

**Minutes of
The Lehman College Senate Meeting
Wednesday, October 15, 2025
Senate Meeting**

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

Senators Absent: Aisemberg, G.; Ali, A. Y.; Barry, A.; Brown, T.; Burton-Pye, B.; Collier, A.; Cotton, T. M.; Delgado, F.; Di Raimo, S.; Gerry, C.; Hassan, M.; Keita, Y.; Lancaster, G.; Lopez, N.; Lora, E. E.; MacKenzie, J.; Palmer, C.; Qafleshi, D.; Rice, A.; Salami, F.; Schwartz, D. O.; Sofianos, E.; Stein Smith, S.; Sualah, R.; Williams, H.

The meeting was called to order at 3:50 PM by the Chair of the Lehman College Senate, Professor Joseph Fera.

1. Action Items

a. Approval of the Minutes

There was a motion to approve the minutes, which was seconded. The minutes of the September 3, 2025, College Senate was approved by unanimous voice vote.

See Attachment I

b. Undergraduate Curriculum Committee

Professor Douglas Oberlin presented a proposal for curriculum changes in the following departments: Africana Studies, Biological Sciences, Health Promotion and Nutrition Sciences, Journalism and Media Studies, Undergraduate Curriculum Committee, Exercise Sciences and Recreation, Speech-Language-

Hearing-Sciences, and Psychology. The floor was opened to questions and comments.

- There was a motion to amend page three (3) of the Psychology proposal, where “or both MAT 171 and MAT 108,” which are equivalent to MAT 172, would be added to the list of pre-requisite options. The motion was seconded. The floor was open to discussion and there was one question for clarification. Professor Fera moved to vote on the Psychology proposal as amended; the proposal was approved by unanimous voice vote.
- Professor Fera moved to vote on the proposals for Africana Studies, Biological Sciences, Health Promotion and Nutrition Sciences, Undergraduate Curriculum Committee, Exercise Sciences and Recreation, and Speech-Language-Hearing-Sciences; the proposals were approved by unanimous voice vote.
- There were some questions regarding the Journalism and Media Studies proposal, in particular, the Pathways for JRN 221, as it was proposed under the Common Core Individual and Society, as opposed to the Common Core U.S. Experience in its Diversity. As there was no motion to change the document, Professor Fera moved to approve the proposal. The proposal was approved by unanimous voice vote.

Professor Oberlin shared one informational item: an experimental course, CIS 110.

See Attachment II

The next meeting was scheduled for Wednesday, November 5, 2025, at 1:00 PM via Zoom. Proceeding this date, Undergraduate Curriculum Committee meetings are scheduled to occur on Wednesdays at 1:00 PM on the following dates: December 10, 2025; February 4, 2026; March 4, 2026; April 15, 2026; May 6, 2026.

70 **c. Graduate Curriculum Committee**

71 Ms. Takiyah Ali presented proposals for curriculum changes in the Department
72 of Health Promotion and Nutrition Sciences and the Department of Speech-
73 Language-Hearing Sciences. The floor was opened to questions and comments.
74 There were none. Professor Fera moved to vote on all of the presented proposals.
75 It was seconded. The proposals were approved by unanimous voice vote.

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77 Ms. Ali shared one informational item: an experimental course, HEA 536.

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79 See Attachment III

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81 The next meeting was scheduled for Wednesday, November 12, 2025, at 11:00
82 AM via Zoom. Proceeding this date, Graduate Curriculum Committee meetings
83 are scheduled to occur on Wednesdays at 11:00 AM on the following dates:
84 December 10, 2025; February 4, 2026; March 4, 2026; March 25, 2026; May 6,
85 2026.

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88 **d. Admissions, Evaluation, and Academic Standards**

89 Professor Sandra Campeanu presented a proposal to adopt a standard grade
90 scheme on Brightspace. There were many questions and comments and concerns
91 about the uniform grading policy. Professor Fera moved to vote on the proposal.
92 It was seconded. The proposal was rejected by majority vote.

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94 See Attachment IV

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96 The next meeting of the Admissions, Evaluation, and Academic Standards
97 Committee is TBD.

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99 **e. Governance Committee**

Professor Joseph Fera briefed on the functions of the Governance Committee. He also informed of the faculty vacancies on the Undergraduate Curriculum Committee as well as the student vacancies on the College Senate Standing Committees.

- Undergraduate Curriculum Committee Vacancies

Professor Fera informed that there were two faculty vacancies on the Undergraduate Curriculum Committee—one two-year term, the other a one-year term. He also informed of the Governance Committee's nominations, which were as follows: (1) Professor Alyshia Gálvez for the two-year term and (2) Professor Andrew Gold for the one-year term. Professor Fera opened the floor to additional nominations. There were none. Professors Gálvez and Gold were elected by acclamation to serve on the Undergraduate Curriculum Committee.

- Student Committee Vacancies

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

See Attachment V

Future meetings of the Governance Committee are TBD.

2. **Announcements and Communications**

a. Report of the President—

There was no report.

b. Student Legislative Assembly—

Ms. Mariama Barry, Chair of the Student Legislative Assembly (SLA), reported on the following highlights from the Student Government Association (SGA): (1) a Speed Friending Event, in Collaboration with the Counseling Center, to start off the

semester; (2) a Breakfast Social, on September 16, 2025, that provided students with the opportunity to mingle and learn more about SGA; (3) a Halloween event on October 15, 2025; and (4) an upcoming crafts and workshop event entitled Creative Hands, Calm Minds. She encouraged students to visit Lehman's Lightning Connections, formerly known as Lehman Club Centra and to visit the Lehman SGA Instagram account for more information. Ms. Barry also urged faculty to share this information with their students.

3. **Reports of the Standing Committees—**

a. Campus Life and Facilities

Professor Penny Prince reported on several items.

- She informed that the committee met with three representatives from the Student Affairs Department, who informed that they were on phase three of their project on how to reimagine graduation ceremonies at Lehman College. Professor Prince shared that previous graduation ceremonies took over four hours to complete. However, with the reimagining, graduations will be broken up into at least two ceremonies—one in the fall/winter and one in the spring.
- Lehman College will now have dormitories located on Fordham and Grand Concourse, which will contain one hundred eighty-three beds.

Professor Prince announced the passing of Professor Bernard Shockett. She shared that he was her music chairman for over 35 years and that he had hired many of the faculty members in the Music Department, including her.

The next meeting was scheduled for Wednesday, November 5, 2025, at 2:00 PM via Zoom. Proceeding this date, the meeting(s) of the Campus Life and Facilities Committee are as follows: December 10, 2025.

b. Budget and Long-Range Planning

Professor Alexander Núñez-Torres announced that he was elected to serve as chair of the Budget and Long-Range Planning committee.

Professor Núñez-Torres reported on the September 25, 2025, meeting of the Budget and Long-Range Planning committee, in which he highlights the 2026-2029 Financial Plan as well as the growth of enrollment.

See Attachment VI

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

c. Equity, Inclusion, Accessibility, and Anti-Racism

There was no report.

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

d. Assessment

Associate Provost Karin Beck presented the report. She reported on the September 15, 2025, meeting of the Assessment Committee, in which she notes the following items: the AY 24-25 General Education Report and the committee's stance on the bottom-up approach; the committee's goals to prepare for the Middle States Commission in Higher Education (MSCHE) in the next two years; and ideas for the next academic year that will help the committee achieve its goals, such as the creation of a subcommittee.

193 See Attachment VII

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195 The next meeting was scheduled for Friday, October 31, 2025, via Zoom.

196 Proceeding this date, the meeting(s) of the Assessment Committee are TBD.

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

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

200 Information Technology, Brightspace, and the Center for Teaching and Learning.

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202 See Attachment VIII

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204 The next meeting was scheduled for Wednesday, October 29, 2025, at 11:00 AM

205 via Zoom. Proceeding this date, the meetings of the Library, Technology, and

206 Telecommunications Committee are TBD.

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208 **f. Academic Freedom**

209 Professor David Manier announced that he was reelected as chair of the

210 Academic Freedom committee.

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212 Professor Manier reported on the September 12, 2025, meeting of the Academic

213 Freedom committee.

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215 See Attachment IX

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217 Future meetings of the Academic Freedom Committee are TBD.

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219 **g. University Faculty Senate Report**

220 Professor David Manier reported on the September 16, 2025, University Faculty

221 Senate

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223 See Attachment X

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The next meeting was scheduled for Tuesday, October 28, 2025, at 6:30 PM.

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Proceeding this date, University Faculty Senate meetings are scheduled to occur

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on Tuesdays at 6:30 PM on the following dates: December 2, 2025; February 24,

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2026; March 31, 2026; and May 5, 2026.

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Unfinished Business

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There was no unfinished business to report.

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New Business:

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There was no new business to report.

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ADJOURNMENT

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There was a motion to adjourn the meeting; it was seconded. The meeting was

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adjourned at 5:40 PM

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Respectfully submitted:

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243

Cynthia Cessant

Senate Meeting – 10/15/25

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on (5/5 members in attendance)

1. Africana Studies Department
 - Black Studies Minor (BLS-MIN)-Withdrawal of Program
2. Biological Sciences Department
 - Biology B.A.-Withdrawal of Program
 - NYSED
3. Health Promotion and Nutrition Sciences Department
 - Culinary and Community Nutrition B.S. -Degree Requirements
 - Nutrition and Dietetics B.S.-Degree Requirements
 - DFN 231-New Course
 - DFN 321-Hours, Credits
4. Journalism and Media Studies Department
 - FTS 211-New course
 - FTS 219-New Course
 - FTS 309-Description, Prerequisite
 - FTS 316-Title, Description, Prerequisite
 - FTS 318-New Course
 - FTS 325-New Course
 - FTS 342-New Course
 - FTS 350-Title, Description, Prerequisite, Attribute
 - FTS 352-Title, Description, Prerequisite
 - FTS 361- New Course
 - FTS 400-New Course
 - FTS 408-New course
 - FTS 420-Description, Prerequisite
 - FTS 421-Description, Prerequisite
 - FTS 422-New Course

- FTS 482-New Course
 - FTS 493-New Course
 - FTS 494-New Course
 - JRN 219-Title, Pathways
 - JRN 221-Description, Pathways
5. Exercise Sciences and Recreation Department
- REC 200-Pathways Resubmission
6. Speech, Language Hearing Sciences Department
- SPV 228-Prerequisite
 - SPV 245-Prerequisite
 - SPV 246-Prerequisite
 - SPV 247-Prerequisite
 - SPV 321-Prerequisite
 - SPV 326-Prerequisite
 - SPV 327-Prerequisite
 - SPV 349-Prerequisite
 - SPV 400-Prerequisite
7. Psychology Department
- Psychology BA-Degree Requirements
 - PSY 302-New Course
 - PSY 303-New Course
 - PSY 306-Withdrawal of Course

Informational items

Experimental Course – Computer Science, CIS 110

Next meeting: 11/05/25

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF AFRICANA STUDIES**

CURRICULUM CHANGE

Name of Program and Degree Award: Black Studies Minor (BLS-MIN)

1. **Type of Change:** Withdrawal of Black Studies Minor (BLS-MIN)

2. **Description:** Black Studies Minor (BLS-MIN)

3. **Rationale:**

Since the name of the department was changed from Black Studies to Africana Studies, the Black Studies minor (BLS) no longer exists.

Instead, our current minor is in Africana Studies (AAS), which examines the cultural, historical, philosophical and socio-political contributions of people on the African continent and throughout the African diaspora.

This request is to remove the minor from Coursedog and CUNYfirst.

4. **Date of departmental approval:** June 23, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Biology, BA

Hegis Number: 0401.00

Program Code: 39823

Effective Term: Fall 2026

1. Type of Change: Program Withdrawal

2. Description:

(No requirements listed in Coursedog)

3. Rationale:

There have not been enrollments in the Biology, BA for several years. We are requesting NYSED discontinue the program.

4. Date of departmental approval: August 14, 2025

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

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

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

2.

Department(s)	Computer Science
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Computer Science
Course Prefix & Number	CIS 110
Course Title	Exploring AI Chatbots: Tools, Ethics and Impact
Description	Explore the world of AI chatbots, focusing on their functions, impact, and applications in society. Gain hands-on experience crafting prompts, evaluating AI-generated content, and training your own AI agent.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. Rationale:

The rapid advancement of artificial intelligence (AI), particularly in the form of chatbots like ChatGPT, has significantly transformed various sectors, including education. Since its launch in 2022, ChatGPT has become a staple in everyday life, influencing how individuals interact with technology and access information. Recognizing the profound impact of AI, educational institutions are now introducing courses dedicated to AI comprehension and prompt engineering to prepare students for a future where AI is ubiquitous.

This course is designed to equip students with a comprehensive understanding of AI chatbots, focusing on their practical applications, underlying technologies, and the ethical considerations surrounding their use. As AI continues to permeate various aspects of daily life, it is imperative for students to develop the skills necessary to interact effectively with these technologies. By learning how to use various AI tools, discerning useful results, and crafting effective prompts, students will be better prepared to navigate and contribute to an AI-driven world.

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

- State the fundamentals of AI chatbots and their underlying technologies.
- Critically evaluate the strengths and limitations of various chatbot platforms.
- Craft effective prompts for different purposes and contexts.
- Analyze and verify AI-generated content.
- Develop a scientific and skeptical mindset when interacting with AI.
- Create and showcase a personalized chatbot based on course materials.

