help them transition to Lehman specifically as well as to a 4-year college, where the academic demands often increase as compared to community colleges. It would also emphasize planning for post-college careers.

So that there will be no gap between a student's eligibility to take LEH 250 or LEH 365, the minimum credit requirement for LEH 365 will be set at 30 credits. The addition of the "first year" (FRSH) student group to the prerequisites for LEH 250 and the "transfer" (TRNS) student group to the prerequisites for LEH 365 also make clear which class a student should take.

Students who take LEH 365 but are not successful may repeat LEH 365 or take a second LEH 366 class to replace the unsuccessful LEH 365 class.

Students cannot take classes on the same topic for LEH 365 and LEH 366.

(b) LEH 366 is an interdisciplinary, variable-topics course for all students. All classes would be required to engage at least two different disciplines or fields of study. Because LEH 366 would be open to all students, regardless of majors, it would not create the scheduling challenges posed by the LEH 351-355 structure, which is tied to students' declared majors. LEH 366 classes would emphasize the promotion of critical thinking, communication, information and media literacy, and problem solving as well as planning for post-college careers. Students cannot take classes on the same topic for LEH 365 and LEH 366.

Not all transfer students are required to take two LEH classes. Including the language that “Students who are required to take two LEH courses will fulfill this requirement by completing one of the following combinations” and that “The appropriate combination will be based on the student’s status and number of credits completed upon admission to Lehman” makes it clear that not all students will be required to take two LEH classes and indicates to students that the number of LEH classes as well as which LEH courses they will be required to take will depend on their status upon admission as well as the number of credits they had completed when they were admitted to Lehman.

Using the language “6 credits from LEH 250 and LEH 366” provides flexibility if students take LEH 250 but are not successful. Students who take LEH 250 but are unsuccessful in the class may repeat LEH 250 until they have completed 30 credits. After they have completed 30 credits, they may take a second LEH 366 to replace the unsuccessful LEH 250. Specifying that students must take “6 credits from LEH 250 and LEH 366” means that those students would still fulfill the requirement.

Using the language “students entering as first-year students or transfer students with fewer than 30 credits” allows Early College Initiative students as well as students who transfer to Lehman as freshmen with 30 credits or less to take LEH 250.

Using the language “6 credits from LEH 365 and LEH 366” provides flexibility if students take LEH 365 but are not successful. This language means that students who take LEH 365 but are not successful may repeat LEH 365 or take a second LEH 366 class to replace the LEH 365 class in which they were not successful. Taking two LEH 366 classes would still satisfy this requirement. (Note that students would NOT be able to take two LEH 366’s in the same term, however.)

During the transition period, both LEH 365 and LEH 366 shall be considered equivalent to LEH 351, 352, 353, 354 and 355 for all students who enrolled at Lehman prior to the implementation of the new requirements. Completion of either LEH 365 or LEH 366 will therefore satisfy the “LEH” College Option requirements for these students.

Both LEH 365 and 366 are designed to ensure students receive a unified general education experience grounded in Lehman’s institutional learning goals. The inclusion of transferable skills and exposure to multiple disciplines prepares students for lifelong learning and adaptable career paths.

This proposal consolidates and simplifies the College Option while preserving the goals of interdisciplinary breadth and intensive engagement with a topic.

5. **Date of UCC approval:** October 15, 2025

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

UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

1. **Type of change:** Pre-requisites

2. **From:**

Department(s)	Undergraduate Curriculum Committee
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	LEH
Course Prefix & Number	LEH 250
Course Title	First-year Seminar
Description	Selected topics in the social sciences, life and physical sciences, humanities or applied perspectives. Nature and value of the liberal arts and sciences, critical thinking within a disciplinary area, goals and objectives of General Education, technological tools for education, campus services and supports, and links between the disciplinary area and careers.
Pre/ Co Requisites	Completion of 30 credits or less
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p><input type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p style="padding-left: 40px;"><input type="checkbox"/> English Composition</p> <p style="padding-left: 40px;"><input type="checkbox"/> Mathematics</p> <p style="padding-left: 40px;"><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p style="padding-left: 40px;"><input type="checkbox"/> World Cultures</p> <p style="padding-left: 40px;"><input type="checkbox"/> US Experience in its Diversity</p> <p style="padding-left: 40px;"><input type="checkbox"/> Creative Expression</p> <p style="padding-left: 40px;"><input type="checkbox"/> Individual and Society</p>

	<input type="checkbox"/> Scientific World <input checked="" type="checkbox"/> College Option
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3. **To:** Underline the changes

Department(s)	Undergraduate Curriculum Committee
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	LEH
Course Prefix & Number	LEH 250
Course Title	First-year Seminar
Description	Selected topics in the social sciences, life and physical sciences, humanities or applied perspectives. Nature and value of the liberal arts and sciences, critical thinking within a disciplinary area, goals and objectives of General Education, technological tools for education, campus services and supports, and links between the disciplinary area and careers.
Pre/ Co Requisites	Completion of 30 credits or less <u>OR first-year student (FRSH) group</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input checked="" type="checkbox"/> College Option

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

Changing the prerequisites for LEH 250 from “Completion of 30 credits or less” to “Completion of 30 credits or less OR first-year student (FRSH) group” will accommodate Early College Initiative students. Early College Initiative students are students who take college credits while in high school through a variety of programs, such as Advanced Placement (AP) classes, College Now programs, International Baccalaureate programs and so on. Although these students come to Lehman with college credits (often more than 30 credits), because they are coming from a high school environment and so can benefit from a general education class that helps them with the transition to college, they are enrolled as first-year students (FRSH). Specifying that “first-year” students are eligible to take LEH 250 will allow Early College Initiative students to enroll in LEH 250, regardless of the number of credits that they come in with.

5. Date of UCC approval: October 15, 2025

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

UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

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

2.

Department(s)	Undergraduate Curriculum Committee
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	LEH
Course Prefix & Number	LEH 365
Course Title	Transfer Seminar
Description	Selected topics in the social sciences, life and physical sciences, humanities or applied perspectives. Nature and value of the liberal arts and sciences, critical thinking, communication, information and media literacy, the life of the mind, and academic inquiry across disciplines. Connection between a broad, inquiry-based education and lifelong learning, flexibility and meaningful participation in diverse communities and careers. Transfer students who come to Lehman with 30 credits or more should take LEH 365 in their first semester. Students cannot take classes on the same topic for LEH 365 and LEH 366. Students who have completed LEH 250 are not eligible to take this class.
Pre/ Co Requisites	Pre-req: transfer student (TRNS) group AND at least 30 credits. Anti-req: LEH 250
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input checked="" type="checkbox"/> College Option

3. **Rationale:**

LEH 365 is designed as a high-impact seminar for incoming transfer students that introduces them to the value of a liberal arts education while providing foundational orientation to Lehman College's academic and student support systems. Modeled after LEH 250, this course specifically serves transfer students who otherwise miss the college's first-year experience. In addition to introducing students to the institution's mission and values, LEH 365 will support students in developing the core transferable skills that define a liberal arts education—such as critical thinking, written and oral communication, information and media literacy, problem-solving, and ethical reasoning. By emphasizing reflection on the purpose and value of higher education, LEH 365 fosters intellectual curiosity and helps students articulate how their college experience connects to lifelong learning, civic engagement, and diverse career pathways. The course aims to equip students with frameworks for understanding academic inquiry and campus resources, while also helping them build a peer community during the crucial early stages of their Lehman journey. Students will not be allowed to take LEH 365 and LEH 366 on the same topic.

The pre-requisite for LEH 365 will be the “transfer student” (TRNS) group and completion of at least 30 credits. Students belong to the “transfer student” group in the first semester in which they enroll until the census date for that semester, after which the “transfer student” group is removed from their records. Students will have automatic eligibility to enroll in LEH 365 only in their first semesters as transfer students. Transfer students who come to Lehman with 30 credits or more should therefore take LEH 365 in their first semester. Setting the minimum credit requirement to 30 credits means there will be no gap in a student's eligibility to take LEH 250 or LEH 365. LEH 250 is an anti-requisite for PHI 365; students who took LEH 250 may not take LEH 365.

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

Upon completion of LEH 365, students will be able to:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically and appraise their usefulness in academic and real-world contexts.
- Produce well-reasoned written and oral arguments using evidence to support conclusions.

- Identify key principles of liberal arts education, including its value in fostering civic engagement, intellectual growth, and adaptability across careers.
- Demonstrate information and media literacy by locating, evaluating, and integrating sources, including digital content.
- Describe how higher education supports personal, social, and professional development, including the navigation of college resources.
- Practice foundational college-level research and writing through scaffolded assignments that emphasize clarity, synthesis, and structure.
- Apply liberal arts perspectives to challenges or questions drawn from multiple disciplines.
- Plan their academic trajectory and articulate goals for their time at Lehman College and beyond.

5. **Date of UCC Approval:** October 15, 2025

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

UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

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

2.

Department(s)	Undergraduate Curriculum Committee
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	LEH
Course Prefix & Number	LEH 366
Course Title	Interdisciplinary Inquiry
Description	Interdisciplinary seminar on selected topics exploring real-world problems or conceptual themes that are examined from the points of view of at least two fields of study. Classes will foster integrative thinking and the ability to connect ideas across different fields of study as well as allow students to develop and apply transferable skills such as critical reasoning, communication, synthesis of diverse perspectives, and collaborative problem-solving. Repeatable with different topics. Students cannot take classes on the same topic for LEH 365 and LEH 366.
Pre/ Co Requisites	45 credits AND LEH 250 (pre-requisite) OR LEH 365 (pre- or co-requisite)
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input checked="" type="checkbox"/> College Option
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3. **Rationale:**

LEH 366 is a flexible, interdisciplinary course designed to replace LEH 351–355. It serves as the College Option component of Lehman’s General Education curriculum for students who have completed either LEH 250 (first-year students) or LEH 365 (transfer students). LEH 366 courses will explore compelling themes or problems through at least two disciplinary lenses.

This course aims to foster integrative thinking and the ability to connect ideas across different fields of study. Faculty will design topics that allow students to develop and apply transferable skills such as critical reasoning, communication, synthesis of diverse perspectives, and collaborative problem-solving. LEH 366 empowers students to practice these skills in contexts that model the complexity of real-world issues—preparing them to adapt and apply their learning in professional, civic, and personal settings.

Students will not be allowed to take LEH 365 and LEH 366 on the same topic.

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

Upon completion of LEH 366, students will be able to:

- Gather, interpret, and assess information from a variety of sources and points of view, including those from multiple disciplines.
- Evaluate evidence and arguments critically, comparing disciplinary methods of reasoning and analysis.
- Produce well-reasoned written and/or oral arguments using evidence from at least two disciplinary approaches.
- Demonstrate familiarity with interdisciplinary thinking by combining concepts, theories, or methodologies from two or more academic fields.
- Understand how disciplinary knowledge intersects with public concerns, ethics, and cultural contexts.
- Exhibit skills in quantitative reasoning, theoretical analysis, aesthetic or historical evaluation, or scientific reasoning, depending on course content.
- Engage in scaffolded research and expression (writing, oral expression, audio or video production, artistic production, cartographic production) that emphasizes revision, complexity, and clarity of expression.

- Demonstrate transferable skills— such as critical thinking, communication, problem solving, and research—that can be applied across academic and professional settings.
- Synthesize diverse perspectives and apply academic inquiry to real-world issues

5. **Date of UCC Approval:** October 15, 2025

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

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

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

2.

Department(s)	Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Digital Literacy
Course Prefix & Number	CIS 220
Course Title	Introduction to Cybersecurity
Description	<p>The ubiquity of sensitive personal and financial data transmitted across insecure devices and networks poses a significant risk to our students, and our community businesses.</p> <p>This one-semester course is designed to equip students with the essential knowledge, skills, and the mindset required to protect themselves and their community from common cyberthreats.</p> <p>NOTE: This course is taught as a lecture with lab exercises to reinforce the concepts.</p>
Pre/ Co Requisites	
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p> <input type="checkbox"/> English Composition</p> <p> <input type="checkbox"/> Mathematics</p> <p> <input type="checkbox"/> Science</p>

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

3. **Rationale:**

The proposed course is presented on the premise that digital literacy is incomplete without a foundational understanding of cybersecurity. Students and graduates today interact with technology in almost every facet of their lives, yet few are systematically educated on the fundamentals of digital self-protection. Particularly, the foundational understanding of risk and the mindset needed to mitigate identified risks.

This course addresses this critical gap by focusing on practical and conceptual knowledge, allowing students to move beyond passive technology consumption to active and informed engagement.

Regular hands-on exercises in class will be used to implement and reinforce the theoretical concepts presented in the course.

Potential for a Cybersecurity Internship based on academic performance.

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

- Identify common cybersecurity threats and vulnerabilities in personal and business contexts.
- Apply best practices for safeguarding personal information and digital assets.
- Evaluate the ethical and legal implications of cybersecurity decisions.
- Demonstrate practical skills in threat recognition, secure authentication, and incident response.

5. **Date of Departmental Approval:** 9/17/2025

CUNY Common Core Course Submission Form

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

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	ECE 202
Course Title	Foundations in Education in the United States
Department(s)	Early Childhood/Childhood
Discipline	Liberal Arts
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	N/A
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	Historical, sociocultural, and linguistic contexts of U.S. school communities and homes as they relate to school environments.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

☐ current course
 ☐ revision of current course
 ☒ a new course being proposed

CUNY COMMON CORE Location

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

<p>Required</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p>	<p>Flexible</p> <p><input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society</p> <p><input checked="" type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World</p> <p><input type="checkbox"/> Creative Expression</p>
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Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

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

<p>If you would like to request a waiver please check here:</p>	<p><input type="checkbox"/> Waiver requested</p>
<p>If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.</p>	
<p>If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.</p>	

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

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

C. Life and Physical Sciences: Three credits A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none"> Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none"> Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none"> Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none"> Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
II. Flexible Core (18 credits) Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
A. World Cultures and Global Issues	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	<ul style="list-style-type: none"> Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none"> Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	<ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity

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

Students engage with a wide range of primary and secondary sources in their weekly readings, engaging with multimedia, as well as through the key assignments to explore how educational systems in the U.S have benefited differing racial-ethnic groups. In terms of readings, students engage with scholars including Tyack, Dewey, bell hooks, Freire. Additionally, multimedia is also used to assess and gather information through films and podcasts. Finally, there are key assignments that support students to reflect on multiple cultural, historical, and theoretical perspectives, allowing students to explore educational systems through diverse lenses. Two key assignments that engage students to gather and assess information on how educational systems differ across contexts include the Community Walk written assignment and the School Research Project written assignment as outlined (page 4) in the syllabus.

The Community Walk written assignment and School Research written assignments (see page 4) are designed to help students gather, interpret, assess and ultimately write information from a variety of sources and perspectives. In the Community Walk written assignment, students engage in firsthand observation and written demographic research about the neighborhood of a selected school. This includes documenting language, culture, economic conditions, and demographic shifts, while also using public data tools such as NYC Open Data and census records to supplement their findings. By combining observational data with researched historical and demographic information, students begin to write and interpret the social and linguistic landscape of the community, assessing how its current and past populations shape its identity.

The School Research written assignment (see page 4) deepens this inquiry by focusing on a school the student attended. Through historical research, students explore and write about the school's origins and naming, analyze its linguistic and cultural makeup, and examine its role within the larger community. The assignment requires students to collect data through interviews with individuals connected to the school—teachers, staff, peers, or community members—which brings in a range of perspectives and lived experiences. In synthesizing and writing about these viewpoints with their own memories and observations from the Community Walk written assignment, students are able to assess the relationship between school and community in a nuanced way. Together, these assignments cultivate skills in critical inquiry, helping students build well-supported interpretations from diverse, interdisciplinary sources.

- Gather, interpret, and assess information from a variety of sources and points of view.

The Educational Autobiography written assignment, Community Walk written assignment, School Research Project written assignment, and Final Research Project written and oral assignments (see pages 3-6) are structured to develop students' ability to evaluate evidence and arguments critically and analytically. In the Educational Autobiography written assignment (see page 3), students move beyond personal storytelling to engage and write about scholarly texts—such as Tyack, Bronfenbrenner, and

- Evaluate evidence and arguments critically or analytically.

<p>Moll & Gonzalez—to analyze how their own schooling experiences align or diverge from broader educational histories and theories. This requires students to interrogate historical narratives and examine the ethical implications of systemic inclusion and exclusion in public education. They are asked to assess and write about how their identities and home cultures were acknowledged or ignored in school settings, encouraging analytical reflection on power, equity, and access.</p> <p>The Community Walk written assignment (p. 4) and School Research (p. 4) written assignments further reinforce critical evaluation by having students collect and interpret qualitative and quantitative evidence through direct observation, archival research, and interviews and write this information into a presentation. Students must not only document what they see and hear, but also analyze patterns of linguistic diversity, demographic shifts, and school-community relationships using external data and theoretical frameworks. The culminating Final Project (p. 5) requires synthesis of all three assignments, pushing students to connect personal experiences with historical trends and academic readings. Through this process, students critically assess competing narratives about education and community, and build well-reasoned arguments grounded in both lived experience and academic inquiry.</p>	
<p>The key assignments in this course are intentionally designed to help students produce well-reasoned written and oral arguments supported by evidence. For example, the Educational Autobiography written assignment guides students to reflect on their lived experiences through structured analysis grounded in theoretical readings such as Tyack, Bronfenbrenner, and Moll & Gonzalez. By asking students to connect their personal stories to broader historical and sociocultural frameworks, the assignment promotes the development of claims that are not just opinion-based but supported by academic sources and structured reasoning.</p> <p>Similarly, the Community Walk written assignment and School Research written assignments require students to gather data from multiple sources—observations, interviews, local history, and public records—and then interpret and write about and present that information to draw informed conclusions about the relationship between schools and their surrounding communities. These skills culminate in the Final Project, where students synthesize insights from earlier assignments into a visual and oral presentation. In doing so, they must construct a coherent narrative that links personal experience, empirical evidence, and course texts to argue how their story fits into (or challenges) the broader history of education in the U.S. This repeated practice in analyzing, synthesizing, and articulating evidence-based conclusions—across both written and oral formats—ensures students gain competence in producing rigorous, well-supported academic arguments.</p>	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>The course supports students in identifying and applying the fundamental concepts and methods of multiple disciplines—especially cultural studies, history, sociology, education—to explore the U.S. experience in its diversity. Through its interdisciplinary approach, students engage deeply and write</p>	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.

<p>about and discuss historical readings (e.g., Tyack, Dewey, Freire), sociocultural theories (e.g., Bronfenbrenner's ecological systems theory, Moll & Gonzalez's Funds of Knowledge), and reflective narrative practices (e.g., educational autobiography and oral interviews). These components require students to use key disciplinary methods such as critical reading, ethnographic observation, and personal narrative analysis, and encourages them to apply these methods in real-world and community-based contexts.</p> <p>Assignments like the Community Walk written assignment, School Research Project research and written assignment, and Final Oral Presentation require students to synthesize perspectives from history, sociology, and cultural studies to analyze how systems of race, immigration, language, class, and gender shape public education. The course also connects theory with practice—inviting students to critique systemic inequities, explore multilingualism, and document the lived experiences of diverse populations in U.S. communities. In doing so, students learn to navigate interdisciplinary inquiry by using conceptual tools from across academic fields to better understand and explain the complexities of American society, especially as reflected through the institution of public education.</p>	
<p>The course helps students analyze and explain major themes of U.S. history from multiple informed perspectives by structuring the course around the central theme of public education as a reflection of American society, while incorporating diverse historical, cultural, and theoretical lenses. Through incorporating readings from key scholars such as David Tyack, bell hooks, John Dewey, Paulo Freire, and Moll & Gonzalez, into written assignments and oral presentations, students examine education not only as a historical institution but also as a site where issues of race, class, language, gender, immigration, and power intersect. These readings provide varied, informed perspectives—ranging from systemic critiques to community-based knowledge—enabling students to explore how U.S. educational policies and practices have evolved over time in response to societal changes.</p> <p>The course assessments further reinforce this multidimensional analysis. For example, the Educational Autobiography written assignment requires students to situate their personal experiences within the broader historical narrative of public schooling, drawing on critical theory and historical context. The Community Walk written assignment and School Research Project written and oral presentation push students to examine how historical shifts such as migration, gentrification, or desegregation have shaped local neighborhoods and schools. The Final Research Project then integrates all these components, encouraging students to compare their experiences with national historical trends and to critique dominant narratives. As a result, students learn to analyze major U.S. historical themes—such as access to education, inequality, and democracy—from both institutional and lived perspectives, developing a richer and more nuanced understanding of the American experience.</p>	<ul style="list-style-type: none"> Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
<p>The course supports students in evaluating how slavery and immigration have shaped the development of the United</p>	<ul style="list-style-type: none"> Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.

