

**Minutes of
The Lehman College Senate Meeting
Wednesday, April 2, 2025
Senate Meeting**

Senators Present: Abi-Hanna, R.; Abubakar, M.; Ayalew, M.; Burton-Pye, B.; Cheng, S.; Cruz-Segundo, S.; Davila, C. G.; Delgado, F.; Denizard, C.; Denizard, R.; Diallo, R.; Diaz, N.; Dickson, W.; Fera, J.; Finger, R.; Gado, H.; Garcia, M.; Gonzalez, R.; Harrison, E.; Hernandez-Acevedo, B.; Hsu, C.; Hurley, D.; Hyman, D.; Jimenez, M.; Kendall, K.; Locke, A.; Loscocco, P.; Machado, E.; Mahon, J.; Manier, D.; Marianetti, M.; Markens, S.; McGovern, J.; McKenna, C.; Mills, P.; Mohorcich, J.; Nichols, S. J.; O'Boy, D.; O'Neil, C.; Oberlin, D.; Ohmer, S.; Owoaje, O. S.; Payan, J. J.; Pitts, W.; Prince, P.; Pyone, J.; Qafleshi, D.; Quinones, J.; Rivera, C.; Rotolo, R.; Ruiz, E.; Schlesinger, K.; Sofianos, E.; Stein S. S.; Stopler, M.; Toro, C.; Valentine, R.; Vargas, F. J.; Wang, E.; Waring, E.; White, A.; Wright, J.; Zhao, L.

Senators Absent: Aisemberg, G.; Ali, T.; Austin, L.; Banks, R.; Baraldi, C.; Brown, A.; Brown, K.; Campeanu, S.; Cortes, I.; Dest, A.; Gerry, C.; Guerrero, K.; Henriquez-Castillo, M.; Hernandez, S.; Ishaq, A.; Kwakye, M. G.; Lee, H.; Lora, E. E.; McBride, T.; McClendon, L.; Moalem, L.; Murphy, B.; Palmer, C.; Reyes, L.; Roldos, M. I.; Shafi, A.; Silva-Puras, J.; Spence, N.; Vann, M.; Vasquez O. A.; Williams, H.; Yavuz, D.

The meeting was called to order by President Fernando Delgado at 3:50 PM.

1. Action Items

a. Approval of the Minutes

There was a motion to approve the minutes, which was seconded. The minutes of the March 5, 2025, College Senate was approved by unanimous vote.

See Attachment I

b. Undergraduate Curriculum Committee

Professor Lynn Rosenberg presented a proposal for curriculum changes in the following departments: Accounting; Art; Biological Sciences; Early Childhood and Childhood Education; Earth; Environmental and Geospatial Sciences; Health Promotion and Nutrition Sciences; and Management and Business Innovation.

The floor was opened to questions and comments. There were several questions

for clarification, which were answered accordingly. There were no additional questions or comments. Professor Fera moved to vote on the proposals. All of the proposals were approved by unanimous voice vote.

Professor Fera presented the following nominees to serve on the Common Core Course Review Committee (CCCRC): Professors Renee Bell, Tailisha Gomez, and David Hyman. Professor Joseph Fera informed that each year, the CUNY Central Office requests nominations from all CUNY colleges for faculty to serve on the CCCRC. He explained that it was a multistep process that, at Lehman, first requires faculty nominations from the academic schools, and those nominations are then submitted to the Undergraduate Curriculum Committee (UCC) for approval. Once approved by the UCC, the names of three nominees will be brought to the College Senate for the endorsement of the body. Once endorsed by the body, the three names of the nominees will be submitted to the Central Office. Thereafter, the Central Office will elect one of the three to serve on the CCCRC and, under their designation as a CCCRC member, the faculty member will have the opportunity to review courses that are being recommended to satisfy the Pathways and graduation requirements. The floor was opened to additional nominations. There were none. Professor Fera moved to vote on the three nominees. All three nominees were approved to be submitted to the University for review by unanimous voice vote.

See Attachment II

The next meeting was scheduled for Wednesday, May 7, 2025, at 1:00 PM via Zoom.

c. Graduate Curriculum Committee

Professor Justine McGovern presented proposals for curriculum changes for the following departments: English, Middle and High School Education, and Social Work. The floor was opened to questions or comments. There was one question

for clarification, which was answered accordingly. Professor Joseph Fera moved to vote on the proposals. All of the proposals were approved by unanimous voice vote.

See Attachment III

The next meeting was scheduled for Wednesday, May 7, 2025, at 11:00 AM via Zoom.

d. Governance Committee

Professor Joseph Fera reported on the following items:

(1) Student Committee Nominations

Professor Fera announced that there were new student nominees, who if approved by the College Senate, would serve on the College Senate Standing Committees. He presented the list of student nominees and opened the floor to additional nominations. There were none. Professor Fera moved to vote on the list of student nominees. The list was approved by unanimous voice vote.

(2) Resolution On Addenda Made to The Student Handbook

Professor Fera recapped the conversation surrounding the addenda to the Student Handbook and concerns over policies that were created but not broadly communicated or accessible to everyone. He presented the Governance Committee's resolution and opened the floor to questions and comments. There were some comments for and against the resolution.

Professor Paula Loscocco made a motion from the floor to add a second paragraph that acknowledges that there is an ongoing Presidential Taskforce and that the College reaffirms or reapplies the current student addenda temporarily until the Presidential Taskforce can make recommendations involving shared governance. The motion was seconded. There was discussion for and against the motion. Professor Fera moved to vote on the

102 motion, as there were no further comments. The motion did not pass; the
103 majority voted in opposition.

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105 Professor Fera moved to vote on the resolution as was originally presented.
106 The resolution did not pass; the majority voted in opposition.

107
108 (3) At-Large Senate Nominations

109 Professor Fera discussed the following information item: At-Large Senate
110 Nominations. He summarized the Senators-at-Large process, where there is
111 an election every 2-years for seats held by full-time faculty, part-time faculty,
112 and staff. He elaborated that voting occurs online, using email nominations
113 and ballots, and from there, full-time faculty elect full-time faculty Senators-
114 at-Large; part-time faculty elect part-time faculty Senators-at-Large; and staff
115 elect staff Senators-at-Large. Professor Fera informed that nominations would
116 take place between March 31, 2025, and April 11, 2025. He also informed
117 that once the nomination process is concluded, the ballots would be
118 calculated, tabulated, and used to produce an election ballot as well as to elect
119 the Senators-at-Large.

120
121 See Attachment IV

122
123 Future meetings of the Governance Committee are TBA.

124
125
126 2. **Announcements and Communications**

127 a. **Report of the President—**

128 There was no report from the President.

129
130 The Vice President for Institutional Advancement, Kelly Brown, seized the
131 moment to discuss alumni engagement and fundraising. She shared that she had
132 been working at the College for over a year now, and in that time she noticed that

the College had chronically under engaged its alumni population. She expressed that she had been working hard to change that and shared some of the ways in which she had. VP Brown communicated that through an increase in outreach, regional events, and engagement, things have shifted for the better. She shared that the College was able to expand its social media presence, including creating an entire channel on Instagram; that Lehman has gotten its first newsletter with an intern from the Journalism Department; and that the College would soon be able to share the oral histories of more than 3000 Lehman College alumni who have all volunteered to have their stories documented and told this coming fall. In addition, VP Brown announced that there would be an alumni rendezvous on October 4, 2025, where alumni would be invited to campus for a half day worth of programming—a large-scale effort that had not been done before. VP Brown communicated that this type of engagement could lead to more alumni giving and connectivity with students for their career pursuits.

VP Brown announced that, in the campaign for Lehman College, Lehman has raised \$50 million in funding, nearing its goal of \$80 million since July 1, 2020—\$10 million a year. She informed that her objective is to quadruple fundraising efforts in the next three years and communicated that there would be a campaign launched on the same day as the alumni rendezvous in the effort to do exactly that.

VP Brown expressed that she and her team have met their fundraising goals through the annual Spring Fling event. Although the fundraising goals have already been met, VP Brown expressed that she intends to keep pushing forward. She informed that there would be a silent auction this year, an opportunity to bid on trips, and much more. She urged students to get tickets to the Spring Fling and to spread the word.

b. Student Legislative Assembly—

Ms. Franny Vargas, the Vice President for the Student Legislative Assembly (SLA), highlighted the following events and activities that took place last month: (1) on March 27, 2025, there was a Ramadan Iftar event which provided a fast-breaking evening meal that brought the community together; (2) on the same day, March 27, 2025, there was also a celebration with chocolate and cake in the Student Life Building, in celebration of Herbert H. Lehmen's birthday; and (3) on March 26, 2025, there was a Ladies Night event in celebration of Women's History Month.

Ms. Vargas announced the upcoming Student Government general elections for student service in the next academic year. She informed that voting would take place between Tuesday, April 22, 2025, and Thursday, April 24, 2025. She also urged all interested in running to apply before the deadline, April 10, 2025.

3. Reports of the Standing Committees–

a. Assessment

There was a brief report on the updates to the general education assessment and the committee's activities. There was also an announcement on upcoming events.

See Attachment V

The next meeting of the Assessment Committee is TBA.

b. Academic Freedom

Professor David Manier shared that although the committee did not have a resolution, the committee supports the American Association of University Professors' statement on The Freedom to Teach.

See Attachment VI

194 The next meeting of the Academic Freedom Committee was scheduled for Friday,
195 April 4, 2025, at 12:00 PM via Zoom.

196
197

198 **c. Campus Life and Facilities**

199 There was no report.

200

201 The next meeting was scheduled for Wednesday, May 7, 2025, at 2:00 PM via
202 Zoom. Proceeding this date, the meetings of the Campus Life and Facilities
203 Committee are TBA.

204

205 **d. Library, Technology, and Telecommunications**

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

208

209 See Attachment VII

210

211 The next meeting of the Library, Technology, and Telecommunications
212 Committee is TBA.

213

214 **e. Equity, Inclusion, Accessibility, and Anti-Racism**

215 There was no report.

216

217 The next meeting of the Equity, Inclusion, Accessibility, and Anti-Racism is
218 TBA.

219

220 **f. Admissions, Evaluation, and Academic Standards**

221 There was no report.

222

223 The next meeting was scheduled for Thursday, April 23, 2025, at 4:00 PM via
224 Zoom. Proceeding this date, the meetings of the Admissions, Evaluation, and
225 Academic Standards Committee are TBA.

226

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

228

229 There was no report.

230

231 The next meeting was scheduled for Thursday, May 15, 2025, at 3:00 PM in
232 Shuster Hall 336. Proceeding this date, the meetings of the Budget and Long-
233 Range Planning Committee are TBA.

234

235 **h. University Faculty Senate Report**

236

237 Mr. Stephen Castellano reported on the April 1, 2025, meeting of the University
238 Faculty Senate (UFS).

239

240 See Attachment VIII

241

242 The next Plenary Session was scheduled for Tuesday, April 1, 2025, at 6:30 PM.
243 Proceeding this date, plenary sessions have been scheduled to occur on Tuesdays
244 at 6:30 PM on the following date(s): May 6, 2025.

245

246

247 **Unfinished Business**

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249 There was no unfinished business to report.

250

251 **New Business:**

252

253 There was no new business to report. However, there was one announcement: The Bronx
254 Telehealth Counseling Center (BTCC), which is the first virtual telehealth center at Lehman
255 College and which will be providing behavioral and mental health counseling services to
256 the community.

257 **ADJOURNMENT**

258 There was a motion to adjourn the meeting, it was seconded. The meeting was
259 adjourned at 5:37 PM

260

261 Respectfully submitted:

262

263 Cynthia Cessant

Senate Meeting – 4/02/05

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on 3/05/25 (6/6 members in attendance): Daniel Stuckart, Yvette Rosario, Amod Choudhary, Douglas Oberlin, Yuri Gorokhovich, Lynn Rosenberg

1. Accounting Department
 - ACC 371-Experimental to Permanent Course
2. Art Department
 - Computer Graphics and Imaging B.S -Degree
 - ART 336-Description
3. Biological Sciences Department
 - BIO 232-New Course
 - BIO 233-New Course
 - BIO 265-New Course
 - BIO 242-Description, Title
4. Early Childhood/Childhood Education Department
 - ECE 202-New Course
5. Earth, Environmental, And Geospatial Sciences Department
 - GEH 320-Description, Prerequisites, Hours
6. Management and Business Innovation Department
 - BBA 371-New Course
7. Sociology Department
 - Sociology 257-Pathways Designation
8. Health Promotion and Nutrition Services Department
 - Health Education and Promotion B.S.-Degree Requirements
 - Dietetics Foods and Nutrition Minor-Requirements
 - DFN 221-Title, Prerequisites, Hours
 - DFN 200-Description, Note
 - DFN 441-Prerequisites
 - DFN 340-Pre/Corequisites
 - DFN 472-Description, Note, Prerequisites

Informational items

Next meeting: 5/07/25 9 a.m. via zoom

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

DEPARTMENT OF ACCOUNTING

CURRICULUM CHANGE

1. **Type of change:** Change from Experimental Course to Permanent Course

2. **From:**

Department(s)	Accounting
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Accounting
Course Prefix & Number	ACC 371
Course Title	Applied Accounting Internship
Description	<p>Supervised internship in an accounting workplace setting, designed to provide students with practical, hands-on experience and develop key competencies</p> <p>NOTE: Students must enroll in credit hours based on the number of internship hours completed in one semester. Those completing up to:</p> <p>40 to 45 internship hours enroll in 1 credit hour; 80 to 90 internship hours enroll in 2 credit hours; 120 to 135 internship hours enroll in 3 credit hours; 160 to 180 internship hours enroll in 4 credit hours; 200 to 225 internship hours enroll in 5 credit hours; 240 to 270 internship hours enroll in 6 credit hours; 280 to 315 internship hours enroll in 7 credit hours; 320 to 359 internship hours enroll in 8 credit hours; 360 to 405 internship hours enroll in 9 credit hours.</p>
Pre/ Co Requisites	Departmental permission
Credits	1 to 9
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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
	<input type="checkbox"/> Individual and Society
	<input type="checkbox"/> Scientific World

3. To:

Department(s)	Accounting
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Accounting
Course Prefix & Number	ACC 371
Course Title	Applied Accounting Internship
Description	<p>Supervised internship in an accounting workplace setting, designed to provide students with practical, hands-on experience and develop key competencies</p> <p>NOTE: Students must enroll in credit hours based on the number of internship hours completed in one semester. Those completing up to:</p> <p>40 to 45 internship hours enroll in 1 credit hour; 80 to 90 internship hours enroll in 2 credit hours; 120 to 135 internship hours enroll in 3 credit hours; 160 to 180 internship hours enroll in 4 credit hours; 200 to 225 internship hours enroll in 5 credit hours; 240 to 270 internship hours enroll in 6 credit hours; 280 to 315 internship hours enroll in 7 credit hours; 320 to 359 internship hours enroll in 8 credit hours; 360 to 405 internship hours enroll in 9 credit hours.</p>
Pre/ Co Requisites	Departmental permission
Credits	1 to 9
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:

Internships are a critical component of professional development, allowing students to explore different career paths, gain valuable work experience, and network with professionals in the field. These experiences significantly enhance a student's competitiveness in the post-graduate job market.

According to the 2023 Student Survey by the National Association of Colleges and Employers (NACE), over half of the graduating class had participated in internships, although disparities based on gender, race, and socio-economic background persist. Minority and female students are underrepresented in both paid and unpaid internships, and first-generation students are disproportionately less likely to have participated in any internship opportunities. A staggering 25% of first-generation students have never had an internship, compared to 22% of all graduating seniors. These disparities underscore the importance of ensuring equitable access to paid internships, as they greatly increase a student's likelihood of success after graduation. The data shows that paid interns receive, on average, 1.4 job offers, compared to 0.9 job offers for unpaid interns. Additionally, paid interns earn a median starting salary of \$67,500, whereas those who completed unpaid internships start with a median salary of \$45,000.

(Sources: [NACE](#); [Diverse Education](#)).

At the School of Business, less than a quarter of our students have participated in an internship related to their studies before graduation. Recognizing this gap, the School of Business has secured funding from the CUNY Careers and Industry Partnerships to provide **paid embedded internship opportunities** for accounting majors. This initiative aims to create a pipeline of opportunities, particularly with large accounting firms such as the Big 4 (Deloitte, EY, PwC, and KPMG). These internships typically involve full-time (35 hours per week) onsite work for at least 12 weeks, allowing students to gain substantial real-world experience.