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

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

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Culinary and Community Nutrition, BS

Hegis Number: 1306.00

Program Code: 43499-CLCMNT-BS

Effective Term: Fall 2026

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

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

The Culinary and Community Nutrition major prepares graduates to work in culinary nutrition education and in nutrition-oriented food service facilities. Graduates of this major are eligible to become certified dietary managers (CDM) via the Association of Nutrition and Foodservice Professionals (AFNP).

Program Overview

Lehman College of the City University of New York now offers a Bachelor of Science in Culinary and Community Nutrition. This program is non- accredited and is not a pathway to become a registered dietitian. The Culinary and Community Nutrition program provides a unique experience for students interested in the culinary and food services aspects of nutrition and provides a pathway for students who do not want to become a registered dietitian.

Admission Information

A minimum GPA of 2.5 is required for Culinary and Community Nutrition major. This GPA must be maintained. If it is not maintained, students will be placed on academic probation for one semester after which time, if the GPA requirement is not met, students dropped from the Culinary and Community Nutrition program.

Major Requirements - Overall

Type: Completion requirement

Earn at least 63-credits

Earn a minimum GPA of 2.5

Major Requirements- Required Courses

Type: Completion requirement

Fulfill ALL of the following requirements:

Biological Sciences

Complete ALL of the following Courses:

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

Chemistry

Complete ALL of the following Courses:

- CHE 114 - Essentials of General Chemistry Lecture
- CHE 115 - Essentials of General Chemistry Laboratory
- CHE 120 - Essentials of Organic Chemistry Lecture I
- CHE 121 - Essentials of Organic Chemistry Laboratory II

Mathematics

Complete ALL of the following Courses:

- MAT 132 - Introduction to Statistics

Core DFN Courses

Complete ALL of the following Courses:

- DFN 200 - ServSafe Certification
- DFN 215 - Introduction to Nutrition
- DFN 221 - Food, Culture, and Society
- DFN 248 - Nutrition in Health Care
- DFN 321 - Food Science and Microbiology
- DFN 340 - Community Nutrition and Food Justice
- DFN 341 - Nutrition Throughout the Life Cycle
- DFN 369 - Research Methods in Nutrition
- DFN 430 - Management of Food and Nutrition Services
- DFN 437 - Nutrition Education & Counseling
- DFN 441 - Seminar in Professional Practice of Nutrition and Dietetics

- DFN 469 - Critical Issues in Food and Nutrition
~~OR DFN 471 - Field Experience in Clinical Nutrition~~
OR DFN 472 - Field Experience in Food and Nutrition

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

- DFN 120 - Laboratory Special Topics I
- DFN 220 - Laboratory Special Topics II
- DFN 250 - Food Science Laboratory
- DFN 260 - Food Culture Laboratory
- DFN 270 - Lifecycle and Therapeutic Foods Laboratory
- DFN 280 - Food Production and Management Laboratory
- DFN 290 - Sustainability In Food and Food Systems Laboratory

Culinary and Community Nutrition major specific courses**Complete ALL of the following Courses:**

- DFN 347 - Introduction to Diet Therapy
- DFN 435 - Community Engagement and Leadership in Foods and Nutrition
- DFN 447 - Advanced Community Nutrition

Additional Comments:**Additional Comments**

Some students may be eligible to complete > 50% of the DFN major online. Ineligible students include those who: 1. Do not have access to a kitchen/cooking facilities to complete the online culinary laboratory courses of the degree; or 2. Students completing the Didactic Program in Dietetics.

BS to MS Dual Credit Opportunity

Second degree students, majoring in ~~Dietetics, Foods, and Nutrition~~ with 90 or more credits and a minimum of a 3.0 cumulative GPA and a minimum GPA of 3.0 in the major may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S. degree in Nutrition. The following graduate courses may be taken in place of related undergraduate courses: DFN 520 for DFN 120; DFN 621 for DFN 220; ~~DFN 620~~ for ~~DFN 341~~; and DFN 637 for DFN 437. The student must receive permission from the department prior to registration.

3. **To:** Underline the changes

The Culinary and Community Nutrition major prepares graduates to work in culinary nutrition education and in nutrition-oriented food service facilities. Graduates of this major are eligible to become certified dietary managers (CDM) via the Association of Nutrition and Foodservice Professionals (AFNP).

Program Overview

Lehman College of the City University of New York now offers a Bachelor of Science in Culinary and Community Nutrition. This program is non- accredited and is not a pathway to become a registered dietitian. The Culinary and Community Nutrition program provides a unique experience for students interested in the culinary and food services aspects of nutrition and provides a pathway for students who do not want to become a registered dietitian.

Admission Information

A minimum GPA of 2.5 is required for Culinary and Community Nutrition major. This GPA must be maintained. If it is not maintained, students will be placed on academic probation for one semester after which time, if the GPA requirement is not met, students dropped from the Culinary and Community Nutrition program.

Major Requirements - Overall

Type: Completion requirement

Earn at least 64 credits

Earn a minimum GPA of 2.5

Major Requirements- Required Courses

Type: Completion requirement

Fulfill ALL of the following requirements:

Biological Sciences

Complete ALL of the following Courses:

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

Chemistry

Complete ALL of the following Courses:

- CHE 114 - Essentials of General Chemistry Lecture
- CHE 115 - Essentials of General Chemistry Laboratory
- CHE 120 - Essentials of Organic Chemistry Lecture I
- CHE 121 - Essentials of Organic Chemistry Laboratory II

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

- MAT 132 - Introduction to Statistics

Core DFN Courses**Complete ALL of the following Courses:**

- DFN 200 - ServSafe Certification
- DFN 215 - Introduction to Nutrition
- DFN 221 - Food, Culture, and Society
- DFN 248 - Nutrition in Health Care
- DFN 321 - Food Science and Microbiology
- DFN 340 - Community Nutrition and Food Justice
- DFN 341 - Nutrition Throughout the Life Cycle
- DFN 369 - Research Methods in Nutrition
- DFN 430 - Management of Food and Nutrition Services
- DFN 437 - Nutrition Education & Counseling
- DFN 441 - Seminar in Professional Practice of Nutrition and Dietetics
- DFN 469 - Critical Issues in Food and Nutrition
- **OR** DFN 472 - Field Experience in Food and Nutrition

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

- DFN 120 - Laboratory Special Topics I
- DFN 220 - Laboratory Special Topics II
- DFN 250 - Food Science Laboratory
- DFN 260 - Food Culture Laboratory
- DFN 270 - Lifecycle and Therapeutic Foods Laboratory
- DFN 280 - Food Production and Management Laboratory

- DFN 290 - Sustainability In Food and Food Systems Laboratory

Culinary and Community Nutrition major specific courses**Complete ALL of the following Courses:**

- DFN 347 - Introduction to Diet Therapy
- DFN 435 - Community Engagement and Leadership in Foods and Nutrition
- DFN 447 - Advanced Community Nutrition

Additional Comments:**Additional Comments**

Some students may be eligible to complete > 50% of the DFN major online. Ineligible students include those who: 1. Do not have access to a kitchen/cooking facilities to complete the online culinary laboratory courses of the degree; or 2. Students completing the Didactic Program in Dietetics.

BS to MS Dual Credit Opportunity

Undergraduate students, majoring in Culinary and Community Nutrition with 90 or more credits and a minimum of a 3.0 cumulative GPA and a minimum GPA of 3.0 in the major may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S. degree in Nutrition. The following graduate courses may be taken in place of related undergraduate courses: DFN 521 for DFN 321, DFN 622 for DFN 221, DFN 637 for DFN 437, DFN 641 for DFN 435, DFN 642 for DFN 342, DFN 791 for DFN 369. The student must receive permission from the department prior to registration.

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

This curriculum change reflects a 1 credit increase in completion requirements due to the change in DFN 321 to a 4-credit course (which was erroneously listed as a 3-credit course).

With the creation of two majors, DFN 471 being a clinical field work course, is no longer applicable to the Culinary and Community Nutrition major and is hence deleted.

Change in course numbers listed under "BS to MS Dual Credit Opportunity" reflects the change in individual course numbers from prior curricular changes.

5. Date of departmental approval: May 7, 2025

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

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Nutrition and Dietetics, BS

Hegis Number: 1306.00

Program Code: 82141 - NTRDIET-BS

Effective Term: Fall 2026

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

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

Nutrition and Dietetics is designed to prepare students for entry-level employment in nutrition and food-related positions in healthcare facilities, community agencies, cooperative extension, food service operations, culinary or nutrition education, and/or the food industry. Students are also prepared for post-graduate education in nutrition and food-related fields.

GPA Requirements

A minimum GPA of 3.3 is required for admission into Nutrition and Dietetics major. GPA must be maintained. If they are not maintained, students will be placed on academic probation for one semester after which time, if the GPA requirement is not met, students dropped from the Nutrition and Dietetics program.

Admission Information

All students interested in Nutrition and Dietetics major will first be enrolled in the Culinary and Community Nutrition major. Students interested in the Nutrition and Dietetics major are required to earn a B- or higher grade in DFN 215, DFN 321, and DFN 341 courses with an overall minimum GPA of 3.3 before taking a pre-entry examination to assess aptitude for the Nutrition and Dietetics Major. Upon successful completion of the pre-entry examination (earning a minimum score of 80%), students may apply for the Nutrition and Dietetics major.

Nutrition and Dietetics major

The Nutrition and Dietetics major complies with the requirements for a DPD and is accredited by Accreditation Council for Education in Nutrition and Dietetics (**ACEND**):

120 South Riverside Plaza

Suite 2190

Chicago, IL 60606-6995

(800) 877-1600, ext. 5400

ACEND@eatright.org

DPD Verification

Students fulfilling all requirements for successful completion of the ACEND-accredited DPD are eligible for a Verification Statement and can apply for supervised practice in an ACEND-accredited dietetic internship (DI), which enables the student to take the CDR examination to become a registered dietitian nutritionist (RDN). The DPD Verification Statement also provides the opportunity to take the examination to become a Nutrition and Dietetic Technician, Registered (NDTR). To obtain a Verification Statement, students must successfully complete the following:

1. All required DPD courses with a minimum GPA of 3.3
2. PSY 166, which satisfies a General Education Requirement
3. ServSafe Food Handler Certification
4. The University of Indiana Plagiarism tutorial ([available here](#))
5. Earn a score of 75% or better on the DPD Verification examination

Major Requirements - Overall

Type: Completion requirement

Earn at least 63 credits

Earn a minimum GPA of 3.3

Major Requirements - Required Courses

Type: Completion requirement

Fulfill ALL of the following requirements:

Biological Sciences

Complete ALL of the following Courses:

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

Chemistry

Complete ALL of the following Courses:

- CHE 114 - Essentials of General Chemistry Lecture
- CHE 115 - Essentials of General Chemistry Laboratory
- CHE 120 - Essentials of Organic Chemistry Lecture I
- CHE 121 - Essentials of Organic Chemistry Laboratory II
- CHE 114, CHE 115: These courses also satisfy a General Education requirement.

Math

Complete ALL of the following Courses:

- MAT 132 - Introduction to Statistics

Core DFN Courses

Complete ALL of the following Courses:

- DFN 200 - ServSafe Certification
- DFN 215 - Introduction to Nutrition
- DFN 221 - Food, Culture, and Society
- DFN 248 - Nutrition in Health Care
- DFN 321 - Food Science and Microbiology
- DFN 340 - Community Nutrition and Food Justice
- DFN 341 - Nutrition Throughout the Life Cycle
- DFN 369 - Research Methods in Nutrition
- DFN 430 - Management of Food and Nutrition Services
- DFN 437 - Nutrition Education & Counseling
- DFN 441 - Seminar in Professional Practice of Nutrition and Dietetics
- ~~DFN 469 - Critical Issues in Food and Nutrition~~
~~OR~~ DFN 471 - Field Experience in Clinical Nutrition
~~OR~~ ~~DFN 472 - Field Experience in Food and Nutrition~~

Laboratory Courses

Earn at least 3 credits from the following:

- DFN 120 - Laboratory Special Topics I
- DFN 220 - Laboratory Special Topics II
- DFN 250 - Food Science Laboratory
- DFN 260 - Food Culture Laboratory
- DFN 270 - Lifecycle and Therapeutic Foods Laboratory
- DFN 280 - Food Production and Management Laboratory
- DFN 290 - Sustainability In Food and Food Systems Laboratory

Nutrition and Dietetics major specific courses

Complete ALL of the following Courses:

- DFN 348 - Nutrition in the Management of Disease I

- DFN 445 - Nutritional Biochemistry
- DFN 448 - Nutrition in the Management of Disease II

Additional Comments:

Some students may be eligible to complete > 50% of the DFN major online. Ineligible students include those who: 1. Do not have access to a kitchen/cooking facilities to complete the online culinary laboratory courses of the degree; or 2. Students completing the Didactic Program in Dietetics.

BS to MS Dual Credit Opportunity

~~Second degree~~ students, majoring in ~~Dietetics, Foods, and Nutrition~~ with 90 or more credits and a minimum of a 3.0 cumulative GPA and a minimum GPA of 3.0 in the major may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S. degree in Nutrition. The following graduate courses may be taken in place of related undergraduate courses: DFN 520 for DFN 120; DFN 621 for DFN 220; ~~DFN 620 for DFN 341~~; and DFN 637 for DFN 437. The student must receive permission from the department prior to registration.