<p>States—particularly through the lens of public education and its historical foundations. By engaging students with critical readings, assignments, and class discussions that examine the intersection of education and social structures, the course requires students to trace how marginalized groups, including enslaved Africans and their descendants, and immigrant communities, have been historically included or excluded from the American education system.</p> <p>For instance, early in the course, readings such as David Tyack’s <i>Inside the System: The Character of Urban Schools, 1890–1940</i> and discussions on the Three Pillars of the Common School Movement examine how schools were originally designed to serve specific (often white, Anglo-Protestant) populations, while excluding others. Class topics such as <i>Reconstruction and the loss of a generation of teachers</i>, the <i>legacy of Brown v. Board of Education</i>, and the <i>History of Multilingual Learning</i> allow students to explore the systemic marginalization and resistance of Black and immigrant communities. Immigration is specifically examined through assignments like the Community Walk written assignment, which asks students to assess demographic shifts, migration patterns, and multilingualism in school neighborhoods. Students also analyze how immigrant populations have shaped and been shaped by educational policies such as bilingual education and ESL programs.</p> <p>Through these methods, the course not only asks students to reflect and write about on how these groups have influenced the development of the U.S. but also to evaluate the historical and ethical implications of exclusion, forced assimilation, resistance, and cultural preservation. By incorporating multiple informed perspectives—from academic scholarship to personal narratives and community voices—the syllabus enables students to critically assess the foundational role of indigenous dispossession, slavery, and immigration in shaping American society and its educational systems.</p>	
	<ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations. • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
<p>Through incorporating readings in written assignments, and discussions, the course invites students to explore how educational structures reflect and reproduce broader patterns of social differentiation in contemporary U.S. society. Key ways the syllabus addresses this is:</p> <ol style="list-style-type: none"> 1. Educational Autobiography Assignment Students reflect on their personal schooling experiences using tools like the Multicultural Identity Wheel and Bronfenbrenner’s Ecological Systems Theory to examine how factors such as race, ethnicity, language, gender, and socioeconomic background shaped their education. This requires students to critically assess how institutions impact individuals differently based on identity. 2. Community Walk Written Assignment and School Research Projects These assignments require students to observe and research the demographic, cultural, and economic composition of school neighborhoods, including signs of gentrification, immigration, and 	<ul style="list-style-type: none"> • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

<p>linguistic diversity. By connecting this data to school environments, students see how social and economic forces shape educational access and identity.</p> <p>3. Course Readings and Media The syllabus includes readings from bell hooks, Paulo Freire, Jane Roland Martin, and Moll & Gonzalez, which explore how education both challenges and reinforces systems of race, class, and gender inequality. For instance, Moll & Gonzalez introduce the concept of <i>Funds of Knowledge</i>, which foregrounds how schools often ignore the cultural wealth of marginalized communities. Readings on the gender divide, bilingualism, and tracking further highlight systemic biases in educational structures.</p> <p>4. Class Discussions and Media Analysis Topics like segregation (Brown v. BOE), immigration and language rights (Lau v. Nichols), and translanguaging explore how race, language, and ethnicity intersect with educational opportunity. Discussions about multilingualism, special education, and progressive education underscore how schooling serves as a mirror to broader societal inequalities.</p> <p>5. Final Project The culminating written and assignment oral presentation asks students to synthesize personal experience with scholarly research, explicitly reflecting on how race, gender, language, and class shape both personal and collective educational histories within the U.S.</p>	
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C. Creative Expression

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

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

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

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

D. Individual and Society

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

	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

**Department of ...
School of Education
LEHMAN COLLEGE
City University of New York**



The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.

Semester and Year: Fall 2026

Course number and title: ECE 202, Foundations in Education in the United States

Instructor:

Office:

Phone:

E-mail:

FAX

Office hours and office Location: Carman Hall

Resources:

Computer Center Help Desk – 718-960-1111

Student Disability Services – 718-960-8441

Instructional Support Services – 718-960-8175

Counseling Center Services – 718-960-8761

1. Course description (*from the catalogue*)

Foundations in Education in the United States

NOTE: Required texts for this course:

This is an OER class; all readings will be posted on Blackboard/Brightspace.

Standards to be met for U.S. Experience in its Diversity:

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

4. Learning Outcomes

Students will be able to:

- Analyze the historical development of U.S. public education by exploring differing perspectives on whom schools were originally designed to serve, and trace how various demographic groups gained access over time.
- Apply historical, linguistic, and theoretical frameworks through the creation and presentation of personal written and oral narratives.
- Identify and explain key milestones in the history of U.S. public education, with a focus on the evolving relationship between schools and home/community environments.
- Evaluate the historical access to education among racial and ethnic groups in the U.S., and critically assess the ethical implications of that history on present-day educational practices and community relationships.
- Synthesize personal educational experiences, fieldwork in school and community settings, and scholarly texts to contextualize the role of education in shaping individual and collective identities within society.

5. Instructional methods implemented in the course example

- Engage in reflection on assigned readings through small group discussions in class and online discussions on Blackboard/Brightspace, using evidence to evaluate arguments and support your conclusions.

- Reflect on and research the connections between school, community, and personal experiences, examining how your background shapes your values, opportunities, and limitations.
- Participate in online reflections on Brightspace about the ethical decisions behind the creation of public schools and their foundational principles.
- Utilize media and technology tools specifically related to course content.
- Collaborate in small group activities.
- Receive ongoing formative feedback from the instructor throughout the course.

KEY ASSESSMENTS

PART 1: Educational Autobiography: Written Assignment (20 points)

You will complete an educational autobiography. This autobiography will be written as four-page double space paper. You will address the four components listed below: personal, school, historical alignment, and community context.

- Personal:* Share your education story. Where were you born, and where were your parents born? Reflect on how your background has shaped your experiences in school. Using the Multicultural Identity Wheel, describe your identity in terms of language, ethnicity, race, gender, and any other aspects that are meaningful.
- School:* What schools did you attend? Reflect on your best and worst memories from your school experiences. What languages did you hear spoken at school? Was the knowledge you brought from home used at school?
- Historical Alignment:* Using the Tyack reading, analyze how your education story connects with the history of public schools. Were you among the first groups for whom public schools were created? If not, when were you "admitted," and how did that process unfold?
- Community Context:* Drawing from Bronfenbrenner's Theory of Ecological Systems in your readings, create your own Ecological System, including the Individual, Microsystem, Mesosystem, Exosystem, and Macrosystem. Reflecting on the Moll and Gonzalez reading, consider your own and your family's Funds of Knowledge. Were these acknowledged during your school experience? If they were, how did this recognition shape your educational journey? If not, how did the lack of recognition affect your education?



PART 2: Community Walk: Written Assignment (20 points)

You will conduct a Community Walk to explore and better understand the neighborhood where your selected school is located. You may choose the time and day that works best for you, and you're welcome to bring friends, family members, or classmates along. The goal is to gather firsthand observations and begin to think critically about the social, linguistic, and historical context of the school community.

Walk through the neighborhood surrounding your chosen school. Take notes, photos (if appropriate), and reflect on what you see, hear, and notice. Use the guiding questions below to help shape your observations and any follow-up research.

- What is the name of the neighborhood? Identify the specific area where the school is located.
- Who lives in this neighborhood today? Describe the current residents in terms of language, culture, age, occupation, etc.
- Who lived in this neighborhood in the past? What historical or demographic shifts have taken place? Where did former residents go?
- Where did new residents come from? Are there signs of recent migration or gentrification?
- What languages are visible in public spaces? Look at signs, storefronts, flyers, graffiti, and other written or spoken language in the area. What does this suggest about language use and multilingualism?
- What are the racial, ethnic, religious, and economic characteristics of the neighborhood? Include any observable patterns as well as data you research.

In addition to your walk, consider how you'll gather more in-depth information. We'll discuss tools like NYC Open Data, local historical archives, and census data during class to support your research.

PART 3: School Research: Written Assignment (20 points)

For this assignment, you will select a school that you attended—elementary, middle, or high school—and conduct a research-based reflection on its background, community connections, and linguistic and cultural identity. Your goal is to better understand the relationship between the school and the community it serves by drawing on personal experience, interviews, and insights from your Community Walk.

Part I: School Background

- Identify the school and provide a brief overview of its history and context (e.g., grade levels served, location, demographic profile). Research who the school is named after. Who was this person, and why might the school community have chosen to honor them?

Part II: Language & Cultural Identity

- What languages are spoken or represented at the school? How do you know this? Consider school signage, classroom materials, student or staff languages, and communication with families.

Part III: School–Community Connection

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- Reflect on how the surrounding community influences the school. What elements of the neighborhood (e.g., businesses, organizations, local culture) shape the school's identity and resources? How does the school impact the broader community? Think about events, partnerships, or programs that may extend beyond the school walls.

Part IV: Interviews

- Interview two people connected to the school (e.g., former teachers, staff members, classmates, family members, or community leaders). Ask about their experiences with the school, their views on its role in the community, and any changes they have observed over time. Include brief summaries or key quotes from the interviews in your write-up.

FINAL: Research Project: Written, Visual and Oral Assignment: 25 points

This final project brings together the major components of your work this semester—your **educational autobiography**, the **community walk**, and your **school research**—into a comprehensive poster presentation.

You will synthesize your findings and personal reflections to tell the story of your own educational experience within the broader context of U.S. educational history. Your presentation should demonstrate how your personal, school, and community experiences align with or diverge from historical trends, policies, and patterns discussed in the course.

You will present your work in a **poster session** during the final class meeting. Class time will be provided to support poster development, and you will work with your instructor and small group to plan and revise your presentation.

1. Educational Autobiography (from Part 1 – 20 points)

Summarize your four-page written reflection in a concise and visual format:

- **Personal Background:** Where were you and your parents born? How have your identities (language, race, gender, etc.) shaped your schooling? Use the Multicultural Identity Wheel to guide your reflection.
- **School Experiences:** Name the schools you attended. Share your most significant positive and negative educational memories. What languages were spoken? Was knowledge from home valued in school?
- **Historical Alignment:** Use the Tyack reading to analyze how your school experience connects to U.S. public education history. Who were public schools designed for—and when did "your people" gain access?
- **Community Context:** Create your own Ecological System (based on Bronfenbrenner's theory). Use Moll & Gonzalez's "Funds of Knowledge" to evaluate whether your family's knowledge was acknowledged in your schooling.

2. Community Walk (from Part 2 – 20 points)

Incorporate your observations and research from your Community Walk:

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- Name and describe the neighborhood where your chosen school is located.
- Who lives there now? Who lived there in the past? How has the neighborhood changed?
- What languages and cultures are visible in public spaces?
- What demographic patterns (race, religion, income, etc.) did you observe or research?
- Use photos, maps, quotes, or data visuals to enhance this section.

3. School Research (from Part 3 – 20 points)

Provide key insights from your school-based investigation:

- **Background:** Name and describe the school (location, grades served, who it's named after and why).
- **Language & Culture:** What languages are spoken or represented at the school? How do you know?
- **Community Connection:** How does the neighborhood influence the school? How does the school impact the neighborhood?
- **Interviews:** Summarize insights from the two people you interviewed (teachers, staff, peers, etc.). Include key quotes that show their perspectives on the school-community relationship.

4. Historical Context & Course Connection

Finally, bring everything together by connecting your personal, school, and community experiences to what we've studied in class about the history of education in the U.S.

- How does your story reflect (or challenge) national narratives about access, equity, language, and identity in public education?
- Use key readings (e.g., Friere, Dewey Tyack, Moll & Gonzalez, Bronfenbrenner) and class discussions to support your analysis.

6. Online component of the course (*as applicable*)

7. Assessment/grading policy (*procedures, components, weights assigned to each component*)

Punctual Attendance & Class Participation: 15 points

Education Autobiography: 20 points (includes, a, b, c, d, 5 points each)

Community Walk: 20 points

School Research: 20 points

Research Project: 25 points

8. Detailed rubric/s for assessing course assignments (*with descriptions for each of the following*):

4-Exemplary (A range) 3 Satisfactory (B to A- range) 2-Developing (B- to C range) 1-Unsatisfactory (D/F range)	OR 4-Exceeds standards 3-Meets standards 2-Marginally meets standards 1-Does not meet standards
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Upon completing each assessment, candidates will demonstrate competency in the required outcomes (knowledge, skills, and dispositions) at one of four levels: Unsatisfactory, Developing, Satisfactory, or Exemplary.

Unsatisfactory (1)	Developing (2)	Satisfactory (3)	Exemplary (4)
Inadequate evidence in terms of quantity and accuracy, as well as ability to integrate theory and practice and reflect on each. D/F	Partial evidence in terms of quantity and accuracy, as well as ability to integrate theory and practice and reflect on each which requires further development. C+/C/C-	Adequate evidence in terms of quantity and accuracy, as well as ability to integrate theory and practice and reflect on each. B+/B/B-	Exemplary evidence in terms of quantity and accuracy, as well as ability to integrate theory and practice and reflect on each. A/A-

Note: Each assignment will be graded on a points system. For example, if an assignment is worth 10 points, an "Exemplary" grade would earn 9 or 10 points, "Satisfactory" would earn 6, 7, or 8 points, "Developing" would earn 3, 4, or 5 points, and "Unsatisfactory" would earn 1 or 2 points. Your final grade will be the total sum of all assignment points, with a maximum possible score of 100 points.

11. Academic and plagiarism policy (www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf)

12. Attendance policy;

You are expected to be prepared and to attend all sessions. Use e-mail to notify instructor prior to class if you are going to be absent. You are expected to attend all classes unless your ill. We need you to contribute to the learning of all in each class session.

13. Classroom Policies (Cell Phones, Lateness, Make-Up Work, Class Participation):

- If you need to use your cell phone (including texting), please step outside the classroom.
- You are responsible for any missed work while you are out.
- Absences do not excuse late submissions; all work must be turned in on time.

- Active participation in class discussions contributes to a higher grade and makes the class more engaging for everyone.

14. Calendar - Course topics (specification of in-class and online work with dates and times for both each week)

DATE	TOPIC (To be discussed in Class)	ASSIGNMENTS (To prepare for the NEXT week)
Session 1	<p>Introducing the Conversation Course Overview Who are you? Who am I? Introductions</p> <p>What does it mean to be educated? What questions will be using to interrogate our readings? (Who's "at the table"? Whose voices are missing? What interests are being met by what is happening? Whose interests are not being addressed?)</p> <ul style="list-style-type: none"> • Review syllabus • Brightspace as part of class time • What do you want to gain from this course experience? 	<p>WEEK ONE on Brightspace</p> <p>Read "Prologue: The Founding Fathers and Education" from <u>Pillars of the Republic: Common Schools and American Society: 1780-1860.</u>" (<i>You will find this, and all articles and chapters under "Course Materials".</i>)</p> <p>Answer the questions on the Journal thread under Week One. Kaestle. Please integrate all answers into ONE 150-word paragraph. Use evidence in the readings to answer your questions.</p>
Session 2	<p>Education: History, Sociology, Politics and Philosophy. Why is this important? The Three Pillars of the Common School Movement</p> <p>Jamila Lyiscott: I Speak Three Languages</p>	<p>WEEK TWO on Brightspace</p> <p>Read "Black Teachers on Teachers Introduction" by Michele Foster and answer questions</p> <p>Read "Inside the System: The Character of Urban Schools, 1890-1940" by David Tyack</p> <p>Watch video - <i>The Story of American Public Education Part 1</i></p>
Session 3	<p>Reconstruction and the loss of a generation of teachers</p> <p>Bronfenbrenner and Ecological Systems Theory: Part 1</p> <p>VIDEO- <i>The Story of American Public Education Part 2</i></p>	<p>WEEK THREE on Brightspace</p> <p>Submit Education Autobiography, Part a on Blackboard (detailed instructions under "assignments")</p> <p>Listen to: Podcast: How We Teach About Reconstruction</p>
Session 4	<p>Administrative Progressives (the "Scientific" method) How was thinking about Race embedded in NYC public schools? Bronfenbrenner: Part 2</p>	<p>WEEK FOUR on Brightspace</p> <p>Read bell hooks <i>Community</i> and answer questions</p> <p>Submit: Education Autobiography, Part b due on Blackboard by midnight</p>

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		Watch video - <i>The Story of American Public Education, Part 3</i>
Session 5	<p>Progressive Education: Readings from John Dewey & Francis Parker</p> <p>The History of Bilingualism in the US</p>	<p>WEEK FIVE on Brightspace Read John Dewey (Chapter 8) and answer questions on Bb</p> <p>Submit: Education Autobiography, Part c due on Brightspace by midnight</p> <p>Watch video - <i>The Story of American Public Education Part 4</i></p>
Session 6	<p>Charlotte Hawkins Brown, Caroline Pratt, Harriet Johnson - “Founding Mothers”: Women of Progressive Education - Who and what was left out?</p>	<p>WEEK SIX on Brightspace Review Brown vs. BOE and timeline (and Lau vs. BOE) https://www.tolerance.org/magazine/spring-2004/brown-v-board-timeline-of-school-integration-in-the-us</p> <p>Education Autobiography, Part d due on Blackboard by midnight</p>
Session 7	<p>Brown vs. Board of Education: What is the legacy of Brown vs. BOE in the U.S, in NYC and in the Bronx?</p> <p>Community Walk assignment and School Research discussion</p>	<p>WEEK SEVEN: On Brightspace Read Paolo Freire (chapter 13) and answer questions on Bb</p> <p>MIDTERM Assignment: Use all feedback from the instructor to edit and resubmit all of Education Autobiography, Parts a, b, c d on Bb</p>
Session 8	<p>Freire philosophy “Saviorism” through the years “Brutal policies in the morning, charities in the afternoon, awards in the evening” (Teju Cole)</p>	<p>WEEK EIGHT on Brightspace</p> <p>Listen to: Episode 2: Planning for the Needs of Linguistically Diverse Families and Communities at: https://cunytedoer.commons.gc.cuny.edu/bilingual-beginnings-podcast/ Answer questions on Bb</p>
Session 9	<p>History of Multilingual Learning in the U.S Translanguaging: Ofelia Garcia and linguistic repertoires in the classroom https://www.cuny-nysieb.org</p> <p>What is Translanguaging by Dr. Ofelia Garcia (12:21) https://www.youtube.com/watch?v=Z_AnGU8jy4</p>	<p>WEEK NINE on Brightspace</p> <p>Read Jane Roland Martin (Chapter 11) and short article “How a Thirteen Year Old Girl Smashed the Gender Divide” by Laurie Gwen Shapiro</p> <p>Submit: Community Walk Project</p>

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	o&list=PL72WgjD2ZG70k6MEOjQ8i_lbCJTQ1IsrW&index=3 Please come prepared to discuss your personal experiences with bi/multi-lingualism? How does history inform current practices?	
Session 10	School Research - Small group discussion	WEEK TEN on Brightspace Read “The Tracking Wars” by Jeannie Oakes and answer questions
Session 11	The Gender Divide Moll and Gonzalez: Funds of Knowledge; What funds of knowledge do you bring to campus?	WEEK ELEVEN on Brightspace Submit School Research project
Session 12	Tracking: Special Education, Gifted Education	WEEK TWELVE no assignments, work on putting all of your work together; I will provide feedback and opportunity to resubmit if you submit today
Session 13 & 14	Presentations	Putting it all together: Submit your entire project on Brightspace Celebration and sharing of work

15. Reading All readings will be posted on Blackboard under “Course Materials”.

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core and must be 3 credits. STEM waiver courses do not need to be approved by the Common Core Course Review Committee. The form should not be used for STEM waiver courses.

College	Lehman College		
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	GEO 170		
Course Title	Earth Science and Society		
Department(s)	Earth, Environmental and Geospatial Science		
Discipline	Earth Science		
Credits	3		
Contact Hours	3		
Pre-requisites (if none, enter N/A)	N/A		
Co-requisites (if none, enter N/A)	N/A		
Catalogue Description	Structures and interactions between four main Earth layers: lithosphere, hydrosphere, atmosphere, biosphere and lithosphere in the context of societal activities.		
Special Features (e.g., linked courses)			
Sample Syllabus	Syllabus must be included with submission		
<p>Indicate the status of this course being nominated:</p> <p> <input checked="" type="checkbox"/> current course <input type="checkbox"/> revision of current course <input type="checkbox"/> a new course being proposed </p>			
<p>CUNY COMMON CORE Location</p> <p>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</p>			
<p>Required</p> <p> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input checked="" type="checkbox"/> Life and Physical Sciences </p>		<p>Flexible</p> <p> <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World <input type="checkbox"/> Creative Expression </p>	

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

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

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence. |
| | <ul style="list-style-type: none"> • Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts. |
| | <ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources. |
| | <ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media. |
| | <ul style="list-style-type: none"> • Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation. |

B. Mathematical and Quantitative Reasoning: Three credits

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

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables. |
| | <ul style="list-style-type: none"> • Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems. |
| | <ul style="list-style-type: none"> • Represent quantitative problems expressed in natural language in a suitable mathematical format. |
| | <ul style="list-style-type: none"> • Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form. |
| | <ul style="list-style-type: none"> • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation. |
| | <ul style="list-style-type: none"> • Apply mathematical methods to problems in other fields of study. |

C. Life and Physical Sciences: Three credits

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

Students will learn fundamental concepts of Earth Science postulating the interconnectedness between Earth System elements such as hydrosphere, lithosphere, atmosphere and biosphere. This interconnectedness is a basis for our understanding of the link between society and planet Earth.

Students will, for example, review historical works of Alexander von Humboldt (1769 – 1859) and Vladimir Vernadsky (1863–1945) who were the first among other scientists who noticed and described the connection between earth system elements. In addition, students will be introduced to scientific method and methodology of the short- and long term of measurements in Earth Science.

Students will have to complete weekly quizzes. Here is an example of the assessment using multiple choice:

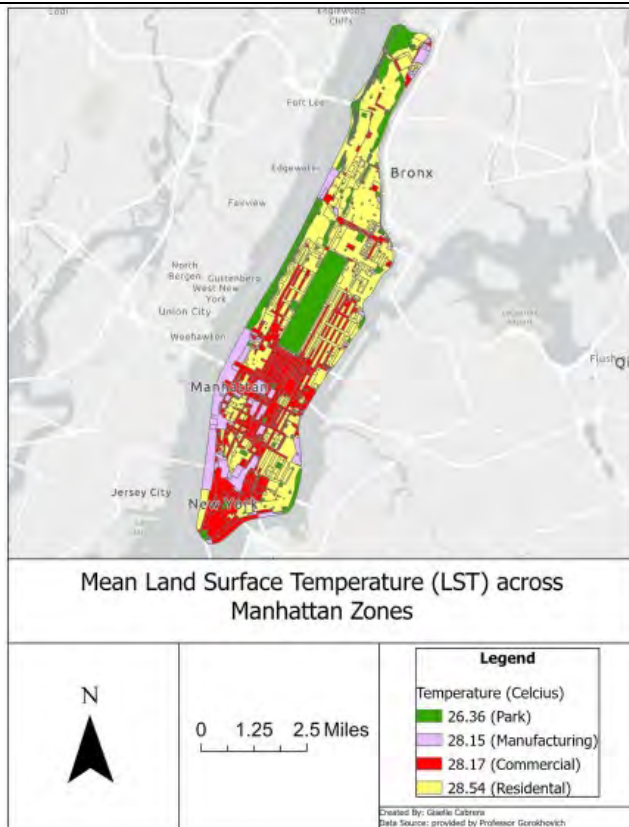
Question: Which one relates to scientific method?