In line with these efforts, the department has aligned the Applied Accounting Internship Course with the internship experience. Students completing internships will earn credit hours according to the number of hours worked- such as:

- **80 to 90 hours:** 2 credit hours
- **120 to 135 hours:** 3 credit hours
- **240 to 270 hours:** 6 credit hours
- **360 to 405 hours:** 9 credit hours

This aligns with the New York State Dept of Education guideline of **40 to 45 internship hours per credit hour**, ensuring that students are compensated academically for the time invested in their professional development. The **45 hours per credit** standard for internships also aligns with best practices set by the **National Association of Colleges and Employers (NACE)**. NACE emphasizes that internships should provide structured, meaningful experiences that allow students to apply classroom learning in real-world settings. This standard ensures that students spend adequate time developing valuable skills and gaining professional exposure.

Using 45 hours per credit helps create high-quality internships that prepare students for the workforce, aligning with national expectations for experiential learning.

- NACE Internship Best Practices: <https://www.naceweb.org/talent-acquisition/internships/>
- NACE Resources on Internships: <https://www.naceweb.org> This standard ensures our students receive a comprehensive internship experience while earning academic credit.

This course may be repeatable for up to 9 credits, providing students with opportunities to explore diverse career options. For example, a student earning three credits in Fall 2025 for an internship may repeat this course in the Summer 2026 for up to three additional credits through a second internship. This allows students to use internships to test their interest in and aptitude for different career areas, enabling them to determine which professional career path best matches their interests and skills.

The faculty overseeing this course will be crucial in supporting and monitoring students' progress. They will serve as liaisons between employers and the department, facilitating valuable feedback on curriculum and identifying potential gaps in student competencies. This engagement ensures the ongoing refinement of academic programs to better prepare students for the workforce.

By pairing academic credit with internship experiences, this course incentivizes accounting students to participate in internships, accelerating their degree completion while gaining essential applied learning. This structure promotes long-term success, preparing students for competitive roles in the accounting field after graduation.

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

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

1. Communicate effectively in writing and verbally within professional accounting settings.
2. Collaborate in teams to solve practical problems and complete workplace tasks.
3. Apply classroom knowledge to real-world accounting tasks and reflect on its relevance.
4. Demonstrate professionalism through ethical behavior, accountability, and time management.
5. Use accounting software and tools relevant to their internship role and explain their application.
6. Receive and incorporate supervisor feedback to improve performance and adapt to workplace standards.

6. **Date of Departmental Approval:** 2/13/2025

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

DEPARTMENT OF ART

CURRICULUM CHANGE

Name of Program and Degree Award: Computer Graphics and Imaging, BS

Hegis Number: 1009.00

Program Code: 26891 - CGI-BS

Effective Term: Fall 2025

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

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

Major Requirements – Core Courses

ART

Earn at least 18 credits from the following:

- ART 100 - Basic Drawing
- ART 101 - Introduction to Two-Dimensional Design
- ART 102 - Introduction to Three-Dimensional Design
- **OR** ART 106 - Introduction to Sculpture
- ART 108 - Introduction to Photography
- ART 112 - Introduction to Digital Imaging
- ARH 167 - Tradition and Innovation in the Art of the West
- **OR** ARH 141 - Intro to the History of Modern Art of the 19th & 20th Centuries in Europe & the US

ART/CGI

Earn at least 24 credits from the following:

- ART 221 - Applied Imaging and Applications to the World Wide Web I
- ART 222 - Introduction to Animation
- ART 321 - Computer Modeling and Design I
- ART 322 - Computer Modeling and Design II
- ART 325 - Digital Multimedia
- ART 421 - Computer Animation I
- ART 422 - Computer Animation II
- ART 441 - Broadcast Design
- **OR** ART 480 - Senior Project
- **OR** ART 487 - Professional Experience in the Fine Arts (max 6 credits)

Computer Science

Earn at least 14 credits from the following:

- CMP 167 - Programming Methods I
- CMP 157 - Programming Methods I Lab

- CMP 168 - Programming Methods II
- CMP 158 - Programming Methods II Lab
- CMP 343 - Full Stack Web Development
OR CMP 342 - Internet Programming

Mathematics

Earn at least 5 credits from the following:

- MAT 155 - Calculus I Laboratory
- MAT 175 - Calculus I

3. To: Underline the changes

Major Requirements – Core Courses

ART

Earn at least 18 credits from the following:

- ART 100 - Basic Drawing
- ART 101 - Introduction to Two-Dimensional Design
- ART 102 - Introduction to Three-Dimensional Design
OR ART 106 - Introduction to Sculpture
- ART 108 - Introduction to Photography
- ART 112 - Introduction to Digital Imaging
- ARH 167 - Tradition and Innovation in the Art of the West
OR ARH 141 - Intro to the History of Modern Art of the 19th & 20th Centuries in Europe & the US

ART/CGI

Earn at least 24 credits from the following:

- ART 221 - Applied Imaging and Applications to the World Wide Web
- ART 222 - Introduction to Animation
- ART 321 - Computer Modeling and Design I
- ART 322 - Computer Modeling and Design II
- ART 325 - Digital Multimedia
- ART 421 - Computer Animation I
- ART 422 - Computer Animation II
- Select one course from among these 5 courses:
ART 223 Drawing for Animation
OR ART 336 Advanced Stop Motion Animation
OR ART 441 - Broadcast Design
OR ART 480 - Senior Project
OR ART 487 - Professional Experience in the Fine Arts (max 6 credits)

Computer Science

Earn at least 14 credits from the following:

- CMP 167 - Programming Methods I
- CMP 157 - Programming Methods I Lab
- CMP 168 - Programming Methods II
- CMP 158 - Programming Methods II Lab

- CMP 343 - Full Stack Web Development
OR CMP 342 - Internet Programming

Mathematics**Earn at least 5 credits from the following:**

- MAT 155 - Calculus I Laboratory
- MAT 175 - Calculus I

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

Majors in the Bachelor of Science in Computer Graphics and Imaging are required to have a mastery of many different types of digital image making and many different kinds of software and programs. This change – by adding two courses to the possible selection of advanced coursework - is designed to enable students to further develop their skills and mastery in a highly specialized area. This broadening of the offerings allows students to pursue their individual interests within this diverse field by recognizing the importance and centrality of animation within the field. These animation courses offer both traditional techniques and the newest software and digital production methods. Because of their connection to traditional techniques, they provide important historical and practical context to students working in purely digital 3D animation workflows. By allowing drawing for animation and stop motion animation alongside broadcast design or an independent study or internship course, students are able to better tailor their individual areas of specialization within this broad and diverse field.

5. Date of departmental approval: January 29, 2025

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

DEPARTMENT OF ART

CURRICULUM CHANGE

1. **Type of Change:** *Description-Add Repeat for Credit*

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

Department(s)	Art
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	Art
Course Prefix & Number	ART 336
Course Title	Advanced Stop Motion Animation
Description	Advanced exploration of hands-on, traditional, and experimental stop-motion animation techniques.
Pre/ Co Requisites	Pre-req: ART 222
Credits	3
Hours	4
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)	Art
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	ART
Course Prefix & Number	ART 336
Course Title	Advanced Stop Motion Animation
Description	Advanced exploration of hands-on, traditional, and experimental stop-motion animation techniques. <u>NOTE: May be repeated for up to 6 credits.</u>
Pre/ Co Requisites	Pre-req: ART 222
Credits	3
Hours	4
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):**

This class fulfills the major requirements for the BA in Studio Art and BFA in Studio Art for majors in Animation. By permitting students to take ART 336 more than one time, this change guarantees that animation majors who are primarily focused on 2D or 3D stop motion will be able to fully develop their production skills and creative interests as animators.

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

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Biological 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	Biology
Course Prefix & Number	BIO 232
Course Title	Human Anatomy
Description	<p>A survey of the human anatomical structures at the molecular, cellular, histological, and organ system levels for biology majors. Laboratory exercises include microscopic and gross anatomical identification, dissection, and presentation skills.</p> <p>Note: The course is NOT open to nursing majors as a substitute for BIO 181 or BIO 182.</p>
Pre/ Co Requisites	Grade of C or better in BIO 166 and BIO 167.
Credits	4
Hours	6 (2, lecture; 4 lab)
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 style="padding-left: 20px;"><input type="checkbox"/> English Composition</p> <p style="padding-left: 20px;"><input type="checkbox"/> Mathematics</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p style="padding-left: 20px;"><input type="checkbox"/> World Cultures</p> <p style="padding-left: 20px;"><input type="checkbox"/> US Experience in its Diversity</p> <p style="padding-left: 20px;"><input type="checkbox"/> Creative Expression</p> <p style="padding-left: 20px;"><input type="checkbox"/> Individual and Society</p>

	_____ Scientific World
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3. Rationale:

1) A new course in human anatomy that counts towards the biology major. 2) A note is added for nursing students to prevent them from taking a course designed for biology majors.

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

Measurable outcomes in agreement with the department's assessment goals ([link to goals](#)).

- Identify the major gross and microscopic anatomical features of each of the body's major organ systems.
- Dissect and analyze major organs of mammalian specimens to understand anatomical features of human organs.
- Create and give a presentation on the anatomy of an organ system.

5. Date of Departmental Approval: February 5, 2025

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Biological 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	Biology
Course Prefix & Number	BIO 233
Course Title	Human Physiology
Description	<p>A survey of the human physiological functions at the molecular, cellular, histological, and organ system levels for biology majors. Laboratory exercises include experimental approaches to understanding the human body functions, clinical case studies, and presentation skills.</p> <p>Note: The course is NOT open to nursing majors as a substitute for BIO 181 or BIO 182.</p> <p>Note: The course is NOT open to biology majors who have completed BIO 228.</p>
Pre/ Co Requisites	Grade of C or better in BIO 166 and BIO 167
Credits	4
Hours	6 (2, lecture; 4 lab)
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 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>

	<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:

1) A new course in human physiology that counts towards the biology major. 2) A note is added for nursing students to prevent them from taking a course designed for biology majors. 3) A note is added for biology majors because the topics covered in Bio 228 (Mammalian Physiology) overlap with those covered in Bio 233 (Human Physiology).

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

Measurable outcomes in agreement with the department's assessment goals ([link to goals](#)).

- Specify how chemical reactions synthesize or break down various organic molecules.
- Describe how various cell types of the body function distinctly from each other.
- Characterize the functions of each of the major tissue types of the human body.
- Describe the major physiological processes of the organ systems of the human body.
- Use clinical data to make predictions about the physiological state of a human patient.
- Run experiments centered around human physiology and collect and analyze the data from these experiments.
- Create and give a presentation on a major human pathophysiological condition.

5. Date of Departmental Approval: February 5, 2025

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Biological 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	Biology
Course Prefix & Number	BIO 265
Course Title	Space Biology and Medicine
Description	How biological systems respond to the space environment, including health and physiological effects. Research in drug development, preventative measures, and clinical applications to mitigate health risks associated with spaceflight, as well as on-earth applications. Laboratory reinforces lecture content. Note: Closed to students who have completed BIO 229.
Pre/ Co Requisites	BIO 166 and BIO 167
Credits	4
Hours	6 (2, lecture; 4, lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The course is topical as there is currently a keen interest among the general public in space exploration and research, as well as cutting-edge spin-off technologies that may lead to advancements in the fields of health and medicine. The course will provide an exciting elective option for students on the pre-med track. A note is added because students will not benefit from taking BIO 265 and BIO 229. BIO 265 covers some concepts that overlap with those in BIO 229.

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

- Analyze the role and importance of space biology and medical research in advancing our understanding of how biological systems respond to the space environment, including impacts on human health and physiology.
- Be able to conduct literature searches on relevant topics, analyze data, and convey results.
- Gain competency in interpreting and assessing quantitative data in various formats (ie., graphs and tables).
- Develop communication skills showcasing the acquisition, understanding, and development of scientific literacy.
- Be able to identify human anatomical structures on models and describe the physiological impacts of spaceflight on these structures.
- Develop microscopy skills and be able to identify and describe various human cell and tissue types.

5. Date of Departmental Approval: February 5, 2025

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

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

Department(s)	Biological 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	Biology
Course Prefix & Number	BIO 242
Course Title	Flowering Plants
Description	Identification and classification of flowering plants by the use of manuals. The characteristics and evolutionary position of selected families, including a discussion of economically important plants. Laboratory work is supplemented by field trips.
Pre/ Co Requisites	BIO 166 and BIO 167
Credits	4
Hours	6 (2, lecture; 4, lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Biological 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	Biology
Course Prefix & Number	BIO 242
Course Title	<u>Urban Agriculture: Gardening for Change</u>
Description	<u>Planting and maintaining a vegetable garden on Lehman's campus. Students will gain familiarity with plants both in lecture and a field-based lab while exploring issues of food insecurity, alternative agricultural systems, biodiversity, the preservation of landraces and rare cultivars, ethnobotany, and environmental racism.</u>
Pre/ Co Requisites	BIO 166 and 167
Credits	4
Hours	6 (2, lecture; 4, lab)
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):

Changes in the 1) title and 2) description of BIO 242 clarify the course's focus on crop and medicinal plants capable of growing in an urban environment and their contributions to the biodiversity and ecosystem function of Lehman's campus. Students will gain in-field experience of how to design, propagate, plant, and maintain a vegetable garden, which will provide them with organic produce for their consumption.

5. Date of departmental approval: February 5, 2025

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Department of Early Childhood and Childhood Education
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	ECE
Course Prefix & Number	ECE 202
Course Title	Foundations in Education in the US
Description	Historical, sociocultural, and linguistic contexts of U.S. school communities and homes as they relate to school environments.
Pre/ Co Requisites	
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

3. **Rationale:**

This new course, ECE 202 is being proposed as a flexible core course to provide all students the opportunity to be exposed to the education profession at the sophomore

level and, this combined with opportunities for an LEH 250 freshman block of students interested in the teaching profession, we believe there will be an increase in the numbers of students who will consider teaching as a profession. Furthermore, this new course will facilitate communication between potential teacher candidates and support programs like Careers in Teaching that have maximum overall credit eligibility requirements.

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

- Students will be able to discuss the differing perspectives about who U.S. schools were created for, tracing the differences in how demographic groups gained access to public education.
- Students will apply historical, linguistic, and theoretical concepts by using personal written and oral narratives
- Students will identify key aspects of the fundamental history of public education in United States, and the relationship that the institution of U.S. schooling has played between the home and school communities.
- Students will assess how certain racial-ethnic populations in the U.S. have historically had access to schooling in the U.S., as well as the ethics of the history of education and its current impact on home and education communities
- Students will combine their own educational histories of schooling in the U.S, fieldwork in schools and surrounding communities, and key educational historical texts to contextualize their experiences and school communities within the broader role of education in society.

5. **Date of Departmental Approval:** February 5, 2025

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

**DEPARTMENT OF EARTH, ENVIRONMENTAL, AND GEOSPATIAL
SCIENCES**

CURRICULUM CHANGE

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

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

Department(s)	Earth, Environmental, and Geospatial 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	GEH
Course Prefix & Number	GEH 320
Course Title	Population Geography
Description	Relationships between demographic and geographical systems. The geographer's contribution to the understanding of population problems.
Pre/ Co Requisites	PREREQ: Either one year's work in GEH or Departmental permission.
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 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)	Earth, Environmental, and Geospatial Sciences (EEGS)
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	GEH
Course Prefix & Number	GEH 320
Course Title	Population Geography
Description	<u>World's population in the context of geography and demography. Population dynamics theoretical frameworks will be studied and explored qualitatively and quantitatively. Lab work will provide students with hands-on experience using Geographic Information Systems (GIS) to explore demographic concepts.</u>
Pre/ Co Requisites	
Credits	3
Hours	<u>4 (2 hours lab, 2 hours lecture)</u>
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):**

Changes are made so that GEH 320 has the same number of hours as its graduate version (GEP 620) and both can be listed as a combined section in Coursedog.

The description has been updated to better reflect what is covered in the course and for clarity. This course does not need prerequisites, so they have been removed.

5. **Date of departmental approval:** September 9, 2024.

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

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

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

Hegis Number: 0837.00

Program Code: 02587

Effective Term: Fall 2025

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

2. **From:**

Official Name of Program

Health Education and Promotion

This program is designed to prepare students for careers that focus on health education, program planning, outreach, advocacy, and policy development around healthy living, disease prevention, and removing barriers to health equity. Graduates are employed in many professional sectors including community agencies, hospitals, government and health departments, schools, and universities.

The program includes two options: Community Health Specialization (Option 1) and Community Health and Nutrition Specialization (Option 2). Graduates (and eligible seniors) can sit for the Certified Health Education Specialist (CHES) exam, a nationally-recognized certification awarded by the National Commission for Health Education Credentialing.

Eligible majors can participate in the Dual-Credit Option and take up to 15 graduate-level credits towards the College's fully online, 33-credit M.A. degree in Health Education and Promotion.

Departmental Grading Policy:

Students must earn a C- or above in all courses required for the major and the minor. If a grade is lower, the student must repeat the course. D grades in courses for the major that are transferred in from another institution are acceptable.