3. To: Underline the changes

Nutrition and Dietetics is designed to prepare students for entry-level employment in nutrition and food-related positions in healthcare facilities, community agencies, cooperative extension, food service operations, culinary or nutrition education, and/or the food industry. Students are also prepared for post-graduate education in nutrition and food-related fields.

GPA Requirements

A minimum GPA of 3.3 is required for admission into Nutrition and Dietetics major. GPA must be maintained. If they are not maintained, students will be placed on academic probation for one semester after which time, if the GPA requirement is not met, students dropped from the Nutrition and Dietetics program.

Admission Information

All students interested in Nutrition and Dietetics major will first be enrolled in the Culinary and Community Nutrition major. Students interested in the Nutrition and Dietetics major are required to earn a B- or higher grade in DFN 215, DFN 321, and DFN 341 courses with an overall minimum GPA of 3.3 before taking a pre-entry examination to assess aptitude for the Nutrition and Dietetics Major. Upon successful completion of the pre-entry examination (earning a minimum score of 80%), students may apply for the Nutrition and Dietetics major.

Nutrition and Dietetics major

The Nutrition and Dietetics major complies with the requirements for a DPD and is accredited by Accreditation Council for Education in Nutrition and Dietetics (**ACEND**):

120 South Riverside Plaza

Suite 2190
Chicago, IL 60606-6995
(800) 877-1600, ext. 5400
ACEND@eatright.org

DPD Verification

Students fulfilling all requirements for successful completion of the ACEND-accredited DPD are eligible for a Verification Statement and can apply for supervised practice in an ACEND-accredited dietetic internship (DI), which enables the student to take the CDR examination to become a registered dietitian nutritionist (RDN). The DPD Verification Statement also provides the opportunity to take the examination to become a Nutrition and Dietetic Technician, Registered (NDTR). To obtain a Verification Statement, students must successfully complete the following:

1. All required DPD courses with a minimum GPA of 3.3
2. PSY 166, which satisfies a General Education Requirement
3. ServSafe Food Handler Certification
4. The University of Indiana Plagiarism tutorial ([available here](#))
5. Earn a score of 75% or better on the DPD Verification examination

Major Requirements - Overall

Type: Completion requirement

Earn at least 64 credits

Earn a minimum GPA of 3.3

Major Requirements - Required Courses

Type: Completion requirement

Fulfill ALL of the following requirements:

Biological Sciences

Complete ALL of the following Courses:

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

Chemistry

Complete ALL of the following Courses:

- CHE 114 - Essentials of General Chemistry Lecture
- CHE 115 - Essentials of General Chemistry Laboratory
- CHE 120 - Essentials of Organic Chemistry Lecture I
- CHE 121 - Essentials of Organic Chemistry Laboratory II
- CHE 114, CHE 115: These courses also satisfy a General Education requirement.

Math

Complete ALL of the following Courses:

- MAT 132 - Introduction to Statistics

Core DFN Courses**Complete ALL of the following Courses:**

- DFN 200 - ServSafe Certification
- DFN 215 - Introduction to Nutrition
- DFN 221 - Food, Culture, and Society
- DFN 248 - Nutrition in Health Care
- DFN 321 - Food Science and Microbiology
- DFN 340 - Community Nutrition and Food Justice
- DFN 341 - Nutrition Throughout the Life Cycle
- DFN 369 - Research Methods in Nutrition
- DFN 430 - Management of Food and Nutrition Services
- DFN 437 - Nutrition Education & Counseling
- DFN 441 - Seminar in Professional Practice of Nutrition and Dietetics
- DFN 471 - Field Experience in Clinical Nutrition

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

- DFN 120 - Laboratory Special Topics I
- DFN 220 - Laboratory Special Topics II
- DFN 250 - Food Science Laboratory
- DFN 260 - Food Culture Laboratory
- DFN 270 - Lifecycle and Therapeutic Foods Laboratory
- DFN 280 - Food Production and Management Laboratory
- DFN 290 - Sustainability In Food and Food Systems Laboratory

Nutrition and Dietetics major specific courses

Complete ALL of the following Courses:

- DFN 348 - Nutrition in the Management of Disease I
- DFN 445 - Nutritional Biochemistry
- DFN 448 - Nutrition in the Management of Disease II

Additional Comments:

Some students may be eligible to complete > 50% of the DFN major online. Ineligible students include those who: 1. Do not have access to a kitchen/cooking facilities to complete the online culinary laboratory courses of the degree; or 2. Students completing the Didactic Program in Dietetics.

BS to MS Dual Credit Opportunity

Undergraduate students, majoring in Nutrition and Dietetics with 90 or more credits and a minimum of a 3.0 cumulative GPA and a minimum GPA of 3.0 in the major may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S. degree in Nutrition. The following graduate courses may be taken in place of related undergraduate courses: DFN 521 for DFN 321, DFN 622 for DFN 221, DFN 637 for DFN 437, DFN 641 for DFN 435, DFN 642 for DFN 342, DFN 791 for DFN 369. The student must receive permission from the department prior to registration.

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

This curriculum change reflects a 1 credit increase in completion requirements due to the change in DFN 321 to a 4-credit course which was erroneously listed as a 3-credit course).

With the creation of two majors, DFN 469 and 472 are no longer applicable to the Nutrition and Dietetics major.

Change in course numbers listed under "BS to MS Dual Credit Opportunity" reflects the change in individual course numbers from prior curricular changes. With the creation of two majors, the dual-credit option is no longer restricted to second-degree students.

5. Date of departmental approval: May 7, 2025

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

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Health Promotion and Nutrition Sciences
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 231
Course Title	The Nature and Science of Food
Description	Food Science for non-majors. An interdisciplinary, scientific approach to the composition, preparation, nutritional and sensory properties of foods.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. **Rationale:**

Understanding the interplay of chemical composition and preparation on the nutritional and sensory profile of foods is important for all Lehman undergraduate students. This course will help students navigate through food-related decisions for themselves and their families.

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

- Demonstrate an understanding of how principles of food science can be applied to different methods of food preparation.
- Explain the effect of ingredient selection and food preparation on nutritional and sensory properties of foods.
- Explain the different methods of food preservation/

5. **Date of Departmental Approval:** May 7, 2025

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

DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *Course hours and credits*

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

Department(s)	Health Promotion and Nutrition Sciences
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 321
Course Title	Food Science and Microbiology
Description	Overview of the chemical and physical changes in food, with particular emphasis on the role of microbes and chemical changes during food production, including preparation, cooking, preservation, and storage.
Pre/ Co Requisites	Pre-requisites: CHE 120 and 121
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. **To:** Underline the changes

Department(s)	Health Promotion and Nutrition Sciences
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 321
Course Title	Food Science and Microbiology
Description	Overview of the chemical and physical changes in food, with particular emphasis on the role of microbes and chemical changes during food production, including preparation, cooking, preservation, and storage.
Pre/ Co Requisites	Pre-requisites: CHE 120 and 121
Credits	<u>4</u>
Hours	<u>4</u>
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

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

DFN 321 was created to integrate curricula from Food Science (DFN 120) and Microbiology (BIO 230) and make it relevant for DFN majors, while economizing credits. The course was intended to be offered for 4-credits/ 4-hours, but was erroneously listed as 3-credits/3-hours, which is inadequate to sufficiently cover concepts of Food science and Microbiology. This curriculum change aims to correct this oversight.

5. **Date of departmental approval:** May 7, 2025

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

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

2.

Department(s)	JMS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	FTS
Course Prefix & Number	FTS 211
Course Title	Storytelling and Visualization
Description	Traditions and production practices in multimedia storytelling emphasizing visualizing narrative structures from literature, film, television, manga, comics, videogames or AI.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. Rationale:

This course adds an academic focus, as it pertains to storytelling and visual moving image creations, in the Film and Television Studies major, which was lacking in the previous curriculum. FTS 211 provides a theoretical basis for a practical understanding and application of the vocabulary of cinema and cinematic technique, centered on story creation and visualization of content.

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

Discuss various theories and practices in narrative studies and storytelling skills.

Acquire basic terminology that applies to narrative structures, genres, styles, technological practices and theoretical imaginings for the purpose of discussing, writing for creating films and media content.

Analyze multimedia works, focused on storytelling and visualization, and use learned materials to hone student's storyteller skills to create narratives for film and media.

Students will use acquired storytelling and visualization skills to further enhance their expressive, communicative, creative, analytical and critical skills in creating visual content for exhibition.

5. Date of Departmental Approval: 3/5/2025

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

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

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

2.

Department(s)	JMS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	FTS
Course Prefix & Number	FTS 219
Course Title	Storyboards: From Manga to Screen
Description	Fundamentals of storyboarding through Manga study and analysis. Storyboarding basics, proper composition, staging for clarity, pitching and critique.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. Rationale:

This course focuses on the study of storyboards and how to create them, through the examination of Manga from an academic perspective. Provides a theoretical basis for a practical understanding and application of the vocabulary of cinema and cinematic technique as it pertains to storytelling and visualization of filming projects, for the Film and Television Studies major

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

Gain an understanding how a storyboard is the visual blueprint of any film.

Research various Manga for its narrative structures and examine how the stories are visualized along traditional cinematic approaches and Film Language. Not a learning outcome

Implement Manga paneling techniques to mirrored camera angles, camera shot, sequencing, pacing, visual transitions and editing, for the purposed of creating their own storyboards.

demonstrate skills in various aspects of storyboarding, from planning to pre-visualization of story from an original concept.

Plan, execution and pitch, culminating in the final storyboard presentation of their own project.

5. Date of Departmental Approval: 3/5/2025

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

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

2. From: ~~Strikethrough~~ the changes

Department(s)	JMS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	FTS
Course Prefix & Number	FTS 309
Course Title	Screenwriting
Description	A practical approach to screenwriting for theatre, film, and television from conception to finished script of the screenplay. PREREQ: Departmental permission.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Writing Intensive

General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. **To:** Underline the changes

Department(s)	JMS
Career	[x] Undergraduate [] Graduate
Academic Level	[x] Regular [] Compensatory [] Developmental [] Remedial
Subject Area	FTS
Course Prefix & Number	FTS 309
Course Title	Screenwriting
Description	A practical approach to screenwriting; <u>from</u> conception to finished screenplay.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[x] Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Writing Intensive

General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

The new title, description and prerequisite reflects the inclusion of this course in Film and Television Studies major. The title and description are changed to expand the focus and to accurately reflect the course content within the Film and Television Studies major. This change will not impact learning outcomes as they remain the same.

5. **Date of departmental approval:** 3/5/2025

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

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

1. **Type of change:** Title, Description, Prerequisite

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

Department(s)	JMS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	FTS
Course Prefix & Number	FTS 316
Course Title	Film and Video Production
Description	Theory and practice of filmmaking and video production. Students create narrative films and video productions. PREREQ: FTS 215 and FTS 224.
Pre/ Co Requisites	
Credits	3
Hours	4
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. **To: Underline** the changes

Department(s)	JMS
Career	[x] Undergraduate [] Graduate
Academic Level	[x] Regular [] Compensatory [] Developmental [] Remedial
Subject Area	FTS
Course Prefix & Number	FTS 316
Course Title	Film and <u>Media Production 1</u>
Description	Theory and practice of filmmaking and media production. Students create narrative films and media productions.
Pre/ Co Requisites	<u>FTS 215 and FTS 224</u>
Credits	3
Hours	4
Liberal Arts	[] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

The new title, description and prerequisite reflect the inclusion of this course in the Film and Television Studies major. The changes expand the focus and accurately reflect the course content within the film and Television major. This change will not impact learning outcomes as they remain the same.

5. **Date of departmental approval:** 3/5/2025

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

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

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

2.

Department(s)	JMS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	FTS
Course Prefix & Number	FTS 318
Course Title	Short Form Narrative Production
Description	Storytelling, scriptwriting, directing, and create short form films.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. Rationale:

This course adds an academic focus, as it pertains to short form narrative production, in the in the Film & Television Studies major, which was lacking in the previous curriculum. FTS 318 provides a practical understanding and application of production skills for the purpose of creating student short form content production.

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

Learn various approaches and practices in short form production.

Acquire terminology and use it in the creation and filming of short form content.

Analyze short form narrative works, focused on storytelling, script writing and visualization, and use learned materials to hone student's production skills to create short form content.

Students will use acquired skills to further enhance their expressive, communicative, creative, analytical and critical skills in creating visual content for multimedia.

5. Date of Departmental Approval: 3/5/2025

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

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

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

2.

Department(s)	JMS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	FTS
Course Prefix & Number	FTS 325
Course Title	Film Adaptation
Description	The relationship and process in adapting the written word to create a visual moving image, though the novel, short story, play, historical account, manga or graphic novel.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. Rationale:

This course adds an academic focus to the in the Film & Television Studies major, which was lacking in the previous curriculum. FTS 325 provides a practical understanding on how to visualize written and drawn narratives.

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

Discuss various theories and practices in Film adaptation.

Acquire basic terminology that applies to narrative structures, genres, styles, technological practices and theoretical imaginings for the purpose of discussing and writing about film adaption.

Analyze and compare written narrative works and printed graphic narratives, with their film adaptation, focusing on storytelling and visualization,

Students will use acquired storytelling approaches and visualization skills to further enhance their expressive, communicative, creative, analytical and critical skills in writing about film adaptation.

5. Date of Departmental Approval: 3/5/2025

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

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

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

2.