Potential Answers:

1. series of steps
2. lab analysis - statistical analysis
3. statistical analysis
4. mathematical algorithm

Homework assignment example: students will be provided with a map (data) showing various mean surface temperatures in Manhattan, measured by satellite Landsat; it also includes a legend explaining various land surface covers (e.g. residential area, park, etc.).

- Identify and apply the fundamental concepts and methods of a life or physical science.



Using this data on the map students should apply scientific method to investigate the association between land surface temperature and land cover. The written assignment should include the following sections:

1. Observation (from the map)

In this section students should write observation from the data depicted on the map. Here is an example of such answer:

"My observation of the map is that the land surface temperature is lower in the park and higher in other areas in Manhattan where is manufacturing, residential and commercial areas are. Upon comparison of temperature values, I see that in parks temperature is lower by approximately 2 degrees Celsius."

2. Question

After observing the surface temperature distribution in Manhattan students should formulate a scientific question. Here is an example of the answer:

"The question that I pose is: Why park areas have lower surface temperature than other areas?"

3. Hypothesis

In this section students formulate a hypothesis. For example:

"My hypothesis is that in parks we have more vegetation than in areas

<p>of residential, manufacturing and commercial activities; vegetation absorbs less heat, therefore the surface temperature is lower" OR "My hypothesis is that in parks we have fewer concrete surfaces; concrete absorbs and retains more heat from the sun, therefore the surface temperature in concrete surfaces is higher than in parks."</p> <p>4. Experimental design (variables)</p> <p>Following lecture materials students should write an experimental setting and define which variable is depending and which is independent. For example:</p> <p>My experiment will consist of the following: I need to measure and compare heat absorption in vegetation and concrete. My dependent variable is heat absorption and my independent variable is a material type, i.e. vegetation and cement or various land cover surfaces, such as forest (vegetation), commercial areas (concrete), etc."</p> <p>5. Data collection (methods)</p> <p>Since students are not able to collect field data or work with remote sensing data they can use literature search to find comparison between heat absorption in concrete and vegetation from at least three sources. They can use Google Scholar or Scopus and provide references for their findings. The idea of literature search to find data from other scientists when we are not able to conduct experiment by ourselves will also be highlighted in lecture material.</p> <p>6. Analysis</p> <p>Using collected data students should write analytical part of the written assignment. For example: "Analysis of data from (Reference list) shows that measured heat absorption of the concrete is higher than vegetation by (they will indicate %)".</p> <p>7. Conclusion</p> <p>In this section students will write conclusion, for example: "Using three independent research data on heat absorption in concrete and vegetation we conclude that the concrete has higher heat absorption rate than vegetation. This leads to the higher surface temperature in park areas and lower surface temperature in commercial and residential areas. This finding might be useful in urban planning to reduce "heat island" effect in cities."</p>	
<p>Students will assess the performance of scientific method in key discoveries related to all four elements of the Earth System, i.e. hydrosphere, lithosphere, atmosphere and biosphere.</p> <p>Students will, for example, review the discovery of the continental drift in 1913 and plate tectonics in 1970s (lithosphere) as well as origin of life (biosphere) from inorganic matter. In relation to connection between lithosphere and biosphere students will be introduced to the famous hypothesis by Vernadsky who staged series of experiments to prove it. This experimentation not only demonstrated the connection between lithosphere and biosphere but also provided a foundation for endemic</p>	<ul style="list-style-type: none"> • Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.

<p>disease studies.</p> <p>Students will have to complete weekly quizzes, 20 min each. Here is an example of the assessment using multiple choice:</p> <p>Question: which brief explanation reflects the essence of Vernadsky's experiment?</p> <p>Potential Answers:</p> <ol style="list-style-type: none"> 1. Geochemistry of soils 2. We are what we eat 3. Organic matters 4. Healthy body, healthy soul <p>Homework assignment: students will write a brief essay to distinguish between global measurements in four spheres of the Earth.</p>	
<p>Students will use open data portals and tools from the National Aeronautics and Space Administration (NASA) and National Oceanic and Atmospheric Administration (NOAA) as well as other agencies to learn about current investigations and discoveries in Earth Science.</p> <p>Students will, for example, use NASA portal Giovanni to observe changes in atmosphere, biosphere and hydrosphere; for more traditional investigation they will download several data sets related to long-term climate change and conduct investigations using statistical tools.</p> <p>Students will have to complete weekly quizzes, 20 min each. Here is an example of the assessment using multiple choice:</p> <p>Question: what is the main element in recent discovery connecting water origin on Earth and magma composition?</p> <p>Potential Answers:</p> <ol style="list-style-type: none"> 1. Olivine 2. Granit 3. Ringwoodite 4. Stromatolite <p>Homework assignment: students will use free NASA software Panoply to visualize global rainfall distribution for a selected day.</p>	<ul style="list-style-type: none"> • Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
<p>Students will use data visualization tools from NASA, NOAA and other portals linked to real data measurements to produce maps and charts. They will learn various statistical methods to interpret data and mapping techniques to visualize them.</p> <p>Students will, for example, gather data on wind and precipitation from NASA portal and conduct interpretation of hurricane activity in the region currently experiencing hurricane.</p> <p>Students will have to complete weekly quizzes, 20 min each. Here is an example of the assessment using multiple choice:</p>	<ul style="list-style-type: none"> • Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.

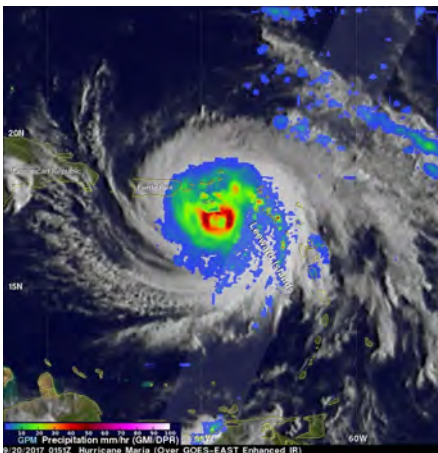
Question: why hurricane patterns are different in the northern and southern hemispheres?

Potential Answers:

1. Visualization error
2. Coriolis force
3. Gravity force
4. Prevailing wind direction

Homework assignment: students will use free NASA software Panoply to visualize propagation of the hurricane Helene, 2024, using three time stamps: approach to the North Carolina coast, landfall and dissipation. Upon successful visualization students will analyze hurricane movement and precipitation.

The visualization is a map showing hurricane rotation and precipitation levels. Here is an example showing a different hurricane at a specific time stamp:



Description of the anticipated homework and lab report structure:

1. Gathering data: download data from NASA web site, open in Panoply and select a variable for visualization (i.e. precipitation), map coordinate system and spatial extent.
2. Analyze: read precipitation scale and make observation about its rate (min/max) and spatial distribution across hurricane pattern (i.e. where do you see max and where min rates).
3. Interpreting: in which direction hurricane moves and rotates? Why? How does precipitation changes with hurricane propagation from the coast to the land? What causes this change?

Students will learn about peer-reviewed method in science and the difference between data sources and publication outlets. They will review historic cases that involve controversial methodologies and data sources.

For example, climate change is one of the highly debatable issues in scientific ethics and data reporting and assessment. Just one example is a “hockey stick” chart presented to scientific community to explain

- Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

increase of mean temperature record of the past 500 to 2000 years. This specific topic involves understanding of the so-called "climate proxies". Students will be introduced to various aspects of critical review of data and publications on the topic.

Students will have to complete weekly quizzes, 20 min each. Here is an example of the assessment using multiple choice:

Question: which element of scientific process eliminates conspiracy or often controversial theories in Earth Science?

Potential Answers:

1. High quotation in journals
2. Methodology is approved by few high experts in the field
3. The results of the discovery match expectations of scientific team
4. Method is repeatable by various scientists

Homework assignment:

I. Compile list of violations of research ethics and unbiased assessment by analyzing reasons for retraction of research papers from earth science journals.

1. Visit site Retraction Watch at: <https://retractionwatch.com/>
2. Scroll down to Retraction Watch Database and click View the Database
3. Download file retraction_watch.csv and save to the hard drive.
4. Open the file in Excel
5. Go to Data and click Filter; you should see in the upper row multiple black triangles at the right side of the column title.
6. Find column "Subject", click black triangle and choose filter: (ENV) Environmental Sciences;(PHY) Geology
7. Find column "Article Type", click the black triangle and choose filter: Research Article.
8. Look at the columns "Reason" and list all unique occurrences of the reason for retracting the paper.
9. Calculate number of selected retractions in the database.
10. What are three most frequent ethical/research violations?

II. Analyze and interpret the impact of retractions on scientific community

1. On the main page click "Top 10 most highly cited retracted papers"
2. Look at the column "Citing Articles before retraction"; it shows number of citations since article was published, before its retraction.
3. What is your conclusion about the significance of these citations of retracted paper for scientific community?

III. Discuss the potential violations of research ethics and unbiased assessment in cases of private and governmental funding. Specifically, what can cause these violations? Can we abstain of these violations? How?

II. Flexible Core (18 credits)

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

A. World Cultures and Global Issues

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

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

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

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

B. U.S. Experience in its Diversity	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	<ul style="list-style-type: none"> • Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	<ul style="list-style-type: none"> • Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	<ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> • Use appropriate technologies to conduct research and to communicate.

D. Individual and Society A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

GEO170 Earth Science and Society

Sample Syllabus

(Departmental approval for Common Core submission: March 12, 2025)

Course Description

3 hours, 3 credits. Structures and interactions between four main Earth layers: hydrosphere, atmosphere, biosphere and lithosphere in the context of societal activities.

Course Texts

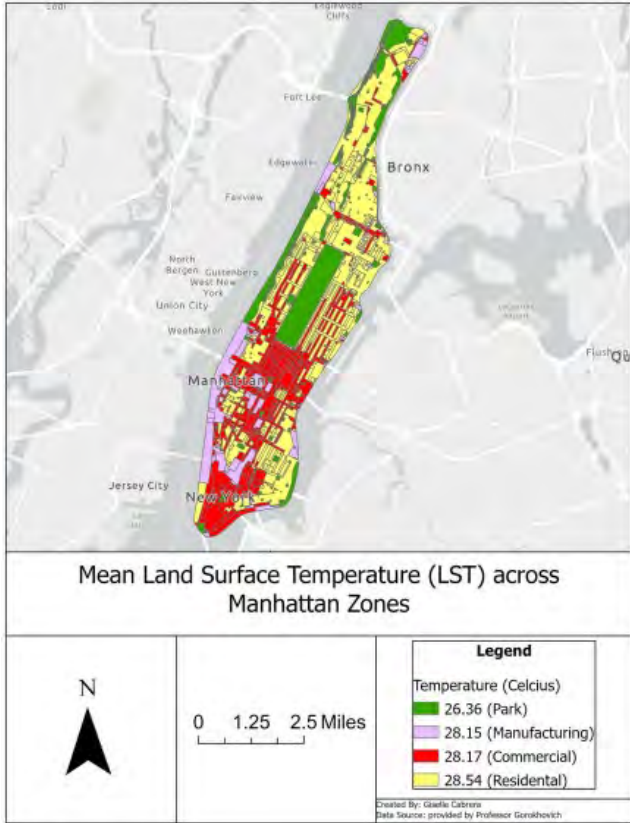
1. The Essential Guide to Planet Earth, by Benjamin J Burger, Open Educational Resource, available at, <https://open.umn.edu/opentextbooks/textbooks/the-essential-guide-to-planet-earth>
2. Science, Technology, and Society, by Bill Freedman and Nick Baker, Open Educational Resource, available at: <https://ecampusontario.pressbooks.pub/sciencesociety/front-matter/preface-2/>
3. Introduction to Environmental Sciences and Sustainability, by Emily P. Harris, Open Educational Resource, available at: <https://pressbooks.uwf.edu/envrioscience/front-matter/introduction/>
4. Selected peer-reviewed articles related to Earth Science and societal issues will be provided for students during the course.

Learning Outcomes

- Demonstrate understanding of main Earth layers, associated societal needs and pressing issues.
- Demonstrate understanding of Earth Science terminology.
- Demonstrate understanding of global earth data.
- Demonstrate understanding of the role and use of global earth data in decision-making.

Course Schedule

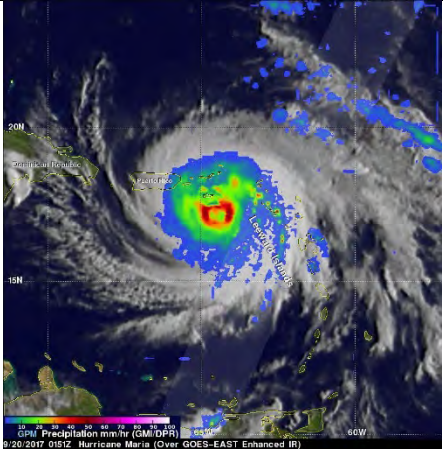
Week	Topic	Societal Relation
1	<p>Earth Science history. Development of ideas about the Earth systems evolution and processes. Noosphere, Gaia, Anthropocene, Anthropocentric vs Ecozoic. Development of scientific method.</p> <p>Assessment: quiz with multiple-choice, multiple answer, true/false, calculated formula, fill in the blank, etc.</p> <p>Homework:</p> <p>Students will learn the fundamental concept of the Earth Science postulating the interconnectedness between Earth System elements such as hydrosphere, lithosphere, atmosphere and biosphere. This interconnectedness is a basis for our understanding of the link between society and planet Earth.</p> <p>Students will, for example, review historical works of Alexander von Humboldt (1769 – 1859) and Vladimir Vernadsky (1863–1945) who were the first among other scientists who noticed and described the connection between earth system elements. In addition, students will be introduced to scientific method and methodology of the short- and long term of measurements in Earth Science.</p> <p>Students will have to complete weekly quizzes, 20 min each. Here is an example of the assessment using multiple choice:</p> <p>Question: Which one relates to scientific method?</p> <p>Potential Answers:</p> <ol style="list-style-type: none"> 1. series of steps 2. lab analysis - statistical analysis 3. statistical analysis 4. mathematical algorithm <p><u>Homework assignment 1</u>: students will be provided with a map (data) showing various mean surface temperatures in Manhattan,</p>	<ul style="list-style-type: none"> • Perception on earth science through ages and its relationship with earth system elements, such as atmosphere, hydrosphere, biosphere and lithosphere. • Globalization of society and need for global data on earth system

Week	Topic	Societal Relation
	<p>measured by satellite Landsat; it also includes a legend explaining various land surface covers (e.g. residential area, park, etc.).</p>  <p>Mean Land Surface Temperature (LST) across Manhattan Zones</p> <p>Legend</p> <p>Temperature (Celcius)</p> <ul style="list-style-type: none"> 26.36 (Park) 28.15 (Manufacturing) 28.17 (Commercial) 28.54 (Residential) <p><small>Created By: Giselle Cabrera Data Source: provided by Professor Gorokhovitch</small></p> <p>Using this data on the map students should apply scientific method to investigate the association between land surface temperature and land cover. The written assignment should include the following sections:</p> <ol style="list-style-type: none"> <p>Observation (from the map)</p> <p>In this section students should write observation from the data depicted on the map. Here is an example of such answer:</p> <p>“My observation of the map is that the land surface temperature is lower in the park and higher in other areas in Manhattan where is manufacturing, residential and commercial areas are. Upon comparison of temperature values, I see that in parks temperature is lower by approximately 2 degrees Celsius.”</p> <p>Question</p> 	

Week	Topic	Societal Relation
	<p>After observing the surface temperature distribution in Manhattan students should formulate a scientific question. Here is an example of the answer: “The question that I pose is: Why park areas have lower surface temperature than other areas?”</p> <p>3. Hypothesis</p> <p>In this section students formulate a hypothesis. For example: “My hypothesis is that in parks we have more vegetation than in areas of residential, manufacturing and commercial activities; vegetation absorbs less heat, therefore the surface temperature is lower” OR “My hypothesis is that in parks we have fewer concrete surfaces; concrete absorbs and retains more heat from the sun, therefore the surface temperature in concrete surfaces is higher than in parks.”</p> <p>4. Experimental design (variables)</p> <p>Following lecture materials students should write an experimental setting and define which variable is depending and which is independent. For example: My experiment will consist of the following: I need to measure and compare heat absorption in vegetation and concrete. My dependent variable is heat absorption and my independent variable is a material type, i.e. vegetation and cement or various land cover surfaces, such as forest (vegetation), commercial areas (concrete), etc.”</p> <p>5. Data collection (methods)</p> <p>Since students are not able to collect field data or work with remote sensing data they can use literature search to find comparison between heat absorption in concrete and vegetation from at least three sources. They can use Google Scholar or Scopus and provide references for their findings. The idea of literature search to find data from other scientists when we are not able</p>	

Week	Topic	Societal Relation
	<p>to conduct experiment by ourselves will also be highlighted in lecture material.</p> <p>6. Analysis</p> <p>Using collected data students should write analytical part of the written assignment. For example: "Analysis of data from (Reference list) shows that measured heat absorption of the concrete is higher than vegetation by (they will indicate %)".</p> <p>7. Conclusion</p> <p>In this section students will write conclusion, for example: "Using three independent research data on heat absorption in concrete and vegetation we conclude that the concrete has higher heat absorption rate than vegetation. This leads to the higher surface temperature in park areas and lower surface temperature in commercial and residential areas. This finding might be useful in urban planning to reduce "heat island" effect in cities."</p> <p><u>Homework assignment 2:</u></p> <p>I. Compile list of violations of research ethics and unbiased assessment by analyzing reasons for retraction of research papers from earth science journals.</p> <ol style="list-style-type: none"> 1. Visit site Retraction Watch at: https://retractionwatch.com/ 2. Scroll down to Retraction Watch Database and click View the Database 3. Download file retraction_watch.csv and save to the hard drive. 4. Open the file in Excel 5. Go to Data and click Filter; you should see in the upper row multiple black triangles at the right side of the column title. 6. Find column "Subject", click black triangle and choose filter: (ENV) Environmental Sciences;(PHY) Geology 7. Find column "Article Type", click the black triangle and choose filter: Research Article. 	

Week	Topic	Societal Relation
	<p>8. Look at the columns "Reason" and list all unique occurrences of the reason for retracting the paper.</p> <p>9. Calculate number of selected retractions in the database.</p> <p>10. What are three most frequent ethical/research violations?</p> <p>II. Analyze and interpret the impact of retractions on scientific community</p> <p>1. On the main page click "Top 10 most highly cited retracted papers"</p> <p>2. Look at the column "Citing Articles before retraction"; it shows number of citations since article was published, before its retraction.</p> <p>3. What is your conclusion about the significance of these citations of retracted paper for scientific community?</p> <p>III. Discuss the potential violations of research ethics and unbiased assessment in cases of private and governmental funding. Specifically, what can cause these violations? Can we abstain of these violations? How?</p>	
2	<p>Earth science data collection and analysis: review of local and global data methods collections and measurements</p> <p>Assessment: quiz with multiple-choice, multiple answer, true/false, calculated formula, fill in the blank, etc.</p> <p><u>Homework assignment:</u> students will use free NASA software Panoply to visualize propagation of the hurricane Helene, 2024, using three time stamps: approach to the North Carolina coast, landfall and dissipation. Upon successful visualization students will analyze hurricane movement and precipitation.</p> <p>The visualization is a map showing hurricane rotation and precipitation levels. Here is an example showing a different hurricane at a specific time stamp:</p>	<ul style="list-style-type: none"> • Role of data in decision making • Environmental impact and assessment, natural resources management and conservation, natural hazards, political importance of earth systems, global measurements*

Week	Topic	Societal Relation
	 <p>Description of the anticipated homework and lab report structure:</p> <ol style="list-style-type: none"> 1. Gathering data: download data from NASA web site, open in Panoply and select a variable for visualization (i.e. precipitation), map coordinate system and spatial extent. 2. Analyze: read precipitation scale and make observation about its rate (min/max) and spatial distribution across hurricane pattern (i.e. where do you see max and where min rates). 3. Interpreting: in which direction hurricane moves and rotates? Why? How does precipitation changes with hurricane propagation from the coast to the land? What causes this change? 	
3	<p>Lithosphere: structure and its main elements</p> <p>Assessment: quiz with multiple-choice, multiple answer, true/false, calculated formula, fill in the blank, etc.</p> <p>Homework: a brief essay on how earthquake hazard and geologic composition affect urban design in Manhattan.</p>	<ul style="list-style-type: none"> • Patterns of settlements, natural hazards, global measurements
4	<p>Lithosphere: earth materials and soils</p> <p>Assessment: quiz with multiple-choice, multiple answer, true/false, calculated formula, fill in the blank, etc.</p> <p>Homework: a brief essay on how rare metals in Ukraine (their source and availability) played role</p>	<ul style="list-style-type: none"> • Mining, agriculture, landfills (including hazardous sites), urban growth, economics, politics, global measurements