Major Requirements – Overall

Type

Completion requirement

Earn at least ~~57~~ credits

- Option 1: Community Health Specialization (~~57-61~~ credits)
- Option 2: Community Health and Nutrition Specialization (62 credits)

Major Requirements – Core Courses

Type:

Completion requirement

Department

Complete ALL of the following Courses:

HSD 266 - The United States Health Care Delivery System

Health Education and Promotion

Earn at least 33 credits from the following:

HEA 249 - Foundations of Health

HEA 267 - Human Behavior and Health

HEA 300 - Equity in Public Health

HEA 320 - Health Counseling

HEA 330 - Health Communication and Advocacy

HEA 350 - Health Literacy and Numeracy

HEA 400 - Program Planning and Evaluation

HEA 437 - Strategies in Community Health and Nutrition Education

HEA 440 - Seminar in Community Health Professional Preparation

HEA 470 - Field Experience in Community Health

~~HEA Electives~~

Earn at least 3 credits

~~HEA electives: Chosen in consultation with the Advisor.~~

Additional Comments:

- *Courses to be taken by all program majors (36 credits)*

Major Requirements - Option 1: Community Health Specialization (57-61 credits)

Type

Completion requirement

Health Education and Promotion

Earn at least 17 credits from the following:

HEA 266 - Research Techniques in Health Education

~~HEA 350 - Health Literacy and Numeracy~~

HEA 450 - CHES Exam Preparation

HEA Electives

Earn at least 9 credits

HEA electives: Chosen in consultation with the Advisor.

Biological Sciences

Complete at least 1 of the following:

Complete ALL of the following Courses:

BIO 183 - Human Biology

OR

Complete ALL of the following Courses:

BIO 181 - Anatomy and Physiology I

BIO 182 - Anatomy and Physiology II

BIO 181, 182, and 183: These courses also satisfy a General Education requirement.

Additional Comments:

Additional courses to be taken (21-25 credits)

Major Requirements - Option 2: Community Health and Nutrition Specialization (62 credits)

Type

Completion Requirement

Dietetics, Foods, and Nutrition

Earn at least 13.5 credits from the following:

- DFN 200 - ServSafe Certification
- DFN 250 - Food Science Laboratory
- OR** DFN 260 - Food Culture Laboratory
- DFN 221 - ~~Food, Culture, and Society~~
- DFN 340 - Community Nutrition and Food Justice
- DFN 341 - Nutrition Throughout the Life Cycle

Chemistry

Earn at least 4.5 credits from the following:

- CHE 114 - Essentials of General Chemistry Lecture
- CHE 115 - Essentials of General Chemistry Laboratory

CHE 114, CHE 115: These courses also satisfy a General Education requirement.

Biological Sciences

Earn at least 8 credits from the following:

- BIO 181 - Anatomy and Physiology I
- BIO 182 - Anatomy and Physiology II

BIO 181, BIO 182: These courses also satisfy a General Education requirement.

Additional Comments:

Additional courses to be taken (26 credits)

Major Requirements – Dual Credit Option

Type

Completion requirement

Undergraduate students majoring in Health Education and Promotion with 72 or more credits and a minimum of a (3.0) cumulative index may be permitted to enroll in up to 15 graduate credits in the College's 33-credit Fully Online M.A. degree in Health Education and Promotion. The following graduate courses may be taken in place of undergraduate courses with a maximum of 15 credits: HEA 620 (for HEA 320), any 500- or 600-level HEA elective that is offered at the 300-level, HEA 623 (for HEA 400), HEA 670 (for HEA 470), and HEA 675 (for HEA 437). Written permission from both the academic undergraduate and graduate advisors must be secured by the student prior to registration.

3. To:

Official Name of Program

Health Education and Promotion

This program is designed to prepare students for careers that focus on health education, program planning, outreach, advocacy, and policy development around healthy living, disease prevention, and removing barriers to health equity. Graduates are employed in many professional sectors including community agencies, hospitals, government and health departments, schools, and universities.

The program includes two options: Community Health Specialization (Option 1) and Community Health and Nutrition Specialization (Option 2). Graduates (and eligible seniors) can sit for the Certified Health Education Specialist (CHES) exam, a nationally-recognized certification awarded by the National Commission for Health Education Credentialing.

Eligible majors can participate in the Dual-Credit Option and take up to 12 graduate-level credits towards the College's fully online, 33-credit M.A. degree in Health Education and Promotion.

Departmental Grading Policy:

Students must earn a C- or above in all courses required for the major and the minor. If a grade is lower, the student must repeat the course. D grades in courses for the major that are transferred in from another institution are acceptable.

Major Requirements – Overall

Type

Completion requirement

Earn at least 54 credits

- Option 1: Community Health Specialization (54-58 credits)
- Option 2: Community Health and Nutrition Specialization (63 credits)

Major Requirements – Core Courses

Type:

Completion requirement

Department

Complete ALL of the following Courses:

HSD 266 - The United States Health Care Delivery System

Health Education and Promotion

Earn at least 30 credits from the following:

HEA 249 - Foundations of Health

HEA 267 - Human Behavior and Health

HEA 300 - Equity in Public Health

HEA 320 - Health Counseling

HEA 330 - Health Communication and Advocacy

HEA 350 - Health Literacy and Numeracy

HEA 400 - Program Planning and Evaluation

HEA 437 - Strategies in Community Health and Nutrition Education

HEA 440 - Seminar in Community Health Professional Preparation

HEA 470 - Field Experience in Community Health

Additional Comments:

- *Courses to be taken by all program majors (33 credits)*

Major Requirements - Option 1: Community Health Specialization (54-58 credits)

Type

Completion requirement

Health Education and Promotion

Earn at least 17 credits from the following:

HEA 266 - Research Techniques in Health Education

HEA 450 - CHES Exam Preparation

HEA Electives

Earn at least 12 credits

HEA electives: Chosen in consultation with the Advisor.

Biological Sciences

Complete at least 1 of the following:

Complete ALL of the following Courses:

BIO 183 - Human Biology

OR

Complete ALL of the following Courses:

BIO 181 - Anatomy and Physiology I

BIO 182 - Anatomy and Physiology II

BIO 181, 182, and 183: These courses also satisfy a General Education requirement.

Additional Comments:

Additional courses to be taken (21-25 credits)

**Major Requirements - Option 2: Community Health and Nutrition Specialization
(63 credits)**

Type

Completion Requirement

Health Education and Promotion

Earn at least 3 credits from the following:

HEA Electives

Earn at least 3 credits

HEA electives: Chosen in consultation with the Advisor.

Dietetics, Foods, and Nutrition

Earn at least 14.5 credits from the following:

DFN 200 - ServSafe Certification

DFN 120 - Laboratory Special Topics I

OR DFN 220 - Laboratory Special Topics II

OR DFN 250 - Food Science Laboratory

OR DFN 260 - Food Culture Laboratory

DFN 221 - Social and Cultural Determinants of Food and Health

DFN 215 - Introduction to Nutrition

DFN 340 - Community Nutrition and Food Justice

DFN 341 - Nutrition Throughout the Life Cycle

Chemistry

Earn at least 4.5 credits from the following:

CHE 114 - Essentials of General Chemistry Lecture

CHE 115 - Essentials of General Chemistry Laboratory

CHE 114, CHE 115: These courses also satisfy a General Education requirement.

Biological Sciences

Earn at least 8 credits from the following:

BIO 181 - Anatomy and Physiology I

BIO 182 - Anatomy and Physiology II

BIO 181, BIO 182: These courses also satisfy a General Education requirement.

Additional Comments:

Additional courses to be taken (30 credits)

Major Requirements – Dual Credit Option

Type

Completion requirement

Undergraduate students majoring in Health Education and Promotion with 72 or more credits and a minimum of a (3.0) cumulative index may be permitted to enroll in up to 12 graduate credits in the College's 33-credit Fully Online M.A. degree in Health Education and Promotion. The following graduate courses may be taken in place of undergraduate courses with a maximum of 12 credits: HEA 620 (for HEA 320), any 500- or 600-level HEA elective that is offered at the 300-level, HEA 623 (for HEA 400), HEA 670 (for HEA 470), and HEA 675 (for HEA 437). Written permission from both the academic undergraduate and graduate advisors must be secured by the student prior to registration.

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

Changed total number of graduate credits that eligible HEA majors can take for the Dual-Credit Option from 15 to 12 because 12 is the maximum number permitted by CUNY by-laws.

Changed overall major requirements from 57 to 54 because of changes to Option 1 credit count.

Changed HEA course requirements for all majors from 33 to 30 credits by deleting "HEA Electives" category.

The above change then changed the "Core Course" requirement for all HEA majors from 36 to 33 credits.

Changes to Option 1:

- Changed the overall credit requirement from 57-61 credits to 54-58 credits because HEA 350 (@ 3 cr) is listed twice.
- Deleted the listing of HEA 350 from the "Health Education and Promotion" major requirements category because it is already listed as a core requirement for the major, and should not be listed twice.
- Increased the "HEA Electives" credit count from 9 to 12 because "HEA Electives" to be taken by each Option will now be listed under their respective "Major Requirements."

Changes to Option 2:

- Changed the overall credit requirement from 62 to 63 credits because of credit count corrections outlined below.
- Added a new category, "Health Education and Promotion" in which students are required to take one 3-credit HEA elective, chosen in consultation with an advisor.

- Increased the credit requirement in the “Dietetics, Foods and Nutrition” category from 13.5 to 14.5.
- in the “Dietetics, Foods and Nutrition” category, added DFN 120 and DFN 220 to the list of 1.5-credit options students can take along with DFN 250 and DFN 260.
- In the “Dietetics, Foods and Nutrition” category, changed the course title of DFN 221.
- In the “Dietetics, Foods and Nutrition” category, added DFN 215 to the required courses students must take.
- The number of credits for additional courses to be taken changed from 26 to 30 credits based on the above changes.

5. **Date of departmental approval:** December 20, 2024

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

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Dietetics Foods and Nutrition, Minor
Effective Term: Fall 2025

1. **Type of Change:** Requirements

2. **From:**

Minor Requirements – Overall

Type: Completion requirement

Earn at least 12 credits

Minor Requirements – Required Course

Type: Completion requirement

~~Option 1: Foods~~

~~Complete ALL of the following Courses:~~

~~EXS 240 – Nutrition and Health~~

~~DFN 120 – Laboratory Special Topics I~~

~~DFN 220 – Laboratory Special Topics II~~

~~DFN 330 – Quantity Food Procurement, Production, and Service~~

~~Students taking Dietetics, Foods, and Nutrition Minor can choose any of the following options from 1, 2 or 3~~

~~All courses must include HSD 240 and DFN 120, and two additional courses according to the following option~~

~~Option 2: Life Cycle Nutrition~~

~~Complete ALL of the following Courses:~~

~~EXS 240 – Nutrition and Health~~

DFN 120 - Laboratory Special Topics I

DFN 220 - Laboratory Special Topics II

DFN 341 - Nutrition Throughout the Life Cycle

~~Option 3: Medical Nutrition Therapy~~

~~Complete ALL of the following Courses:~~

~~EXS 240 – Nutrition and Health~~

~~DFN 120 – Laboratory Special Topics I~~

~~DFN 220 – Laboratory Special Topics II~~

~~DFN 348 – Nutrition in the Management of Disease I~~

~~Option 3: Students planning to choose option 2 or 3 should also take BIO 181-BIO 182.~~

~~Students planning to minor in DFN should select CHE 114- CHE 115 as a distribution course.~~

3. **To:**

Minor requirements – Overall

Type: Completion requirement

Complete all of the following courses:

BIO 181 – Anatomy and Physiology I

BIO 182 – Anatomy and Physiology II

DFN 215 – Introduction to Nutrition

DFN 221 – Social and Cultural Determinants of Food and Health

DFN 341 - Nutrition Throughout the Life Cycle

Complete AT LEAST ONE of the following courses:

DFN 340 – Community Nutrition and Food Justice

OR

DFN 347 – Diet Therapy

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

The three DFN minor options were aligned with the old DFN curriculum, which is no longer active. The curriculum changes to the DFN majors (approved and implemented in 2024) resulted in an inappropriate course sequence for the minor (more detail below). Therefore, the minor is being updated to reflect the updated the new DFN majors course sequence, course codes, and makes hidden prerequisites explicit. More specifically:

- The new DFN curriculum includes BIO 181 and BIO 182 (previously hidden prerequisites), and the minor is being updated to make these explicit.
- The curriculum changes to the DFN majors resulted in the inclusion of two special topics lab courses but no corresponding lecture course. Therefore, we are replacing the lab course with lecture-based courses.
- The three (outdated) minors gave students flexibility to focus on foods, food service, or medical nutrition therapy. To maintain some flexibility in the new minor, students will be able to choose between one of two elective courses, community nutrition and public health (DFN 340) or toward diet therapy (DFN 347).

Students will take a core 9-credit sequence and choose their final DFN course, depending on their interests. This curriculum change makes the process for obtaining the minor clearer and reflects current trends and interests in the field of dietetics and nutrition.

5. Date of departmental approval: December 20, 2024

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

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *Title, prerequisite, hours*

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

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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 221
Course Title	Food, Society, and Health
Description	Social, economic, psychological, and historic determinants of eating patterns in comparative perspective. Field visits and in-class demonstrations. Nutritional consequences of ethnic food patterns in New York City.
Pre/ Co Requisites	
Credits	3
Hours	4
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

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3. **To:** Underline the changes

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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 221
Course Title	<u>Social and Cultural Determinants of Food and Health</u>
Description	Social, economic, psychological, and historic determinants of eating patterns in comparative perspective. Field visits and in-class demonstrations. Nutritional consequences of ethnic food patterns in New York City.
Pre/ Co Requisites	<u>DFN 215</u>
Credits	3
Hours	<u>3</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):**

After broad curriculum changes, there was an error in course codes and credit hours. This curriculum change carries out the intent of the original curriculum changes, making the social determinants of health a core aspect of this course in cultural food and health. The updated hours reflects the lecture content and aligns it with the other DFN lectures.

5. **Date of departmental approval:** December 20, 2024

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

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *Description, adding note*

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

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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 200
Course Title	ServSafe Certification
Description	Content includes food safety and proper food handling techniques. This course utilizes the ServSafe materials prepared by the National Restaurant Association Education Foundation to prepare students for a national examination.
Pre/ Co Requisites	
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

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3. **To:** Underline the changes

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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 200
Course Title	ServSafe Certification
Description	<p>Content includes food safety and proper food handling techniques. This course utilizes the ServSafe materials prepared by the National Restaurant Association Education Foundation to prepare students for a national examination.</p> <p><u>Note: Course is available only on a pass/no credit basis. 'Pass' is earned upon the successful completion of the ServSafe exam (earning a score of 70 or higher) during the semester in which a student is enrolled in the course. After studying the required materials, there will be two options to take the exam.</u></p> <ol style="list-style-type: none"> <u>1. Online Proctor - Access to high-speed internet is required for students who choose to take the course via ServSafe online proctoring.</u> <u>2. In person: An in-person option at Lehman will also be offered for students who choose to take it in a proctored computer classroom.</u> <p><u>If a passing grade (70 or higher) is not earned, students can retake the examination up to two times within 30 days. If students don't pass the exam on the second attempt, they must wait 60 days from the most recent attempt before taking the exam again. No more than four attempts are allowed within a 12-month period. Students will need to purchase a new Exam Answer Sheet to retake a print exam or purchase a new Exam Access Code to re-take an online exam. More information is available online at the National Restaurant Association Educational Foundation website.</u></p>
Pre/ Co Requisites	
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

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

The course offers the ServSafe Certification, a food safety certification required for all DFN students and those who seek to enroll in a laboratory course. This curriculum change aligns with the intent of the course: if students pass the ServSafe exam, they pass the course and if they do not pass the ServSafe exam, they will not pass the course. These curriculum changes also include more explicit and clear information about when and how students can take the ServSafe exam.

5. Date of departmental approval: December 20, 2024

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

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

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

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

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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 441
Course Title	Seminar in Professional Practice of Nutrition and Dietetics
Description	Discussion of the professional standards and code of ethics in Nutrition and Dietetics.
Pre/ Co Requisites	DFN 347 or DFN 348
Credits	2
Hours	2
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. **To:** Underline the changes

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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 441
Course Title	Seminar in Professional Practice of Nutrition and Dietetics
Description	Discussion of the professional standards and code of ethics in Nutrition and Dietetics.
Pre/ Co Requisites	<u>DFN 341</u>
Credits	2
Hours	2
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):**

DFN 341 (the proposed prerequisite for DFN 441) is also a prerequisite for DFN 347 and DFN 348. Therefore, this curriculum update enables students to enroll in DFN 441 earlier in their progression towards graduation and creates more flexibility for students.