Department(s)	JMS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	FTS
Course Prefix & Number	FTS 342
Course Title	Business of Film and Media Production
Description	Business aspects of the film and media industries. Topics include production management, distribution, marketing, financing, and organizational economic structures that drive the entertainment industry.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. Rationale:

This course adds an academic focus to the Film & Television Studies major, which was lacking in the previous curriculum. FTS 342 provides a practical understanding on the nature of business of the entertainment industry.

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

Discuss various significant milestones in the business of Film and Media Industries.

Examine written sources on the business of Film and Media industries, focusing on articles, journals, scholarly works and criticism.

Evaluate significant business leaders and pioneers who contributed to the shape of modern business practices in Film & Media Industries.

Students will learn the skills needed to be able to synthesize fiscal patterns and predictions to examine business realities of the Film and Media industries and content them to producing content.

5. Date of Departmental Approval: 3/5/2025

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

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

1. **Type of change:** Title, Description, Prerequisite

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

Department(s)	JMS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	FTS
Course Prefix & Number	FTS 350
Course Title	Topics in Film
Description	Themes and movements in film, including historical developments; groupings of films and directors; and genre, styles or critical and theoretical issues. PREREQ: Department permission.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. **To:** Underline the changes

Department(s)	JMS
Career	[x] Undergraduate [] Graduate
Academic Level	[x] Regular [] Compensatory [] Developmental [] Remedial
Subject Area	FTS
Course Prefix & Number	FTS 350
Course Title	Topics in Film <u>and Media Productions</u>
Description	Themes and movements in film <u>and media.</u>
Pre/ Co Requisites	<u>Department Permission</u>
Credits	3
Hours	3
Liberal Arts	[x] Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

The new title, description and prerequisite reflects the inclusion of this course in the Film & Television Studies major. The changes expand the focus and accurately reflect the course content within the redesign major. This change will not impact learning outcomes as they remain the same.

5. **Date of departmental approval:** 3/5/2025

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

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

1. **Type of change:** Title, Description, Prerequisite

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

Department(s)	JMS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	FTS
Course Prefix & Number	FTS 352
Course Title	Television Production
Description	Segment production and guest hosting for community affairs televised talk show. PREREQ: Department permission.
Pre/ Co Requisites	
Credits	3
Hours	4 (2 hours lab and 2 hours lecture)
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. **To:** Underline the changes

Department(s)	JMS
Career	[x] Undergraduate [] Graduate
Academic Level	[x] Regular [] Compensatory [] Developmental [] Remedial
Subject Area	FTS
Course Prefix & Number	FTS 352
Course Title	<u>Multi Camera Production</u>
Description	<u>Techniques and practices of multicamera video production. Studio and field-remote production environments, focusing on producing and directing in a multicamera setup. Practical experience in coordinating multiple cameras, live switching, and managing a production crew.</u>
Pre/ Co Requisites	<u>Department Permission</u>
Credits	3
Hours	4 (2 hours lab and 2 hours lecture)
Liberal Arts	[] Yes [x] No

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

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

The new title, description and prerequisite reflects the inclusion of this course in the Film & Television Studies major. The changes expand the focus and accurately reflect the course content within the redesign major. This change will not impact learning outcomes as they remain the same.

5. **Date of departmental approval:** 3/5/2025

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

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

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

2.

Department(s)	JMS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	FTS
Course Prefix & Number	FTS 361
Course Title	History of Anime
Description	History of Anime (1917-2025). Develop a historical appreciation of Anime, explore narrative, artists, genres, and works of animation produced in Japan.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. Rationale:

This course adds an academic focus to the in the Film & Television Studies major, which was lacking in the previous curriculum. FTS 361 provides a historical understanding of Anime and its creative techniques which will benefit students on their scriptwriting, storyboarding and on visualizing narratives.

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

Learn the historical developments that bear upon Anime development.

Evaluate the contributions of early animation practices as they affect the current condition of Anime today.

Introduce students to written sources on Anime, focusing on articles, journals, scholarly works and criticism.

Learn to identify production practices, narrative approaches, scenic devices and production styles as applied to different periods of Anime history.

Give students a sense of Anime history so that they can place classic Anime as well as modern Anime in an intellectual, social and technical context.

5. Date of Departmental Approval: 3/5/2025

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

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

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

2.

Department(s)	JMS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	FTS
Course Prefix & Number	FTS 400
Course Title	Multimedia Production
Description	Practical application of principles and theories of Multimedia Production NOTE: (Can be repeated for up to 3 credits.)
Pre/ Co Requisites	Department Permission
Credits	1
Hours	1
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. Rationale:

This course adds an academic focus, as it pertains to multimedia content production, in the in the Film & Television Studies major, which was lacking in the previous curriculum. FTS 400 provides a practical understanding and application of production skills for the purpose of creating student content production.

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

Learn various approaches and practices in multimedia production.

Acquire terminology and use it in the creation and filming of multimedia content.

Analyze multimedia works, focused on storytelling and visualization, and use learned materials to hone student's storyteller skills to create content for multimedia.

Students will use acquired production skills to further enhance their expressive, communicative, creative, analytical and critical skills in creating visual content for multimedia.

5. Date of Departmental Approval: 3/5/2025

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

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

2.

Department(s)	JMS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	FTS
Course Prefix & Number	FTS 408
Course Title	Voice Performance and ADR
Description	Performance techniques for the spoken word and script analysis with focus on vocal performance for narration, voice tracking, radio, voice over, podcast and streaming.
Pre/ Co Requisites	FTS 224 and FTS 226
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. Rationale:

This course adds a voice performance focus, as it pertains to production content, in the Film & Television Studies major, which was lacking in the previous curriculum. FTS 408 provides a practical understanding and application of voice/audio production skills for the purpose of creating student content production.

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

Learn skills that are needed to be effective communicators in film and media.

Learn to create a wide range of spoken word projects.

Examine professional audio samples, field of voice over and voice acting.

Students will create their own voice performance projects.

5. Date of Departmental Approval: 3/5/2025

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

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

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

Department(s)	JMS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	FTS
Course Prefix & Number	FTS 420
Course Title	Cinema Aesthetics and Criticism
Description	Study of the art of cinema through viewing and analysis, both in and out of class, of the works of selected film artists. Supplementary readings in the works of film critics and theorists will be assigned. PREREQ: FTS 212 or FTS 213.
Pre/ Co Requisites	FTS 212 or FTS 213.
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. **To:** Underline the changes

Department(s)	JMS
Career	[x] Undergraduate [] Graduate
Academic Level	[x] Regular [] Compensatory [] Developmental [] Remedial
Subject Area	FTS
Course Prefix & Number	FTS 420
Course Title	Cinema Aesthetics and Criticism
Description	Study of the art of cinema through viewing and analysis, both in and out of class, of the works of selected film artists. Supplementary readings in the works of film critics and theorists will be assigned.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[x] Yes [] No

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

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

This course reflects the needs and requirements of the Film and Television Studies major. The course's learning outcomes remain the same.

5. **Date of departmental approval:** 3/5/2025

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

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

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

Department(s)	JMS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	FTS
Course Prefix & Number	FTS 421
Course Title	Film Directing
Description	Theory and practice of controlling and integrating elements of film production. Projects are produced during the semester. PREREQ: FTS 316 and departmental permission
Pre/ Co Requisites	FTS 316 and departmental permission
Credits	3
Hours	4
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. **To:** Underline the changes

Department(s)	JMS
Career	[x] Undergraduate [] Graduate
Academic Level	[x] Regular [] Compensatory [] Developmental [] Remedial
Subject Area	FTS
Course Prefix & Number	FTS 421
Course Title	Film Directing <u>and AI</u>
Description	Theory and practice of controlling and integrating elements of film production <u>and AI creation</u> . Projects are produced during the semester.
Pre/ Co Requisites	<u>FTS 215, FTS 224 and FTS 316</u>
Credits	3
Hours	4 (2 hours lecture, 2 hours lab)
Liberal Arts	[] Yes [x] No

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

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

This course expands and adds an academic focus to production courses in Film and Television Studies major, which was lacking in the previous curriculum. The content has been updated and expanded to provide current theories and practices for understanding and using AI creation and how a film director uses AI to create a film narrative.

5. Date of departmental approval: 3/5/2025

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

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

2.

Department(s)	JMS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	FTS
Course Prefix & Number	FTS 422
Course Title	Visual Design: Special Effects and AI
Description	How special/visual effects and AI are conceived, generated and produced. Practical elements of visual/special effects using various film clips, discussion and hands on filming.
Pre/ Co Requisites	FTS 215, FTS 224 and FTS 316
Credits	3
Hours	4 (2 hours lecture, 2 hours lab)
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. Rationale:

This course focuses, as it pertains to storytelling, on CGI & AI moving image creations. An area in the Film & Television Studies major which was lacking in the previous curriculum. FTS 422 provides a theoretical basis for a practical understanding and application of the vocabulary of cinema and cinematic technique, centered on story creation and visualization of content in the Film & Television Studies major.

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

Learn theories and practices in special effects and AI film effects.

Learn terminology that applies to narrative structures, genres, styles, technological practices and theoretical imaginings for the purpose of directing film.

Analyze films from a director perspective, focused on storytelling and visualization, and use learned materials to hone student's directorial skills for the purpose to create film narratives.

Students will use acquired directorial storytelling and visualization skills to further enhance their expressive, communicative, creative, analytical and critical skills in creating films for exhibition.

5. Date of Departmental Approval: 3/5/2025

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

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

2.

Department(s)	JMS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	FTS
Course Prefix & Number	FTS 482
Course Title	Film and Media Production 2
Description	Advance theories and practices of filmmaking and media production. Students create narrative films and media productions.
Pre/ Co Requisites	FTS 316
Credits	3
Hours	4 (2 hours lecture, 2 hours lab)
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. Rationale:

This course serves as a continuation from FTS 316 Film and Media Production 1 and focuses on advanced production techniques and complex storytelling. FTS 482 provides a theoretical basis for a practical understanding and advanced application of the vocabulary of cinema and cinematic technique, centered on story creation and visualization of content in the Film & Television Studies major.

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

Learn various advanced approaches and practices in film and media production.

Acquire technical and creative terminology and use it in the creation and filming and media content.

Analyze film and media works, focused on storytelling and visualization, and use learned materials to hone student's storyteller skills to create professional like content for film and media.

Students will use acquired advance production skills to further enhance their expressive, communicative, creative, analytical and critical skills in creating visual content for film and media

5. Date of Departmental Approval: 3/5/2025

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

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

2.

Department(s)	JMS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	FTS
Course Prefix & Number	FTS 493
Course Title	Independent Project in Film and Media Production
Description	Senior honors project. Student create their own Film or Media Project.
Pre/ Co Requisites	FTS 316
Credits	3
Hours	4
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. Rationale:

This honors course serves as a culmination for majors to focus on advanced production techniques and complex storytelling visualizations. FTS 493 provides a theoretical. And practical understanding of advance application of the vocabulary of cinema and cinematic technique, centered on story creation, filming and visualization of content in the Film & Television Studies major.

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

Practice various advanced approaches and practices in Film and Media production.

Acquire advance terminology and use it in the creation and filming of media content.

Analyze works, focused on storytelling and visualization, and use learned materials to hone student's storyteller skills to create content for Film and Media.

Students will use acquired advance production skills to further enhance their expressive, communicative, creative, analytical and critical skills in creating long form visual content.

5. Date of Departmental Approval: 3/5/2025

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

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

2.

Department(s)	JMS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	FTS
Course Prefix & Number	FTS 494
Course Title	Internship
Description	Students will work with industry professionals, gaining hands-on experience in various aspects of production, including pre-production, production, and post-production
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. Rationale:

This course reflects the needs and requirements of the Film and Television Studies major. FTS 494 addresses the needs for students to work in a professional environment and build an effective CV or professional portfolio for the purpose, upon graduation, of seeking employment in the entertainment industry.

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

Demonstrate career readiness and competency by utilizing workplace resources.

Students leverage knowledge from prior coursework in internship locations.

Work in a professional environment, to solve problems, complete tasks and accomplish production goals.

Observe, adapt and apply appropriate workplace protocols, processes and practices in a professional entertainment environment.

5. Date of Departmental Approval: 3/5/2025

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

1. **Type of Change:** Title

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

Department(s)	JMS
Career	☒ Undergraduate [] Graduate
Academic Level	☒ Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Journalism
Course Prefix & Number	JRN 219
Course Title	Digital Media Literacy
Description	Assessing the reliability and credibility of news reports through close analysis of print, TV, radio, web and social media. First Amendment, consequences of censorship, relationship between journalism and democracy. Evolution of news delivery in the digital era, verification processes, the difference between news and opinion, bias and fairness, assertion versus evidence-based journalism.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

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3. **To:** Underline the changes

Department(s)	JMS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Journalism
Course Prefix & Number	JRN 219
Course Title	Digital Media Literacy: <u>Disinformation and Misinformation</u>
Description	Assessing the reliability and credibility of news reports through close analysis of print, TV, radio, web and social media. First Amendment, consequences of censorship, relationship between journalism and democracy. Evolution of news delivery in the digital era, verification processes, the difference between news and opinion, bias and fairness, assertion versus evidence-based journalism.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

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

This name change more fully alerts students to the content and purpose of the class, highlighting its contemporary relevance. The name change supports and emphasizes

the department and multimedia journalism major's commitment to equipping students with the multiple and complex literacies needed to navigate a rapidly shifting information environment.