Week	Topic	Societal Relation
	in negotiations between USA and Russia to stop the current war.	
5	<p>Lithosphere: surface processes</p> <p>Assessment: quiz with multiple-choice, multiple answer, true/false, calculated formula, fill in the blank, etc.</p> <p>Homework: a brief essay on how landslide hazards are linked with all four spheres of the earth.</p>	<ul style="list-style-type: none"> Impact of natural hazards, global measurements
6	<p>Hydrosphere: water cycle and humans</p> <p>Assessment: quiz with multiple-choice, multiple answer, true/false, calculated formula, fill in the blank, etc.</p> <p>Homework: a brief essay on the role of rain forests in global hydrologic cycle and methods of global observation.</p>	<ul style="list-style-type: none"> Role of water in society from the life origin to space explorations, global measurements
7	<p>Hydrosphere: surface and ground water</p> <p>Assessment: quiz with multiple-choice, multiple answer, true/false, calculated formula, fill in the blank, etc.</p> <p>Homework: a brief essay on New York City (NYC) water supply, methods of monitoring and associated political conflict between NYC and upstate communities.</p>	<ul style="list-style-type: none"> Agriculture, water supply, global measurements, fisheries
8	<p>Hydrosphere: natural hazards</p> <p>Assessment: quiz with multiple-choice, multiple answer, true/false, calculated formula, fill in the blank, etc.</p> <p>Homework: a brief essay on flood hazards, human impact and climate change with at least two local/regional examples.</p>	<ul style="list-style-type: none"> Droughts, floods, hurricanes, climate change, global measurements
9	<p>Atmosphere: atmospheric structure</p> <p>Assessment: quiz with multiple-choice, multiple answer, true/false, calculated formula, fill in the blank, etc.</p> <p>Homework: a brief essay on the role of atmospheric structure on climate change</p>	<ul style="list-style-type: none"> Space exploration, weather predictions, climate change, global measurements

Week	Topic	Societal Relation
10	<p>Atmosphere: atmospheric chemistry</p> <p>Assessment: quiz with multiple-choice, multiple answer, true/false, calculated formula, fill in the blank, etc.</p> <p>Homework: a brief essay on the role of aerosols in human health and climate change; where data come from?</p>	<ul style="list-style-type: none"> Climate change (contributions to greenhouse gases), impact of volcanic eruptions, global measurements
11	<p>Atmosphere: atmospheric processes and hazards</p> <p>Assessment: quiz with multiple-choice, multiple answer, true/false, calculated formula, fill in the blank, etc.</p> <p>Homework: a brief essay on jet streams and atmospheric rivers in weather predictions</p>	<ul style="list-style-type: none"> Hurricanes, tornadoes, jet streams, climate change, global measurements
12	<p>Biosphere: origin and evolution</p> <p>Assessment: quiz with multiple-choice, multiple answer, true/false, calculated formula, fill in the blank, etc.</p> <p>Homework: a brief essay on biologic evolution in connection with modifications in lithosphere, hydrosphere and atmosphere for the past 4.5 billion years</p>	<ul style="list-style-type: none"> Extinctions, bio and natural hazards, global measurements
13	<p>Biosphere: structure and elements</p> <p>Assessment: quiz with multiple-choice, multiple answer, true/false, calculated formula, fill in the blank, etc.</p> <p>Homework: a brief essay on global measurements of the biosphere elements by NASA.</p>	<ul style="list-style-type: none"> Landcover, land use, population, biomes, global measurements
14	<p>Biosphere: interaction with hydrosphere, atmosphere and lithosphere</p> <p>Assessment: quiz with multiple-choice, multiple answer, true/false, calculated formula, fill in the blank, etc.</p> <p>Homework: a brief essay on relationship between globalization and environmental degradation.</p>	<ul style="list-style-type: none"> Natural hazards, climate change, globalization, politics and environmental conservation/degradation, geoengineering

* **global measurements:** NASA observation systems (including collaborative projects with European Space Agency and other international partners)

Weekly Quizzes

Weekly quizzes will be conducted at the beginning of each class for 15-20 minutes. They will cover material learned in previous lecture in a series of multiple-choice, multiple answer, true/false, calculated formula, fill in the blank, etc.

Weekly Homework Assignments

Homework assignments consist of a specific problem solving, paper/data review or analysis that students can work on during the week between classes and submit as a short essay, graph, diagram or map.

Term paper (optional)

Term paper should highlight research on one of the topics that we covered in class. It should include literature review, a hypothesis and analytical part with methodology, data analysis, discussion and conclusions.

Grading

Weekly Quizzes: 50%

Weekly Homework Assignments: 35%

Term Paper (optional, extra credit): + 15%

Attendance and Participation: 15%

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

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

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

2. **From:**

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENW 318
Course Title	Writing for New Media
Description	<p>Work-related writing using new and emerging media. Selecting the proper media for writing projects in various professional fields and adapting written content to capitalize on the opportunities and address the limitations of each media form.</p> <p>NOTE: Non-majors/minors who wish to take this course should see an English advisor for permission. PREREQ: Declared English Major/Minor or declared Professional Communications Minor.</p>
Pre/ Co Requisites	PREREQ: Declared English Major/Minor or declared Professional Communications Minor.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p style="padding-left: 40px;"><input type="checkbox"/> English Composition</p> <p style="padding-left: 40px;"><input type="checkbox"/> Mathematics</p> <p style="padding-left: 40px;"><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p style="padding-left: 40px;"><input type="checkbox"/> World Cultures</p> <p style="padding-left: 40px;"><input type="checkbox"/> US Experience in its Diversity</p> <p style="padding-left: 40px;"><input type="checkbox"/> Creative Expression</p>

	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. To:

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENW 318
Course Title	Writing for New Media
Description	Work-related writing using new and emerging media. Selecting the proper media for writing projects in various professional fields and adapting written content to capitalize on the opportunities and address the limitations of each media form.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

ENW 318 currently has a pre-requisite that restricts the class to students who have declared the English major or minor or the Professional Communications minor. The department wishes to drop this pre-requisite to open the class to majors and minors

across the campus, so that students from other departments and indeed from across the campus can take this class to improve their oral communication skills. This change will also help English and Professional Communication majors and minors by making it possible for the department to offer the course more often for majors and minors as well. The course does not require any background knowledge in the English major or Professional Communication minor and so is appropriate to offer to non-majors.

The department therefore wishes to delete the note in the description that says that non-English majors need to see a department advisor to take the class.

5. **Date of departmental approval:** September 29, 2025

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

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

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

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

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENW 320
Course Title	Professional Presentations
Description	Development of a major professional project in a chosen area of specialization, whether business, non-profit organizations, science or healthcare industries, public relations and marketing, or technical writing. Students research, write, and present complex discipline-specific content to various audiences in multiple media. NOTE: Non-majors/minors who wish to take this course should see an English advisor for permission. PREREQ: Declared English Major/Minor or declared Professional Communications Minor.
Pre/ Co Requisites	Declared English Major/Minor or declared Professional Communications Minor
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p> <input type="checkbox"/> English Composition</p> <p> <input type="checkbox"/> Mathematics</p> <p> <input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p> <input type="checkbox"/> World Cultures</p> <p> <input type="checkbox"/> US Experience in its Diversity</p> <p> <input type="checkbox"/> Creative Expression</p>

	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:** Underline the changes

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	English
Course Prefix & Number	ENW 320
Course Title	Professional Presentations
Description	Development of a major professional project in a chosen area of specialization, whether business, non-profit organizations, science or healthcare industries, public relations and marketing, or technical writing. Students research, write, and present complex discipline-specific content to various audiences in multiple media.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

ENW 320 currently has a pre-requisite that restricts the class to students who have declared the English major or minor or the Professional Communications minor. The

department wishes to drop this pre-requisite to open the class to majors and minors across the campus, so that students from other departments and indeed from across the campus can take this class to improve their oral communication skills. This change will also help English and Professional Communication majors and minors by making it possible for the department to offer the course more often for majors and minors as well. The course does not require any background knowledge in the English major or Professional Communication minor and so is appropriate to offer to non-majors.

The department therefore wishes to delete the note in the description that says that non-English majors need to see a department advisor to take the class.

5. **Date of departmental approval:** September 29, 2025

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

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

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

2.

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	[] Regular [] Compensatory [] Developmental <input checked="" type="checkbox"/> Remedial
Subject Area	ESL
Course Prefix & Number	ESL 105
Course Title	Advanced English Language Skills for English Language Learners
Description	Advanced skills in reading, speaking, and writing in academic English, taken by multilingual learners with ENG 111, supporting their transition into college-level academic discourse. NOTE: a score of 90-104 on the CUNY Accuplacer language exam.
Pre/ Co Requisites	ESL 104 Corequisite: ENG 111
Credits	2
Hours	2
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Assessment conducted by the Director of First Year Writing of the performance of English language learners (ELLs) in Lehman College's foundational first year composition courses—ENG 111 and ENG 121—reveals that multilingual learners struggle to keep up with peers for whom English is the primary language. ELLs struggle with reading, speaking, and writing in English as well as with listening comprehension. These challenges impact their likelihood of success in other first year courses, leading both to higher failure rates and lower retention rates for English language learners generally. ELLs struggle to write about texts and other media that they cannot fully understand and they struggle to understand instructions about what they are being asked to do in both written text and spoken language. For the most at-risk population of English language learners (ELL), ESL 105 would provide additional instruction time and just-in-time support in reading and listening comprehension as well as academic English vocabulary, grammar, usage, and style for students in ENG 111 with which ESL 105 would be taught as an experimental co-requisite for a specific population of ELLs delineated below. The experimental co-requisite ESL 105 is designed in accordance with the 2018 statement of “Guidance for Designing Co-Requisite Remediation at CUNY” developed by the CUNY Office of Academic Affairs.¹

Quantitative measures of student success supply clear evidence for the urgent necessity of intervention and the value of a co-requisite model as a targeted solution to the problems revealed in our assessment. For background, Lehman College's First Year Writing Program offers courses to ELLs, including ESL 103 (Intermediate ESL) and ESL 104 (Advanced ESL), to prepare them to take our foundational first year writing courses, which include ENG 111 and ENG 121. ESL 104 has a remarkably high pass rate of ~91% (AY 24-25). Despite high rates of successful completion of ESL 104, students who advance from ESL 104 to ENG 111 struggle in making the transition. Pass rates in ENG 111 for students who successfully complete ESL 104 are ~67% (AY 24-25).² The marked disparity in pass rates for ESL 104 and ENG 111 have raised a red flag. We propose piloting a co-requisite model, creating an experimental 2-credit ESL 105 course for ELLs who are taking ENG 111 that grants ELLs additional instruction time and just-in-time support in developing their reading, speaking, listening, and writing skills in English. We believe this co-requisite curriculum could help to bridge a skills and success gap by reducing transitional hurdles for students who come to ENG 111 from ESL 104.

The students who successfully complete ESL 104 are one population of students who could benefit from a co-requisite model. Another population who would be served by this model are students who typically place into ESL 104 with relatively high Accuplacer language scores. Currently, students whom CUNY identifies as English language learners and who earn 105 and above on the Accuplacer language tests are automatically enrolled in ENG 111. Students who earn 87-104 are placed in ESL 104 at

¹ [https://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/registrar/resources/Guidance-for-Creating-or-Redesigning-Co-requisite-Courses.final1 .pdf](https://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/registrar/resources/Guidance-for-Creating-or-Redesigning-Co-requisite-Courses.final1.pdf)

² For reference, overall pass rates for ENG 111 were 75% for AY 24-25.

Lehman, though other CUNY colleges with co-requisite curricula (City Tech and Queens College, for example) allow students with scores of 90-104 to take ENG 111 along with a co-requisite course like the experimental ESL 105 we are proposing. This allows more advanced English language learners to complete their general education requirements more swiftly, advancing with essential support to other required and major-level courses sooner than they otherwise would.

In the case of both populations—students who advance from ESL 104 to ENG 111 + ESL 105 and students who could opt out of ESL 104 and enroll immediately in ENG 111 + ESL 105—the just-in-time support of ESL 105 would improve their likelihood of success in ENG 111 and in all other courses they take in their first year and after. At Lehman, students in ESL 103 and ESL 104 are simultaneously enrolled in 9 credits of additional coursework, all of which is in English. ELLs thus often face unique linguistic challenges in first year courses while they are still learning to read, speak, write, and follow instructions in English. When combined with ENG 111, ESL 105 would provide more intensive instruction in reading, speaking, listening, and writing in English that would assist a significant portion of this population in successfully completing all of their courses in their first year.³ Doing this would also allow us to adjust the ranges of scores that dictate placement in ESL 103 and ESL 104, thereby reducing the broad spectrum of proficiency levels in both courses and enabling instructors to tailor the curriculum more effectively by working with cohorts of students whose skill levels are more closely aligned.

Co-requisite models at CUNY and other colleges and universities in the United States have been shown to dramatically impact student success.⁴ They increase pass rates at a pivotal time in the academic journey of ELLs, granting them skills and confidence that generally lead college students to remain in college. Improved pass rates thus yield higher persistence and retention rates in the first three semesters of undergraduate education, when American colleges and universities experience the greatest attrition. Jen Sacklin and Kelsey Daniels report both a dire statistic and a hopeful finding from their own research: “studies conducted across higher education report that only one in eight ELs [English learners] completes a bachelor's degree” but co-requisite programs significantly increase “average persistence and completion rates.”⁵ From the perspective of CUNY’s mission, designing targeted support for this population also helps ensure that we do not overlook students who come from some of the most

³ We base our confidence in this claim on research summarized in the 2018 statement of “Guidance for Designing Co-Requisite Remediation at CUNY,” developed by the CUNY Office of Academic Affairs,” and cited above, which asserts that “the current evidence suggests that all students are more successful in credit-bearing courses with corequisite support than they are in a sequence of non-credit remedial courses followed by the credit-bearing course.”

⁴ In 2016, Complete College America reported on data collected at public colleges and universities in 5 states that had introduced mandatory co-requisite instruction, finding that co-requisite programs were more successful than pre-requisite models at ensuring student success. See “Corequisite Remediation: Spanning the Completion Divide” (<https://ccaspanning.wpenline.com/wp-content/uploads/2016/01/CCA-SpanningTheDivide-ExecutiveSummary.pdf>). See also Diane Kelly-Riley “Engaging accountability: Faculty-led, statewide, implementation of a corequisite model of first year writing across two- and four-year public institutions,” *Composition Studies*, 48 (2020), 35-53.

⁵ See Sacklin and Daniels, “English Learners' College Persistence and Completion: Paths to Success,” *Ortesol Journal* 39 (2022): 4-18.

underprivileged backgrounds and marginalized communities in favor of inadvertently prioritizing students who come to CUNY with greater social, economic, and educational advantages.

We propose to pilot the co-requisite model for Lehman College students in AY 26-27, assessing outcomes in order to determine effectiveness in improving pass rates as well as persistent and retention rates in the first three semesters, and to introduce the permanent course if the pilot proves to be a success in the first year.

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

In accordance with the 2018 statement of “Guidance for Designing Co-Requisite Remediation at CUNY,” issued by the Office of Academic Affairs, “the [co-requisite] course should have the same learning outcomes and grading criteria as the nondevelopmental counterpart (i.e., a college-level course of the same topic without corequisite support).” To wit:

Students will develop skills that are essential for success in ENG 111, ensuring successful transition ENG 121. [What follows are the Pathways-approved learning outcomes for ENG 111 at Lehman College]

- Students will read and listen critically and analytically, identifying a text’s major arguments, assumptions, and assertions and evaluating its supporting evidence.
- Students will write clearly and coherently in standard English using varied academic formats, including online responses, writing journals, in-class writing, and formal essays of varied rhetorical structures.
- Students will critique and improve their own and each other’s texts through online and in-class responses and editing of peers’ work.
- Students will enter academic conversations by identifying the existing state of dialogue and offering their own evidence and arguments, and by conforming to accepted conventions of ethical attribution and citation.
- Students will support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Students will use available technology to support informal and formal writing and revising, and use acquired discursive skills to engage meaningfully with available technology.
- Students will demonstrate introductory familiarity with the library and its resources.
- Students will demonstrate acquired skills of critical reading, summary, and original argumentation in midterm and final Common-Exam essays.

5. Date of Departmental Approval: September 29, 2025

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

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

Name of Program and Degree Award: English, B.A.

Hegis Number: 1501.00

Program Code: 34009, 34279

Effective Term: Summer, 2026

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

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

English, B.A. (40-44 Credit Major)

The English Major consists of 40-44 credits consisting of a required CORE plus courses taken in one of three specializations: Literature, Professional Writing, or Creative Writing. The total number of credits depends on what courses students take and whether they participate or not in the English Honors Program. English courses numbered below the 300-level do not qualify toward the Major. Non-majors/minors who wish to take 300- or 400-level courses must obtain permission from the Department.

Major Requirements – Overall

Type: Completion requirements

Earn at least 40 credits

Major Requirements: Core Courses

Type: Completion requirement

Earn at least 16 credits from the following:

- ENG 300 - Unsettling English Studies: Introduction to the Major
- ENG 339 - Latinx Literature
- ENG 340 - African American and Black Diasporic Literatures
- ENW 399 - Research, Rhetoric, and Writing Studies
- ENG 350 - Senior Seminar
- ENG 358 (Topics in Latinx Literature) may be taken instead of the ENG 339 survey.
- ENG 359 (Topics in African American and Black Diasporic Literature) may be taken instead of the ENG 340 survey.

~~Additional Comments:~~

~~In addition to the 16-credit English CORE requirements, Literature Majors are expected to take Required and Elective courses within their specialization.~~

Major Requirements - Literature Specialization

Type: Completion requirement

~~Complete at least 1 of the following:~~

Complete at least 1 of the following Courses:

- ~~• ENG 315 - English Literature to 1800~~
- ENG 301 - Early Modern English Literature
- ENG 302 - Eighteenth-Century British Literature
- ENG 305 - History of the English Language
- ENG 311 - Chaucer
- ENG 312 - Shakespeare in Context
- ENG 314 - Milton
- ENG 321 - Early American Literature
- ENG 323 - Early Women Writers

OR

~~Complete at least 1 of the following Courses:~~

- FRE 321 - French Literature of the Middle Ages
- FRE 322 - Renaissance and Pre-Classical French Literature
- FRE 323 - Seventeenth-Century French Literature I: Theatre
- FRE 324 - Seventeenth-Century French Literature II: Fiction, Essays, and Poetry
- FRE 325 - Eighteenth-Century French Literature: The Age of the Enlightenment
- ITA 320 - Italian Short Story from Its Origins to the Sixteenth Century
- ITA 322 - Disguises and Revelations: The Italian Comedy as a Genre
- ITA 327 - Petrarca's Love Poetry
- ITA 329 - Renaissance Prose Writers
- ITA 330 - Love as Escape in Renaissance Chivalric Poetry
- ITA 337 - Literature of the Seventeenth and Eighteenth Centuries, from the Baroque through the Enlightenment
- ITA 447 - Dante's Divina Commedia: Inferno
- ITA 448 - Dante's Divina Commedia: Purgatorio and Paradiso
- LAC 333 - Spanish American Literature of the Conquest
- RUS 330 - Russian Literature from the Middle Ages to the Eighteenth Century
- SPA 301 - Spanish Literature from the Middle Ages to 1700
- SPA 323 - Spanish Novel and Lyric Poetry of the Golden Age
- SPA 331 - Cervantes's Don Quixote
- SPA 333 - Spanish American Literature of the Conquest
- SPA 340 - Spanish Literature of the Middle Ages
- SPA 341 - Spanish Comedia of the Golden Age
- THE 326 - History of the Theatre I
- THE 440 - Shakespeare on Stage
- THE 445 - Studies in Restoration and 18th Century Theatre

Literature Electives

Earn at least 21 credits

- Choose from among any ENG 300/400-level courses (including additional pre-1800 courses from the list above). Total credits must add up to at least 21 credits in 7 courses for Literature Majors and at least 22 credits in 8 courses for Honors Literature Majors.

- Students may substitute HUM 470 (Humanities Internship (5 credits) for one ENG elective, ~~or~~ up to two ENW 300/400-level courses (up to 6 credits) for up to two ENG electives.
- ENG 371 ~~or~~ 386 ~~or~~ 389 ~~or~~ 702 or any 300/400/700-level course centered on critical or cultural theory (with departmental permission): Required for Honors Literature; recommended for all students.
- ENG 481: Required for Honors Literature (3 credits); English honors students only
- ENG 482: Required for Honors (1 credit); English honors students only

Major Requirements - Professional Writing Specialization

Type: Completion requirement

Complete ALL of the following Courses:

- ENW 305 - Principles of Professional Writing
- ENW 315 - Editing for Style and Flow
- ENW 318 - Writing for New Media

Professional Writing Electives

Earn at least 15 credits

- ~~Choose courses from 300-400-level ENW Professional Writing courses: ENW 300, 304, 306, 307, 313, 314, 316, 319, 320, 322, 323, 324, 325, 326, 332, 333, 334, 335, 345, 346, 365, 366, 381, 462, 463. Total credits must add up to at least 15 credits in 5 courses for Professional Writing Majors and at least 16 credits in 6 courses for Honors Professional Writing Majors.~~
- Students may substitute any 300/400-level ENG ~~course~~ or ENW course (3 credits), ~~or~~ HUM 470 (Humanities Internship, 5 credits), for one Professional Writing Elective (3 credits).
- ~~HUM 470: Required for Honors Professional Writing (5 credits); recommended for all students~~
 - ENW 481: Required for Honors Professional Writing (3 credits); English honors students only
 - ENG 482: Required for Honors (1 credit); English honors students only

Major Requirements - Creative Writing Specialization

Type: Completion requirement

Complete at least ~~6~~ of the following Courses:

- ENW 310 - Principles of Creative Writing
- ENW 301 - Workshop in Poetry
- ENW 302 - Workshop in Fiction
- ENW 303 - Workshop in Creative Nonfiction
- ENW 308 - Workshop in Playwriting
- ~~OR THE 308 - Playwriting~~
- ENW 309 - Workshop in Screenwriting
- ENW 364 - Topics in Creative
- ~~In addition to the 16-credit English CORE requirements, Creative Writing Majors are expected to take Required and Elective courses within their specialization.~~

- ~~Workshops (9 credits: Choose three; repeatable for credit; must take at least two different genres. ENW 310 is prerequisite for all workshops.~~
- ~~Choose two; repeatable for credit; no prerequisite.~~

Creative Writing Electives **Earn at least 6 credits**

- Choose any two 300- or 400-level ENG or ENW courses. Students may take a fourth Workshop and/or a third ENW 364 as electives. Total credits must add up to at least 6 credits in 2 courses for Creative Writing Majors and at least 7 credits in 3 courses for Honors Creative Writing Majors.
- Students may substitute HUM 470 (Humanities Internship, 5 credits) for one ENG or ENW elective.
- Students interested in Digital Storytelling are encouraged to take THE 309 (Digital Storytelling). Note: THE/DNC 225 (Tools of Digital Storytelling) is a prerequisite for THE 309 but does not count toward the English Major in Creative Writing.
- ENG 481: Required for Honors Creative Writing (3 credits); English honors students only
ENG 482: Required for Honors (1 credit); English honors students

Major Requirements – English Honors Program (EHP)

Type: Completion requirement

The English Honors Program offers capable students an opportunity to push their critical and creative boundaries. EHP students in Literature, Creative Writing, and Professional Writing have access to the Department's honors room, participate in academic and cultural events on and off campus, enjoy honors advisement, work individually with a faculty mentor on a senior honors thesis in the Fall Term prior to graduation, and collaborate in colloquia and mini-conferences. Interested students who have a 3.7 GPA in at least two 300-level English courses, and an overall GPA of 3.5+ may contact the EHP Director about this demanding but rewarding program.