5. **Date of departmental approval:** December 20, 2024

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

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *Pre/corequisite*

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

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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 340
Course Title	Community Nutrition and Food Justice
Description	Identification and analysis of planning, implementing, and evaluating community nutrition programs in the context of social and food justice.
Pre/ Co Requisites	HSD 240
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

3. **To:** Underline the changes

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	Dietetics Foods and Nutrition
Course Prefix & Number	DFN 340
Course Title	Community Nutrition and Food Justice
Description	Identification and analysis of planning, implementing, and evaluating community nutrition programs in the context of social and food justice.
Pre/ Co Requisites	<u>DFN 215</u>
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):**

Course codes are being updated to reflect the new DFN curriculum following the discontinuation of the prior major. DFN 215 is the updated code for the course formerly known as HSD 240 and EXS 240.

5. **Date of departmental approval:** December 20, 2024

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

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Description/note, prerequisites

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

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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 472
Course Title	Field Experience in Food and Nutrition
Description	100 hours of field experience in food and nutrition settings in public health, research, food service, or community nutrition. Note: At least 9 credits in DFN or department permission.
Pre/ Co Requisites	
Credits	2
Hours	2
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. **To:** Underline the changes

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	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 472
Course Title	Field Experience in Food and Nutrition
Description	100 hours of field experience in food and nutrition settings in public health, research, food service, or community nutrition. Note: At least <u>15</u> credits in DFN or department permission.
Pre/ Co Requisites	<u>DFN 340 and DFN 341 and DFN 437</u>
Credits	2
Hours	2
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 intent of the fieldwork course is for students to apply what they have learned during their coursework in real world settings. The new DFN curriculum requires more credits and advanced courses for students in the Culinary and Community Nutrition major. Therefore, the prerequisite courses and required number of credits are increased and

detailed to ensure that students have received the foundational knowledge (in DFN 340, 341, and 437) required to excel at their fieldwork sites.

5. **Date of departmental approval:** December 20, 2024

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

DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

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

2.

Department(s)	Management and Business Innovation
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	Business
Course Prefix & Number	BBA 371
Course Title	Applied Business Internship
Description	<p>Supervised internship in a business workplace setting, designed to provide students with practical, hands-on experience and develop key competencies.</p> <p>NOTE: Students must enroll in credit hours based on the number of internship hours completed in one semester. Those completing up to:</p> <p>40 to 45 internship hours enroll in 1 credit hour; 80 to 90 internship hours enroll in 2 credit hours; 120 to 135 internship hours enroll in 3 credit hours; 160 to 180 internship hours enroll in 4 credit hours; 200 to 225 internship hours enroll in 5 credit hours; 240 to 270 internship hours enroll in 6 credit hours; 280 to 315 internship hours enroll in 7 credit hours; 320 to 359 internship hours enroll in 8 credit hours; 360 to 405 internship hours enroll in 9 credit hours.</p>
Pre/ Co Requisites	Departmental permission
Credits	1 to 9
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"/> X Not Applicable
	<input type="checkbox"/> Required
	<input type="checkbox"/> English Composition
	<input type="checkbox"/> Mathematics
	<input type="checkbox"/> Science
	<input type="checkbox"/> Flexible
	<input type="checkbox"/> World Cultures
	<input type="checkbox"/> US Experience in its Diversity
	<input type="checkbox"/> Creative Expression
	<input type="checkbox"/> Individual and Society
<input type="checkbox"/> Scientific World	

3. **Rationale:**

Internships play a pivotal role in professional development, offering students the opportunity to explore career paths, gain hands-on experience, and build valuable industry connections. These experiences significantly enhance a student's competitiveness in the job market after graduation.

According to the 2023 Student Survey by the National Association of Colleges and Employers (NACE), over half of graduating students participated in internships. However, disparities persist based on gender, race, and socio-economic background. Minority and female students remain underrepresented in both paid and unpaid internships, and first-generation students are disproportionately less likely to have internship experience. Notably, 25% of first-generation students have never had an internship, compared to 22% of all graduating seniors. These gaps highlight the urgent need for equitable access to paid internships, which substantially improve post-graduation employment outcomes. Data shows that paid interns receive, on average, 1.4 job offers—compared to 0.9 for unpaid interns—and command a median starting salary of \$67,500, versus \$45,000 for those who completed unpaid internships. (Sources: NACE; Diverse Education).

At the School of Business, fewer than 25% of students have participated in an internship related to their studies before graduation. To bridge this gap, and with support from the CUNY Office of Careers and Industry Partnerships, the School of Business is expanding partnerships with employers to develop paid, embedded internship opportunities for business majors. For example, beginning Spring 2025, Lincoln Hospital will offer five paid, on-site internships for business students, requiring 20 hours per week for at least 15 weeks. Furthermore, Lincoln Hospital has committed to making ten internship positions available to Lehman business students each semester.

To complement these efforts, the MBI Department has aligned the Applied Business Internship Course with internship experiences, ensuring that students earn academic credit for their professional development and experience. Following the New York State Department of Education and NACE guidelines, students will receive one academic credit for every 45 hours of internship work. This structure ensures that internships provide

meaningful, structured experiences where students can apply classroom learning in real-world settings. By adhering to these national best practices, we help students develop the critical skills and professional exposure needed to succeed in today's job market.

NACE Internship Best Practices: <https://www.nacweb.org/talent-acquisition/internships/>

NACE Resources on Internships: <https://www.nacweb.org>

This course may be repeatable for up to 9 credits, providing students opportunities to explore diverse career options. For example, a student earning three credits in Fall 2025 for an internship may repeat this course in the Summer 2026 for up to three additional credits through a second internship. This allows students to use internships to test their interest in and aptitude for different career areas, enabling them to determine which professional career path best matches their interests and skills.

Faculty overseeing the Applied Business Internship Course will play a vital role in monitoring student progress, acting as a bridge between employers and the department. Their engagement will provide valuable feedback on curriculum alignment and help identify any gaps in student competencies, ensuring that our academic programs continuously evolve to meet workforce demands.

By integrating academic credit with internship experiences, this course incentivizes participation while accelerating degree completion. More importantly, it equips students with the practical skills and industry exposure necessary for competitive roles in business and accounting, setting them up for long-term career success.

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

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

1. Communicate effectively in writing and verbally within professional business settings.
2. Collaborate in teams to solve practical problems and complete workplace tasks.
3. Apply classroom knowledge to real-world business tasks and reflect on its relevance.
4. Demonstrate professionalism through ethical behavior, accountability, and time management.
5. Use business software and tools relevant to their internship role and explain their application.
6. Receive and incorporate feedback from supervisors to improve performance and adapt to workplace standards.

5. Date of Departmental Approval: 2/13/2025

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)	SOC 257
Course Title	Queer Studies: Sociological Approaches
Department(s)	Sociology
Discipline	Sociology
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	This course explores the intersections of gender and sexualities with a special focus on political, social, cultural, and historical discourses of queerness at the individual level and the structural level. Special attention will be given to race, class, gender, and disability and the social construction of sexuality.
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: <input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed	
CUNY COMMON CORE Location Please check below the area of the Common Core for which the course is being submitted. (Select only one.)	
Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	Flexible <input type="checkbox"/> World Cultures and Global Issues <input checked="" type="checkbox"/> Individual and Society <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World <input type="checkbox"/> Creative Expression
Waivers for Math and Science Courses with more than 3 credits and 3 contact hours Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.	
If you would like to request a waiver please check here:	<input type="checkbox"/> Waiver requested
If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.	

If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	
<p style="text-align: center;">Learning Outcomes</p> <p style="text-align: center;">In the left column explain the course assignments and activities that will address the learning outcomes in the right column.</p>	

D. Individual and Society A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
This SLO is assessed by writing assignments, projects, and/or group activities that require students to gather and interpret empirical data and/or textual evidence from a variety of sources. Example: A group facilitation project which requires students to draw from multiple sources including journal articles, book chapters, and popular publications to understand and synthesize varying perspectives on topics within queer studies such as the social construction of sexuality and queer theories as it relates to media, families and relationships, racial neoliberalism, politics, and culture. Each student will take a turn leading the discussion on one text within that week's topic, and each student will be assessed on their facilitation corresponding to their selected text. Students will develop skills in guiding a productive and engaging discussion and leading groups through thoughtful conversation and analysis to enhance their ability to critically engage with literature and foster meaningful interactions among peers.	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
This SLO is assessed by writing assignments, projects, and/or group activities that require students to gather and critically evaluate empirical and/or textual evidence from a variety of sources on the various topics covered in the class ranging from queer politics to culture and media. Example: An ethnographic paper where students will conduct fieldwork to observe how gender and sexuality organize public space. Students will select a site and explore how norms around gender and sexuality are being (re)created and what role humans as social beings play in this reenactment or defiance.	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
Students are required to make written and are asked to present their arguments and findings orally and virtually. Example: An online content creation project where students dive into the world of online content creation to contribute to the exploration and understanding of queer identities, histories, and issues. Students will choose a specific topic related to queer studies and create an engaging and informative piece of online	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.

content ranging from a blog post, an infographic, to a social media campaign.	
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:	
<p>This SLO is assessed by writing assignments, projects, and/or group activities that require students to identify and apply fundamental sociological concepts in particular examples or assigned materials.</p> <p><i>Example:</i> A personal testimony assignment where students will explore how they come into and develop their gender and sexuality. Students will think about how both institutions (structures and systems) and ideologies (attitudes and ways of thinking) indelibly impact the creation and development of gender and sexuality, and consider the role of public space, media, schools, family, friends, romantic relationships, culture, politics, economics, and/or religion drawing from sociological theory on gender and sexuality in the works of Michel Foucault and Judith Butler.</p>	<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.
<p>This SLO is assessed by writing assignments, projects, and/or group activities wherein students examine the interconnectedness of the individual and social institutions to understand how individual agency and social structure shape values, choices, experiences, successes, and overall well-being for individuals.</p> <p><i>Example:</i> Classroom dialogues where students are broken into groups to discuss how their positionality within gender and sexuality hierarchies impacts their choices, lived experiences, and values. Students will read Lamya H's memoir <i>Hijab Butch Blues</i> to understand how the individual lived experience is situated within and in relation to broader society. SLO will be measured by having students complete exit tickets on Google forms in relation to the text.</p>	<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.
<p>This SLO is assessed by writing assignments, projects, and/or group-activities wherein students examine how queerness, along with other social statuses, is regarded in different regionalities, historical periods, and political contexts.</p> <p><i>Example:</i> Students will watch documentaries such as Love Is Uganda as well as analyze current political events within the U.S. and internationally to understand local, national, and/or global trends and ideologies with regards to the policing, surveilling, and criminalizing of queerness both domestically and globally. A short "guiding questions" paper will be assigned for each visual text.</p>	<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.

Queer Studies: Sociological Approaches

Lehman College in the City University of New York
SOC 257

When: DAYS/TIMES

Where: LOCATION

Instructor: SAMPLE INSTRUCTOR

email: sample.instructor@lehman.cuny.edu

office hours: sample time

Course Catalogue Description: 3 credits, 3 hours

This course explores the intersections of gender and sexualities with a special focus on political, social, cultural, and historical discourses of queerness at the individual level and the structural level. Special attention will be given to race, class, gender, and disability and the social construction of sexuality.

This course also fulfills the Individual & Society flexible core requirement. As such this course includes: Systematic study of individuals, their impact on society and society's impact on them: introduction to typical modes of inquiry and systematic ways of thinking about the topic.

Course Objectives

- (1) Provide students with a foundation to individually and structurally contextualize, contemplate, and consider queerness at the intersections of race, class, gender, nation, and (dis)ability.
- (2) Understand sociological approaches to queerness.
- (3) Apply concepts about sexualities and queerness to current events both domestically and internationally.

Learning Outcomes (*Pathways Flexible Core Individual & Society Course*)

- (1) Gather, interpret, and assess information from a variety of sources and points of view.
- (2) Evaluate evidence and arguments critically or analytically.
- (3) Produce well-reasoned written or oral arguments using evidence to support conclusions.
- (4) Identify and apply the fundamental concepts and methods of sociology exploring the relationship between the individual and society.
- (5) Examine how an individual's place in society affects experiences, values, or choices.
- (6) Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Required Texts and Readings

- (1) Our required readings will mostly be open-access articles that are available online.
- (2) Readings that are not available online will be flagged with a "BB" in parenthesis on the course schedule below and will be uploaded to our course site on Blackboard. You'll be able to locate those readings in the course materials folder.

(3) There is one required book for this course. This book is available for purchase on Amazon, as well as bookstores like Bluestockings and The Nonbinarian Bookstore. You can also purchase an e-book, audiobook, or rent a copy from your local library.

Required book: H, Lamy. (2023). *Hijab Butch Blues*. The Dial Press. ISBN-10 0593448766
List Price: \$16.86 (paperback)

Grading Policy

Discussion Facilitation (20%): In groups, you will facilitate a class discussion that corresponds to one of our weekly topics. The group will be responsible for covering all of the readings in that unit, and will be responsible for identifying the linkages and distinctions between the readings. This is not a traditional presentation; rather, your goal is to engage your peers as intellectual collaborators and have a dialogue.

Online Content Creation (20%): In this assignment, you will delve into the world of online content creation to contribute to the exploration and understanding of queer identities, histories, and issues. Drawing inspiration from the material we explored in class; you will choose a specific topic related to queer studies and create an engaging and informative piece of online content.

Bearing (Ethnographic) Witness: Gender & Sexuality in Public Space (20%): For this five-page paper, you're going to look for patterns of gender and sexuality in public space at the nexus of race, class, and gender to understand how gender and sexuality organize public space, how norms around gender and sexuality are (re)created, and what role humans as social beings play in this reenactment or defiance.

Personal Testimony (20%): The guiding question for this project will be: *How did I come into and develop my gender and sexuality?* You will write a three–four-page personal testimony to disentangle what is inherently you—and what parts or bits of you are socially constructed all while picking and pulling at the seams in between.

Attendance & Participation (20%): There will be a weekly discussion board on the Padlet platform where I will post a prompt that you must respond to in order to receive attendance and participation credit for the week.

Course Schedule

Week 1: Introductions & Syllabus Overview

No readings due.

Week 2: The Social Construction of Sexuality

- ◇ “The History of Sexuality: An Introduction.” 1976. Michel Foucault. pp. 1-80.
- ◇ “Introduction to Refusing Compulsory Sexuality: A Black Asexual Lens on Our Sex-Obsessed Culture.” Sherronda J. Brown. 2022. pp. 1-16. (BB)
- ◇ "A record number of U.S. adults identify as LGBTQ. Gen Z is driving the increase." 2022. *Washington Post*.

Week 3: Queer Theory and Theorizing: Queer Subjectivities

- ◇ "Critically Queer." 1993. Judith Butler. pp. 1-16.

- ◇ "The Homosexual Role." 1968. Mary McIntosh. pp. 1-12.
- ◇ Performing Disidentifications. 1999. José Esteban Muñoz. Chapter from *Disidentifications: Queers of Color and the Performance of Politics*. pp. 1-31. (BB)

Week 4: Sexual Liberation & The Stonewall Riots

- ◇ "Activists Install Marsha P. Johnson Monument in Christopher Park." 2021. *Gotham*.
- ◇ "Queer People of Color Led the L.G.B.T.Q. Charge, but Were Denied the Rewards." 2019. *The New York Times*.
- ◇ "Sex Workers Are an Important Part of the Stonewall Story, But Their Role Has Been Forgotten." 2019. *TIME*.
- ◇ "How The Activism of Stonewall Transformed into The Fight Against AIDS." *NPR*. 2019.

Week 5: NYC LGBTQ+ Culture in the 1980's

- ◇ "Gay Pride and Survival in the Eighties." *On Christopher Street: Life, Death, and Sex After Stonewall*. 2023. pp. 1-3. (BB)
- ◇ "The Ballroom Scene Has Long Offered Radical Freedoms for Black and Brown Queer People. Today, That Matters More Than Ever." 2021. *TIME*.
- ◇ "werk." *And The Category Is... Inside New York's Vogue, House, & Ballroom Community*. 2021. Ricky Tucker. pp. 1-30. (BB)

In Class-Film: *Paris is Burning* (running time: 71 minutes)

Week 6: BIPOC Queer Sexualities

- ◇ "Black Gay (Raw) Sex." 2016. Marlon Bailey. *No Tea, No Shade: New Writings on Queer Black Studies*. pp. 239-261. (BB)
- ◇ "Your Mother Is a Whore: On Sex Work & Motherhood." 2018. Jessica Sage. *Essays on Sex Work & Survival*. pp. 32-47. (BB)
- ◇ "Uses of the Erotic: The Erotic as Power." 1978. Audre Lorde. pp. 1-5.

In-Class Film: *How to Survive a Plague* (running time: 110 minutes)

Week 7: Queer(ing) Media Representation: Mainstreaming the Culture

- ◇ How "RuPaul's Drag Race" changed the way we speak. 2019. *The Quartz*.
- ◇ "Drag exploded in popularity. Then came the protests and attacks." 2022. *The Washington Post*.
- ◇ "Pose(r): Ryan Murphy, Trans and Queer of Color Labor, and the Politics of Representation." 2018. *LAReview of books*.
- ◇ "Black, Queer and Neurodivergent: Janelle Monáe's 'The Age of Pleasure' Dives into Play, Joy and Creativity." 2023. *Ms. Magazine*.