5. **Date of departmental approval:** 8/6/25

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

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

CURRICULUM CHANGE

1. **Type of Change:** Description

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

Department(s)	JMS
Career	☒ Undergraduate [] Graduate
Academic Level	☒ Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Journalism
Course Prefix & Number	JRN 221
Course Title	Fundamentals of Multimedia Reporting
Description	Finding and evaluating facts, interviewing, managing information in multiple formats, story construction and organization in text, audio, video. Journalism as public service and industry. Journalism in society-
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. **To:** Underline the changes

Department(s)	JMS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Journalism
Course Prefix & Number	JRN 221
Course Title	Fundamentals of Multimedia Reporting
Description	Finding and evaluating facts, interviewing, managing information in multiple formats, story construction and organization in text, audio, video. Journalism as public service and industry. Journalism in society, <u>purpose of the free press and its role in democracy, covering issues of public policy relevant to Bronx and NYC neighborhoods.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

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

This expansion of the course description more accurately informs students of the content and expectations of the course. It articulates the department and multimedia journalism major's commitment to local communities as part of an anchor institution in the Bronx and it emphasizes the department and major's goals of providing students opportunities for academic engagement in matters of public concern. This expansion of

the course description does not change the learning outcomes of the course, major or department.

5. **Date of departmental approval:** 8/6/25

**CUNY Common Core
Course Submission Form**

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

College	Lehman College	
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	JRN 219	
Course Title	Digital Media Literacy	
Department(s)	Journalism and Media Studies	
Discipline	Journalism	
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	Assessing the reliability and credibility of news reports through close analysis of print, TV, radio, web and social media. First Amendment, consequences of censorship, relationship between journalism and democracy. Evolution of news delivery in the digital era, verification processes, the difference between news and opinion, bias and fairness, assertion versus evidence-based journalism.	
Special Features (e.g., linked courses)		
Sample Syllabus	Syllabus must be included with submission	
Indicate the status of this course being nominated: ☒ current course ☐ revision of current course ☐ a new course being proposed		
CUNY COMMON CORE Location Please check below the area of the Common Core for which the course is being submitted. (Select only one.)		
Required ☐ English Composition ☐ Mathematical and Quantitative Reasoning ☐ Life and Physical Sciences	Flexible ☐ World Cultures and Global Issues ☐ US Experience in its Diversity ☐ Creative Expression	☒ Individual and Society ☐ Scientific World

Learning Outcomes

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

I. Required Core (12 credits)

A. English Composition: Six credits

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

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

B. Mathematical and Quantitative Reasoning: Three credits

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

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

C. Life and Physical Sciences: Three credits

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

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

II. Flexible Core (18 credits)

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

A. World Cultures and Global Issues

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

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

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

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

B. U.S. Experience in its Diversity

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

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

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

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

C. Creative Expression

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

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

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

- | | |
|--|--|
| | <ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater. |
| | <ul style="list-style-type: none">• Analyze how arts from diverse cultures of the past serve as |

	a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	• Demonstrate knowledge of the skills involved in the creative process.
	• Use appropriate technologies to conduct research and to communicate.

D. Individual and Society

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

In Chapter 6 *Truth and Verification: Evaluating Sources* students gather, interpret and assess information from a variety of sources and points of view as part of a fact checking case study.

Fact checking exercise: Find a claim on your social media - something an influencer said, something a friend shared, something that came across your feed and grabbed your attention. Using the steps articulated in the chapter and the Powerpoints, fact check the claim. Gather and assess information from multiple sources to assess its veracity.

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

In Chapter 3 *What's Newsworthy and Who Decides?* students practice evaluating evidence and arguments. In this chapter students learn to distinguish high quality opinion journalism which promotes a position grounded in evidence and reasoned arguments from propaganda and advertising. Students learn to identify opinion journalism as related to, but separate from, straight news reporting. The class text articulates the learning outcomes of chapter 3:

1. Understand why and how both news and opinion adhere to the journalistic standards of verification, independence, and accountability (VIA).
2. Distinguish between news and opinion by paying attention to labels and language.
3. Recognize that well-done opinion journalism has benefits, especially when consumed along with impartial news reporting.

Chapter 3, graded exercise 3A:

Go to YouTube and find two videos on the same topic:

- A report from a news outlet.
- A video on the same topic as the news report that blurs the lines between information neighborhoods (it resembles journalism but is not journalism)

In each case, use the rubric Verification Independence Accountability (VIA) to evaluate how you know each video does or does not belong in the journalism neighborhood. Focus on the outlet that produced the video, whether the outlet satisfies VIA, and the outlet's goals. Cite specific details from the videos to support your arguments about each. Be sure to provide links to the videos you selected. Remember, an opinion piece

- Evaluate evidence and arguments critically or analytically.

from a news outlet is still in the news or journalism neighborhood.	
In Chapter 9: <i>Deconstructing the News</i> students practice these skills by studying closely the methods a team of Associated Press journalists used in a major investigation. Using <u>evidence</u> from the articles, students must a <u>written argument</u> on whether the journalists used best practices and standards in their investigation. Graded Exercise 9a. In 2014 and 2015, the Associated Press (AP) spent a year investigating the use of enslaved laborers in the fishing industry. Reporters Robin McDowell, Margie Mason, and Martha Mendoza produced a report that sparked widespread outrage, boycotts against the offending companies, criminal inquiries, and legislative action. Read <u>AP Investigation: Slaves may have caught the fish you bought</u>, and deconstruct it. Address the following, specific questions and prompts: 1) Is the headline appropriate to this story? Why or why not? <u>Explain</u>. 2) The AP sought comments from corporations and seafood distributors that may distribute and sell fish caught by slaves. The corporations declined to speak on the record. Why did the reporters reach out to these companies? Why do the reporters note that the corporations' representatives declined to comment? 3) Are the reporters transparent? <u>Explain</u>. If you <u>determine</u> that they are transparent, <u>identify and discuss two examples</u> of transparency in the report. 4) Highlight <u>two examples</u> of context in the report. <u>Why is this context important to the story?</u> 5) <u>Evaluate the evidence</u> in the report. Did the reporters collect any direct evidence? If so, identify the direct evidence and <u>explain</u> what makes it direct. <u>Would you conclude</u>, based on the evidence, that the reporters "opened the freezer"? (This is a phrase used in journalism to mean vigorously pursuing all leads.) 6) Evaluate each of the sources listed below, using the IMVAIN criteria you learned in Chapter 6, to <u>determine their reliability</u>. What does each source contribute to the story? Is it a valuable contribution? 7) Did you find this news report reliable? <u>If not, explain and give reasons why not</u>. <u>If you did, explain why, give reasons and say what you can conclude from the report</u>.	• Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

In Chapter 2 *The Power of Information and Disinformation*, students learn the method by which newsworthiness – a fundamental journalism concept - is determined. Graded exercise 2 fulfills this requirement in two ways:

- Students identify the drivers of news (news values) that determine whether events are reported.
- Students apply these news drivers to determine newsworthiness.

Both are fundamental concepts and methods in the discipline of journalism.

1. Understand how ten Universal News Drivers offer insight into why certain stories rise to the top of the news.
2. Learn how the judgment of editors and, increasingly, the preferences of the audience play a significant role in determining what's deemed newsworthy.

- 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.

- Examine how an individual's place in society affects experiences, values, or choices.

In Chapter 5 *Truth and Verification: Provisional Truth and Evidence* students explore journalists' fundamental obligation to tell the truth and the challenges to doing so. From the syllabus:

- What is truth? Philosophers and scientists have their own definitions. Journalists seek the best available truth at that moment -- a provisional truth that is, by definition, a snapshot in time.
- Context and transparency: Introducing two key concepts in the journey from fact to truth. The most valuable news stories put information in context and are transparent about how the reporters know what they know — and what they don't know and why.
- Truth is more likely to emerge when you look at a story from different perspectives. Journalists do that by trying to include the voices of all involved.
- What's the evidence? No matter how forcefully they are delivered, statements by newsmakers must be considered assertions until they are verified, ideally with direct evidence. Ask: What do I know, and how do I know it?

In the Chapter 5 graded exercise students dissect a news report from CNN's Anderson Cooper, examining the methods he used to determine what was true when he was reporting on the aftermath of a natural disaster. Students must articulate and assess the ethical principles of accuracy, transparency and verification that Cooper is operating under. In an in-class exercise

- Articulate and assess ethical views and their underlying premises.

paired with this assignment, students must write a 500-word essay explaining and discussing how the practices of verification (reporting) that Anderson Cooper engaged in demonstrate the <u>ethical principles</u> journalists operate from. The essay should include evidence of how Cooper's reporting encountered the temporal limitations on the best available truth, why/how context and transparency in his reporting contributed to provisional truth, the value (in his reporting) of finding multiple perspectives and the power of skepticism. How do all of these steps demonstrate the journalist's commitment to finding what's true?	
	• Articulate ethical uses of data and other information resources to respond to problems and questions.
In Chapter 6 Fact-checking on the Internet and Social Media , students <u>engage</u> with the <u>global trend</u> of information being delivered by social media influencers who occupy a nebulous space between information and entertainment. In the What Do You Think? exercise in this chapter students <u>analyze the impact</u> of social media influencers on creating and disseminating misinformation.	• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

JRN 219: Digital Media Literacy**Spring 2025:** January 28-May 13**Credits:** 3**Prerequisites:** None**Mode of instruction:** Hybrid—Tuesdays together in person; asynchronous video lectures and resources.**Tuesday** 10:30-11:45am, Carman 119**Prof Eileen Markey****Office hours** Carman Hall 265 Tuesdays 1-2pm and Wednesdays by appointment.

Phone/text/Whatsapp: 646.938.0557

Eileen.markey@lehman.cuny.edu

COURSE DESCRIPTION

A course to teach students to exercise their power as citizens by becoming perceptive news consumers. Armed with critical-thinking skills, a firm grasp of relevant history and practical knowledge about the news media, News Literacy students learn how to find the reliable information they need to make decisions, take action, make judgments and responsibly share information through social media. At a time when the digital revolution is spawning a flood of information and disinformation each day, the course seeks to help students recognize the differences between facts and rumor, news and promotion, news and opinion, bias and fairness, assertion and verification, and evidence and inference.

This course combines both asynchronous and synchronous elements. You will view video lectures posted on Brightspace, complete quizzes, homework assignments, a fact-checking project, and a final exam at your own pace, and turn in your work by the assigned deadlines. You will also attend synchronous classes every week. Check your course schedule for the meeting time and place and the instructor of your class. Your class instructor will be your primary contact throughout the semester.

COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- Analyze key elements of news reports - weighing evidence, evaluating sources, noting context and transparency - to judge reliability.
- Distinguish between journalism and other types of information.
- Distinguish between news reporting, opinion journalism and unsupported assertion.
- Identify and distinguish between news media bias and audience bias.
- Blend personal scholarship and course materials to write effectively about journalism standards and practices, fairness and bias, First Amendment issues and their individual Fourth Estate rights and responsibilities.
- Use examples from each day's news to demonstrate critical thinking and civic engagement.
- Place the impact of social media and digital technologies in their historical context.
- Describe major concepts and theories of at least one discipline in the social sciences (SBS).
- Describe the methods social scientists use to explore social phenomena (SBS).
- Demonstrate an ability to distinguish among the ethical principles guiding human behavior (CER).
- Apply ethical reasoning to a variety of situations and human experience (CER).
- Understand and differentiate ethical, legal, social justice, and political issues (CER).

REQUIRED COURSE TEXTS

Anzalone and Schneider, *Making Sense of the News: News Literacy for 21st-Century Citizens* (Great River Learning, 2022).

- You may purchase this online textbook either directly from the publisher at www.GRLcontent.com. Look at [this document](#) for more details. If you encounter any technical problems, contact websupport@greatriverlearning.com.
- The online textbook includes links to required articles to read and videos to watch. Look for these icons, which indicate that a video or article is required. To fully experience the value of the textbook and to master key concepts, it is crucial that you interact with all required icons.

Link Key:

Source link



Required Viewing Link to a video



Required Reading Link to an article

- The online textbook contains most of the course assignments, including multiple-choice quizzes, interactive “What do you think?” activities, and graded exercises. Watch this [video tour](#) of the online textbook for more information. See also the course schedule below for further details and due dates.

Actively consuming news is essential to participating in weekly discussions and completing the coursework. You'll be expected to regularly follow a variety of news outlets. If you do not have a *New York Times* subscription, we encourage you to get one [here](#) for free.

COURSE REQUIREMENTS

Attendance: Between class meetings, you'll watch a required video lecture on the lessons of the week. On Tuesday, you will take part in a face-to-face class, in which you'll work with your classmates to apply the course lessons. It is your responsibility to manage your time and effort to meet the requirements and the due dates laid out in the course schedule below and to come to your class prepared. *Your attendance at these class sections is required.* Your first two absences will be excused, and any absences for religious observances also will be excused. Absences three, four, and five will result in deductions of your participation grade, unless you provide documentation and get permission from your class instructor—ideally, before missing class. Missing six or more classes will result in automatic failure of the course, unless arrangements are made through [Student Support Services](#).

Deadlines: All work is due on time. Late assignments will not be accepted unless special arrangements are made at least 48 hours in advance of the due date. Students are expected to notify their professor as early as possible in advance of any religious observance for which they are requesting an accommodation. They can discuss with their faculty member at that time how they will be able to catch up on the work covered. Since you will submit assignments in the online textbook and on Brightspace, you should be able to submit your work even if you miss a class. If you add the class late, it's your responsibility to immediately contact your instructor and get caught up on the work as soon as possible.