Major Requirements – English MA

Type: Completion requirement

English Majors who have completed 90 or more credits and who have a cumulative GPA of at least 3.3 may request permission to take up to 12 credits of coursework in the English MA program for undergraduate credit. Graduate classes taken as an undergraduate ~~do not count towards the English Major or Minor requirements but will be counted towards the calculation of Dean's List, Presidential Scholars and departmental honors.~~ Students who are later accepted into the English MA program may count Lehman English graduate coursework taken for undergraduate credit toward the MA degree.

3. To: Underline the changes

English, B.A. (40-44 Credit Major)

The English Major consists of 40-44 credits consisting of a required CORE plus courses taken in one of three specializations: Literature, Professional Writing, or Creative Writing. The total number of credits depends on what courses students take and whether they participate or not in the English Honors Program. English courses numbered below the 300-level do not qualify toward the Major. With the exception of ENW 318 and ENW 320 non-Majors/Minors who wish to take 300- or 400-level courses must obtain permission from the Department.

Major Requirements – Overall**Type: Completion requirement****Earn at least 40 credits****Major Requirements: Core Courses****Type: Completion requirement****Earn 16 credits from the following:**

- ENG 300 - Unsettling English Studies: Introduction to the Major
- ENG 339 - Latinx Literature
- ENG 340 - African American and Black Diasporic Literatures
- ENW 399 - Research, Rhetoric, and Writing Studies
- ENG 350 - Senior Seminar

Additional Comments:

- ENG 358 (Topics in Latinx Literature) may be taken instead of the ENG 339 survey. May also be taken in addition to ENG 339 as an additional elective.
- ENG 359 (Topics in African American and Black Diasporic Literature) may be taken instead of the ENG 340 survey. May also be taken in addition to ENG 340 as an additional elective.

Major Requirements - Literature Specialization**Type: Completion requirement**

In addition to the 16-credit English CORE requirements, Literature Majors are expected to take Required and Elective courses within their specialization.

Complete at least 1 of the following Courses:

- ENG 301 - Early Modern English Literature
- ENG 302 - Eighteenth-Century British Literature
- ENG 305 - History of the English Language
- ENG 311 - Chaucer
- ENG 312 - Shakespeare in Context
- ENG 314 – Milton
- ENG 315 - English Literature to 1800
- ENG 321 - Early American Literature
- ENG 323 - Early Women Writers

OR

- FRE 321 - French Literature of the Middle Ages
- FRE 322 - Renaissance and Pre-Classical French Literature

- FRE 323 - Seventeenth-Century French Literature I: Theatre
- FRE 324 - Seventeenth-Century French Literature II: Fiction, Essays, and Poetry
- FRE 325 - Eighteenth-Century French Literature: The Age of the Enlightenment
- ITA 320 - Italian Short Story from Its Origins to the Sixteenth Century
- ITA 322 - Disguises and Revelations: The Italian Comedy as a Genre
- ITA 327 - Petrarca's Love Poetry
- ITA 329 - Renaissance Prose Writers
- ITA 330 - Love as Escape in Renaissance Chivalric Poetry
- ITA 337 - Literature of the Seventeenth and Eighteenth Centuries, from the Baroque through the Enlightenment
- ITA 447 - Dante's Divina Commedia: Inferno
- ITA 448 - Dante's Divina Commedia: Purgatorio and Paradiso
- LAC 333 - Spanish American Literature of the Conquest
- RUS 330 - Russian Literature from the Middle Ages to the Eighteenth Century
- SPA 301 - Spanish Literature from the Middle Ages to 1700
- SPA 323 - Spanish Novel and Lyric Poetry of the Golden Age
- SPA 331 - Cervantes's Don Quixote
- SPA 333 - Spanish American Literature of the Conquest
- SPA 340 - Spanish Literature of the Middle Ages
- SPA 341 - Spanish Comedia of the Golden Age
- THE 326 - History of the Theatre I
- THE 440 - Shakespeare on Stage
- THE 445 - Studies in Restoration and 18th Century Theatre

Literature Electives

Earn at least 21 credits

- Choose from among any ENG 300/400-level courses (including additional pre-1800 courses from the list above). Total credits must add up to at least 21 credits in 7 courses for Literature Majors and at least 22 credits in 8 courses for Honors Literature Majors.
- Students may substitute HUM 470 (Humanities Internship (5 credits) for one ENG elective.
- Students may substitute up to two ENW 300/400-level courses (up to 6 credits) for up to two ENG electives.
- ENG 371, 386, 389, 702 or any 300/400/700-level course centered on critical or cultural theory (with departmental permission): Required for Honors Literature; recommended for all students
- ENG 481: Required for Honors Literature (3 credits); English honors students only
- ENG 482: Required for Honors (1 credit); English honors students only

Major Requirements - Professional Writing Specialization

Type: Completion requirement

In addition to the 16-credit English CORE requirements, Professional Writing Majors are expected to take Required and Elective courses within their specialization.

Complete ALL of the following Courses:

- ENW 305 - Principles of Professional Writing
- ENW 315 - Editing for Style and Flow
- ENW 318 - Writing for New Media

Professional Writing Electives**Earn at least 15 credits**

- Choose courses from 300-400-level ENW Professional Writing courses: ENW 300, 304, 306, 307, 313, 314, 316, 319, 320, 322, 323, 324, 325, 326, 332, 333, 334, 335, 345, 346, 365, 366, 381, 462, 463. Total credits must add up to at least 15 credits in 5 courses for Professional Writing Majors and at least 16 credits in 6 courses for Honors Professional Writing Majors.
- Students may substitute any 300/400-level ENG or ENW course (3 credits), or HUM 470 (Humanities Internship, 5 credits) for one Professional Writing Elective (3 credits).
- ENW 481: Required for Honors Professional Writing (3 credits); English honors students only.
- ENG 482: Required for Honors (1 credit); English honors students only.

Major Requirements - Creative Writing Specialization

Type: Completion requirement

In addition to the 16-credit English CORE requirements, Creative Writing Majors are expected to take Required and Elective courses within their specialization.

Complete the following Course:

- ENW 310 - Principles of Creative Writing

Complete at least 3 of the following Courses:

Choose three; repeatable for credit; must take at least two different genres. ENW 310 is prerequisite for all workshops.

- ENW 301 - Workshop in Poetry
- ENW 302 - Workshop in Fiction
- ENW 303 - Workshop in Creative Nonfiction
- ENW 308 - Workshop in Playwriting
- **OR THE 308 - Playwriting**
- ENW 309 - Workshop in Screenwriting

Complete this course at least twice:

Course topics vary. Choose two; repeatable for credit; no prerequisite.

- ENW 364 - Topics in Creative Writing

Creative Writing Electives:**Earn at least 6 credits**

- Choose any two 300- or 400-level ENG or ENW courses. Students may take a fourth Workshop and/or a third ENW 364 as electives. Total credits must add up to at least 6 credits in 2 courses for Creative Writing Majors and at least 7 credits in 3 courses for Honors Creative Writing Majors.

- Students may substitute HUM 470 (Humanities Internship, 5 credits) for one ENG or ENW elective.
- Students interested in Digital Storytelling are encouraged to take THE 309 (Digital Storytelling). Note: THE/DNC 225 (Tools of Digital Storytelling) is a prerequisite for THE 309 but does not count toward the English Major in Creative Writing.
- ENG 481: Required for Honors Creative Writing (3 credits); English honors students only
- ENG 482: Required for Honors (1 credit); English honors students only

Major Requirements - English Honors Program

Type: Completion requirement

The English Honors Program offers capable students an opportunity to push their critical and creative boundaries. EHP students in Literature, Creative Writing, and Professional Writing have access to the Department's honors room, participate in academic and cultural events on and off campus, enjoy honors advisement, work individually with a faculty mentor on a senior honors thesis in the Fall Term prior to graduation, and collaborate in colloquia and mini-conferences. Interested students who have a 3.7 GPA in at least two 300-level English courses, and an overall GPA of 3.5+ may contact the EHP Director about this demanding but rewarding program.

Major Requirements – English MA

Type: Completion requirement

English Majors who have completed 90 or more credits and who have a cumulative GPA of at least 3.3 may request permission to take up to 12 credits of coursework in the English MA program for undergraduate credit. Graduate classes taken as an undergraduate count towards English Major or Minor requirements. Students who are later accepted into the English MA program may count Lehman English graduate coursework taken for undergraduate credit toward the MA degree. Students may, however, need to complete additional credits to satisfy the MA credit requirement.

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

There are a number of formatting errors that this document corrects (missing bullet points, commas, etc.).

In addition, this document makes the following corrections. Note: This is a change in wording only; there are no substantive changes to the Major or the Specializations. No courses are being added or dropped; simply re-organized in a way that increases legibility.

- ENG 315 - English Literature to 1800 was out of numerical order
- Clarifying that HUM 470 can be substituted for an elective in all specializations.
- Clarifying the number of ENG or ENW courses that can be substituted for electives in each specialization.

- Clarifying the ENG 358 and ENG 359 may be taken as additional electives if not counted as core courses.
- Clarifying the requirements for a Creative Writing Specialization. The curriculum that the department voted on in April 2020 is not reflected in the catalog. This document accurately describes the approved curriculum and the requirements which are in place. (Since 2020, the requirements have always been that students need to take ENW 310; three workshop courses; two ENW 364 courses; and two electives). This re-organization clarifies this. There are NO new courses or requirements.
- Standardizes the language under each of the specializations.
- Moved “In addition to the 16-credit English CORE requirements, Literature Majors are expected to take Required and Elective courses within their specialization” to a more logical location.
- Removed repetition of “**Complete at least 1 of the following Courses:**” in the early literature section of the literature requirements so students understand they need to take one early literature course in the English Department or in other literature/language departments.
- Major Requirements- English MA. the college policy regarding counting graduate classes taken as an undergraduate is misstated in the course bulletin. We are removing the words “do not” to state the correct policy. This draft accurately states that students may count up to 12 credits of graduate coursework toward their undergraduate degree can also count those credits towards the completion of the MA. The additional text was added at Yvette’s request, making it clear to students that additional credits in residence may be required.
- ENW 318 and ENW 320 no longer need departmental permission as of 9/22/2025. The note: “Non-majors/minors who wish to take 300- or 400-level courses must obtain permission from the Department” has been amended to read: “With the exceptions of ENW 318 and ENW 320, non-majors/minors who wish to take 300- or 400-level courses must obtain permission from the Department.”

5. **Date of departmental approval:** 2/19/2025; 9/22/2025

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

DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION AND TECHNOLOGY

CURRICULUM CHANGE

Name of Program and Degree Award: Public Health, BS

Hegis Number: 1214.00

Program Code: 37993; MHC-38643

Effective Term: Spring 2025

1. **Type of Change:** Withdrawal of *online* subplan; correction to maximum credits for dual credit option; modification of completion requirements (language regarding practicum; electives)

2. **From:**

Subplans (not listed in the bulletin; appearing in DegreeWorks and IDeclare):

Public Health Science Concentration, Social Justice and Global Health Concentration, Urban Public Health Concentration, ~~OR Online~~

Public Health, BS (59-64 credits)

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

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

Dual Credit Option

Public Health majors interested in pursuing an MPH at the CUNY Graduate School of Public Health and Health Policy (CUNY SPH) through an articulation agreement can earn 48 credits to be used for both undergraduate and graduate programs of study. Students interested in this pathway must be conditionally accepted as matriculating students in the CUNY SPH graduate program.

Undergraduate students majoring in Public Health with 60 or more credits and a minimum of a 3.0 cumulative grade point average may be permitted to enroll in up to 12 credits of graduate coursework at CUNY SPH. The student must speak with the faculty

advisor to determine ~~elective~~ courses that will satisfy the undergraduate and graduate degree requirements.

The student conditionally admitted to CUNY SPH must commit to the program once admitted and must graduate from Lehman College with a Bachelor's degree to be fully admitted as a graduate student. The student must also receive permission from the program and/or dean's office prior to registration.

Major Requirements – Overall

Type: Completion requirement

Earn at least 59 credits

Distribution of credits for the Public Health major.

Core Courses - 38

Public Health Science Concentration, Social Justice and Global Health Concentration,
OR Urban Public Health Concentration- 15-20

Practicum and Capstone - 6

Total Credits - 59-64

Major Requirements - Admission Requirements

Type: Completion requirement

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

Major Requirements – Core Courses

Type: Completion requirement

Foundational Core Courses

Complete ALL of the following Courses:

MAT 132 Introduction to Statistics

OR MAT 172

OR MAT 175

BIO 181 Anatomy and Physiology I

OR BIO 166 Principles of Biology: Cells and Genes

HSD 266 US Health Care System

PHE 301 Foundations of Public Health Knowledge

PHE 302 Social, Behavioral, and Commercial Determinants of Health

PHE 304 Fundamentals of Global Health

Advanced Core Courses

Complete ALL of the following Courses:

HSD 269 Fundamentals of Biostatistics for Health Professions

HSD 306 Epidemiology

PHE 303 Research Methods

OR PHE 414 Quantitative and Qualitative Data Analysis Methods in Public Health Research

PHE 306 Health Inequity in Global Disease Burden

PHE 402 Program Planning and Evaluation

PHE 403 Health Policy and Advocacy

Practicum and Capstone Courses

Complete ALL of the following Courses:

PHE 470 Public Health Practicum

PHE 472 Public Health Capstone

Major Requirement – Concentrations

Type: Completion requirements

Complete 1 of the concentrations below:

Public Health Science Concentration Courses:

Complete ALL of the following Courses:

BIO 182 Anatomy and Physiology II

OR BIO 183 Human Biology

OR BIO 167 Principles of Biology: Organisms

BIO 230 Microbiology

OR CHE 166/167 General Chemistry I/ Lab

CHE 114/115 Essentials General Chemistry Lecturer and Lab I

OR CHE 168/169 General Chemistry II/Lab

CHE 120/121 Essentials of Organic Chemistry Lecturer/Lab II

OR CHE 232/233 Organic Chemistry I/Lab

HIN 268 Growth & Development

OR CHE 234/235 Organic Chemistry II/Lab OR ~~BIO 230 Microbiology~~ OR BIO 400 Biochemistry OR ~~BIO 268 Vertebrate Embryology~~

Social Justice & Global Health Concentration Courses

Complete ALL of the following Courses:

PHE 340 Food Security, Human Rights, and Global Health

PHE 401 Environmental and Occupational Health

PHE 404 Climate Change and Global Migration

PHE 405 Environmental Justice Applications

PHE 300 or 400-level elective

Urban Public Health Concentration Courses

Complete ALL of the following Courses:

PHE 410 Public Health Leadership and Management

PHE 411 Health Equity, Communication, and Advocacy

PHE 412 Designing and Evaluating Public Health Interventions

PHE 413 Designs, Concepts, and Methods in Public Health Research

PHE 444 Global Maternal and Child Health

TO:**Public Health, BS (59-64 credits)**

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

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

Dual Credit Option

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

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

The student conditionally admitted to CUNY SPH must commit to the program once admitted and must graduate from Lehman College with a Bachelor's degree to be fully admitted as a graduate student. The student must also receive permission from the program and/or dean's office prior to registration.

Major Requirements – Overall

Type: Completion requirement

Earn at least 59 credits

Distribution of credits for the Public Health major.

Core Courses - 38

Public Health Science Concentration, Social Justice and Global Health Concentration,
OR Urban Public Health Concentration- 15-20

Practicum and Capstone - 6

Total Credits - 59-64

Major Requirements - Admission Requirements

Type: Completion requirement

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

Major Requirements – Core Courses

Type: Completion requirement

Foundational Core Courses

Complete ALL of the following Courses:

MAT 132 Introduction to Statistics

OR MAT 172

OR MAT 175

BIO 181 Anatomy and Physiology I

OR BIO 166 Principles of Biology: Cells and Genes

HSD 266 US Health Care System

PHE 301 Foundations of Public Health Knowledge

PHE 302 Social, Behavioral, and Commercial Determinants of Health

PHE 304 Fundamentals of Global Health

Advanced Core Courses

Complete ALL of the following Courses:

HSD 269 Fundamentals of Biostatistics for Health Professions

HSD 306 Epidemiology

PHE 303 Research Methods

OR PHE 414 Quantitative and Qualitative Data Analysis Methods in Public Health Research

PHE 306 Health Inequity in Global Disease Burden

PHE 402 Program Planning and Evaluation

PHE 403 Health Policy and Advocacy

Practicum and Capstone Courses

Complete ALL of the following Courses:

PHE 470 Public Health Practicum

PHE 472 Public Health Capstone

Departmental permission required to waive practicum. Applications for waiver must be submitted 60 days prior to the semester the practicum will take place.

Major Requirement – Concentrations

Type: Completion requirements

Complete 1 of the concentrations below:

Public Health Science Concentration Courses:

Complete ALL of the following Courses:

BIO 182 Anatomy and Physiology II

OR BIO 183 Human Biology

OR BIO 167 Principles of Biology: Organisms

BIO 230 Microbiology

OR CHE 166/167 General Chemistry I/ Lab

CHE 114/115 Essentials General Chemistry Lecturer and Lab I

OR CHE 168/169 General Chemistry II/Lab

CHE 120/121 Essentials of Organic Chemistry Lecturer/Lab II

OR CHE 232/233 Organic Chemistry I/Lab

Major Requirements – Electives

Type: Completion Requirement

Fulfill any of the following requirements:

Earn at least 3 credits

Chosen from HPI, HIN, HSA, HSD, PHE, BIO, CHE, PSY and/or PHY with approval of the adviser, or:

HIN 268 Growth & Development

OR CHE 234/235 Organic Chemistry II/Lab

OR BIO 238 Genetics

OR BIO 400 Biochemistry

Social Justice & Global Health Concentration Courses

Complete ALL of the following Courses:

PHE 340 Food Security, Human Rights, and Global Health

PHE 401 Environmental and Occupational Health

PHE 404 Climate Change and Global Migration

PHE 405 Environmental Justice Applications

PHE 300 or 400-level elective

Urban Public Health Concentration Courses

Complete ALL of the following Courses:

PHE 410 Public Health Leadership and Management

PHE 411 Health Equity, Communication, and Advocacy

PHE 412 Designing and Evaluating Public Health Interventions

PHE 413 Designs, Concepts, and Methods in Public Health Research

PHE 444 Global Maternal and Child Health

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

The Public Health (PHE) *online* subplan needs to be deactivated. It is not listed in the Coursedog catalog, but it does continue to appear in CUNYFIRST/Degree Works and IDeclare.

The language modification for the dual health option corrects a previous oversight. Students can earn a maximum of 12 dual credits as per CUNY policy. This change was approved in our last curriculum change; however, the credits were listed twice in our bulletin, and we are requesting to correct the section that was not updated.

The current language for the dual degree program limits courses students may take at the CUNY Graduate School of Public Health (CUNY SPH) to electives. This limitation is not part of our agreement with CUNY SPH. We request that the word “elective” be removed to allow students to earn up to 12 credits towards their MPH/MS as part of their BSPH program. This is the main goal of the dual credit option. Otherwise, students may experience challenges with financial aid if they have already earned the 120 credits needed to graduate and are unable to take additional electives. The HEAT advisor will meet with the student to determine graduate school equivalencies for the courses required for the major.

The language we propose for our practicum requirement aligns the BS in Public Health with our other programs. For example, our BS in Health Services Administration (HSA) provides the opportunity for students with significant work experience to earn a waiver for the internship course (HSA 470) based on adviser approval. The language included in this curriculum change is adopted from the HSA bulletin. We would like all our students to have the same opportunities across our program offerings, keeping in line with our approach to incorporate and value our students’ strengths, including our adult learners with significant professional experience in the health field.

The Public Health Program at Lehman College includes the science concentration, which was designed to train future clinicians with a public health education. Originally, the science concentration included solely pre-nursing requirements. Subsequent curriculum changes extended this concentration to include courses required across the pre-health spectrum. As we continue to work with pre-health students and advisers, we recognize the need to modify the requirement that specifically addresses the robust catalog of courses that pre-health students can take as part of the science concentration. Instead of listing a myriad of courses that meet the learning outcomes for the major, we are streamlining this requirement so that it mirrors other programs within our department. HSA, for example, includes a diverse list of electives that students may take across many disciplines here at Lehman. We have adopted the language from the bulletin for our HSA program and included it here to provide a list of electives under the science concentration. The proposed change to the public health science concentration will facilitate the learning of future clinicians across the pre-health spectrum.

Furthermore, educating, empowering, and engaging future clinicians with a public health education is a major part of our program and department’s mission and, thus, we are requesting to make this important change so that more of our Lehman College students may benefit from the design of this program in achieving their learning goals and pursuing advanced degrees upon graduation.