Week 8: White Patriarchal Queer Culture & Discourse: The Invisibility of Queer Women at the Intersections

- ◇ "A Black Feminist Statement." Combahee River Collective. pp. 210-219.

- ◇ "Age, Race, Class, and Sex: Women Redefining Difference." Audre Lorde. pp. 1-7.
- ◇ "White Gay Men Are Hindering Our Progress as a Queer Community." 2017. Gabriel Arana. *them*.

Week 9: White Patriarchal Queer Culture & Discourse: The Invisibility of Queer Women at the Intersections

In-Class Film: *Tangerine* (running time: 88 minutes)

Week 10: Racial Neoliberalism & The Commodification and Consumption of Social Justice

- ◇ "Rainbow capitalism is dying – will we miss it when it's gone?" 2023. *Dazed*.
- ◇ "Target Pride backlash exposes 'rainbow capitalism' problem, designer says." 2023. Helen Reid. *Reuters*.
- ◇ Introduction: Queer of Color Critique, Historical Materialism, and Canonical Sociology." *Toward a Queer of Color Critique: Aberrations in Black*. 2004. Roderick A. Ferguson. pp. 1-29. (BB)

Week 11: Dating & Intimate Relationships: Queering Love & Connection

- ◇ "Us Two Against the World." 2023. Sophie K Rosa. *Radical Intimacy*. pp. 41-81. (BB)
- ◇ "We didn't queer the institution of marriage. It straightened us." 2014. Hugh Ryan. *The Guardian*.
- ◇ "How Grindr Changed Gay Life Forever." 2019. *Frieze*. Evan Moffitt.
- ◇ "How The Lesbian Community is Reinventing Dating." RHIANNON PICTON-JAMES. *British Vogue*.
- ◇ "The colorful, sticky history of gay bathhouses: From 15th century scandal to modern staple." 2022. Patrick Kelleher.

Week 12: The Family and Mothering

- ◇ "Private Households" & "Family Terrors." *Family Abolition: Capitalism and the Communizing of Care*. 2022. M.E. O' Brien. pp. 1-46. (BB)
- ◇ "Turning The Beat Around: Lesbian Parenting." 1986. Audre Lorde. pp. 30-39.

Week 13: Lived Experiences

- ◇ *Hijab Butch Blues*. 2023. Lamya H

OVERVIEW OF ASSIGNMENTS KEYED TO LEARNING OUTCOMES

Discussion Facilitation: In groups, students will facilitate a class discussion once this semester. Each student will take a turn leading the discussion on one text within that week's topic, and each student will be assessed on their facilitation corresponding their selected text. Each student will be responsible for facilitating a discussion that ties together the week's readings exploring their connections and distinctions. The purpose of the facilitation is to develop skills in guiding a productive and engaging discussion. By leading the group through thoughtful conversation and analysis, students will enhance their ability to critically engage with literature and foster meaningful interactions among peers.

Learning Outcomes: 1) Gather, interpret, and assess information from a variety of sources and points of view; (2) Evaluate evidence and arguments critically or analytically; (3) Produce well-reasoned written or oral arguments using evidence to support conclusions.

Online Content Creation: In this assignment, you will delve into the world of online content creation to contribute to the exploration and understanding of queer identities, histories, and issues. You will choose a specific topic related to queer studies and create an engaging and informative piece of online content. Choose a specific topic within the field of queer studies that interests you. It could be related to queer history (such as the Stonewall Riots), LGBTQIA+ rights (i.e. gay marriage), intersectionality, representation in media, challenges faced by queer folks, or any other relevant area. Next, you're going to choose from one of the following formats for your online content: (1) blog post; (2) video presentation; (3) infographic; (4) social media campaign; (5) Wikipedia. Conduct thorough background research on your selected topic using scholarly sources, academic articles, books, and reliable online platforms. You should incorporate at least three sources from class into your online content. Once you've gathered your background research, begin creating your content based on your chosen format.

Learning Outcomes: (1) Gather, interpret, and assess information from a variety of sources and points of view; (2) Evaluate evidence and arguments critically or analytically; (3) Produce well-reasoned written or oral arguments using evidence to support conclusions; (4) Identify and apply the fundamental concepts and methods of sociology exploring the relationship between the individual and society.

Bearing (Ethnographic) Witness: Gender & Sexuality in Public Space: For this five-page paper, you're going to look for patterns of gender and sexuality in public space at the nexus of race, class, and gender. More specifically, you will be looking to see how norms around gender and sexuality are being (re)created and what role humans as social beings play in this reenactment or defiance. You will select two sites in public space to visually explore how gender and sexuality both discretely and together organize public space. Some integral questions that will guide your analysis: *What gender patterns do you immediately notice? What is causing them? How are the patterns you witnessed an example of "doing gender"? When you think about whether the site was gender segregated, what contributes to the existence of (or resistance to) gender segregation at your selected site? Are there any disruptions to gender patterns that you witnessed? How does this mirror—or not mirror—gender norms in your own life?*

Learning Outcomes: (4) Identify and apply the fundamental concepts and methods of sociology exploring the relationship between the individual and society; (5) Examine how an individual's place in society affects experiences, values, or choices; (6) Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Personal Testimony: You will write a three-to-four-page paper. The guiding question for this paper is: *How did I come into and develop my gender and sexuality?* You will think about how both institutions (structures and systems) and ideologies (attitudes and ways of thinking) indelibly impacted the creation and development of your gender and sexuality. Consider the role of public space, media, schools, family, friends, romantic relationships, culture, politics,

economics, and/or religion in your response. Feel free to zoom out as much as you want—or zoom in as much as you need to. This could look like selecting one institution (schools) and reflecting on your memories on the role schools played in co-creating your identity when it comes to gender and sexuality. You can think about both the interconnections/overlaps or the distinctions between gender and sexuality when writing. If you want to connect schools to religion and link these two institutions and identify their mutual role in informing your identity, go for it. Just be sure to talk about both the self and the institution/ideology!

Learning Outcomes: (3) Produce well-reasoned written or oral arguments using evidence to support conclusions; (4) Identify and apply the fundamental concepts and methods of sociology exploring the relationship between the individual and society; (5) Examine how an individual's place in society affects experiences, values, or choices; (6) Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Common Core Course Review Committee (CCCRC) Lehman Nominations

From: Senate Undergraduate Curriculum Committee

Nominees:

Renee Bell (Math)

Tailisha Gonzalez (HEAT)

David Hyman (English)

Senate Meeting – April 2, 2025
Graduate Studies Committee Report

Presenting proposals from the following departments for approval:

Department of Social Work

- SWK 681, course title change, Social Work and Immigration

Department of English

- The MA in English, admissions requirements change: GRE no longer required

Department of Middle and High School Education

- BE-ADVCRT -- Bilingual Extension Advanced Certificate, program withdrawal

Next meeting: **May 7, 2025, at 11 a.m.**

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

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

Name of Program and Degree Award: English MA

Hegis Number: 1501.00

Program Code: 02633 - ENG-MA

Effective Term: Fall 2025

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

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

The Master of Arts Program in English offers the following four concentrations:
Literature, Writing and Rhetoric, Creative Writing--Poetry, and Creative Writing--Fiction.

Requirements

Major Requirements - Admission Requirements

Type: Prerequisite

Additional Comments:

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstration of the potential to pursue graduate study successfully - that is, attainment of a minimum undergraduate Grade Point Average of 3.0 in the undergraduate record as a whole and a 3.0 in English.
- Study of a minimum of 18 credit hours in courses beyond the introductory level in English.
- ~~Submission of scores on the Graduate Record Examination (GRE) General Test.~~
- Submission of three letters of recommendation, at least two of which must be from a person who can testify to the candidate's ability as a student of literature, writing and rhetoric, or creative writing. (as appropriate).
- Submission of a personal statement of some 500 words indicating as precisely as possible the applicant's preparation for master's work and career plans.
- Submission of a 10-25 page writing sample, depending on concentration. For students applying to the Literature Concentration, this must be an essay demonstrating critical analysis of a literary text or set of texts. One 12-25 page essay is preferred, but two shorter essays can be submitted in its place (totaling 12-25 pages). For students applying to the Writing & Rhetoric Concentration, a 12-25 page sample of creative nonfiction can be submitted in place of the critical analysis, although students may choose to submit a critical analysis. Again, one long essay is preferred, but two shorter essays can be submitted in its place (totaling 12-25 pages). For students applying to the Creative Writing /Poetry Concentration, at least 5 poems totaling 10-12 pages should be submitted. For students applying to the Creative Writing /Fiction Concentration, a 12-25-page

sample of short fiction or excerpt from a longer work should be submitted. One short story is preferred, but multiple stories can be submitted to fulfill the page-requirement.

Major Requirements - Overall

Type: Completion requirement

Earn at least 30 credits

Earn a minimum GPA of 3.0

Major Requirements - Core Courses

Type: Completion requirement

Complete ALL of the following Courses:

ENG 700 - Introduction to English Studies

ENG 702 - Introduction to Critical Theory

ENG 784 - Readings in Composition and Rhetoric

OR ENG 785 - Seminar in Writing: Practice and Theory

ENG 795 - Master's Research

Major Requirements - Concentration in Literature or Writing and Rhetoric

Type: Completion requirement

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

ENG 700 - Introduction to English Studies

ENG 702 - Introduction to Critical Theory

ENG 784 - Readings in Composition and Rhetoric

OR ENG 785 - Seminar in Writing: Practice and Theory

ENG 795 - Master's Research

9 credits in Electives:

Three courses in literary history, language and literature, or writing and rhetoric. One elective may be in creative writing or from outside the Department with the approval of the Graduate Program Director.

Major Requirements - Concentration in Literature

Type: Completion requirement

Fulfill ALL of the following requirements:

Literature to 1700

Earn at least 3 credits from the following:

ENG 703 - Studies in Old English Language and Literature

ENG 705 - Studies in Medieval English Language and Literature

ENG 712 - Studies in the Renaissance

ENG 713 - Studies in Shakespeare

ENG 722 - Studies in Seventeenth Century English Literature

Literature 1700-1900

Earn at least 3 credits from the following:

ENG 731 - Studies in Eighteenth-Century English Literature

ENG 740 - Studies in Romanticism

ENG 742 - Studies in Nineteenth-Century English Literature

ENG 748 - Studies in American Literature to 1800

ENG 750 - Studies in Nineteenth-Century American Literature

Literature 1900 to present

Earn at least 3 credits from the following:

ENG 753 - Studies In Modernism

ENG 755 - Studies in Twentieth-Century English Literature

ENG 756 - Studies in Twentieth-Century American Literature

ENG 757 - Studies in Contemporary English

Major Requirements - Concentration in Writing and Rhetoric

Type: Completion requirement

Fulfill ALL of the following requirements:

Earn at least 3 credits from the following:

ENG 784 - Readings in Composition and Rhetoric

ENG 785 - Seminar in Writing: Practice and Theory

Earn at least 6 credits from the following:

ENG 783 - Practicum in Teaching College Writing

ENG 788 - Writing and Rhetoric in the Digital Age

ENG 790 - Special Topics in Composition and Rhetoric

ENG 793 - Literacy and Community

Major Requirements - Concentration in Creative Writing

Type: Completion requirement

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

ENG 700 - Introduction to English Studies

OR ENG 702 - Introduction to Critical Theory

ENG 784 - Readings in Composition and Rhetoric

OR ENG 785 - Seminar in Writing: Practice and Theory

ENG 795 - Master's Research

9 credits in Electives:

Three courses in literature

Major Requirements - Concentration in Poetry

Type: Completion requirement

Fulfill ALL of the following requirements:

Earn at least 6 credits from the following:

ENW 701 - Poetry Workshop

Earn at least 6 credits from the following:

ENW 711 - Forms and Techniques in Poetry.

Major Requirements - Concentration in Fiction

Type: Completion requirement

Fulfill ALL of the following requirements:

Earn at least 6 credits from the following:

ENW 702 - Fiction Workshop

Earn at least 6 credits from the following:

ENW 712 - Forms and Techniques in Fiction

3. **To:** Underline the changes

The Master of Arts Program in English offers the following four concentrations:

Literature, Writing and Rhetoric, Creative Writing--Poetry, and Creative Writing--Fiction.

Requirements

Major Requirements - Admission Requirements

Type: Prerequisite

Additional Comments:

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstration of the potential to pursue graduate study successfully - that is, attainment of a minimum undergraduate Grade Point Average of 3.0 in the undergraduate record as a whole and a 3.0 in English.
- Study of a minimum of 18 credit hours in courses beyond the introductory level in English.
- Submission of three letters of recommendation, at least two of which must be from a person who can testify to the candidate's ability as a student of literature,

writing and rhetoric, or creative writing. (as appropriate). Submission of a personal statement of some 500 words indicating as precisely as possible the applicant's preparation for master's work and career plans.

- Submission of a 10-25 page writing sample, depending on concentration. For students applying to the Literature Concentration, this must be an essay demonstrating critical analysis of a literary text or set of texts. One 12-25 page essay is preferred, but two shorter essays can be submitted in its place (totaling 12-25 pages). For students applying to the Writing & Rhetoric Concentration, a 12-25 page sample of creative nonfiction can be submitted in place of the critical analysis, although students may choose to submit a critical analysis. Again, one long essay is preferred, but two shorter essays can be submitted in its place (totaling 12-25 pages). For students applying to the Creative Writing /Poetry Concentration, at least 5 poems totaling 10-12 pages should be submitted. For students applying to the Creative Writing /Fiction Concentration, a 12-25-page sample of short fiction or excerpt from a longer work should be submitted. One short story is preferred, but multiple stories can be submitted to fulfill the page-requirement.

Major Requirements - Overall

Type: Completion requirement

Earn at least 30 credits

Earn a minimum GPA of 3.0

Major Requirements - Core Courses

Type: Completion requirement

Complete ALL of the following Courses:

ENG 700 - Introduction to English Studies

ENG 702 - Introduction to Critical Theory

ENG 784 - Readings in Composition and Rhetoric

OR ENG 785 - Seminar in Writing: Practice and Theory

ENG 795 - Master's Research

Major Requirements - Concentration in Literature or Writing and Rhetoric

Type: Completion requirement

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

ENG 700 - Introduction to English Studies

ENG 702 - Introduction to Critical Theory

ENG 784 - Readings in Composition and Rhetoric

OR ENG 785 - Seminar in Writing: Practice and Theory

ENG 795 - Master's Research

9 credits in Electives:

Three courses in literary history, language and literature, or writing and rhetoric. One elective may be in creative writing or from outside the Department with the approval of the Graduate Program Director.

Major Requirements - Concentration in Literature

Type: Completion requirement

Fulfill ALL of the following requirements:

Literature to 1700

Earn at least 3 credits from the following:

ENG 703 - Studies in Old English Language and Literature

ENG 705 - Studies in Medieval English Language and Literature

ENG 712 - Studies in the Renaissance

ENG 713 - Studies in Shakespeare

ENG 722 - Studies in Seventeenth Century English Literature

Literature 1700-1900

Earn at least 3 credits from the following:

ENG 731 - Studies in Eighteenth-Century English Literature

ENG 740 - Studies in Romanticism

ENG 742 - Studies in Nineteenth-Century English Literature

ENG 748 - Studies in American Literature to 1800

ENG 750 - Studies in Nineteenth-Century American Literature

Literature 1900 to present

Earn at least 3 credits from the following:

ENG 753 - Studies In Modernism

ENG 755 - Studies in Twentieth-Century English Literature

ENG 756 - Studies in Twentieth-Century American Literature

ENG 757 - Studies in Contemporary English

Major Requirements - Concentration in Writing and Rhetoric

Type: Completion requirement

Fulfill ALL of the following requirements:

Earn at least 3 credits from the following:

ENG 784 - Readings in Composition and Rhetoric

ENG 785 - Seminar in Writing: Practice and Theory

Earn at least 6 credits from the following:

ENG 783 - Practicum in Teaching College Writing

ENG 788 - Writing and Rhetoric in the Digital Age

ENG 790 - Special Topics in Composition and Rhetoric

ENG 793 - Literacy and Community

Major Requirements - Concentration in Creative Writing

Type: Completion requirement

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

ENG 700 - Introduction to English Studies

OR ENG 702 - Introduction to Critical Theory

ENG 784 - Readings in Composition and Rhetoric

OR ENG 785 - Seminar in Writing: Practice and Theory

ENG 795 - Master's Research

9 credits in Electives:

Three courses in literature

Major Requirements - Concentration in Poetry

Type: Completion requirement

Fulfill ALL of the following requirements:

Earn at least 6 credits from the following:

ENW 701 - Poetry Workshop

Earn at least 6 credits from the following:

ENW 711 - Forms and Techniques in Poetry.