Email: I will post a Brightspace announcement every week detailing the work due during the week ahead. Please check your Lehman email account every day for updates and other information. If you do not see an announcement because you did not check your email, you will still be held accountable for missed information regarding the course.

ASSESSMENT AND GRADING POLICY

Participation, including “What do you think?” textbook activities	15
Fact-checking project	10
Quizzes	20
Graded exercises, including news logs	30
Final	25

A 93%-100%; A- 90%-92.9%; B+ 87%-89.9%; B 83%-86.9%; B- 80%-82.9%; C+ 77%-79.9%; C 73%-76.9%; C- 70%-72.9%; D+ 67%-69.9%; D 63%-66.9%; F <62.9%

Additional information: [Undergraduate Grading System](#)

OVERVIEW OF ASSIGNMENTS

Note: Further details on each assignment are available in the online textbook and in the prompts on Brightspace.

Participation: Active participation in our class meetings creates a richer learning experience for you and your classmates. Active participation requires your engagement with the questions your instructor raises during class as well as your contributions to small-group and class-wide discussions. Because our discussions require your thoughtful analysis of the assigned readings, active participation, and interaction with your classmates, it is imperative that you come to class prepared. You can expect to be queried on the specific contents of the video lectures in class. As part of the participation component of the course, you'll also complete "What do you think?" activities throughout the textbook. Instructors will not assign specific scores for these assignments but will factor the effort you put into the completion of these activities into your participation grade.

Fact-checking project: You'll prepare a slide presentation in which you'll illustrate how you exercised your critical-thinking skills to fact-check questionable information you found online or on social media. You'll find further instructions for this project in Brightspace. **Use of text- generating software (such as ChatGPT, Marmot or Botowski) is not permitted; it will be treated as plagiarism.**

Quizzes: For assigned modules, you will complete a multiple-choice quiz with 10 questions on the relevant textbook chapter, video lessons, and assigned readings. The quizzes are available on the last page of each textbook chapter.

Graded exercises: The graded exercises included throughout the textbook may require you to do research, additional reading, or evaluate news reports. You will be graded on how well you articulate an understanding of the course material, support it with specific examples from the readings, and how you express your own ideas. Your grade will depend, in part, on your ability to write with clarity and logic. Comply with the directions for word length where applicable, stay relevant, and always provide specific examples or evidence to support your points. Follow the course schedule and your instructor's weekly announcements to stay on track. In addition to the graded exercises in the textbook, you'll complete a regular news log by posting summaries and analysis of news stories in discussion forums on Brightspace. You also will have opportunities, throughout the semester, to earn *up to six* extra-credit points toward your "Graded exercises" score. **Use of text- generating software (such as ChatGPT, Marmot or Botowski) is not permitted; it will be treated as plagiarism.**

Final Exam: The final will test your understanding of the course concepts and your ability to apply deconstruction techniques to real-world examples. The exam itself will provide clear instructions. **Use of text- generating software (such as ChatGPT, Marmot or Botowski) is not permitted; it will be treated as plagiarism.**

ACADEMIC INTEGRITY STATEMENT

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. **Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. This can result in a failing grade for the course, dismissal from the journalism program or expulsion from the university.**

LINK TO LEHMAN Plagiarism language>

Other examples of cheating or unethical behavior include:

1. Using sources for stories or assignments that are known to the student. Journalism students must not use as subjects or sources any friends, relatives, roommates, classmates, or business associates – basically anyone they know – as well as any businesses they work for or organizations to which they belong. If you believe an exemption is warranted, **you must receive prior approval from your instructor.**
2. Multiple submissions of the same work
3. Cheating in any form on an exam or assignment

4. Unapproved collaboration on work
5. Falsifying any document, including excuse notes
6. Making up sources, quotes, facts or references

Course material accessed from Brightspace, Zoom, Echo 360, VoiceThread, etc. is for the exclusive use of students who are currently enrolled in the course. Content from these systems cannot be reused or distributed without written permission of the instructor and/or the copyright holder. Duplication of materials protected by copyright, without permission of the copyright holder is a violation of the Federal copyright law, as well as a violation of Lehman's Academic Integrity.

Copyright is the exclusive legal right of a creator or owner to reproduce, publish, adapt, sell or distribute his or her original work of authorship. It covers literary, dramatic, musical, artistic and other intellectual works. The published or broadcast work of student journalists, just like any other author, is protected by copyright. The School of Communication and Journalism diligently protects its own copyrighted materials and respects the copyrights of others. When in doubt about the use of any materials created by a third party, always consult with your instructor.

COURSE SCHEDULE

Week	Topic	Coursework and graded assignments
January 28	Greeting. Getting oriented. Successful strategies for the semester. Tech check-in and trouble shoot. Building community.	Purchase the e-textbook.
February 4	What Is News Literacy? - This is a particularly challenging time for news consumers in search of reliable information. They must learn to navigate a fragmented, politically polarized news media landscape as they cope with information overload and a crisis of authenticity characterized by a blurring of the lines between what is and is not news. - From Gutenberg to Zuckerberg: Parallels between the first and latest information	Before the class meeting: - Read the course syllabus - Watch the video <i>Navigating the Textbook and the Course</i> - Read the Textbook, Introduction. Complete the "What do you think?" activities in the intro After class: - Watch the Video Lesson <i>News Literacy and the Power of Information</i> on Brightspace. - Read the Textbook, Chapter 1. Complete the "What do you think?" activities in the chapter Quiz: Complete Chapter 1 Quiz by Sunday night. - After class, please complete the following tasks in this order: <u>Graded Exercise 1A:</u> Complete News Blackout (Textbook, Chapter 1, page 6) by Monday. We've learned that news is powerful. If you shut out all news for 24 hours, would you feel a powerful absence? Let's find out.

	revolutions help us understand how profoundly the digital age has changed the way we get and share information.	Beginning sometime before the next class, and ending 24 hours later, adhere to a strict news blackout. Make no effort to obtain news from any source, including from family and friends. No weather forecasts, no sports scores, no news of any kind, including Facebook, Instagram, TikTok, Twitter, YouTube, or other social media. In about 500–600 words, discuss what you learned from cutting yourself off from the news and address the following questions:
February 11	<i>The Power of Information and Misinformation</i> • It's in our nature: Since humans first walked the earth, the power of information has derived from its ability to alert, divert and connect people. • The battle to control information: Napoleon said, "Four hostile newspapers are more to be feared than a thousand bayonets." • The power of images and video: They can move audiences and bring about change. • The power of social media: How platforms like Twitter and Facebook spread and make news—both real and "fake."	• Watch the Video Lesson <i>What's Newsworthy and Who Decides?</i> on Brightspace. • Read the Textbook, Chapter 2. Complete the "What do you think?" activities in the chapter • <u>Quiz</u>: Complete Chapter 2 Quiz by Sunday night. • <u>Graded Exercise 2A</u>: Complete News Drivers (Chapter 2, page 3) by Sunday night. Read the following news stories. List at least two news drivers for each story and explain how the drivers (news values) you've identified are relevant to each story. • The Amazon Labor Union Took On America's Most Powerful Company—and Won • Rain Fell On The Peak Of Greenland's Ice Sheet For The First Time In Recorded History • Ukraine mother: I saw my daughter killed, then was held captive in basement. *
Feb 18	<i>What's Newsworthy and Who Decides?</i> • Ten Universal News Drivers offer insight into why some stories rise to the top of the news. The more news drivers a story has, the more prominence it is likely to receive. • Who decides? The judgment of editors and, increasingly, the preferences of the audience play a role in	After class, please complete the following tasks in this order: • Watch the Video Lesson <i>Know Your Neighborhood: What Makes Reliable News Different</i> on Brightspace. • Read the Textbook, Chapter 3. Complete the "What do you think?" activities in the chapter • <u>News Log</u>: Post stories to the Week 3 News Log Forum on Brightspace by Thursday • <u>Quiz</u>: Complete Chapter 3 Quiz by Sunday night. • <u>Graded Exercise 3A</u>: Go to YouTube and find two videos on the same topic: • A report from a news outlet. • A video on the same topic as the news report that blurs the lines between

	determining what's deemed newsworthy. • Different news outlets may cater to different audiences, based on location, ideology, or cultural factors. What's relevant to one audience may not be relevant to another. • Great images and compelling video drive story play. They're powerful tools for verification but can distract or influence perceptions of news consumers and skew news judgment. • News consumers need to understand the factors at play to make smart choices about what to watch and read. They need to be their own editors. That's especially true as consumer preferences expressed in real-time analytics play a greater role in determining news value.	information neighborhoods (it resembles journalism but is not journalism) In each case, use the rubric Verification Independence Accountability (VIA) to evaluate how you know each video does or does not belong in the journalism neighborhood. Focus on the outlet that produced the video, whether the outlet satisfies VIA, and the outlet's goals. Cite specific details from the videos to support your conclusions about each. Be sure to provide links to the videos you selected. Remember, an opinion piece from a news outlet is still in the news or journalism neighborhood. (We'll cover opinion journalism in more detail in Chapter 7.) Complete by Sunday night.
February 25	Know Your Neighborhood: What Makes Reliable News Different? • Information neighborhoods. The information bombarding news consumers can be divided into "neighborhoods" to separate what's reliable from what's suspect. The most reliable information can be found in the Journalism neighborhood, whose three defining characteristics — Verification, Independence and Accountability — distinguish it from Advertising,	Please complete the following tasks in this order: • Watch the Video Lesson <i>Truth & Verification: Provisional Truth and Evidence</i> on Brightspace • Read the Textbook, Chapter 4. Complete the "What do you think?" activities in the chapter • News Log: Post stories to the Week 4 News Log Forum on Brightspace by Thursday. • Quiz: Complete Chapter 4 Quiz by Sunday • Graded Exercise 4A: Complete Documents and Records (Textbook, Chapter 4, page 4) by Sunday. Watch the CBS This Morning report Facebook let kids run up huge credit card bills, documents show on Facebook's practice of "friendly fraud." What kinds of evidence does the reporter use to verify the story? Explain how the reporter uses each piece of evidence to verify the story and note whether the evidence is direct or indirect.

	Promotion/Publicity, Propaganda, Entertainment and Raw Information. • Blurring of the lines: One of the primary challenges facing consumers is the blurring of the lines separating the neighborhoods. When they do, always look for VIA and try to identify the primary goal of the information provider.	• Read TAYLOR, "At Success Academy School, a Stumble in Math and a Teacher's Anger on Video"
March 4	Truth and Verification: Provisional Truth and Evidence • What is truth? Philosophers and scientists have their own definitions. Journalists seek the best available truth at that moment -- a provisional truth that is, by definition, a snapshot in time. • Context and transparency: Introducing two key concepts in the journey from fact to truth. The most valuable news stories put information in context and are transparent about how the reporters know what they know — and what they don't know and why. • Truth is more likely to emerge when you look at a story from different perspectives. Journalists do that by trying to include the voices of all involved. • What's the evidence? No matter how forcefully they are delivered, statements by newsmakers must be considered	• Watch the Video Lesson <i>Truth & Verification, Part 2: Evaluating Sources</i> on Brightspace • Read the Textbook, Chapter 5. Complete the "What do you think?" activities in the chapter • Quiz: Complete Chapter 5 Quiz by Sunday. • Graded Exercise 5A: Complete Anderson Cooper assignment. (Textbook, Chapter 5, page 5) by Thursday. In 2004, an earthquake and tsunami struck Sri Lanka, causing widespread destruction and loss of life. As he recounts in Covering the tsunami, Anderson Cooper, the CNN journalist, went to the island nation to cover the rescue and recovery effort. At the behest of his producer in New York, he began to investigate widespread rumors of children being kidnapped en masse. List the 6 steps Cooper took to verify the whereabouts of the two missing children. In an in-class exercise paired with this assignment, students must write a 500-word essay explaining and discussing how the practices of verification (reporting) that Anderson Cooper engaged in demonstrate the ethical principles journalists operate from. The essay should include evidence of how Cooper's reporting encountered the temporal limitations on the best available truth, why/how context and transparency in his reporting contributed to provisional truth, the value (in his reporting) of finding multiple perspectives and the power of skepticism. How do all of these steps demonstrate the journalist's commitment to finding what's true?

	assertions until they are verified, ideally with direct evidence. Ask: What do I know, and how do I know it?	
March 11	Truth and Verification: Evaluating Sources - We focus on the evaluating sources to judge the reliability of news reports. A news report is only as good as its sources. - IMVAIN: News Literacy teaches students to evaluate news sources with a five-step test based on the idea that the most reliable sources are: 1) Impartial, 2) Multiple, 3) Provide Verifiable information, 4) Authoritative or Informed and 5) Named.	- Watch the Video Lesson <i>Truth & Verification, Part 3: You Are the Fact-Checker</i> on Brightspace - Read the Textbook, Chapter 6. Complete the "What do you think?" activities in the chapter <u>Quiz</u>: Complete Chapter 6 Quiz by Sunday. - Chapter 6 assignment: Visit the website MinimumWage.com. Read laterally to determine whether the site is a reliable outlet for information about the minimum wage. Would you use MinimumWage.com to make up your mind about whether the federal minimum wage should be increased? Would you recommend the site to others? Why or why not? • Chapter 6 Graded exercise (Fact checking): From the textbook: <i>The best approach is to employ what scholars with the Stanford History Education Group (SHEG) call Lateral Reading. SHEG tested the ability of hundreds of people, from middle school students to college professors, to fact-check information online and on social media, and discovered that many of their subjects fell into the traps discussed earlier in this chapter. The first step that successful fact-checkers took, it turned out, was to leave the post or website in question and seek answers elsewhere.</i> According to The Challenge That's Bigger Than Fake News article by Stanford scholars, "They read laterally, hopping off an unfamiliar site almost immediately, opening new tabs, and investigating outside the site itself. They left a site in order to learn more about it. This may seem paradoxical, but it allowed fact-checkers to leverage the strength of the entire Internet to get a fix on one node in its expansive web." Pause now and watch the SHEG video Sort Fact from Fiction Online with Lateral Reading. As discussed in the video, three key questions guide fact-checkers as they attempt to debunk misinformation and verify reliable information:

		3 questions when reading laterally: Who's behind this information? What's the evidence? What do other outlets say? Find a claim on your social media - something an influencer said, something a friend shared, something that came across your feed and grabbed your attention. Using the steps articulated in the chapter and the Powerpoints, fact check the claim. Gather and assess information from multiple sources to assess its veracity. Make the assignment as instructed, a few pages of slide show. Factchecking project outline.pdf. File by next Thursday.
March 18	Truth and Verification: You Are the Fact-Checker - We take a closer look at the concept of provisional truth. News consumers need to look at developments in the context of what is and isn't known and follow the story to get the full picture -- especially in the case of breaking news. - Through verification -- one of the defining attributes of journalism - statements can be checked using independent, reputable news or fact-checking sites, or independently by news consumers seeking direct evidence from authoritative sources. - We will discuss strategies for breaking free of the filter bubbles that limit the news and information we consume every day.	After class, please complete the following tasks in this order: News Log: Post stories to the Week 7 News Log Forum on Brightspace by Thursday. - Work on the Fact-Checking Project After class, please complete the following tasks in this order: Fact-checking Project: Complete and submit the project on Brightspace by Thursday March 20. - Watch the Video Lesson <i>News vs. Opinion</i> on Brightspace Read the Textbook, Chapter 7. Complete the "What do you think?" activities in the chapter Quiz: Complete Chapter 7 Quiz by Sunday. Graded Exercise 7A: Complete Distinguishing News from Opinion (Textbook, Chapter 7, page 4) by Sunday. Select a topic that interests you. Find an impartial news report and an opinion piece, both on the same topic. Explain how you were able to tell them apart, noting relevant labels and language clues that helped you make up your mind. Cite at least three differences between the news report and the opinion piece.

March 25	<i>By the Numbers</i> Many new reports cite numbers as evidence, such as public opinion polls, economic statistics, and vaccination rates. Some numbers help us understand the world better, but others may be used out of context and in misleading ways. Even accurate numbers may be misinterpreted. How do we make sense of numbers in news stories?	
April 1	<i>News vs. Opinion</i> - A persistent source of confusion over media bias is the existence of partisan news outlets and opinion journalism. - We will discuss the differences between news reporting and opinion and how to spot them—an increasingly difficult task when consuming news on television and the internet. - In order to be well informed with reliable information, it's necessary to identify news that's meant to inform and to distinguish news from opinion that attempts to persuade.	
April 8	<i>Fairness, Balance, and Bias</i> Responsible journalism aspires to being fair to all sides of a story and to the facts themselves. It requires fair	Watch the Video Lesson <i>Fairness, Balance, and Bias</i> on Brightspace Read the Textbook, Chapter 8. Complete the

	presentation, language and treatment. - Balance — making sure all sides in a conflict are given the same amount of time or space — can be a tool for achieving fairness when the truth or outcome is unknown. In some instances, though, balance can create a false equivalency that can make a story unfair to the evidence. - Bias is a pattern of unfairness found in the coverage of a single news organization over time. It can be a barrier in the way of finding the truth. - Sometimes the perception of bias is rooted not in journalistic bias but in audience bias. News consumers who seek affirmation, not information, distrust or dismiss information that disagrees with their opinions or beliefs because that causes cognitive dissonance. April 15 No Class	“What do you think?” activities in the textbook. If you do not have a <i>New York Times</i> subscription, you may get one here for free. Or you may find here sample “Overlooked No More” obituaries for the activity on page 5. <u>Quiz</u>: Complete Chapter 8 Quiz by Sunday. <u>Graded Exercise 8A</u>: Complete Bus Driver Busted (Textbook, Chapter 8, page 6) by Thursday Read the following news story, which is based on real events but has been changed to protect the identities of those involved. Some details have been altered. Is it a fair story? Why or why not? Is the story biased? Why or why not? If it is not an example of bias, what would it take for you to conclude the news outlet exhibited bias? SCHOOL BUS DRIVER BUSTED FOR DEALING DRUGS After class, please complete the following tasks in this order: <u>News Log</u>: Post stories to the Week 11 News Log Forum on Brightspace by Thursday.
April 22	Deconstructing the News - This 7-step deconstruction process uses News Literacy concepts to analyze and dispassionately judge a report's reliability. - Summarize the main points and then check if the headline and the lead support the main point(s) of the story? - How close does the reporter come to opening the freezer? Is the evidence direct or indirect?	Read textbook Chapter 9: Deconstructing the News. Complete the What Do You Think? activities by Sunday. Quiz Chapter 9 by Sunday Graded Exercise 9a. Complete by Thursday. In 2014 and 2015, the Associated Press (AP) spent a year investigating the use of enslaved laborers in the fishing industry. Reporters Robin McDowell, Margie Mason, and Martha Mendoza produced a report that sparked widespread outrage, boycotts against the offending companies, criminal inquiries, and legislative action. Read AP Investigation: Slaves may have caught the fish you bought, and deconstruct it. Address the following, specific questions and prompts:

	3. Evaluate the reliability of the sources using IMVAIN. 4. Does the reporter make his or her work transparent? 5. Does the reporter place the story in context? 6. Are the key questions answered? 7. Is the story fair?	1) Is the headline appropriate to this story? Why or why not? Explain. 2) The AP sought comments from corporations and seafood distributors that may distribute and sell fish caught by slaves. The corporations declined to speak on the record. Why did the reporters reach out to these companies? Why do the reporters note that the corporations' representatives declined to comment? 3) Are the reporters transparent? Explain. If you determine that they are transparent, identify and discuss two examples of transparency in the report. 4) Highlight two examples of context in the report. Why is this context important to the story? 5) Evaluate the evidence in the report. Did the reporters collect any direct evidence? If so, identify the direct evidence and explain what makes it direct. Would you conclude, based on the evidence, that the reporters "opened the freezer"? 6) Evaluate each of the sources listed below, using the IMVAIN criteria you learned in Chapter 6, to determine their reliability. What does each source contribute to the story? Is it a valuable contribution? a. Kamonpan Awaiwanont, an official for the Thai government's Department of Fisheries b. Praporn Ekouru, a Thai former member of Parliament c. Maung Soe, a slave in Benjina d. Lisa Rende Taylor, director of Project Issara 7) Did you find this news report reliable? If not, explain and give reasons why not. If you did, explain why, give reasons and say what you can conclude from the report.
April 29	<i>To Share or Not to Share? Deconstructing Digital Age Media</i> This class looks at the new opportunities—and responsibilities—for news consumers to not	• Read the Textbook, Chapter 10, pages 6-9. Complete the "What do you think?" activities in the assigned pages by Sunday. • <u>Quiz</u>: Complete Chapter 10 Quiz by Sunday.

	only find news, but to participate as “citizen journalists” in news production in the digital age. • Students will discuss the multiple means by which they can now influence and even contribute to news coverage via the Web, texting and social media. • The IMVAIN technique should also be used to evaluate the trustworthiness of news websites and social media reports by identifying primary and authoritative sources of information.	
May 6.	<i>Where Are We? Where Do We Go from Here?</i> • The final step in the deconstruction process is to conclude whether the news report is reliable enough to act upon. In the past, that was generally a personal choice about what to believe or do. Today, news consumers also are publishers with the added responsibility of deciding not only what to do, but what to share and to create. • This is an uncertain time for the news industry, which has been disrupted by changes in technology and information-consumption habits and hampered by an outmoded business model. We as consumers have more power than ever before to shape the fate of	• <u>Final Exam:</u> Thursday May 22 10am. In person.

	news. What might the future bring?	
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Last Class
Tuesday, May 13

In person final exam Thursday May 22. 10 a.m.

COURSE PROTOCOL

Inclusivity. Lehman College believes in fostering inclusive learning environments, and so do we. Respecting diversity of all kinds is an intrinsic part of this course. We welcome all viewpoints expressed through respectful commentary.

Syllabus Changes. We will do everything possible to minimize and schedule changes, and we will announce (via the Announcements page and email) any such changes as far in advance as possible, with as much class consultation as possible. By the same token, it is your responsibility to keep me informed and contact me with any complications that may arise.

Incomplete policy. Under emergency/special circumstances, students may petition for an incomplete grade. Circumstances must be documented and significant enough to merit an incomplete. If you need to request an incomplete for this course, contact me for approval as far in advance as possible. You should also read the University's policies that apply to you in the **IN PUT UNIVERSITY BULLETIN**

STUDENT SUCCESS RESOURCES

INSERT

STUDENT ACCESSIBILITY SUPPORT CENTER STATEMENT

INSERT

PROFESSIONAL VALUES AND COMPETENCIES

The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;

- apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

**CUNY Common Core
Course Submission Form**

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

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	JRN 221
Course Title	Fundamentals of Multimedia Reporting
Department(s)	Journalism and Media Studies
Discipline	Journalism
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	Finding and evaluating facts, interviewing, managing information in multiple formats, story construction and organization in text, audio, video. Journalism as public service and industry. Journalism in society.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission

Indicate the status of this course being nominated:

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

CUNY COMMON CORE Location

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

Required ☐ English Composition ☐ Mathematical and Quantitative Reasoning ☐ Life and Physical Sciences	Flexible ☐ World Cultures and Global Issues ☐ US Experience in its Diversity ☐ Creative Expression ☒ Individual and Society ☐ Scientific World
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Learning Outcomes

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

I. Required Core (12 credits)

A. English Composition: Six credits

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

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

B. Mathematical and Quantitative Reasoning: Three credits

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

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

C. Life and Physical Sciences: Three credits

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

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

II. Flexible Core (18 credits)

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

A. World Cultures and Global Issues

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

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

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

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

	that language to respond to cultures other than one's own.
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B. U.S. Experience in its Diversity

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

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

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

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

C. Creative Expression

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

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

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

- | | |
|--|--|
| | <ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater. |
| | <ul style="list-style-type: none">• Analyze how arts from diverse cultures of the past serve as a |

	foundation for those of the present, and describe the significance of works of art in the societies that created them.
	• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	• Demonstrate knowledge of the skills involved in the creative process.
	• Use appropriate technologies to conduct research and to communicate.

D. Individual and Society

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

Assignments #3, #4, #9 Gather, interpret and assess information from multiple points of view.

#3 Local government/public meeting memo. Attend in-person a public meeting, hearing or community forum identified in assignment #2. Take notes to gather information on what is discussed at the meeting, selecting one topic, piece of legislation or agenda item to focus on – based on its relevance, immediacy, importance to community or other news values discussed in class. Gather copies of the agenda, legislation, transcripts of the meeting and any other sources of information. Ask questions of stakeholders present at the forum, both elected and unelected and members of the public in attendance until you understand what the issue is about and can interpret it, that is, articulate multiple positions on the matter and understand their importance. Speak to at least three people. Take notes on everything you see and hear. Get a copy of the agenda or legislation. Write a reporter's memo recapping what happened, assessing what was at stake and identifying positions from a variety of sources and points of view. If everyone present was on the same side of the issue, take time to think through why someone might hold an opposite or different position on the matter. Identify what group or groups of people will be impacted by the item in question. How will it impact them? Assess which sources of information are most relevant and reliable. This reporting memo will form the basis of your first news article.

#4 Local/Government news article. The draft article should include two authoritative sources, documents or statistics that provide additional context or complexity for you to interpret what occurred at the forum and among additional information. The draft article needs to include the perspective of a variety of sources including the point of view of people from the group or groups you identified in assignment #3 as impacted by the item or policy.

#9 Public policy summary- audio Select a white paper or report from a public policy research entity or government department, such as the Center for NYC Affairs, Pew Research Center, The Center for an Urban Future or the NYC Department of City Planning relevant to the issues explored in Assignments #7 and #8 or on a different topic. Read the executive summary and the study. Examine the research methodology the authors used so that you can assess the quality and strength of the study's analysis. Study any data visualizations. Contact the study's authors and people impacted by the topic to conduct interviews to gather information from a variety of points of view. Produce a three-minute piece of audio journalism summarizing and interpreting the key findings in the study and including perspectives from the study's author and someone effected by the topic, using audio journalism conventions practiced in class.

Assignments #3, #4, #6, #9, #10. Evaluate evidence and arguments critically or analytically.

#3 Local government/public meeting memo

#4 Local/Government news article.

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

- Evaluate evidence and arguments critically or analytically.