5. **Date of departmental approval:** August 22, 2025

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

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Health Promotion and Nutrition Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	HEA
Course Prefix & Number	HEA 371
Course Title	Entrepreneurial Leadership in the Healthcare Industry
Description	Prepares students for entrepreneurial leadership in the health field. Emphasis is on innovation, opportunity, recognition, and sustainable impact.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Writing Intensive
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p style="padding-left: 40px;"><input type="checkbox"/> English Composition</p> <p style="padding-left: 40px;"><input type="checkbox"/> Mathematics</p> <p style="padding-left: 40px;"><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p style="padding-left: 40px;"><input type="checkbox"/> World Cultures</p> <p style="padding-left: 40px;"><input type="checkbox"/> US Experience in its Diversity</p> <p style="padding-left: 40px;"><input type="checkbox"/> Creative Expression</p> <p style="padding-left: 40px;"><input type="checkbox"/> Individual and Society</p> <p style="padding-left: 40px;"><input type="checkbox"/> Scientific World</p>

3. **Rationale:**

This course fills a gap in the HEA curriculum and will contribute to growing the program by appealing to new students from across the college. It promotes the college's mission to prepare students for leadership in diverse urban communities and for gainful employment. By providing students with real-life skills, the course prepares them to become proactive and socially responsible leaders in service to advancing health equity, improving healthcare delivery, and promoting wellness.

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

Students will be able to:

- Identify service and business opportunities in the healthcare sector using an entrepreneurial mindset.
- Develop an individualized business plan grounded in personal interest and market need.
- Evaluate funding options for launching and sustaining a business venture.
- Define a clear vision and mission statement.
- Design marketing strategies to compete effectively in the healthcare marketplace.
- Demonstrate understanding of legal and financial requirements for starting a business in New York State.
- Examine ethical responsibilities in business leadership.
- Assess personal leadership style and apply it to a sustainable business model.

5. Date of Departmental Approval: 8/27/2025

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

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

2.

Department(s)	Nursing
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Nursing
Course Prefix & Number	NUR 312
Course Title	Health Assessment
Description	Health assessment based on the frameworks for physical, psychosocial, spiritual, and culture aspects of clients across the lifespan are included. NOTE: Nursing Department Admission
Pre/ Co Requisites	COREQ: NUR 301, NUR 344, HIN 269
Credits	3
Hours	3 (1.5 lecture), (1.5 lab)
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The Department of nursing lacks a standalone health assessment course in the curriculum. While some of the learning objectives are embedded within other courses within the curriculum, the faculty observed that the need to focus holistically on the key tenants of patient assessment at the beginning of the nursing student trajectory.

The purpose of this class is to expose students to the tools and techniques utilized in patient assessments in preparation for a nursing clinical rotations. This course will better prepare students with health assessment tools necessary to care for patients in the clinical and non-clinical setting.

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

By the end of the course, students will be able to:

- Employ therapeutic communication to complete an accurate health history
- Develop the ability to modify assessment techniques as needed to accommodate individual client differences
- Incorporate knowledge of the client's age, gender, development level, and sociocultural background to develop a plan of care based on assessment data
- Select and use appropriate health screening measures
- Differentiate between complete and focused assessment
- Analyze subjective and objective data and formulate a plan of care
- Identify abnormal deviations from normal findings
- Apply professional and legal standards to document health assessments
- Apply a variety of assessment strategies and techniques to formulate a nursing diagnosis of client health status
- Ability to satisfactorily complete a health assessment examination on an assigned client
- Present a patient's history or case in an organized way that uses appropriate medical terminology
- Ability to document physical examination findings using subjective and objective data in a succinct manner.

5. Date of Departmental Approval: August 25, 2025

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

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

2.

Department(s)	Nursing
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Nursing
Course Prefix & Number	NUR 401
Course Title	Community Health Nursing
Description	A focused approach on the community as a continuum of care using the nursing process within the community context to promote, restore, and maintain the health of individuals, families, and groups. A community based clinical component is required.
Pre/ Co Requisites	PREREQ: NUR 301, NUR 344, HIN 269 COREQ: NUR 303, NUR 330, NUR 304
Credits	3
Hours	6 (2 hours lecture), (4 hours Clinical)
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p style="padding-left: 40px;"><input type="checkbox"/> English Composition</p> <p style="padding-left: 40px;"><input type="checkbox"/> Mathematics</p> <p style="padding-left: 40px;"><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p style="padding-left: 40px;"><input type="checkbox"/> World Cultures</p> <p style="padding-left: 40px;"><input type="checkbox"/> US Experience in its Diversity</p> <p style="padding-left: 40px;"><input type="checkbox"/> Creative Expression</p> <p style="padding-left: 40px;"><input type="checkbox"/> Individual and Society</p> <p style="padding-left: 40px;"><input type="checkbox"/> Scientific World</p>

3. Rationale:

The Department of nursing lacks a standalone community health nursing course in the curriculum. While some of the learning objectives are embedded within other courses within the curriculum, the faculty observed the need to develop a community health nursing course with an embedded community clinical laboratory component to assure nursing students are exposed to community-based clients that are non-institutionalized.

The purpose of this class is to expose students to the tools and techniques utilized in community health nursing in preparation for their future careers as nursing, which may include community health nursing.

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

By the end of the course, students will be able to:

- Integrate knowledge from nursing, biological, behavioral and liberal arts to plan and deliver nursing care to families, aggregates and communities
- Collaborate with community partners to determine expected outcomes of a given population
- Promote and support the development of programs aimed at improving the health care of families and communities
- Present a health teaching plan based on evidence for a select group within the community
- Evaluate the impact of the environment on the health of communities
- Present a health teaching plan based on evidence for a select group within the community
- Utilize Healthy People 2030 objectives to explore health care needs of selected population
- Identify the role of the professional nurse in promoting health care of communities
- Able to assist client's transition among various health care settings
- Assess for community preparedness to calamitous event.
- Assess the health status of populations using epidemiologic data, community input and professional judgment based on evidence to plan nursing interventions for groups and communities

5. Date of Departmental Approval: August 25, 2025

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

1. **Type of Change:** *hours*

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

Department(s)	Nursing
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Nursing
Course Prefix & Number	NUR 301
Course Title	Therapeutic Intervention I: Introduction to Professional Nursing Practice
Description	Emphasis on therapeutic communication, health assessment and data analysis.
Pre/Co Requisites	COREQ: NUR 300, NUR 344. PRE- or COREQ: HIN 269.
Credits	6
Hours	3 hours Lecture, 42 hours clinical laboratory
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Nursing
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Nursing
Course Prefix & Number	NUR 301
Course Title	Therapeutic Intervention I: Introduction to Professional Nursing Practice
Description	Emphasis on therapeutic communication, health assessment and data analysis.
Pre/Co Requisites	COREQ: NUR 300, NUR 344. PRE- or COREQ: HIN 269.
Credits	6
Hours	<u>10</u> (3 hours Lecture), (<u>5</u> hours clinical) (<u>2</u> hours lab)
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The Curriculum Committee of the whole department has done an evaluation of the clinical/laboratory hours in each of the nursing courses and found the clinical hours are excessive. Based on the NY State Office of the Professional and a review of other local nursing program the standard number of clinical hours is approximately 500. The nursing faculty agreed to reduce the hour to 510. This would allow the nursing program

to make better use of simulations in order to better prepare nursing students prior to attending clinical rotations. The intent for the students is to receive 3 hours of lecture, 5 hours of clinical and 2 hours of laboratory to best prepare the students for their clinical rotations.

5. **Date of departmental approval:** August 25, 2025

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

1. **Type of Change:** *hours*

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

Department(s)	Nursing
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Nursing
Course Prefix & Number	NUR 303
Course Title	Therapeutic Intervention II: Adult Health Nursing
Description	Clinical focus on nursing care of adults with acute and chronic illnesses.
Pre/ Co Requisites	PREREQ: NUR 300, NUR 301, NUR 344, HIN 269. COREQ: NUR 304, NUR 330.
Credits	6
Hours	3 hours Lecture, 12 hours clinical laboratory
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p> <input type="checkbox"/> English Composition</p> <p> <input type="checkbox"/> Mathematics</p> <p> <input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p> <input type="checkbox"/> World Cultures</p> <p> <input type="checkbox"/> US Experience in its Diversity</p> <p> <input type="checkbox"/> Creative Expression</p> <p> <input type="checkbox"/> Individual and Society</p> <p> <input type="checkbox"/> Scientific World</p>

3. **To:** Underline the changes

Department(s)	Nursing
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Nursing
Course Prefix & Number	NUR 303
Course Title	Therapeutic Intervention II: Adult Health Nursing
Description	Clinical focus on nursing care of adults with acute and chronic illnesses.
Pre/CO Requisites	PREREQ: NUR 300, NUR 301, NUR 344, HIN 269. COREQ: NUR 304, NUR 330.
Credits	6
Hours	10 (3 hours Lecture), (5 hours clinical) (2 hours lab)
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The Curriculum Committee of the whole department has done an evaluation of the clinical/laboratory hours in each of the nursing courses and found the clinical hours excessive. Based on the NY State Office of the Professional and a review of other local nursing program the standard number of clinical hours is approximately 500. The nursing department faculty agreed to reduce the hour to 510. This would allow the nursing program to make better use of simulations in order to better prepare nursing students prior to attending clinical rotations. The intent for the students is to receive 3

hours of lecture, 5 hours of clinical and 2 hours of laboratory to best prepare the students for their clinical rotations.

5. **Date of departmental approval:** August 25, 2025

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

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

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

Department(s)	Nursing
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Nursing
Course Prefix & Number	NUR 405
Course Title	Therapeutic Intervention IV: Childbearing and Childrearing Families
Description	Relation of nursing care to positive health experiences and outcomes in childbearing and childrearing families.
Pre/ Co Requisites	PREREQ: NUR 303, NUR 304, NUR 330. COREQ: NUR 302, NUR 406.
Credits	6
Hours	3 hours Lecture, 12 hours clinical laboratory
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input checked="" type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Nursing
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Nursing
Course Prefix & Number	NUR 405
Course Title	Therapeutic Intervention IV: Childbearing and Childrearing Families
Description	Relation of nursing care to positive health experiences and outcomes in childbearing and childrearing families.
Pre/CO Requisites	NUR 303, NUR 304, NUR 330. COREQ: NUR 302, <u>PRE OR CO-REQ: NUR 406.</u>
Credits	6
Hours	<u>9 (3 hours Lecture), 6 hours clinical laboratory</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The Curriculum Committee of the whole department has done an evaluation of the clinical/laboratory hours in each of the nursing courses and found the clinical hours excessive. Based on the NY State Office of the Professional and a review of other local nursing program the standard number of clinical hours is approximately 500. The nursing department faculty agreed to reduce the hour to 510. This would allow the nursing program to make better use of simulations in order to better prepare nursing students prior to attending clinical rotations. The pre-and co-requisite requirement is for our accelerate nursing students who take NUR 406 in the winter intercession before NUR 405.

5. **Date of departmental approval:** August 25, 2025

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

1. **Type of Change:** *hours*

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

Department(s)	Nursing
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Nursing
Course Prefix & Number	NUR 409
Course Title	Therapeutic Intervention V: Nursing Synthesis
Description	Synthesis of knowledge and skills required to effectively support clients, families and groups along a trajectory from diagnosis through end of life. Population based care as it relates to disaster preparedness and targeted nursing response.
Pre/-Co Requisites	PREREQUISITE: NUR 405 OR NUR 400 AND NUR 406 AND CO-REQUISITE: NUR 410
Credits	6
Hours	3 hours Lecture, 42 hours clinical laboratory
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Nursing
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Nursing
Course Prefix & Number	NUR 409
Course Title	Therapeutic Intervention V: Nursing Synthesis
Description	Synthesis of knowledge and skills required to effectively support clients, families and groups along a trajectory from diagnosis through end of life. Population based care as it relates to disaster preparedness and targeted nursing response.
Pre/CO Requisites	PREREQUISITE: NUR 405 OR NUR 400 AND NUR 406 AND CO-REQUISITE: NUR 410
Credits	6
Hours	9 (3 hours Lecture), (6 hours clinical lab)
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The Curriculum Committee of the Whole has done an evaluation of the clinical/laboratory hours in each of the nursing courses and found the clinical hours excessive. Based on the NY State Office of the Professional and a review of other local nursing program the standard number of clinical hours is approximately 500. The nursing department faculty agreed to reduce the hour to 510. This would allow the

nursing program to make better use of simulations in order to better prepare nursing students prior to attending clinical rotations.

5. **Date of departmental approval:** August 25, 2025

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

Name of Program and Degree Award: Sociology, BA

Hegis Number: 2208.00

Program Code: 34034 - SOC-BA

Effective Term: Fall 2026

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

2. **From:**

Major Requirements: Prerequisites

~~Type: Completion requirement~~

~~**Fulfill ANY of the following requirements:**~~

~~**Complete ALL of the following Courses:**~~

- ~~● SOC 166 Fundamentals of Sociology~~

OR

~~**Complete at least 1 courses in the following Course Sets:**~~

- ~~● Sociology Electives 200 Level~~

Additional Comments:

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

Major Requirements Overall

Type: Completion requirement

Earn at least 38 credits

Earn a minimum GPA of 2.0

Additional Comments:

- At least 50% of the courses to complete the major may be taken online.

Major Requirements: Core Courses

Type: Completion requirement

Complete ALL of the following Courses:

- SOC 300 - The Sociological Imagination
 - SOC 301 - Methods of Social Research
 - SOC 302 - Sociological Theory
 - SOC 303 - Advanced Methods of Social Research
 - SOC 345 - Quantitative analysis of Sociological Data
 - NOTES:
 - Students registering for SOC 300 and SOC 301 must have a grade of at least C (2.0) in a ~~prerequisite~~ sociology course.
 - Students registering for SOC 302 and all 400 level courses must have completed SOC 300 with a grade of C- (1.7) or better.
 - Students registering for SOC 303, SOC 345, and all 400 level courses must have completed SOC 301 with a grade of C- (1.7) or better.
- Satisfaction of the College math requirement prior to enrollment in these courses is strongly recommended.*

~~Major Requirements—~~Concentration in General Sociology

Type: Completion requirement

Fulfill ALL of the following requirements:~~Earn at least 18 credits~~**AND****Complete ANY of the following Course Sets:**

- ~~Sociology Electives 100 and 200 Level~~
- ~~Sociology Electives 300 & 400 Level~~
- ~~Sociology Electives 700 Level~~

At least 9 credits must be in SOC courses at the 300-, 400- or 700- level.

~~Major Requirements—~~Concentration in Demography and Population Health

Type: Completion requirement

Fulfill ALL of the following requirements:

~~Earn at least 18 credits~~

~~AND~~

Complete ANY of the following Courses:

- SOC 319 - Population and Society
- SOC 320 - Immigration and Adaptation
- SOC 339 - American Demography
- SOC 305 - Sociology of Health Care
- SOC 311 - Social Scientific Perspectives on Health, Disability and Aging

~~AND~~

~~Complete ANY of the following Course Sets:~~

- Sociology Electives 400 Level
- Sociology Electives 700 Level

At least 9 credits of which must be chosen from the list above and any 400- or 700- Sociology Elective, with approval.

Additional Comments:

Note: Completion of the College math requirement prior to these courses is strongly recommended prior to enrollment in these courses.

~~Major Requirements~~ – Concentration in Education, Inequality & Urban Studies

Type: Completion requirement

Fulfill ALL of the following requirements:

~~Earn at least 18 credits~~

~~AND~~

Complete ANY of the following Courses:

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

AND

Complete ~~ANY~~ of the following Course Sets:

- Sociology ~~Electives~~ 400 Level
- Sociology ~~Electives~~ 700 Level

At least 9 credits of which must be chosen from the list above.

3. **To:** Underline the changes

Major Requirements Overall

Type: Completion requirement

Earn at least 38 sociology credits

Earn a minimum GPA of 2.0

Additional Comments:

- At least 50% of the courses to complete the major may be taken online.
- Students must complete one concentration (General Sociology; Demography and Population Health; OR Education, Inequality and Urban Studies).

Major Requirements: Entry-level Course

One SOC course at the 200 level or SOC 166 with a minimum grade of C.

Students may take up to three entry-level courses at the same time.

Major Requirements: Core Courses

Type: Completion requirement

Complete ALL of the following Courses:

- SOC 300 - The Sociological Imagination
- SOC 301 - Methods of Social Research
- SOC 302 - Sociological Theory
- SOC 303 - Advanced Methods of Social Research
- SOC 345 - Quantitative analysis of Sociological Data
- NOTES:
 - Students registering for SOC 300 and SOC 301 must have a grade of at least C (2.0) in a previous 3 or 4 credit sociology course.

- Students registering for SOC 302 and all 400 level courses must have completed SOC 300 with a grade of C- (1.7) or better.
- Students registering for SOC 303, SOC 345, and all 400 level courses must have completed SOC 301 with a grade of C- (1.7) or better.
- *Satisfaction of the College math requirement prior to enrollment in these courses is strongly recommended.*
- Students who earned at least a C in older versions of these courses, including 3 credit versions, may apply those courses to this requirement.

Major Electives

Type: Completion requirement

Earn at least 6 additional credits from the following:

- Sociology Electives 200 to 400 Level
- SOC 166 Fundamentals of Sociology

NOTES:

Students must complete at least 2 Sociology electives not used to satisfy a major requirement or the student's concentration requirements. The 2 elective courses may include any 3 or more credit 200-, 300-, 400- level Sociology course or SOC 166.

SOC 300, SOC 301, SOC 302 and SOC 345 do not count as electives.

Major Requirements: Concentration

Type: Completion requirement

Complete the requirements for a concentration in sociology. (General Sociology; Demography and Population Health; OR Education, Inequality and Urban Studies.

Concentration in General Sociology

Type: Completion requirement

Fulfill ALL of the following requirements:

Complete ANY 3 courses from the following Course Sets

- Sociology Courses 300 & 400 Level

NOTES:

- Students who have earned an A.A. or A.S. with a sociology major and have at least 12 sociology credits in at least four courses may substitute one 3 or 4 credit

course for a 3 credit 300-level course in the General Sociology concentration. Students to whom this applies should contact the Sociology Department.

- For all other students, at least 9 credits must be chosen from the list above and any 400 Sociology course, with approval. SOC 300, SOC 301, SOC 302 and SOC 345 do not count as requirements for the concentration.
- Any 200-level SOC course or SOC 166 with a minimum grade of C is a prerequisite for all 300- and 400-level courses, unless otherwise stated in the

Concentration in Demography & Population Health

Type: Completion requirement

Fulfill ALL of the following requirements:

Complete at least three of the following Courses:

- SOC 319 - Population and Society
- SOC 320 - Immigration and Adaptation
- SOC 339 - American Demography
- SOC 305 - Sociology of Health Care
- SOC 311 - Social Scientific Perspectives on Health, Disability and Aging
- Sociology Courses 400 Level (with approval)
- Sociology Courses 700 Level (with approval)

Additional Comments:

At least 9 credits must be chosen from the list above and any 400- or 700- Sociology courses, with approval.

400 or 700 level courses used for the concentration must be on a topic related to Demography and Population Health.

NOTES:

Completion of the College math requirement prior to these courses is strongly recommended prior to enrollment in these courses.

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

Concentration in Education, Inequality & Urban Studies

Type: Completion requirement

Fulfill ALL of the following requirements:

Complete ANY 3 of the following Courses:

- SOC 309 - Social Inequality
- SOC 334 - Urban Sociology in Global Perspective
- SOC 336 - Education and Inequality
- SOC 335 - Global and Cross-Cultural Perspectives on Education and Society.
- SOC 338 - Race and Ethnicity in Society
- Sociology Courses 400 Level (with approval)
- Sociology Courses 700 Level (with approval)

At least 9 credits must be chosen from the list above and any 400- or 700- Sociology Courses, with approval.

NOTES:

- SOC 166 or any 200-level SOC course with a minimum grade of C is a prerequisite for all 300- and 400-level courses, unless otherwise stated in the course description. The prerequisite will count as an elective course in the major.
- 400 or 700 level courses used for the concentration must be on a topic related to Education, Inequality and Urban Studies.

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

This will not change the learning outcomes of the program.

In the transition to Coursedog a number of unintentional and confusing changes were made to the sociology curriculum. The changes proposed are intended to ensure that the sociology curriculum used in actual practice is reflected in the catalog as well as in other connected systems such as DegreeWorks and T-Rex. We became aware of some of this confusion as a result of the most recent CUNY Universal Transfer Paths (UTPs) policy for sociology (<https://www.cuny.edu/academics/current-initiatives/transfer-initiative/about-us/#sociology>).

The changes to the UTP for sociology require our department to accept one additional transfer course from CUNY community colleges with sociology majors. Rather than adding an additional course to the major or reducing the number of required upper level

courses, we will recognize that completing an official sociology major as part of an Associate's degree implies a level of achievement that should be acknowledged. Lehman awards more BAs in sociology to transfer students than any other CUNY senior college. Our existing curriculum works well for our student population, the vast majority of whom did not have sociology majors in their previous institutions.

Changes to the General Sociology concentration will clarify that only the upper level courses are part of the concentration and will reduce confusion in DegreeWorks.

Changes to the prerequisites will clarify that no sociology courses are required to declare a sociology major. This is our practice already, but will clarify it for those reading the catalog, particularly incoming transfer students, transfer advisors and policy makers. It will also lead to the correction of misleading information currently found in DegreeWorks.

Adding SOC 338 to the Education, Inequality & Urban Studies concentration will add an important dimension linking elements of the concentration and give it the same number of options as the Demography & Population Health concentrations.

5. **Date of departmental approval:** 9/24/2025

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SOC
Course Prefix & Number	SOC 282
Course Title	Career Preparation for Sociology Students
Description	Prepares students to apply for and succeed in internship roles and the workplace. NOTE: Minimum GPA of 2.5 and sociology GPA of 2.7 as well as at least 6 credits in Sociology. Limited to majors in sociology
Pre/ Co Requisites	Departmental Permission
Credits	1
Hours	1
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

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

3. **Rationale:**

With the implementation of our Internship experience course we have determined that sociology students require career training and support for entering both the internship and regular workforce. A special focus will be on relating sociology skills to specific opportunities and occupations.