Major Requirements - Concentration in Fiction

Type: Completion requirement

Fulfill ALL of the following requirements:

Earn at least 6 credits from the following:

ENW 702 - Fiction Workshop

Earn at least 6 credits from the following:

ENW 712 - Forms and Techniques in Fiction

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

The department no longer requires the GRE exam for acceptance (per departmental vote on 4/4/2017. The misspelling of “contemporary” is fixed.

5. **Date of departmental approval:** 4/17/2017

**LEHMAN COLLEGE
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DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of the Program and Degree Award: BE-ADVCRT -- Bilingual Extension,
Advanced Certificate

Hegis Number: 0899.00

Program Code: 25928

Effective Term: Spring 2025

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

2. **Description:**

Bilingual Extension Advanced Certificate (2019-2021 Graduate Bulletin)

This program is designed for Birth to Grade 12 teachers who already possess New York State certification in the areas listed in Sequences 1-4 below, and who seek a bilingual extension to teach that subject in the native language as well as in English.

Applicants for the Advanced Certificate: Bilingual Extension include:

Sequence 1 (12 credits): Those seeking a bilingual extension to New York State certification in early childhood education, childhood education, or Literacy Birth-grade 6 at the early childhood or childhood level.

Sequence 2 (15 credits): Those seeking a bilingual extension to New York State certification in teaching children with disabilities at the early childhood or childhood level.

Sequence 3 (12 credits): Those seeking a bilingual extension to New York State certification in middle childhood education, adolescence education, or Literacy grades 5-12 at the middle childhood or adolescence education level.

Sequence 4 (15 credits): Those seeking a bilingual extension to New York State certification in teaching children with disabilities at the middle childhood or adolescence education level.

Bilingual Extension Advanced Certificate Admission Requirements

- Possess a bachelor's degree (or its equivalent) from an accredited college or university.
- For Sequence 1, possess New York State certification in early childhood education, childhood education, or literacy Birth-grade 6 at the early childhood or childhood level.
- For Sequence 2, possess New York State certification in teaching children with disabilities at the early childhood or childhood level.
- For Sequence 3, possess New York State certification in middle childhood education, adolescence education, or literacy grades 5-12 at the middle childhood or adolescence education level.

- For Sequence 4, possess New York State certification in teaching children with disabilities at the middle childhood or adolescence education level.
- Demonstrate the ability to pursue graduate study successfully by having an undergraduate index of B or a master's degree.
- Demonstrate the study of a language and culture other than English (12 credits) or an equivalent experience.
- Demonstrate the study of cultural perspectives of one or more bilingual populations (at least 3 credits). Candidates may take ESC 769 or another course selected in consultation with the adviser to meet this requirement.
- Submit one (1) letter of recommendation.
- Participate in an interview which requires producing a writing sample in English and in the native language.
- Satisfy appropriate voice, speech, and hearing standards.
- Meet additional departmental admission requirements, if any.
- If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.

Bilingual Extension Advanced Certificate Requirements

Students must consult with an adviser in the Advanced Certificate: Bilingual Extension program before beginning their studies. During their first semester, matriculated students are required to plan their graduate program with the adviser. To successfully complete the program, students must complete the curriculum as outlined below for Sequence 1 (12 credits), 2 (15 credits), 3 (12 credits), or 4 (15 credits).

New York State also requires candidates for the bilingual extension to pass the Bilingual Education Assessment (BEA). We expect our students to pass this exam before completing nine (9) program credits or the first two semesters of matriculation.

Overview of the Bilingual Extension Advanced Certificate Program

Sequence 1: (12) Bilingual Extension: Early Childhood/Childhood General

ESC 759: Foundations of Bilingual/Bicultural Education

ESC 727: Teaching English as a New Language, Pre-K-Grade 6

EDE 738: Learning and Teaching Social Studies in Bilingual/Bicultural Childhood

Settings: Grades 1 to 6

EDE 739: Learning and Teaching Social Studies in Bilingual/Bicultural Childhood

Settings: Grades 1 to 6

Sequence 2: (15) Bilingual Extension: Early Childhood/Childhood Special Education:

ESC 759: Foundations of Bilingual/Bicultural Education

EDC/ EDE 727: Teaching English as a New Language, PreK-grade 6

EDC/ EDE 738: Learning and Teaching Literacy in Bilingual/Bicultural Childhood

Settings: Grades 1 to 6

EDC/ EDE 739: Learning and Teaching Social Studies in Bilingual/Bicultural Childhood

Settings: Grades 1 to 6

EBS 741: Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems

Sequence 3: (12) Bilingual Extension: Middle and High School General Education:

ESC 757: Linguistics for TESOL/Bilingual Teachers

ESC 759: Foundations of Bilingual/Bicultural Education

ESC 761: Teaching English as a New Language, grades 5-12

ESC 763: Teaching Secondary Bilingual Language Arts and Content Literacy

Sequence 4: (15) Bilingual Extension: Middle and High School Special Education:

ESC 757: Linguistics for TESOL/Bilingual Teachers

ESC 759: Foundations of Bilingual/Bicultural Education

ESC 761: Teaching English as a New Language, grades 5-12

ESC 763: Teaching Secondary Bilingual Language Arts and Content Literacy

EBS 741: Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems

3. Rationale:

This obsolete program has been replaced by separate programs in the Departments of Early Childhood/ Childhood Education and Middle and High School Education to better serve teachers working in different grade bands.

4. Date of Department Approval: May 9, 2024

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: ITI-Bilingual Extension-General Education,
Advanced Certificate

Hegis Number: 0899.60

Program Code: 34574

Effective Term: Spring 2025

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

2. **Description:**

ITG-ADVCRT - ITI Bilingual Extension-General Education

Bilingual Extension Advanced Certificate Requirements – Admission Requirements

Type: Prerequisite

Earn a minimum Grade of B

- Possess a bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the ability to pursue graduate study successfully by having an undergraduate index of B or a master's degree.

Early Childhood/Childhood General Education

- Possess New York State certification in early childhood education, childhood education, or literacy Birth-grade 6 at the early childhood or childhood level

Middle and High School General Education

- Possess New York State certification in middle childhood education, adolescence education, or literacy grades 5-12 at the middle childhood or adolescence education level.

Recommendation & Interview

- Submit one (1) letter of recommendation.
- Participate in an interview which requires producing a writing sample in English and in the native language.

Additional Comments:

- Demonstrate the study of a language and culture other than English (12 credits) or an equivalent experience.
- Demonstrate the study of cultural perspectives of one or more bilingual populations (at least 3 credits). Candidates may take ESC 769 Satisfy appropriate voice, speech, and hearing standards.
- Satisfy appropriate voice, speech, and hearing standards.

- Meet additional departmental admission requirements, if any.
- If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.

Bilingual Extension Advanced Certificate Requirements – Intensive Teacher Institute

Type: Completion requirement

Earn at least 15 credits

Early Childhood/Childhood Special Education

- For candidates seeking a bilingual extension to New York State certification in teaching children with disabilities at the early childhood or childhood level.

Middle and High School Special Education

- For candidates seeking a bilingual extension to New York State certification in teaching children with disabilities at the middle childhood or adolescence education level.

Bilingual Extension Advanced Certificate Requirements – Early Childhood/ Childhood Special Education

Type: Completion requirement

Complete ALL of the following Courses:

EBS 701 – Issues in Bilingualism

EDE 727 – Teaching English as a New Language, Grades 1 to 6

EDE 738 – Learning and Teaching Literacy in Bilingual/ Multilingual Childhood Bilingual Settings, Grades 1 to 6

EDE 739 – Learning and Teaching Social Studies in Bilingual/ Multilingual Childhood Bilingual Settings, Grades 1 to 6

Bilingual Extension Advanced Certificate Requirements – Middle and High School Special Education

Type: Completion requirement

Complete ALL of the following Courses:

ESC 757: Linguistics for TESOL/Bilingual Teachers

ESC 759: Foundations of Bilingual/Bicultural Education

ESC 761: Teaching English as a New Language, grades 5-12

ESC 763: Teaching Secondary Bilingual Language Arts and Content Literacy

3. **Rationale:**

This now-obsolete program served students in an old Intensive Teacher Institute grant which ended permanently in 2022.

4. **Date of Departmental Approval:** May 9, 2024

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: ITI-Bilingual Extension-Special Education,
Advanced Certificate

Hegis Number: 0899.60

Program Code: 34575

Effective Term: Spring 2025

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

2. **Description:**

ITS-ADVCRT - ITI Bilingual Extension-Special Education

Bilingual Extension Advanced Certificate Requirements – Admission Requirements

Type: Prerequisite

Earn a minimum Grade of B

- Possess a bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the ability to pursue graduate study successfully by having an undergraduate index of B or a master's degree.

Early Childhood/Childhood General Education

- Possess New York State certification in teaching children with disabilities at the early childhood or childhood level.

Middle and High School General Education

- Possess New York State certification in teaching children with disabilities at the middle childhood or adolescence education level.

Recommendation & Interview

- Submit one (1) letter of recommendation.
- Participate in an interview which requires producing a writing sample in English and in the native language.

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Additional Comments:

- Demonstrate the study of a language and culture other than English (12 credits) or an equivalent experience.
- Demonstrate the study of cultural perspectives of one or more bilingual populations (at least 3 credits). Candidates may take ESC 769 Satisfy appropriate voice, speech, and hearing standards.
- Satisfy appropriate voice, speech, and hearing standards.
- Meet additional departmental admission requirements, if any.

- If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.

Bilingual Extension Advanced Certificate Requirements – Intensive Teacher Institute

Type: Completion requirement

Earn at least 15 credits

Early Childhood/Childhood Special Education

- For candidates seeking a bilingual extension to New York State certification in teaching children with disabilities at the early childhood or childhood level.

Middle and High School Special Education

- For candidates seeking a bilingual extension to New York State certification in teaching children with disabilities at the middle childhood or adolescence education level.

Bilingual Extension Advanced Certificate Requirements – Early Childhood/ Childhood Special Education

Type: Completion requirement

Complete ALL of the following Courses:

EBS 701 – Issues in Bilingualism

EDE 727 – Teaching English as a New Language, Grades 1 to 6

EDE 738 – Learning and Teaching Literacy in Bilingual/ Multilingual Childhood Bilingual Settings, Grades 1 to 6

EDE 739 – Learning and Teaching Social Studies in Bilingual/ Multilingual Childhood Bilingual Settings, Grades 1 to 6

EBS 741: Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems

Bilingual Extension Advanced Certificate Requirements – Middle and High School Special Education

Type: Completion requirement

Complete ALL of the following Courses:

ESC 757: Linguistics for TESOL/Bilingual Teachers

ESC 759: Foundations of Bilingual/Bicultural Education

ESC 761: Teaching English as a New Language, grades 5-12

ESC 763: Teaching Secondary Bilingual Language Arts and Content Literacy

EBS 741: Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems

3. **Rationale:**

This now-obsolete program served students in an old Intensive Teacher Institute grant which ended permanently in 2022.

4. **Date of Departmental Approval:** May 9, 2024

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

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

Hegis Number: 2104.00

Program Code: 29654

Effective Term: Spring 2026

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

2. **From:**

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

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

Three subplans are offered:

Requirements

Masters Requirements - Admission Requirements

Type: Prerequisite

Notes for all subplans:

1. The program does not grant social work course credit for life experience or previous work experience.
2. Transfer credits are not accepted, except for the 3-credit elective with approval of the Social Work Graduate Advisor.

3. The program does not accept non matriculated Students unless special permission is granted.

All Subplans

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

Applicants to the 1-Year, Advanced Standing Program

In addition to the above:

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

Selection Process

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

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

Additional Comments:

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

Masters Requirements - Master of Social Work

Type: Completion requirement

Earn at least 65 credits

Masters Requirements - Courses

Type: Completion requirement**Fulfill ALL of the following requirements:****Core Courses****Complete ALL of the following Courses:**

- SWK 605 - Human Behavior and the Social Environment
- SWK 606 - Human Diversity and the Social Environment
- SWK 611 - Generalist Social Work Practice I
- SWK 612 - Generalist Social Work Practice II
- SWK 639 - Social Welfare Institutions and Programs
- SWK 643 - Social Welfare Policy Analysis
- SWK 646 - Social Work Research I
- SWK 707 - Understanding Clinical Assessment and Diagnosis
- SWK 713 - Advanced Social Work Practice in the Urban Environment I
- SWK 714 - Advanced Social Work Practice in the Urban Environment II
- SWK 727 - Supervision in Agency-Based Practice
- SWK 729 - Administration in Urban Agencies
- SWK 745 - Social Welfare Policy Practice
- SWK 747 - Social Work Research II

Elective Courses**Earn at least 3 credits from the following:**

- SWK 681 - Social Work with Immigrants
- SWK 682 - The Criminal Justice System and its Impact on Urban Families
- SWK 683 - Issues in Urban Child Welfare
- SWK 684 - Mass Violence: Dynamics of Helping Urban Populations
- SWK 685 - Gender Issues and the Practice of Social Work

Required Internship**Complete ALL of the following Courses:**

- SWK 673 - Extended Fieldwork and Seminar I
- SWK 674 - Extended Fieldwork and Seminar II
- SWK 675 - Extended Fieldwork and Seminar III
- SWK 775 - Extended Fieldwork and Seminar IV
- SWK 776 - Extended Fieldwork and Seminar V
- SWK 777 - Extended Fieldwork and Seminar VI

Additional Comments:

Notes for all subplans:

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

Masters Requirements - 1-Year Advanced Standing Program

Type: Completion requirement

Students enter as second year students.

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

Masters Requirements - 2-Year Program

Type: Completion requirement

Year One: Full-time Student Status

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

Fulfill ALL of the following requirements:**Fall Semester****Complete ALL of the following Courses:**

- SWK 611 - Generalist Social Work Practice I

- SWK 605 - Human Behavior and the Social Environment
- SWK 639 - Social Welfare Institutions and Programs
- SWK 671 - Fieldwork and Seminar I

Spring Semester**Complete ALL of the following Courses:**

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

Year Two: Full-time Student Status**Fulfill ALL of the following requirements:****Fall Semester****Complete ALL of the following Courses:**

- SWK 713 - Advanced Social Work Practice in the Urban Environment I
- SWK 707 - Understanding Clinical Assessment and Diagnosis
- SWK 727 - Supervision in Agency-Based Practice
- SWK 773 - Fieldwork and Seminar III
- SWK 747 - Social Work Research II
- SWK 680 - Special Topics in Social Work

SWK 680 Special Topics in Social Work Or *Elective: Chosen from SWK 681-SWK 694.*

Spring Semester**Complete ALL of the following Courses:**

- SWK 714 - Advanced Social Work Practice in the Urban Environment II
- SWK 729 - Administration in Urban Agencies
- SWK 745 - Social Welfare Policy Practice

- SWK 774 - Fieldwork and Seminar IV
- SWK 680 - Special Topics in Social Work

Masters Requirements - 3-Year Extended with 6-Semester Fieldwork

Type: Completion requirement

Additional Comments:

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

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

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

3. To:

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

Students who earn their M.S.W. degree will also have completed all educational requirements and will be eligible to take the New York State licensing exam for the LMSW. Students who complete the two-year curriculum and earn their M.S.W. degree will have met the educational requirements for the New York State licensing exam for

the Licensed Clinical Social Worker (LCSW). Please note that the New York State Education Department has established additional requirements to be eligible to take the LCSW exam; these requirements must be met after graduation.

Three subplans are offered:

Requirements

Masters Requirements - Admission Requirements

Type: Prerequisite

Notes for all subplans:

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

All Subplans

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

Applicants to the 1-Year, Advanced Standing Program

In addition to the above:

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

Selection Process

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

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

Additional Comments:

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

Masters Requirements - Master of Social Work

Type: Completion requirement

Earn at least 65 credits

Masters Requirements - Courses

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Courses

Complete ALL of the following Courses:

- SWK 605 - Human Behavior and the Social Environment
- SWK 606 - Human Diversity and the Social Environment
- SWK 611 - Generalist Social Work Practice I
- SWK 612 - Generalist Social Work Practice II
- SWK 639 - Social Welfare Institutions and Programs
- SWK 643 - Social Welfare Policy Analysis
- SWK 646 - Social Work Research I
- SWK 707 - Understanding Clinical Assessment and Diagnosis
- SWK 713 - Advanced Social Work Practice in the Urban Environment I
- SWK 714 - Advanced Social Work Practice in the Urban Environment II
- SWK 727 - Supervision in Agency-Based Practice
- SWK 729 - Administration in Urban Agencies
- SWK 745 - Social Welfare Policy Practice
- SWK 747 - Social Work Research II

Elective Courses**Earn at least 3 credits from the following:**

- SWK 681 - Social Work and Immigration
- SWK 682 - The Criminal Justice System and its Impact on Urban Families
- SWK 683 - Issues in Urban Child Welfare
- SWK 684 - Mass Violence: Dynamics of Helping Urban Populations
- SWK 685 - Gender Issues and the Practice of Social Work

Required Internship**Complete ALL of the following Courses:**

- SWK 673 - Extended Fieldwork and Seminar I
- SWK 674 - Extended Fieldwork and Seminar II
- SWK 675 - Extended Fieldwork and Seminar III
- SWK 775 - Extended Fieldwork and Seminar IV
- SWK 776 - Extended Fieldwork and Seminar V
- SWK 777 - Extended Fieldwork and Seminar VI

Additional Comments:*Notes for all subplans:*

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

Masters Requirements - 1-Year Advanced Standing Program**Type:** Completion requirement

Students enter as second year students.