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

1. Articulate the relationship of sociology to a variety of occupational fields of interest.
2. Create a resume and cover letter that expresses these in writing.
3. Express the same verbally, such as in the context of an interview.
4. Utilize the career and internship resources available at Lehman College, CUNY and other organizations.

5. **Date of Departmental Approval:** 9/24/2025

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of change:** Experimental to Permanent Course, Course Attribute

2.

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 471
Course Title	Internship in Sociological Practice
Description	This course is designed to give Sociology majors the opportunity to apply skills and knowledge of sociology discipline in an occupational or organizational setting. Internships are completed in community based or governmental organizations or in sociologically relevant corporate settings NOTE: Minimum GPA of 2.5 and sociology GPA of 2.7.
Pre/ Co Requisites	Department Permission
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<u>ELO; Intern</u> Remove Experimental Course Attribute
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	_____ Individual and Society _____ Scientific World
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3. Rationale:

This proposal is to make an experimental course permanent.

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

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

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

- The standard workload is approximately 12 hours per week, 180 hours total.
- Develop and describe their understanding of the application of sociological concepts in a workplace setting.
- Assess, in writing, the internship experience and its relationship to sociological concepts and theories.
- Communicate with the supervisor and others at the internship site to develop and evaluate their workplace experience.
- Understand the role of sociological skills in workplace settings.

5. Date of Departmental Approval: 9/24/2025

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Speech-Language Pathology, Certificate

Hegis Number: 1220.00

Program Code: 41760 - SPL-CERT

Effective Term: Fall 2026

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

2. **From:**

Speech-Language Pathology, Certificate

The post baccalaureate certificate is offered online and in-person. It provides the necessary prerequisite courses for students, who have earned a bachelor's degree in another field and wish to apply to graduate school in Speech-Language Pathology. The certificate consists of six, 3-credit courses, which are commonly required by graduate programs.

Certificate Requirements – Admissions Requirements

Type: Prerequisite

The admission requirement for the certificate program is an earned bachelor's degree with a major other than communication sciences and disorders (or synonymously, speech-language pathology and audiology). Students who do not hold a bachelor's degree from a college where the language of instruction is English must earn a TOEFL (Test of English as a Foreign Language) score of at least 500 for admission.

Certificate Requirements – Required Courses

Type: Completion requirement

Complete ALL of the following Courses:

SPV 228	Introduction to Audiology	3
SPV 245/LNG 245	Articulatory Phonetics	3
SPV 246/LNG 160	Introduction to Linguistics	3
SPV 247/LNG 247	Anatomy and Physiology of the Speech Mechanism	3
SPV 321	Language Acquisition	3
SPV 349	Speech and Hearing Sciences	3

SPV 400 Communication Disorders Across the lifespan 3

SPV 400: Prerequisite SPV 321

3. **To:** Underline the changes

Speech-Language Pathology Certificate

The post baccalaureate certificate is offered online and in-person. It provides the necessary prerequisite courses for students who have earned a bachelor's degree in another field and wish to apply to graduate studies in Speech-Language Pathology. The certificate program consists of 21-24 credits (7-8 courses).

Certificate Requirements – Admissions Requirements

Type: Prerequisite

The admission requirement for the certificate program is an earned bachelor's degree with a major other than communication sciences and disorders (or synonymously, speech-language pathology and audiology). Students who do not hold a bachelor's degree from a college where the language of instruction is English must earn a TOEFL (Test of English as a Foreign Language) score of at least 500 for admission.

Certificate Requirements – Required Courses

Type: Completion requirement

Complete ALL of the following Courses:

SPV 228	Introduction to Audiology	3
SPV 245/LNG 245	Articulatory Phonetics	3
SPV 246/LNG 160	Introduction to Linguistics	3
SPV 247/LNG 247	Anatomy and Physiology of the Speech Mechanism	3
SPV 321	Language Acquisition	3
SPV 349	Speech and Hearing Sciences	3
SPV 400	Communication Disorders Across the Life Span	3
OR	<u>Speech Pathology I: Pediatric communication and feeding disorders</u>	<u>3</u>
<u>SPV 326</u>		
<u>AND</u>		
<u>SPV 327</u>	<u>Speech Pathology II: Adult communication and swallowing disorders</u>	<u>3</u>

SPV 326 and SPV 400: Prerequisite SPV 321.

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

While our graduate program requires the post baccalaureate certificate (PBC) students to complete one survey course (i.e., SPV 400) some graduate programs require 2 survey courses. Since the PBC is open for students applying to many programs other than Lehman's, we wanted to make sure that the requirement of 2 survey courses is met; hence, depending on the requirements of the prospective graduate programs to which students apply, students will have the choice to complete 1 survey course (i.e., SPV 400) and complete the PBC program with 21 credits or 2 survey courses (i.e., 326 & 327) and complete the PBC program with 24 credits. This is for the general and online sub plans.

5. Date of departmental approval: 9/29/2025

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Course title and description

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

Department(s)	SLHS
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SPV
Course Prefix & Number	SPV 326
Course Title	Speech Pathology: Functional Disorders
Description	Nature, etiology, assessment, and treatment of speech disorders (specifically articulation and fluency) and language disorders in preschool children, school-age children, and adolescents. Issues concerning multiculturalism and multilingualism are included.
Pre/ Co Requisites	PREREQ: SPV 321 or LNG 330 and SPV 245 or LNG 245 and SPV 247 or LNG 247
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p style="padding-left: 40px;"><input type="checkbox"/> English Composition</p> <p style="padding-left: 40px;"><input type="checkbox"/> Mathematics</p> <p style="padding-left: 40px;"><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p style="padding-left: 40px;"><input type="checkbox"/> World Cultures</p> <p style="padding-left: 40px;"><input type="checkbox"/> US Experience in its Diversity</p> <p style="padding-left: 40px;"><input type="checkbox"/> Creative Expression</p> <p style="padding-left: 40px;"><input type="checkbox"/> Individual and Society</p> <p style="padding-left: 40px;"><input type="checkbox"/> Scientific World</p>

3. **To:** Underline the changes

Department(s)	SLHS
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SPV
Course Prefix & Number	SPV 326
Course Title	<u>Speech Pathology I: Pediatric communication and feeding disorders</u>
Description	<u>A review of a variety of speech, language, communication, and feeding disorders, from infancy through adolescence. Principles of assessment and intervention, related to the specific disorders, are covered. Multiculturalism and multilingualism considerations are addressed.</u>
Pre/ Co Requisites	PREREQ: SPV 321 or LNG 330 and SPV 245 or LNG 245 and SPV 247 or LNG 247
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The title of the course and its description do not accurately reflect the topics covered in the course. The original course titles for SPV 326 and SPV 327, distinguishing between organic and functional disorders, are misleading.

5. **Date of departmental approval:** 9/29/2025

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Course title and description

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

Department(s)	SLHS
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	SPV
Course Prefix & Number	SPV 327
Course Title	Speech Pathology: Organic Disorders
Description	Nature, etiology, assessment, and treatment of cleft palate, voice disorders, aphasia, cerebral palsy, and other neurological disorders.
Pre/ Co Requisites	PREREQ: SPV 245 (LNG 245) and SPV 246 (LNG 160) and SPV 228 and SPV 247 (LNG 247).
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	SLHS
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SPV
Course Prefix & Number	SPV 327
Course Title	<u>Speech Pathology II: Adult communication and swallowing disorders</u>
Description	<u>A review of a variety of speech, language, communication, and swallowing disorders, in adults. Principles of assessment and intervention, related to the specific disorders, are covered.</u> <u>Multiculturalism and multilingualism considerations are addressed.</u>
Pre/ Co Requisites	PREREQ: SPV 321 or LNG 330 and SPV 245 or LNG 245 and SPV 247 or LNG 247
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The title of the course and its description do not accurately reflect the topics covered in the course. The original course titles for SPV 326 and SPV 327, distinguishing between organic and functional disorders, are misleading.

5. **Date of departmental approval:** 9/29/2025

Senate Meeting – November 5, 2025
Proposed Graduate Studies Report

Presenting a proposal from the following department for approval:

Department of Counseling, Leadership, Literacy, and Special Education

- Addition of distance education format: M.S.Ed., Literacy Education (All Grades)

Next meeting: **December 10, 2025, at 11 a.m.**

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

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

CURRICULUM CHANGE

Name of Program and Degree Award: M.S.Ed., Literacy Education (All Grades)

Hegis Number: 0830.00

Program Code: 25806

Effective Term: Fall 2026

1. **Type of Change**: Addition of distance education format

2. **From**:

Literacy Education (All Grades)

The 33-credit Program in Literacy Education, registered in New York State, leads to a Master of Science in Education degree and a professional certification in Literacy Education (All Grades). The program provides a bridge between communities, families, and schools prepares students for professional engagement as practitioners in a culturally diverse educational system. Teachers develop a combined mastery of research, theory, and instructional practices, and articulate working visions of the future of literacy education.

Master's Requirements – Admission Requirements

Earn a minimum Grade of B

- A bachelor's degree or equivalent from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of B in the undergraduate records as a whole.

Certification

- An initial teaching certificate or qualify for initial certification within three semesters (This requirement may be waived in some circumstances at the discretion of the program coordinator).

Recommendation, Essay & Interview

- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.

Master's Requirements – Master of Science in Education

Completion requirement

Earn a minimum GPA of 3.0

- Candidates must complete the required graduate credits of study pertaining to their program. Candidates must earn a minimum overall GPA of 3.0 in their course work to be recommended by the College for certification.

Earn at least 33 credits

Master's Requirements – Professional Certification in Literacy Education (All Grades)

Complete ALL of the following Courses:

- EDR 701 - Language and Literacy Acquisition and Development Across the Lifespan
- EDR 711 - Instructional Approaches for Language and Literacy Development Across the Lifespan
- EDR 721 - Assessing and Evaluating Language and Literacy Development Across the Lifespan
- EDR 765 - Literacy in the Content Areas
- EDR 743 - Practicum in Literacy Assessment, Teaching, and Learning
- EDR 767 - Project Seminar: Research on Literacy I and II
- EDR 751 - Developing Literacy through Literature
- EDR 768 - Project Seminar: Research on Literacy I and II
- EDR 529 - Language, Literacy, and Educational Technology
- EDR 605 - Professional Writing for Educators

3. To:**Literacy Education (All Grades)**

The 33-credit Program in Literacy Education, offered in a hybrid or online format, is registered in New York State and leads to a Master of Science in Education degree and a professional certification in Literacy Education (All Grades). The program provides a bridge between communities, families, and schools and prepares students for professional engagement as practitioners in a culturally diverse educational system. Teachers develop a combined mastery of research, theory, and instructional practices, and articulate working visions of the future of literacy education.

Students wishing to do so may complete the degree program entirely online. Please see Options One and Two listed below. The fully online option provides greater flexibility for candidates while maintaining the same rigorous academic standards as our hybrid/campus-based program.

OPTION ONE: Hybrid/Campus Program**Master's Requirements – Admission Requirements**

Earn a minimum Grade of B

- A bachelor's degree or equivalent from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of B in the undergraduate records as a whole.

Certification

- An initial teaching certificate or qualify for initial certification within three semesters (This requirement may be waived in some circumstances at the discretion of the program coordinator).

Recommendation, Essay & Interview

- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.

Master's Requirements – Master of Science in Education Completion requirement

Earn a minimum GPA of 3.0

- Candidates must complete the required graduate credits of study pertaining to their program. Candidates must earn a minimum overall GPA of 3.0 in their course work to be recommended by the College for certification.

Earn at least 33 credits

Master's Requirements – Professional Certification in Literacy Education (All Grades)

Complete ALL of the following Courses:

EDR 701 - Language and Literacy Acquisition and Development Across the Lifespan

EDR 711 - Instructional Approaches for Language and Literacy Development Across the Lifespan

EDR 721 - Assessing and Evaluating Language and Literacy Development Across the Lifespan

EDR 765 - Literacy in the Content Areas

EDR 743 - Practicum in Literacy Assessment, Teaching, and Learning

EDR 767 - Project Seminar: Research on Literacy I and II

EDR 751 - Developing Literacy through Literature

EDR 768 - Project Seminar: Research on Literacy I and II

EDR 529 - Language, Literacy, and Educational Technology

EDR 605 - Professional Writing for Educators

OPTION TWO: Online Program (Courses offered in asynchronous and synchronous formats.)

Master's Requirements – Admission Requirements

Earn a minimum Grade of B

- A bachelor's degree or equivalent from an accredited college or university.

- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of B in the undergraduate records as a whole.

Certification

- An initial teaching certificate or qualify for initial certification within three semesters (This requirement may be waived in some circumstances at the discretion of the program coordinator).

Recommendation, Essay & Interview

- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.

Master's Requirements – Master of Science in Education

Completion requirement

Earn a minimum GPA of 3.0

- Candidates must complete the required graduate credits of study pertaining to their program. Candidates must earn a minimum overall GPA of 3.0 in their course work to be recommended by the College for certification.

Earn at least 33 credits

Master's Requirements – Professional Certification in Literacy Education (All Grades)

Complete ALL of the following Courses:

EDR 701 - Language and Literacy Acquisition and Development Across the Lifespan

EDR 711 - Instructional Approaches for Language and Literacy Development Across the Lifespan

EDR 721 - Assessing and Evaluating Language and Literacy Development Across the Lifespan

EDR 765 - Literacy in the Content Areas

EDR 743 - Practicum in Literacy Assessment, Teaching, and Learning

EDR 767 - Project Seminar: Research on Literacy I and II

EDR 751 - Developing Literacy through Literature

EDR 768 - Project Seminar: Research on Literacy I and II

EDR 529 - Language, Literacy, and Educational Technology

EDR 605 - Professional Writing for Educators

4. Rationale:

The Master of Science in Education in Literacy Education program (Option Two – online format) provides greater flexibility for our students. Our online candidates are expected to adhere to the same academic standards and requirements as our campus-based candidates. Option One and Option Two programs have the same course descriptions, credits and hour requirements, learning objectives, pre-requisites and all other curricular requirements. This consistency ensures that our online program meets the same

rigorous academic standards as our on-campus one, with only the mode of delivery being different.

5. Date of Department Approval: August 27, 2025

Committee on Admissions, Evaluations and Academic Standards (CAEAS) Report

Senate Meeting: November 5, 2025

The CAEAS committee met via Zoom on October 22, 2025 and there was a quorum present.

CAEAS members voted unanimously to approve a policy change proposal from the Nursing department that called for a 7-year expiry date for Nursing's science pre-requisite courses. This proposal is now brought to the Senate floor for a vote.

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

DEPARTMENT OF NURSING

ADMISSION REQUIREMENT CHANGE

Name of Program and Degree Award: Nursing, B.S. (Generic Programs)

Hegis Number: 1203.00

Program Code: 02630

Effective Term: Fall 2027

1. **Type of Change**: Adding an expiration date to nursing admission pre-requisite.

2. **From**: Currently, there is no policy regarding time limits for pre-requisite courses. Current policy states:

“A minimum grade of C (73) or better is required in each of the prerequisite science courses, or their equivalents, to be eligible for admission to the generic Nursing program. If a prerequisite science course is repeated, the first grade will be counted when considering eligibility for admission to the Nursing program. A minimum grade of C (73) is required for a student to progress from one Nursing course to the next. Nursing students may repeat only one HIN or NUR course. Note: A student who does not achieve a grade of C or better in a NUR or HIN course may repeat the course only once and must attain a B.”

3. **To**: Add to pg. 8 of Undergraduate Student Handbook, ***Requirements for Entrance into the Traditional and Accelerated Generic Nursing Programs.***

Policy Statement

“A minimum grade of a C (73) or better is required in all the pre-requisite courses, or their equivalents, to be eligible for admission to the Generic Nursing Programs.

Effective for 2027 Admissions Cycle, all prerequisite science courses (Biology and Chemistry) required for admission to the undergraduate Generic Nursing Programs will be subject to a seven-year expiration limit. If a pre-requisite science course is repeated, only the first grade within the seven-year limit will be counted when considering eligibility for admission to the nursing program. Courses completed more than seven years prior to the date of application submission will not be reviewed for program eligibility, nor considered for fulfillment of admission requirements. Applicants with expired coursework will be required to retake the course(s) to demonstrate current

competency.

The expiration policy applies only to the following pre-requisite science courses:

- CHE 114/115: General Chemistry lecture/lab,
- CHE 120/121: Organic Chemistry lecture/lab,
- BIO 181/182: Anatomy & Physiology I and II, and
- BIO 230: Microbiology

A minimum grade of C (73) is required for a student to progress from one Nursing course to the next. Nursing students may repeat only one HIN or NUR course. Note: A student who does not achieve a grade of C or better in a NUR or HIN course may repeat the course only once and must attain a B or higher.”

Implementation Timeline:

- **2026 Admissions Cycle:** Students applying for admission for Summer/Fall 2026 Accelerated and Traditional program, respectively, will continue to be evaluated under the current admissions policy.
- **2027 Admissions Cycle:** The seven-year expiration policy will take effect beginning with the Summer 2027 applicant cohort. All applicants seeking admission for Summer 2027 and beyond will be required to meet the seven-year prerequisite standard.
- **Notification Plan:** Clear communication will be shared with all prospective applicants, advisors, and partner institutions during the 2026 admissions cycle to ensure students are informed and have adequate time to plan for the Summer 2027 requirement.

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

- Ensuring Up-to-Date Knowledge.
- Alignment with Peer Institutions (e.g., CUNY-Hunter College, NYU, etc.) and,
- NCLEX-RN and Accreditation requirements emphasize the importance of current, evidence-based education for nursing students. Our current accreditation requires a benchmark of 80% pass rate on the NCLEX exam.
- We currently have a policy to consider first attempt only for all science pre-requisite courses. We want to submit this proposal as is.
 - For students who failed a pre-requisite science– they will have the opportunity to retake the course within the 7-year timeline following the failing course.

- o For those who passed their pre-requisites on the first attempt – they will retake the course as a refresher for foundational courses.

5. **Date of departmental approval:** 4/7/2025, revised and approved on 10/9/2025

6. **Date of CAEAS approval:** 10/22/2025



Governance Committee Report November 5, 2025

1. Student Committee Nominations
 - a. Slate Of Nominees Provided By Students
 - b. Any Additional Nominations?
 - c. Move To A Vote
2. Next Governance Committee Meeting, Thursday November 13 @2pm

Governance - 3	
Mariama Barry	MARIAMA.BARRY11@LC.CUNY.EDU
Oluwabusayomi S Owoaje	Oluwabusayomi.owoaje@lc.cuny.edu
Sekou Drame	MAHAMADOU.DRAME1@LC.CUNY.EDU

Admissions, Evaluation and Academic Standards - 3	
Brianna Grant	brianna.grant1@lc.cuny.edu
Munira Ayalew	munira.ayalew@lc.cuny.edu
Sekou Drame	MAHAMADOU.DRAME1@LC.CUNY.EDU

Undergraduate Curriculum - 3	
Samantha Pena	SAMANTHA.PENA@lc.cuny.edu
Kadiatou Ba	Kadiatou.ba@lc.cuny.edu
Erika E Lora	Erika.lora@lc.cuny.edu

Graduate Studies - 3	
Fatahiya Salami	fatahiya.salami@lc.cuny.edu
Genesis J Marte	genesis.marte1@lc.cuny.edu
Chelsea Agyemang	chelsea.agyemang@lc.cuny.edu

Library, Technology and Telecommunications - 3	
Esther Matthews	ESTHER.MATTHEWS@lc.cuny.edu
Grace N Dyantyi-Achi	Grace.Dyantyiachi@lc.cuny.edu
Kateleen Lopez	kateleen.lopez@lc.cuny.edu

Budget and Long Range Planning - 3	
Terri Cotton	terri.cotton@lc.cuny.edu
Fatahiya Salami	fatahiya.salami@lc.cuny.edu
Alpha Barry	alpha.barry3@lc.cuny.edu

Campus Life and Facilities - 3	
Gabriel S Jackson	GABRIEL.JACKSON@lc.cuny.edu
Daniel O Schwartz	daniel.schwartz@lc.cuny.edu
Christian Toro	christian.toro@lc.cuny.edu

Academic Freedom - 3	
Robin T Soto II	Robin.soto@lc.cuny.edu
Genesis Marte	genesis.marte1@lc.cuny.edu
Brianna Grant	brianna.grant1@lc.cuny.edu

Equity, Inclusion, Accessibility, and Anti-Racism - 3	
Mariama Barry	MARIAMA.BARRY11@LC.CUNY.EDU
Zainab Nisa	zainab.nisa@lc.cuny.edu
Sekou Drame	MAHAMADOU.DRAME1@LC.CUNY.EDU

Assessment - 3	
Oluwabusayomi S Owoaje	Oluwabusayomi.owoaje@lc.cuny.edu
Fatou Kane	fatou.kane@lc.cuny.edu
Wilmary Dickson De La Rosa	wilmary.dicksondelarosa@lc.cuny.edu



Library Technology and Telecommunications Committee Report

Next Meeting: November 26th

Location: ZOOM

Library

- Library is pleased to offer Information Literacy classes customized to research assignment in faculty's individual Course. Classes are available either in-person or virtually. To schedule an Information Literacy session – please visit Library Homepage.
- Library and Social Work invite you to a Reading and Discussion of Bryan Warde's Inside U.S. Immigration Policy, Tuesday, November 18th, 1:00-2:00 PM, in Library Treehouse. Please register on Library Homepage.

Information Technology

- The final phase of the CUNY Login MFA rollout for students is currently underway. Approximately 4,300 students remain. Fifty percent were enrolled on October 27, and the remaining group was enrolled on Monday, November 3. Beginning November 10, all new students, faculty, and staff will have MFA enabled by default. Please note that anyone still accessing CUNY Login SSO applications without MFA will be prompted to complete MFA setup.