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

Masters Requirements - 2-Year Program**Type:** Completion requirement**Year One: Full-time Student Status**

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

Fulfill ALL of the following requirements:**Fall Semester****Complete ALL of the following Courses:**

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

Spring Semester**Complete ALL of the following Courses:**

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

Year Two: Full-time Student Status**Fulfill ALL of the following requirements:****Fall Semester****Complete ALL of the following Courses:**

- SWK 713 - Advanced Social Work Practice in the Urban Environment I
- SWK 707 - Understanding Clinical Assessment and Diagnosis
- SWK 727 - Supervision in Agency-Based Practice
- SWK 773 - Fieldwork and Seminar III
- SWK 747 - Social Work Research II

- SWK 680 - Special Topics in Social Work

SWK 680 Special Topics in Social Work Or *Elective: Chosen from SWK 681-SWK 694.*

Spring Semester

Complete ALL of the following Courses:

- SWK 714 - Advanced Social Work Practice in the Urban Environment II
- SWK 729 - Administration in Urban Agencies
- SWK 745 - Social Welfare Policy Practice
- SWK 774 - Fieldwork and Seminar IV
- SWK 680 - Special Topics in Social Work

Masters Requirements - 3-Year Extended with 6-Semester Fieldwork

Type: Completion requirement

Additional Comments:

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

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

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

4. Rationale :

Changing the course title from SWK 681 "Social Work with Immigrants" to "Social Work and Immigration" better reflects the focus on the role of social workers in supporting immigrant communities. This new title emphasizes the role of social workers in

addressing the challenges faced by immigrants, highlighting the importance of social services and advocacy. By centering the course around social work, it aligns with the educational goals of training students to provide support across diverse communities and settings.

5. **Date of departmental approval:** 2/5/25

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

1. **Type of Change:** Title

2. **From:**

Department(s)	Social Work
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Social Work
Course Prefix & Number	SWK 681
Course Title	Social Work with Immigrants
Description	Circumstances faced by individuals and groups that have immigrated, or will immigrate, to cities in the U.S.; diverse reasons that lead people to leave their homelands. Common and unique challenges of resettlement in the U.S. Clinical social work interventions and policy issues will be explored.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Social Work
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Social Work
Course Prefix & Number	SWK 681
Course Title	Social Work <u>and Immigration</u>
Description	Circumstances faced by individuals and groups that have immigrated, or will immigrate, to cities in the U.S.; diverse reasons that lead people to leave their homelands. Common and unique challenges of resettlement in the U.S. Clinical social work interventions and policy issues will be explored.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

Changing the course title from "Social Work with Immigrants" to "Social Work and Immigration" better reflects the focus on the role of social workers in supporting immigrant communities. This new title emphasizes the role of social workers in addressing the challenges faced by immigrants, highlighting the importance of social

services and advocacy. By centering the course around social work, it aligns with the educational goals of training students to provide support across diverse communities and settings.

5. **Date of departmental approval:** 2/5/25

Governance Committee Report

April 2nd, 2025

1. Student Committee Nominations
 - a. Students Prepared a New Slate Of Student Committee Members
 - b. Governance Committee Approved the Slate
 - c. Any Additional Nominations?
 - d. Move To a Vote
2. Resolution On Addenda Made to The Student Handbook
 - a. Concerns Brought by Governance Committee in December
 - b. Issues With Process with Respect to Principles of Shared Governance Brought To Senate In March
 - c. Several Open Meetings of The Governance Committee Resulted in Resolution
 - d. Resolution Is About Process
 - e. Review, Discussion., Vote
3. At-Large Senate Nominations
 - a. Email Ballots: March 31st – April 11th
 - b. 3 Different Processes: FTF, PTF, & HEOs/CLTs
 - c. Weighted Nominations
 - d. Election Ballot Prepared Using Highest Nomination Getters
 - e. Questions?
4. Next Governance Meeting Is TBD

Governance - 3
Franny Vargas
Hummu Gado
Rouguiatou Diallo
Admissions, Evaluation and Academic Standards - 3
Selena Cruz-Segundo
Munira Ayalew
Natasha Diaz
Undergraduate Curriculum - 3
Rumarie Denizard
Carmen Denizard
Christian G Davila
Graduate Studies - 3
Michael Kwakye
Rumarie Denizard
Library, Technology and Telecommunications - 3
Luis Reyes
Sergio Hernandez
Budget and Long Range Planning - 3
Oluwabusayomi S Owoaje
Rumarie Denizard
Carmen Denizard
Campus Life and Facilities - 3
Christina M Rivera
Wilmary Dickson
Christian Toro
Academic Freedom - 3
Christian G Davila
Christina M Rivera
Equity, Inclusion, Accessibility, and Anti-Racism - 3
Mumina Abubakar

Shianna J Nichols
Hummu Gado
Assesment - 3

LEHMAN COLLEGE SENATE

**RESOLUTION TO SUSPEND ADDENDUM MADE TO THE STUDENT HANDBOOK
REGARDING INTERIM GUIDANCE ON STUDENT ACTIVITIES
RELATED TO SAFE DEMONSTRATION MADE IN 2024-2025**

WHEREAS, according to Article I Section 1 of the Lehman College Senate Bylaws, the Lehman College Senate has the power to make policy recommendations and to review the implementation of policy concerning the rights and responsibilities of each member of the Lehman College Community;

WHEREAS, Lehman College is committed to working with input from all campus constituents and to the principles of shared governance;

WHEREAS, the CUNY Board of Trustees Rules and Regulations on Campus Conduct (also known as the Henderson Rules) provides Lehman College with policies on campus demonstrations and gatherings;

WHEREAS, addenda to the Student Handbook regarding Interim Guidance on Student Activities Related to Safe Demonstrations during the academic year 2024-2025 were created without review by all campus constituents;

BE IT RESOLVED that the Lehman College Senate urges the college to suspend any addenda to the Student Handbook regarding Interim Guidance on Student Activities Related to Safe Demonstrations made during the academic year 2024-2025.

Appendix 1.

Addendum to the Student Handbook: 2024-2025

Interim Guidance on Student Activities Related to Safe Demonstrations

- All student clubs and organizations must adhere to the process set forth by the Office of Campus Life for requesting to have an event.
 - All non-club related student rallies, gatherings, demonstrations, protests, and the like must be reviewed and approved by the Office of the Vice President of Students Affairs. Advance notice of at least 3 days (not including holidays and/or weekends) must be given to allow sufficient time for review and approval. Requests must be submitted [here](#).
 - Campus entrances cannot be blocked at any point during a rally, gathering, demonstration, or protest. Doing so violates CUNY policy and compromises our ability to keep the campus safe for all members of the campus community, especially in the event of an emergency.
 - Disruption of academic activity is not allowed during a rally, gathering, demonstration, or protest. Therefore, the organizing club or individuals must remind students that disrupting academic activity is not allowed.
 - Rallies, gatherings, demonstrations, protests, and the like must take place at the quad steps across from the Shuster Hall ramp.
 - Use of the amplification devices will not be permitted during rallies, gatherings, demonstrations, protests, and the like.
 - Any installation of tents or other temporary structures on campus property is prohibited.
 - No demonstrations during Final Exams or Final Exams reading period.
 - No demonstrations are allowed inside College buildings.
 - No inciting imminent lawless action.
 - No harassment, physical abuse, or threats toward another person or member of the College community.
 - Demonstrations are not permitted between 5PM and 10AM and should not exceed two hours in duration.
 - Only authorized publicity may be posted in approved bulletin boards on campus. Note all flyers advertising rallies, gatherings, demonstrations or protests, hosted by individuals or groups (i.e., not clubs or organizations) must first be stamped by the Office of the Vice President for Student Affairs in SH 204.
-
- The Henderson Rules remain in effect during protests and demonstrations. Any student found in violation of any of the eleven tenets of the Henderson Rules is subject to discipline as set forth in Article XV.

Last revised on Nov 11, 2024

Appendix 2.

CUNY Board of Trustees Rules and Regulations on Campus Conduct (Henderson Rules)

Rules and Regulations for the Maintenance of Public Order Pursuant to Article 129-A of the Education Law

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

Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the *Bylaws* of the Board of Higher Education.

With respect to enforcement of these rules and regulations we note that the Bylaws of the Board of Trustees provide that:

"The president, with respect to his education unit, shall:

Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction;

Be the advisor and executive agent of the Board and of his respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the Bylaws, resolutions, and policies of the Board, the lawful resolutions of the several faculties;

Exercise general superintendence over the concerns, officers, employees, and students of his educational unit."

I. Rules

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he interfere with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.
2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.
3. Unauthorized occupancy of University/college facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation, and use of University/college equipment and/or supplies.
4. Theft from or damage to University/college premises or property, or theft of or damage to property of any person on University/college premises is prohibited.
5. Each member of the academic community or an invited guest has the right to advocate his position without having to fear abuse, physical, verbal, or otherwise from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.
6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.
7. Disorderly or indecent conduct on University/college-owned or controlled property is prohibited.
8. No individual shall have in his possession a rifle, shotgun, or firearm or knowingly have in his possession any other dangerous instrument or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college without the written authorization of such educational institution. Nor shall any individual have in his possession any other instrument or material which can be used and is intended to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college.
9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.
10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University students or employees in the workplace is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.

11. The unlawful possession, use, or distribution of alcohol by students or employees on University/college premises or as part of any University/college activities is prohibited.

II. Penalties

1. Any student engaging in any manner of conduct prohibited under substantive Rules 1 to 11 shall be subject to the following range of sanctions as hereafter defined: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection, and/or arrest by the civil authorities.
2. Any tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff engaging in any manner in conduct prohibited under substantive Rules 1 to 11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of the City University of New York, or suspension with/without pay pending a hearing before an appropriate College authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and, for engaging in any manner in conduct prohibited under substantive rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. A tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff engaging in any manner in conduct prohibited under substantive Rules 1 to 11, shall be entitled to be treated in accordance with applicable provisions of the Education Law, or the Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of the City University of New York.
3. Any visitor, licensee, or invitee engaging in any manner in conduct prohibited under substantive Rules 1 to 11 shall be subject to ejection, and/or arrest by the civil authorities.
4. Any organization which authorizes the conduct prohibited under substantive rules 1-11 shall have its permission to operate on campus rescinded.

Penalties 1-4 shall be in addition to any other penalty provided by law or the City University Trustees.

Sanctions Defined:

1. Admonition. An oral statement to the offender that he has violated University rules.
2. Warning. Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may be cause for more severe disciplinary action.
3. Censure. Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period stated in the letter of reprimand.
4. Disciplinary Probation. Exclusion from participation in privileges or extracurricular University activities as set forth in the notice of disciplinary probation for a specified period of time.

5. Restitution. Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.
6. Suspension. Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.
7. Expulsion. Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.
8. Complaint to Civil Authorities.
9. Ejection. Bylaw Section 15.6

Suspension or Dismissal.

The Board of Trustees reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution.

The Chancellor or Chancellor's designee, a president or any dean may in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in bylaw section 15.3 to take place within not more than seven (7) school days. Prior to the commencement of a temporary suspension of a student, the College shall give such student oral or written notice of the charges against him/her and, if he/she denies them, the College shall forthwith give such student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her explanation or theory of the matter. When a student's presence poses a continuing danger to person or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter.

General Education assessment

- Two emails with an online form to collect information about classes went out in February.
- 9 programs responded with information about 20-30 flexible core courses (such as rubrics that can be easily used to report how students are doing).
- Email Devrim Yavuz if you still would like your program to be considered for the general education assessment report

Assessment-related Activities

- Assessment Committee is brainstorming about new ways to document events on campus that relate to assessment
- In the meantime, please consider sharing any events such as faculty development, retreats that your program or AES unit may have had with members of the Assessment Committee or the Office for Institutional Effectiveness and Assessment.

ASSESSMENT-RELATED UPCOMING EVENTS

- 1. CTL's *Excellence in Education and Community Conference*,
April 9, 2025 (with a panel on assessment)**
- 2. Bronx Assessment Day** (Joint event of Bronx Community College, Hostos Community College, and Lehman College),
March 28, 2025

The Freedom to Teach

The following statement was approved by AAUP Committee A on Academic Freedom and Tenure in November 2013.

The freedom to teach includes the right of the faculty to select the materials, determine the approach to the subject, make the assignments, and assess student academic performance in teaching activities for which faculty members are individually responsible, without having their decisions subject to the veto of a department chair, dean, or other administrative officer. Teaching duties that are commonly shared among a number of faculty members require a significant amount of coordination and the imposition of a certain degree of structure, often involving a need for agreement on such matters as general course content, syllabi, and examinations.¹

In a multisection course taught by several faculty members, responsibility is often shared among the instructors for identifying the texts to be assigned to students. Common course syllabi and examinations are also typical but should not be imposed by departmental or administrative fiat. The shared responsibility bespeaks a shared freedom, which trumps the freedom of an individual faculty member to assign a textbook that he or she alone considers satisfactory. The individual's freedom in other respects, however, remains undiluted. Individuals should be able to assign supplementary materials to deal with subjects that they believe are inadequately treated in the required textbook. Instructors also have the right to discuss in the classroom what they see as deficiencies in the textbook; doing so could turn out to be as effective in engaging the students as requiring them to use an alternate textbook. These principles apply equally to faculty in the tenure system and those with contingent appointments. Although, under these circumstances, the decisions of the group may prevail over the dissenting position of a particular individual, the deliberations leading to such decisions ought to involve substantial reflection and discussion by all those who teach the courses. The department should have a process for periodically reviewing curricular decisions and altering them based on a consensus of the appropriate teaching faculty, subject to review at other levels of governance.

Note

1. Substantially the same paragraph appears in “[Academic Freedom in the Medical School](#)” (AAUP, Policy Documents and Reports, 11th ed. [Baltimore: Johns Hopkins University Press, 2015], 71–72).



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Library Technology and Telecommunications Committee Report

Next Meeting: April 30th @ 11 AM

Location: ZOOM

Library

- Library has reached an agreement with Cambridge University Press Journals [CUP]. Lehman-Cambridge Transformative Agreement allows for open access publishing and subscription access. New Agreement facilitates access for more than 400 Cambridge Journals, including perpetual access to all volumes published from 2023-2025. Faculty are encouraged to submit pre-print and final works if publishing with open licenses in Lehman's Institutional Repository. For additional information – please contact Electronic Resources Librarian Michelle Ehrenpreis
- PrivCo database now available on Library's Databases A-Z List. PrivCo is an excellent resource for private company information – including non-publicly traded companies, founder-family owned companies, private equity-owned, and venture capital backed companies. This asset is invaluable for job seekers. You will need to create a free account to use PrivCo. Michelle Ehrenpreis has additional information.
- Library and Philosophy are offering a Reading and Discussion of Naomi Zack's *Multiplicity, Belonging and Free Speech in U.S. Higher Education: Thriving Through Current Crisis*, Tuesday, April 22nd from Noon -1:00 PM in Library Treehouse. Registration on Library Homepage.

Information Technology

- Lehman will be transitioning to Brightspace in the summer semester. We are actually LIVE on Brightspace as of today. Summer courses are up and ready for you! Kindly login to Brightspace and confirm your courses are visible. Beginning with the summer semester all teaching and learning will be done on Brightspace. Students registering for summer and fall courses will be enrolled on Brightspace. Brightspace Training began on March 10th. Please see the Lehman Brightspace Transition page to learn more and register for a training session. Sessions are in person and virtual.
- Course Migration from Bb to Brightspace has begun. 4-years of course content will be migrated to Brightspace. Summer courses on Brightspace will begin appearing by the middle of April. Spring 2025 courses will be migrated to Brightspace in June

- We are continually getting closer to using the CUNY login for Lehman applications. The one login will streamline our community's access to our various applications and greatly reduce memorizing various logins and passwords.
- We strongly recommend that the college community take the CUNY Cybersecurity Course on Bb. There is a course for students and faculty and each course will take no longer than 45-minutes to complete. There is some very important information in these courses to help you protect yourself when online.