LMS/Brightspace

- Winter/Spring 2026 Courses are in the process of being created. Faculty should begin to see their Winter/Spring Courses today or tomorrow. To find your course:
 - Go to your Brightspace Homepage
 - Find the MY COURSE widget
 - Click on the Spring 2026 link

Please remember, these course shells will have no content. Be on the lookout for upcoming communications from the LMS Transition team with guidance on preparing for your Winter/Spring 2026 courses.

- Access to Blackboard ends on December 15th. Courses from 2021 – 2025 have already been imported into Brightspace. If faculty need content from courses prior to 2021, please access their Blackboard course and download the necessary files. Alternatively, faculty may choose to EXPORT their course to save ALL course materials. If you need

assistance exporting content from courses prior to 2021, our LMS team can help. The LMS Transition Team will share a step-by-step guide and instructions on how to request support.

- CUNY Central will be disabling the BLOG tool in Brightspace at the end of the fall semester. D2L will be providing a list of instructors using the Blog tool and a notice will be sent to each faculty member to inform them that the tool will no longer be available.

Center for Teaching and Learning

- November is Tech Month in the CTL: Join the CTL in November for Teaching and Learning with Digital Technology, a virtual fall 2025 series by the Center for Teaching and Learning that offers awareness, demonstrations, relevant use cases, and scholarly conversations about teaching and learning with digital tools and technology. Open to student, faculty and staff from November 11 - 21.
- Brightspace Training continues! Register for an Office Hour with a member of the Brightspace Transition Team. The Office Hour is a one-to-one session where you will receive individualized attention. Visit the [Lehman Brightspace Transition Page](#) to register and learn about all the resources that are available for the college community.

Report for Lehman Senate of USF on UFS Plenaries. Submitted by Lehman USF reps: Naomi Zack, David Manier, and Stephen Castellano.

To the Lehman College Senate: Below is a report for the Nov. 5, 2025 Lehman Senate meeting consisting of the annotated agenda for the October 28 UFS meeting, with minutes of that meeting forthcoming. Minutes for the Sept 16 Plenary follow. Please see the CUNY UFS website for further news and updates in the ‘archive.’

<https://www1.cuny.edu/sites/cunyufs/> Please see UFS Executive Committee statement on federal proposed Higher Education Compact 2025, below.

MEETING COMMENTS IN CAPS AND ITALICS

PROPOSED AGENDA APPROVED

The 450th Plenary Session
of The University Faculty Senate
of The City University of New York
Rooms 0818/0819
Tuesday, October 28, 2025
6:30 – 8:00 p.m.

1. Approval of the Agenda **APPROVED**
2. Approval of the Minutes of September 16, 2025 **APPROVED**
3. Remarks by Interim Executive Vice Chancellor and University Provost Alicia Alvero – 6:35 – 7:05 p.m. **EVP ALVERO SAID SHE WOULD REVISE HER STATEMENT RESTRICTING ACADEMIC FREEDOM IN A FORTHCOMING EMAIL.**
4. Reports on Standing Committee Charges – 7:05—7:30 p.m.
5. Resolution in opposition of the proposed “Compact for Academic Excellence in Higher Education” - 7:30 – 7:40 p.m. **UNANIMOUSLY APPROVED BY ACCLAMATION (SEE ATTACHED CADHE RESOLUTION)**
6. Resolution to Ask for UFS signatory on several public statements regarding the “Compact for Academic Excellence in Higher Education” - 7:40 – 7:45 p.m. **UNANIMOUSLY APPROVED BY ACCLAMATION (SEE ATTACHED UFS COMPACT RESOLUTION)**
7. Chair’s Report – John Verzani – 7:45 – 7:50 p.m.
8. New Business – 7:50 – 8:00 p.m.

**PROPOSED MINUTES – APPROVED The 450th Plenary Session
of The University Faculty Senate of The City University of New York
Rooms 0818/0819 Tuesday, October 28, 2025
6:30 – 8:00 p.m.**

- 1. Approval of the Agenda**
- 2. Approval of the Minutes of September 16, 2025**
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6:35 – 7:05 p.m.**
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- 5. Resolution in opposition of the proposed “Compact for Academic Excellence in
Higher Education” - 7:30 – 7:40 p.m.**
- 6. Resolution to Ask for UFS signatory on several public statements regarding the
“Compact for Academic Excellence in Higher Education” - 7:40 – 7:45 p.m.**
- 7. Chair’s Report – John Verzani – 7:45 – 7:50 p.m.**
- 8. New Business – 7:50 – 8:00 p.m.**

**PROPOSED MINUTES *APPROVED*
The 449th Plenary Session
of The University Faculty Senate
of The City University of New York
Rooms 0818/0819
Tuesday, September 16, 2025
6:30 – 8:00 p.m.**

**UFS Chair Verzani called the meeting to order at 6:30 p.m. The Plenary was held in
Room 818/819 at the Central Office, 205 East 42nd Street. 74 of the 137 voting
members were present.**

**Baruch: Present – Ellis, Grein, Harel, Karama and Lee. Absent – Martell and Wine.
Vacancies – 3. BMCC: Present – Glaser, Meltzer and Oram. Absent – Belknap,
Comeau-Kirschner, Keane, Kelley and Wiseman. Vacancies – 2. Bronx CC: Present –
Culkin, David, Fisher and Rothenberg. Absent – Kaighobadi. Brooklyn: Present –
Cohen, Evans, Levy and Okome. Absent – Arnow, Bassell, Belyayeva and Kingan.
CCNY: Present – Davis, Jeruzalmi, Li, Peele and Stemberg. Absent – Binz-Scharf,
Kornhauser and Mano. Vacancies – 1. CSI: Present – Gold, Gruber and Verzani. Absent**

– LaMassa, Vachadze and Yuan. Vacancies – 1. CUNY Law School: Absent – Loehr. Vacancies – 1. Graduate Center: Present – Burke and Shirazi. Absent – Gorman and Riobó. Vacancies – 1. Guttman CC: Present – Medina. Absent – Philipose. Hostos CC: Present – August and Trachman. Vacancies – 2. Hunter: Present – Chinn, Dahbour, Troutt and Young. Absent – Clarkson and Soyer. Vacancies – 6. John Jay: Present – Belcher, Carbonell, Grossi, Kimora, and Alternate Ilyes. Absent – Benton, Grant and Kaplowitz. Kingsborough CC: Present – Aranoff, Eaton, Navarro, Segal, Stubin and Alternate Powers. Absent – Devany and Krishnan. LaGuardia CC: Present – Keyes and Klein. Absent – Albrecht, Armstrong, Fess and Sokolski. Vacancies – 1. Lehman: Present – Bell, Castellano, Manier, Rice, Wang and Zack. Absent – Johnson and Vann. Medgar Evers: Present – Barker and Chevalier. Absent – James. NYCCT: Present – Bennett, Capruso, Coughlin, Rodriguez and Zylstra. Absent – Allahverdi and Grujicic-Alatrisme. Queens: Present – Genack, Newman, Pagano, Pai, Swedell and Weingarten. Absent – Kumar and Lowry. Vacancies – 3. Queensborough CC: Present – Akpinar, Carroll, Cornick, Puri, Srivastava and Tai. Vacancies – 1. York: Present – Chirico, Costley, Kaufman and Alternate Gerena. Absent – Lipkind and Sheidlower.

Governance Leaders present were: Barker (Medgar Evers), Bruns (LaGuardia), Burke (Graduate Center), Chinn (Hunter), Cornick (Queensborough), Dahbour (Hunter), Fisher (Bronx CC), Gold (CSI), Grein (Baruch), Ialongo (Hostos), Jeruzalmi (City) and Manier (Lehman). Guests present were Board of Trustees Chairman William Thompson, Anson Chung (Doctoral and Graduate Students' Council), Jonathan Hanon (John Jay), Linda Paradiso (SPS), Laura Andreescu (NYCCT), (Elke Nicolai (Hunter) and Yasmin Sokkar Harker (CUNY Law). Members observing via Zoom were Alexander-Street (Lehman), Kaplowitz (John Jay), Kornhauser (City), Mano (City), Martell (Baruch), Sokolski (LaGuardia) and Wiseman (BMCC). Guest Observing via Zoom is Sebastian Murolo (Queensborough CC). Executive Director Cotter, Administrative Assistant Pasela and Secretary Blanchard were also present.

1. Approval of the Agenda – Adopted as Proposed
2. Approval of the Minutes of May 6, 2025 – Adopted as Proposed
3. Remarks by Board of Trustees Chairman William Thompson – 6:35 – 7:05 p.m. – Chair Thompson provided a brief update on how the administration understands America's current political climate and reminded the body that his office will continue to engage faculty as solutions to some of the challenges facing the University as a result. He also affirmed the intrinsic value of the University for its students and the community. He then took questions.
4. Introduction of Faculty Representatives on CUNY Board of Trustee Committees – 7:05 – 7:20 p.m. – Chair Verzani invited the representatives to briefly explain the nature of their responsibilities for the upcoming academic year.

- 5. Approval of UFS Standing Committee Chairs and their Membership and Introduction of Advisory Committee Chairs – 7:25 – 7:40 p.m. – Chair Verzani explained how the committees came to be populated and opened the floor to any further requests to join. In light of the discussion, Executive Director Cotter will update and distribute the lists accordingly.**
- 6. Approval of Jonathan Cornick for University Students Elections Review Committee Representative – 7:40 – 7:45 – After Chair Verzani explained the nature and responsibilities of the position, he announced that Prof. Cornick has agreed to serve and he was approved by the body unanimously.**
- 7. Acknowledgement of Recently Elected UFS Senators and Alternates 7:45 – 7:50 p.m. – Chair Verzani took a moment to welcome the recently elected to the organization.**
- 8. Chair’s Report – John Verzani – 7:50 – 7:55 p.m. – Chair Verzani announced that were anyone interested in preparing a blog to reach out to Stasia directly. He announced a few recent submissions and outlined several of the recently cancelled or frozen grants by the federal government. He then referred the body to a report he’d prepared about UFS Plenary attendance and highlighted a few topics discussed by the Interim Executive Vice Chancellor and University Provost Alicia Alvero at the recent meeting of the Council of Faculty Governance Leaders (FGL). He updated the body on several recent hires and ongoing searches at the senior administrative level, and noted a few interim positions recently filled as well.**
- 9. New Business – 7:55 – 8:00 p.m. – Prof. Paradiso requested that the School of Professional Studies have representation in the UFS, and Chair Verzani directed her to the Charter Review Committee. Prof. Chinn updated the body on the formation and mission and activities of the CUNY Alliance to Defend Higher Education and invited senators to join if they were interested. Prof. Tai invited senators to join the UFS Committee on Higher Education and the Prisons.**

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

Respectfully Submitted,

Matthew J. Cotter

The 449th Plenary Session
of The University Faculty Senate
of The City University of New York
Rooms 0818/0819
Tuesday, September 16, 2025
6:30 – 8:00 p.m.

UFS Chair Verzani called the meeting to order at 6:30 p.m. The Plenary was held in Room 818/819 at the Central Office, 205 East 42nd Street. 74 of the 137 voting members were present.

Baruch: Present – Ellis, Grein, Harel, Karama and Lee. Absent – Martell and Wine. Vacancies – 3. **BMCC:** Present – Glaser, Meltzer and Oram. Absent – Belknap, Comeau-Kirschner, Keane, Kelley and Wiseman. Vacancies – 2. **Bronx CC:** Present – Culkin, David, Fisher and Rothenberg. Absent – Kaighobadi. **Brooklyn:** Present – Cohen, Evans, Levy and Okome. Absent – Arnow, Bassell, Belyayeva and Kingan. **CCNY:** Present – Davis, Jeruzalmi, Li, Peele and Stenberg. Absent – Binz-Scharf, Kornhauser and Mano. Vacancies – 1. **CSI:** Present – Gold, Gruber and Verzani. Absent – LaMassa, Vachadze and Yuan. Vacancies – 1. **CUNY Law School:** Absent – Loehr. Vacancies – 1. **Graduate Center:** Present – Burke and Shirazi. Absent – Gorman and Riobó. Vacancies – 1. **Guttman CC:** Present – Medina. Absent – Philipose. **Hostos CC:** Present – August and Trachman. Vacancies – 2. **Hunter:** Present – Chinn, Dahbour, Troudt and Young. Absent – Clarkson and Soyer. Vacancies – 6. **John Jay:** Present – Belcher, Carbonell, Grossi, Kimora, and Alternate Ilyes. Absent – Benton, Grant and Kaplowitz. **Kingsborough CC:** Present – Aranoff, Eaton, Navarro, Segal, Stubin and Alternate Powers. Absent – Devany and Krishnan. **LaGuardia CC:** Present – Keyes and Klein. Absent – Albrecht, Armstrong, Fess and Sokolski. Vacancies – 1. **Lehman:** Present – Bell, Castellano, Manier, Rice, Wang and Zack. Absent – Johnson and Vann. **Medgar Evers:** Present – Barker and Chevalier. Absent – James. **NYCCT:** Present – Bennett, Capruso, Coughlin, Rodriguez and Zylstra. Absent – Allahverdi and Grujicic-Alatriste. **Queens:** Present – Genack, Newman, Pagano, Pai, Swedell and Weingarten. Absent – Kumar and Lowry. Vacancies – 3. **Queensborough CC:** Present – Akpinar, Carroll, Cornick, Puri, Srivastava and Tai. Vacancies – 1. **York:** Present – Chirico, Costley, Kaufman and Alternate Gerena. Absent – Lipkind and Sheidlower.

Governance Leaders present were: Barker (Medgar Evers), Bruns (LaGuardia), Burke (Graduate Center), Chinn (Hunter), Cornick (Queensborough), Dahbour (Hunter), Fisher (Bronx CC), Gold (CSI), Grein (Baruch), Ialongo (Hostos), Jeruzalmi (City) and Manier (Lehman). Guests present were Board of Trustees Chairman William Thompson, Anson Chung (Doctoral and Graduate Students' Council), Jonathan Hanon (John Jay), Linda Paradiso (SPS), Laura Andreescu (NYCCT), (Elke Nicolai (Hunter) and Yasmin Sokkar Harker (CUNY Law). Members observing via Zoom were Alexander-Street (Lehman), Kaplowitz (John Jay), Kornhauser (City), Mano (City), Martell (Baruch), Sokolski (LaGuardia) and Wiseman (BMCC). Guest Observing via Zoom is Sebastian Murolo (Queensborough CC). Executive Director Cotter, Administrative Assistant Pasela and Secretary Blanchard were also present.

1. Approval of the Agenda – Adopted as Proposed

2. Approval of the Minutes of May 6, 2025 – Adopted as Proposed
3. Remarks by Board of Trustees Chairman William Thompson – 6:35 – 7:05 p.m. – Chair Thompson provided a brief update on how the administration understands America’s current political climate and reminded the body that his office will continue to engage faculty as solutions to some of the challenges facing the University as a result. He also affirmed the intrinsic value of the University for its students and the community. He then took questions.
4. Introduction of Faculty Representatives on CUNY Board of Trustee Committees – 7:05 – 7:20 p.m. – Chair Verzani invited the representatives to briefly explain the nature of their responsibilities for the upcoming academic year.
5. Approval of UFS Standing Committee Chairs and their Membership and Introduction of Advisory Committee Chairs – 7:25 – 7:40 p.m. – Chair Verzani explained how the committees came to be populated and opened the floor to any further requests to join. In light of the discussion, Executive Director Cotter will update and distribute the lists accordingly.
6. Approval of Jonathan Cornick for University Students Elections Review Committee Representative – 7:40 – 7:45 – After Chair Verzani explained the nature and responsibilities of the position, he announced that Prof. Cornick has agreed to serve and he was approved by the body unanimously.
7. Acknowledgement of Recently Elected UFS Senators and Alternates 7:45 – 7:50 p.m. – Chair Verzani took a moment to welcome the recently elected to the organization.
8. Chair’s Report – John Verzani – 7:50 – 7:55 p.m. – Chair Verzani announced that were anyone interested in preparing a blog to reach out to Stasia directly. He announced a few recent submissions and outlined several of the recently cancelled or frozen grants by the federal government. He then referred the body to a report he’d prepared about UFS Plenary attendance and highlighted a few topics discussed by the Interim Executive Vice Chancellor and University Provost Alicia Alvero at the recent meeting of the Council of Faculty Governance Leaders (FGL).

He updated the body on several recent hires and ongoing searches at the senior administrative level, and noted a few interim positions recently filled as well.

9. New Business – 7:55 – 8:00 p.m. – Prof. Paradiso requested that the School of Professional Studies have representation in the UFS, and Chair Verzani directed her to the Charter Review Committee. Prof. Chinn updated the body on the formation and mission and activities of the CUNY Alliance to Defend Higher Education and invited senators to join if they were interested. Prof. Tai invited senators to join the UFS Committee on Higher Education and the Prisons.

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

Respectfully Submitted,

Matthew J. Cotter

Resolution to Defend Higher Education – CUNY UFS Plenary, October 28, 2025

Submitted by: The UFS Senators and UFS Committee Members of the CUNY Alliance to Defend Higher Education ([CADHE](#))

BE IT RESOLVED that the University Faculty Senate of The City University of New York endorses these statements:

- Stand Together for Higher Ed: "[National Statement on the Federal Compact](#)"; and
- AAUP: "[We Stand for Education and Against the Trump Higher Education Loyalty Oaths](#)"; and

FURTHER BE IT RESOLVED The University Faculty Senate of The City University of New York charges UFS Chair John Verzani to sign the following petitions in the name of the body:

- AAUP:
 - "[We Stand for Education and Against the Trump Higher Education Loyalty Oaths](#)"
 - "[Defending Our Campuses and Communities](#)"
- Students Rise Up:
 - "[University Administrations: Reject Trump's 'Loyalty Oath' Compacts](#)"

UFS Senators and UFS Committee Members of [CADHE](#)

Sarah Chinn (Hunter)

Jonathan Cornick (Queensborough), Chair of Student Affairs Committee

Beth Evans (Brooklyn), Co-Chair of Academic Freedom Committee

Paul Fess (LaGuardia), member of Student Affairs Committee

Karen Kaplowitz (John Jay), former member of Executive Committee

Mojúbàolú Olúfunké Okome (Brooklyn), member of Academic Freedom Committee

Larissa Swedell (Queens), member of Academic Freedom Committee

Emily Tai (Queensborough), member of Student Affairs Committee

Karen Weingarten (Queens), member of Status of the Faculty Committee



University Faculty Senate of the City University of New York

Resolution in opposition of the proposed “Compact for Academic Excellence in Higher Education”

October 28, 2025

WHEREAS, the “Compact for Academic Excellence in Higher Education” has been extended to all Universities in the United States; and

WHEREAS, for faculty this proposed compact runs counter to First Amendment rights, academic freedom principles; and

WHEREAS, for institutions this proposed compact weakens institutional autonomy in fundamental ways; and

WHEREAS, for students this proposed compact threatens access through restrictions on federal loans and caps on foreign-student enrollment

WHEREAS, for myriad other reasons this compact is a significant impediment to the success of CUNY as an engine of equity and upward mobility;

NOW, THEREFORE, BE IT RESOLVED, the University Faculty Senate of the City University of New York endorses the viewpoint of the statement “Not This Compact” of its Executive Committee
(<https://www1.cuny.edu/sites/cunyufs/committees/executive/executive-committee-correspondence/2025-not-this-compact/>);

BE IT FURTHER RESOLVED, the University Faculty Senate of the City University of New York echoes its call that the CUNY’s Board of Trustees and its Chancellery steadfastly resist any pressures to enter into this proposed compact or any similar compact that would undermine the mission and values of CUNY.

Supporting document(s):

Not This Compact

Statement from the Executive Committee

of CUNY's University Faculty Senate

October 23, 2025

The compact CUNY has with its community, the City and State of New York, is based on the firm belief that higher education is conducted for the common good and

- that the success of the common good depends on the production and dissemination of knowledge;
- that the accumulation of knowledge requires an environment allowing for a critical, open, unending process conducted with discipline and rigor;
- that a byproduct of knowledge is wisdom, a respect for justice, and an appreciation of civic duty;
- that a student-centered urban university system requires a focus on access, affordability, academic excellence, and research and innovation; and
- that only by preserving all these qualities can CUNY remain an engine of equity and upward mobility, able to advance the well-being of all residents of the City and State of New York.

Higher education has thrived in the United States and at CUNY through the protection of academic freedom, shared governance, and independent scholarship and teaching. The proposed “Compact for Academic Excellence in Higher Education” (the McMahon-Mailman compact) comprises ten conditions on federal funding that would undermine CUNY’s compact.

This “compact” would:

- chillingly mandate the surveillance of personal viewpoints of faculty, students and staff;
- weaken institutional autonomy and academic freedom by demanding changes to governance structures and the closure of units deemed ideologically suspect;
- enforce specific definitions of gender contrary to New York State's Human Rights Law;
- remove board authority over tuition control;
- coercively threaten access for student, faculty, and administration to student loans, grant programs, and federal contracts in violation of the "unconstitutional conditions" doctrine;
- weaken campus autonomy by adding limitations in admission decisions;
- restrict access by limiting international student enrollments;
- interfere with the grading mechanism between faculty and student;
- prioritize unacceptable constraints on students' programs of study over academic excellence;
- undermine the integrity of academic research by promising to circumvent the rigorous and meritocratic awarding of federal grants;
- require that institutions commit to the use of lawful force to impose "civility" in constitutionally protected speech discordant with the Henderson Rules (Article 129-A of the Educational Law);
- commit CUNY to an annual performance review of "loyalty" in order to receive federal funding;
- and it would require institutions to concede rights that we already possess.

We call on the Board of Trustees of CUNY and the Chancellery of the City University of New York to steadfastly resist any pressures to enter into this McMahon-Mailman compact or any similar compact which would undermine the mission and values of CUNY.