Blackboard/Learning Management System

- The Bronx Ed Tech Showcase will be held at Lehman College on May 2, 2025. The Ed Tech Showcase committee will be sending out SAVE THE DATE Reminders shortly. The Call for Proposals will be sent during January. Please consider presenting at the showcase. The CUNY Community is Welcome to attend
- We have delivered a list of Bb Organizations and DEVELOPMENT courses created through the years which will be migrated to Brightspace. If you have a last minute request, please feel free to reach out to me

Center for Teaching and Learning/Online Education

- Save the date for the Excellence in Education and Community Conference (EECC) on Wednesday, April 9, from 10:00 AM to 5:00 PM at Lehman College. Hosted by the Center for Teaching and Learning, this free, in-person event celebrates the achievements of CUNY Lehman College faculty, students, staff, and Bronx community members in teaching, learning, and community impact. [Visit the conference website](#) to learn more and register!
- Faculty are invited to prepare for summer teaching! No matter your teaching modality—in-person, hybrid, or online—connect with your Brightspace Ambassador for hands-on support during Lehman's LMS transition. Visit the [Lehman Center for Teaching and Learning website](#) to find your school's ambassador and start planning today!
- Faculty are invited to the next AI in Teaching & Learning webinar, "Engaging with Generative AI: Which Tool Does What?", on Monday, April 28, from 12:00 PM to 1:15 PM. This session will explore and compare generative AI tools—both free and paid—to help participants understand their functions, strengths, and limitations. The workshop will provide insights for making informed choices in teaching and learning. Co-led by Iain Coggins (English Education, Middle & High School Education) and **John McDonough** (Associate Director of Instructional Design, Center for Teaching and Learning), this session will be both practical and engaging. To register visit <https://tinyurl.com/Lehman-Choose-AI>

UFS Report

Members of UFS viewed a presentation by Sherif Soliman senior vice chancellor for budget and finance and chief financial officer at The City University of New York, where he is responsible

for overseeing and managing the finances and business relationships of CUNY's 25 colleges and the University's central administration.

Soliman has responsibility for the overall management of \$3 billion in state and city tax-levy operating funds, and more than \$1 billion in tuition revenues. He directly supervises the University Budget Office, the Office of the University Controller, the Office of Treasury Services and the Office of University Strategic Sourcing. Mr. Soliman stated that CUNY is financially in a good place with financial support from The Governor, Senate and Assembly. Mr. Soliman reported that community college enrollment is down but enrollment at the senior colleges is up and stable.

UFS Report for Lehman Senate April 2, 2025 meeting.

Lehman reps: Naomi Zack, David Manier, Steve Castellano

Agenda for UFS April 1 meeting

PROPOSED AGENDA

The 447th Plenary Session
of The University Faculty Senate
of The City University of New York
Rooms 0818/0819

Tuesday, April 1, 2025
6:30 – 8:00 p.m.

1. Approval of the Agenda
2. Approval of the Minutes of February 25, 2025
3. Remarks by Senior Vice Chancellor Serif Soliman – 6:35 – 7:05 p.m.
4. Proposed Revisions to UFS Charter – Martin J. Burke – 7:05 – 7:15 p.m.
5. Proposed Resolution on Converting the Academic Affairs Advisory Committee to a UFS Standing Committee – Kenneth Gold – 7:15 – 7:20 p.m.
6. Nominations for Members-At-Large of the Executive Committee – Matthew J. Cotter 7:20 – 7:30 p.m.
7. Discussion of Recent Events at Hunter College – Sarah Chinn 7:30 – 7:40 p.m.
8. Chair's Report – John Verzani – 7:40 – 7:50 p.m.
9. New Business – 7:50 – 8:00 p.m.

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

Committee meetings:

Academic Affairs – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 1179

Academic Freedom – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 0963

Community Colleges – 4:00 - 5:00 p.m., 42nd Street, Room 1179

Inclusion, Diversity, Equity, and Access – 4:00 p.m. – 5:00 p.m., 42nd Street, Room 1002

Library and Information Technology – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 1002
 Status of the Faculty – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 1102
 Student Affairs – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 0962

PROPOSED MINUTES of Feb 25, 2025 Meeting

The 446th Plenary Session
 of The University Faculty Senate
 of The City University of New York
 Rooms 0818/0819

Tuesday, February 25, 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. 84 of the 140 voting members were present.

Baruch: Present – D’Souza, Ellis, Grein, Harel, Karama, Lee, Martell and Wine. Absent – Wymbs. Vacancies – 1. **BMCC:** Present – Belknap, Danison, Glaser, Keane, Oram, Wiseman and Alternate Meltzer. Absent – Comeau-Kirschner, Gonzalez-Urbina, Kelley, Littlefield and Lomask. **Bronx CC:** Present – Culkin, David, Fisher, Kaighobadi and Rothenberg. **Brooklyn:** Present – Cohen, Evans and Levy. Absent – Arnow, Bassell, Belyayeva, Kingan and Okome. **CCNY:** Present – Binz-Scharf, Davis, Kornhauser, Li, Mano, Peele and Stemberg. Absent – Jeruzalmi. Vacancies – 1. **CSI:** Present – Gold, Gruber and Verzani. Absent – LaMassa, Vachadze and Yuan. Vacancies – 1. **CUNY Law School:** Absent – Loehr and Sokkar Harker. **Graduate Center:** Present – Burke and Shirazi. Absent – Gorman and Riobó. Vacancies – 1. **Guttman CC:** Present – Medina. Absent – Philipose. **Hostos CC:** Present – August, Griffin, Trachman and Alternate Hasan. Absent – Worrell. **Hunter:** Present – Chinn, Clarkson, Troutd and Young. Absent – Chito-Childs, Dahbour, Dudek, Keating, Kenigsberg, Nicolai and Soyer. Vacancies – 1. **John Jay:** Present – Benton, Grant, Kimora and Narkunas. Absent – Carbonell, Domashevskiy, Kaplowitz and Thompson. **Kingsborough CC:** Present – Acosta, Aranoff, Eaton, Navarro, Segal and Stubin. Absent – Devany. **LaGuardia CC:** Present – Albrecht, Fernandez, Keyes and Klein. Absent – Fess, Mann and Sokolski. **Lehman:** Present – Alexander-Street, Castellano, Johnson, Wang and Zack. Absent – Bell, Manier and Vann. **Medgar Evers:** Present – Barker, Chevalier, Huggins and James. **NYCCT:** Present – Allahverdi, Bennett, Capruso, Coughlin, Zylstra and Alternates Andreescu and

Spellane. Absent – Gelman, Grujicic-Alatrisme and Rodriguez. **Queens:** Present – Naughton, Pagano, Pai and Swedell. Absent – Kumar, Lowry, Newman, Sullivan and Yearwood. Vacancies – 2. **Queensborough CC:** Present – Carroll, Cornick, Srivastava and Tai. Absent – Adair, Akpinar and Puri. **York:** Present – Chirico and Costley. Absent – Abbott, Lipkind and Sheidlower.

Governance Leaders present were: Barker (Medgar Evers), Burke (Graduate Center), Chinn (Hunter), Chirico (York), Cornick (Queensborough), Gold (CSI), Grein (Baruch) and Ialongo (Hostos). Guests Participating via Zoom were James Davis, President, Professional Staff Conference, Keith Landa, President, SUNY Faculty Senate and Candice Vacin, President, SUNY Faculty Council of Community Colleges. Members observing via Zoom were Akpinar (Queensborough), Belcher (John Jay), Carbonell (John Jay), Cohen (Brooklyn), Kaplowitz (John Jay), Kingan (Brooklyn), LaMassa (CSI), Loehr (CUNY Law), Sheidlower (York), Sokolski (LaGuardia), Soyer (Hunter), Sullivan (Queens) and Traver (Queensborough). FGL observing via Zoom is Toland (LaGuardia). Guests present were Eric Barenboim (Doctoral and Graduate Students' Council), Jonathan Hanon (John Jay), Linda Paradiso (School of Professional Studies) and Daniel Oscar, President & CEO of the Center for Supportive Schools. Guests observing via Zoom were Teresa Gray (Hostos), Renata Budny (NYCCT), Jody Clark Vaisman (CUNY BA) and Sandra Cheng (NYCCT). Executive Director Cotter, Administrative Assistant Pasela and Secretary Blanchard were also present.

1. Approval of the Agenda – After a minor adjustment by Chair Verzani (switching items 6 and 7), the Agenda was adopted as proposed.
2. Approval of the Minutes of December 3, 2024 – Adopted as Proposed
3. Remarks by Professional Staff Congress President James Davis – 6:35 – 6:50 p.m. – President Davis updated the body on the status of the CUNY contract, the Governor's proposed Executive Budget and its implications for CUNY, and a slate of recent deliberations and actions by the Professional Staff Congress related to academic freedom and freedom of speech and assembly; the current political climate in higher education and its relationship to various unsettling decisions emanating from Washington D.C.; and the Union's collaborative efforts with CUNY

students for greater operational aid for the University. With no time for questions or comments, he encouraged the UFS to email him directly.

4. Report by SUNY University Faculty Senate President Keith Landa – 6:50 – 7:00 p.m. – President Landa provided an overview of SUNY’s recent collaboration with CUNY on the Public Good U conference and its reception within the academic community. He also conveyed his concerns regarding recent distressing decisions out of Washington D.C. and their potential repercussions for SUNY in particular and higher education in general.
5. Report by SUNY Faculty Council of Community Colleges President Candice Vacin – 7:00 – 7:10 p.m. – After introducing herself, President Vacin gave a presentation on best leadership practices in the current political climate in America. She then gave an overview of the FCCC and her recent visits to SUNY’s many community colleges – all of which were geared towards strengthening shared governance.
6. Chair’s Report – John Verzani – 7:10 – 7:20 p.m. – Chair Verzani noted several administrative searches were either ongoing, immanent, or in the process of wrapping up and shall be announced shortly. He observed that there is UFS representation on the University Dean for Academic Affairs search and announced the likely departure of Assistant Vice Chancellor Kim Siegenthaler as well. He then announced that Prof. Barker will represent the UFS in conversations related to faculty promotion and tenure emanating from the recent COACHE survey and encouraged the body to reach out to her with any questions or concerns. He also noted several developments in research funding, capital investments, emergency funds, the rollout of CUNY’s new transfer initiative, and suggested some ways in which communication might be improved within the organization. He then outlined some of the recent and troubling decisions of the federal government and their potential impact on CUNY campuses, especially as they relate to student access, safety and success, and noted some of the anticipatory responses of the University to date. He also noted the potential harm to faculty and graduate student research by either cancelling federal grants or reducing their overhead/indirect costs, and observed some of the consequences of federal student aid considering D.C.’s recent fiscal decisions. He closed by conjoining potential federal decisions to reduce or eliminate several social welfare initiatives and the potential connections between

them and higher education in New York State, let alone the country. He then took questions.

7. Brief Reports from UFS Standing and Advisory Committee Chairs – 7:20 – 7:45 p.m. – Each of the chairs reported on their activities and deliberations thus far into the academic year, some of the administrative challenges they have faced, and some of their accomplishments. Some of chairs noted that they intend to follow up with the body in writing for publication on the UFS website. Prof. Burke brought before the body a couple of proposed changes to the UFS Charter for discussion.

8. New Business – 7:45 – 8:00 p.m. – Prof. Chinn expressed her concerns over student safety in the event of external law enforcement agencies appearing on campuses and hoped that CUNY's senior administration might be more forthcoming in communicating protocols. Prof. Binz-Scharf observed some of the instructional challenges associated with the University's protocols related to class scheduling, and Prof. Tai clarified for the body why this was the case, especially that CUNY's scheduling reflects the New York City Department of Education. Prof. Fernandez updated the body on some of the recent discussions of the UFS Faculty Council to the Research Foundation.

There being no further business the meeting adjourned at 8:05 p.m.

Respectfully submitted,

Matthew J. Cotter



UNIVERSITY
FACULTY
SENATE

CUNYUFS

<http://www1.cuny.edu/sites/cunyufs>

John Verzani | Chair

John.Verzani@cuny.edu | 646-664-9035 | 205 East 42 Street, Rm 1012, New York, NY 10075

February 27, 2025

The Honorable Kathy Hochul
Governor of New York State
New York State Capitol Building
Albany, NY 12224

William C. Thompson, Jr.
Chairperson, Board of Trustees
The City University of New York

Félix V. Matos Rodríguez
Chancellor, The City University of New York
205 East 42nd Street
New York, NY 10017

Dear Governor Hochul, CUNY Board Chairman Thompson, and CUNY Chancellor Matos-Rodriguez:

We write to express concerns with the hasty process employed in evaluating the posted job offers for faculty recruitment at Hunter College. In what seemed like a New York minute, the story turned from a job posting, to outrage over its wording by some quick-to-criticize members of the public, to a rapid and unusual intervention by the Governor's office, to a statement of strong support of the Governor's actions by the University's Board Chair and Chancellor.

These developments resulted in two demands: that the job ad be pulled, which it was, and an investigation be launched into antisemitism in the Hunter College curriculum.

We believe the college leadership when it states, "Our current and future faculty are expected to be well-versed in all scholarship so they can dissect and debunk theories, not promote them."

The University Faculty Senate supports the AAUP in its characterization, "Academic freedom is the freedom of a teacher or researcher in higher education to investigate and discuss the issues in his or her academic field, and to teach and publish findings without interference from administrators, boards of trustees, political figures, donors, or other entities." The Board of Trustees has long-stated Policy 1.02, affirming its commitment to Academic Freedom as set out by the AAUP. It is our view that the removal of the position based on content area is a major breach of Academic Freedom.

The Honorable Judge Jonathan Lippman spent ten months searching for instances of antisemitism throughout the City University of New York. He found no systemic antisemitism at CUNY, though a one-off occasion of Zoom bombing at Hunter was noted. The Judge writes that faculty fell short in some disconnected incidents but made no claim that the curriculum throughout CUNY was troubling to him.

In particular, the Judge notes the need for experts in areas such as Palestinian Studies:

"As experts in areas such as history and political science, some faculty are perfectly equipped to conduct informative and peaceful discussions or debates with other faculty who express opposing views, and in the process model for students the value of communication and listening."

We place a great deal of weight on the Judge's conclusion: "that exposure to unknown and potentially uncomfortable ideas is a critical part of a fulsome education that students should hope to get at CUNY."

Sincerely,

Prof. John Verzani, Chair, University Faculty Senate

Prof. Victoria A. Chevalier, Vice Chair, University Faculty Senate

On behalf of the Executive Committee of the University Faculty Senate

Prof. Kathleen Barker

Prof. Wallace "Ned" Benton

Prof. Kerin Coughlin

Prof. Douglas Alberto Medina

Prof. Enid Stubin

Prof. Cynthia Wiseman

Prof. Jason Young

Chairs, Academic Freedom Committee of the University Faculty Senate

Prof. Beth Evans

Prof. Hollis Glaser



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John Verzani | Chair

John.Verzani@cuny.edu | 646-664-9035 | 205 East 42 Street, Rm 1012, New York, NY 10075

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We believe the college leadership when it states, "Our current and future faculty are expected to be well-versed in all scholarship so they can dissect and debunk theories, not promote them."

The University Faculty Senate supports the AAUP in its characterization, "Academic freedom is the freedom of a teacher or researcher in higher education to investigate and discuss the issues in his or her academic field, and to teach and publish findings without interference from administrators, boards of trustees, political figures, donors, or other entities." The Board of Trustees has long-stated Policy 1.02, affirming its commitment to Academic Freedom as set out by the AAUP. It is our view that the removal of the position based on content area is a major breach of Academic Freedom.

The Honorable Judge Jonathan Lippman spent ten months searching for instances of antisemitism throughout the City University of New York. He found no systemic antisemitism at CUNY, though a one-off occasion of Zoom bombing at Hunter was noted. The Judge writes that faculty fell short in some disconnected incidents but made no claim that the curriculum throughout CUNY was troubling to him.

In particular, the Judge notes the need for experts in areas such as Palestinian Studies:

"As experts in areas such as history and political science, some faculty are perfectly equipped to conduct informative and peaceful discussions or debates with other faculty who express opposing views, and in the process model for students the value of communication and listening."

We place a great deal of weight on the Judge's conclusion: "that exposure to unknown and potentially uncomfortable ideas is a critical part of a fulsome education that students should hope to get at CUNY."

Sincerely,

Prof. John Verzani, Chair, University Faculty Senate

Prof. Victoria A. Chevalier, Vice Chair, University Faculty Senate

On behalf of the Executive Committee of the University Faculty Senate

Prof. Kathleen Barker

Prof. Wallace "Ned" Benton

Prof. Kerin Coughlin

Prof. Douglas Alberto Medina

Prof. Enid Stubin

Prof. Cynthia Wiseman

Prof. Jason Young

Chairs, Academic Freedom Committee of the University Faculty Senate

Prof. Beth Evans

Prof. Hollis Glaser