#6 Reading responses and discussion guide Chapter 6 Monitoring Power, Elements of Journalism. Students will file carefully written two-page reading responses and discussion prompt pieces <u>evaluating the arguments presented in the chapter about journalism's role monitoring power.</u> Relate them to contemporary examples in the news. What is the journalist's relationship to government? <u>Present evidence</u> of instances when journalism has held government accountable to the governed. Historically, what constrains has U.S. government attempted to put on the free exercise of journalism? <u>Evaluate the arguments: has</u> that changed in recent years? #9 Public policy summary- audio #10 Journalism Under Threat. Prepare and present a <u>carefully researched</u> and polished five-minute oral presentation on a journalist who is identified as facing government repression or violent threats from other entities because of their work. You will read and watch many pieces of the journalist's work. You'll become familiar with their social media. You'll know their career trajectory. You'll <u>review</u> the issues, social movements, political parties and programs, business interests, conflicts or controversies this journalist has covered. <u>Evaluate the arguments that they are at risk. Are you convinced that the journalist is in danger?</u> Why and how? Explain succinctly but thoroughly why their work involves risk, what dangers they face and why they have come to the attention of free press and human rights organizations.	
Assignments #3, #4, #6, #9, #10. Produce well-reasoned written or oral arguments using evidence to support conclusions. #3 Local Government/public meeting memo #4 Local/government news article #6 Reading responses and discussion guide Chapter 6 Monitoring Power. Elements of Journalism. <u>Students will file carefully written two-page reading responses and discussion prompt pieces arguing the themes in the chapter and specifically relating them to contemporary examples in the news.</u> What is the journalist's relationship to government? What are some ways journalism can hold government accountable? <u>Present evidence from the chapter for your arguments.</u> Historically, what constrains has U.S. government attempted to put on the free exercise of journalism? How has that changed in recent years? #9 Public policy summary- audio. #10 Journalist Under Threat <u>Present a carefully researched five-minute oral presentation</u> on a journalist who is identified as facing government repression or violent threats from other entities because of their work. Read and watch many pieces of the journalist's work, know their career trajectory. Review the issues, social movements, political parties and programs, business interests, conflicts or controversies this journalist has covered. <u>Evaluate what you've learned. Are you convinced that the journalist is in danger? Why and how?</u> Explain succinctly and thoroughly why their work involves risk, what dangers they face and why they have come to the attention of free press and human rights organizations.	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
Assignments #3, #4, #8, #9. Identify and apply the fundamental concepts and methods of journalism in written and audio formats to exploring the relationship between the individual and society.	• 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,

#3 Local Government/public meeting memo #4 Local government news article #8 Data to People. Using the U.S. Census data in the Furman Center State of New York City Housing and Neighborhoods, identify the community district where you live or a different NYC district. <u>Study the statistics in the Community District profile.</u> Select three statistics that are relevant to quality of life: for example, median rent, available park space, income level. Compare these to the NYC-wide average. <u>Develop a graphic explaining these differences that can be easily shared on social media.</u> Interview at least five people in this neighborhood about one or more of the social indicators identified in the statistical data. Ask people what they would like to preserve or change about their neighborhood. How does the data you've identified affect their life? (For example: Are they paying more than 30% of their income in rent? Do they have to travel long distances to work?) How does that affect their lives? <u>What public policy suggestions are there for this issue?</u> #9 Public policy summary - audio. Select a white paper or report from a public policy research entity or government department, such as the Center for NYC Affairs, Pew Research Center, The Center for an Urban Future or the NYC Department of City Planning relevant to the issues explored in Assignments #7 and #8 or on a different topic. <u>Read the executive summary and the study.</u> Examine the research methodology the authors used so that you can assess the quality and strength of the study's analysis. Study any data visualizations. Contact the study's authors and people impacted by the topic to <u>conduct interviews to gather information from a variety of points of view.</u> Produce a three-minute piece of audio journalism <u>summarizing and interpreting</u> the key findings in the study and including perspectives from the study's author and someone effected by the topic, <u>using audio journalism conventions practiced in class.</u>	anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
#3, #7, #8. Examine how an individual's place in society affects experiences, values, or choices. #3 Local Government/Public meeting memo. #7 Journalism as a Public Forum. Students will file carefully written two-page reading responses and discussion prompt pieces summarizing the themes in Elements of Journalism chapter 7 and specifically relating them to contemporary examples in the news. <u>The reading response must explore the ways in which journalism functions as public forum: a social space for debate, discussion and interaction between and among people of varied position and experience.</u> Is journalism necessary to foster and preserve civic life? <u>Provide two recent (past decade) examples of ways journalism institutions serve as a platform for a wider society to consider multiple experiences, values and choices of individuals and groups.</u> As part of studying this chapter, students must participate in the shared class project producing a live <u>public forum with local news makers, elected officials or candidates for office.</u> Contribute background research, questions for panelists, participate in planning, promotion and production of event, in collaboration with the Lehman College Multimedia Center or Bronxnet. #8 Data to People. Using the U.S. Census data in the Furman Center State of New York City Housing and Neighborhoods, identify the community district where you live or a different NYC district. <u>Study the statistics in the Community District profile.</u> Select three statistics that are relevant to quality of life: for example, median rent, available park space, income level. <u>Compare these local district statistics to the NYC-wide average.</u> Develop a	• Examine how an individual's place in society affects experiences, values, or choices.

graphic <u>explaining the differences between the local district and the citywide average</u>, that can be easily shared on social media. <u>Interview at least five people in this neighborhood about one or more of the social indicators identified in the statistical data. Ask people what they would like to preserve or change about their neighborhood. How does the data you've identified affect their life?</u> (For example: Are they paying more than 30% of their income in rent? Do they have to travel long distances to work?) How does that affect their lives? <u>What public policy suggestions are there for this issue?</u>	
#1, #5, #10. Articulate and assess ethical views and their underlying premises. #1: Reading responses and discussion guide Chapter 1 What is Journalism? <i>Elements of Journalism</i>, Kovach and Rosensteel, 4th edition. Students will file carefully written two-page reading responses and discussion prompts summarizing the themes in the chapter and specifically relating them to contemporary examples in the news. The reading response must <u>explore the ethical relationship between journalism and democracy, journalism and either the enlightenment or the progressive era</u>. It should discuss the what role reliable information plays in civil society and should connect the ideas in the chapter to specific current examples. The paper needs to include three questions, drawn from the text, to prompt discussion among classmates. #5: Reading responses and discussion guide <i>Elements of Journalism</i>. Chapter 2 What is Journalism For? Students will file carefully written two-page reading responses and discussion prompt pieces summarizing the themes in the chapter and specifically relating them to contemporary examples in the news. <u>The reading response must explore the social role and responsibilities of the journalist. What are some ethical guidelines for journalists' behavior? What are some ways in which journalism contributes to building or breaking civil society or community?</u> Identify three specific issues of importance in your community and articulate ways the practice of journalism could be used to address them. The response should connect the ideas in the chapter to specific current examples. The paper needs to include three questions, drawn from the text, to prompt discussion among classmates. #10 Journalist under Threat presentation.	• Articulate and assess ethical views and their underlying premises.
#8 Data to the People. Students will draw on statistical data to ground their reporting in measurable fact and will use the data along with interviews to develop digital news items about public policy proposals – that create an opportunity for the people effected by the data to engage actively with it. By identifying data, building on that data to speak to people affected by it and then communicating the ideas and goals people affected by the data articulate, students will gain hands on experience on the ethical use of data to respond to problems and questions. To do this, students will access U.S. Census data on a NYC community district of their choosing, to <u>identify statistical information that is relevant to quality of life</u>: for example, median rent, available park space, income level. Students will compare community district (neighborhood)-level data to the NYC-wide average and <u>develop a graphic explaining the differences that can be easily shared on social media</u>. <u>Students will use the data they find as a basis for</u> interviews with at least five people in the effected community district to explore the impact of the social indicators identified in the statistical data. Students will ask people what they would like to preserve or change about their neighborhood. (For example: Are they paying more than 30% of their income in rent? Do they have to travel long distances to work?) How does that affect their lives?	• Articulate ethical uses of data and other information resources to respond to problems and questions.

What public policy suggestions do the residents have for this issue?	
#2 Who Reps Me? #3 public meeting memo, #4 local government news article, #7 producing a public forum on a local issue. #9 Audio news story on public policy analysis. Identify and engage with local trends or ideologies, and analyze their impact on individual or collective decision-making. #2: Local Government: Who Reps Me? Students will use https://www.mygovnyc.org/ to determine which local, state and federal elected officials represent the neighborhood where they live. <u>Students will produce a memo identifying each of these elected officials</u>, including a brief bio, party affiliation, information on how long they have served in elected office, what committees they serve on and <u>what legislation they have sponsored and supported</u>. Students will identify immediately upcoming <u>hearings, meetings, forums in which legislation or other matters of public policy will be discussed</u>.	Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	Gather, interpret, and assess information from a variety of sources and points of view.
	Evaluate evidence and arguments critically or analytically.
	Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

JRN 221 SAMPLE

JRN 221 Reporting 1
3 hours, 3 credits.

Fundamentals of news reporting and writing in a multimedia context. News-gathering and storytelling styles and approaches to writing for newspapers, magazines, radio, television, and the Internet. Emphasis on grammar, syntax, punctuation, and spelling.
Pre/co requisites: None

Instructor

Eileen Markey

Eileen.Markey@Lehman.cuny.edu

Phone: 646.938.0557

Office Carman Hall #265

Office hours Monday 1 p.m. to 3 p.m. and by appointment.

Learning Objectives

The students will gain an understanding of journalism's role in society and a skill-base for reporting and writing the news for all media. They will learn:

The basics of news writing and reporting for newspapers, magazines, broadcast, TV, online news sites and public relations.

How to read newspapers and online news sites to follow significant news stories.

Standard written use of the English language

How to strive for accuracy.

Work under deadline pressure.

Expected Learning Outcomes (ELO)

Students will be competent in researching and writing reportage, such as news and features that conform to genre conventions.

About the Course

What is this class about?

In JRN 221 you'll study the fundamental values and purpose of the free press and its role in democracy. You'll learn the basics of news reporting and will practice writing with clarity, brevity and accuracy. In this class you will be studying what Journalism is all about and its role in society while working as a reporter, covering issues of public policy relevant to Bronx and NYC neighborhoods. You will write articles and conduct radio style interviews with candidates running for office, attend public meetings and hearings and digest policy reports. These interviews will be turned into a radio show and podcast that will air on BronxJournalRadio, the streaming station of our JMS department. You'll practice crafting social media publicity to promote the articles and interviews. In this class you'll produce journalism in each form: print, audio, video and promote it via twitter and IG according to best practices in the profession.

Through writing assignments, readings, fieldwork, current events discussions and guest speakers the course is designed to provide training in a range of essential journalism skills.

Students are expected to read the news from legitimate, professional journalism operations every day and to participate actively and frequently in class discussions.

Attendance/participation counts for 10% of the course grade. If you are not in class, you are not earning points towards that 10%. If you are not in class you are also denying yourself the considerable learning that emerges between students during discussion and dialogue. I work hard to establish a learning environment that is not simply top down (the instructor talking), but rather horizontal: the students learning by doing, discussing and articulating. If you are not in class you miss that. Making up a class is not as simple as reading lecture notes or reading an assignment. If you are not in class you have a weaker foundation for the work you'll be asked to do. Also: Instructors are required to record attendance to certify eligibility for financial aid. Please see the "Attendance Policy and Procedures" section of the Lehman Student Handbook.

Assignments:

Assignment #1: Reading responses and discussion guide *Elements of Journalism*, Kovach and Rosensteel, 4th edition. **Chapter 1 What is Journalism?**

Students will file carefully written two-page reading responses and discussion prompts summarizing the themes in the chapter and specifically relating them to contemporary examples in the news. The reading response must explore the relationship between journalism and democracy, journalism and either the enlightenment or the progressive era. It should discuss the what role reliable information plays in civil society and should connect the ideas in the chapter to specific current examples. The paper needs to include three questions, drawn from the text, to prompt discussion among classmates.

Assignment #2: Local Government: Who Reps Me?

Students will use <https://www.mygovnyc.org/> to determine which local, state and federal elected officials represent the neighborhood where they live. Students will produce a memo identifying each of these elected officials, including a brief bio, party affiliation, information on how long they have served in elected office, what committees they serve on and what legislation they have sponsored and supported. Students will identify immediately upcoming hearings, meetings, forums in which legislation or other matters of public policy will be discussed.

Assignment #3: Local/Government: Public meeting memo.

Attend in-person a public meeting, hearing or community forum identified in assignment #2. Take notes on what is discussed at the forum, selecting one item, piece of legislation or agenda item to focus on – based on its relevance, immediacy, importance to community or other **news values** discussed in class. Gather copies of the agenda, legislation, transcripts of the meeting and any other sources of information. Ask questions of stakeholders present at the forum, both elected and unelected and members of the public in attendance until you understand what the issue is about and can articulate multiple positions on the matter and understand their importance. Speak to at least three people. Take notes on everything you see and hear. Get a copy of the agenda or legislation. Get the names, titles and contact info for everyone you spoke to and everyone who spoke on the matter in an official capacity. Write a reporter's memo recapping what happened, assessing what was at stake and identifying positions from a variety of sources and points of view. If everyone present was on the same side of the issue, take time to think through why someone might hold an opposite or

different position on the matter. Identify what group or groups of people will be impacted by the item in question. How will it impact them? Write out the questions you asked of people present and the answers each person gave, including the person's name and contact info. Assess which sources of information are most relevant and reliable. This reporting memo will form the basis of your first news article. Five pages.

Assignment #4 Local/Government news article

Using the model discussed in class, write a news article about the public forum or hearing you researched in Assignment #3. What is the story you are trying to tell? What NEWS does it communicate? Can you answer the who, what, where, why, when, how of the story? Where do the voices of the people you interviewed fit into the story, in the form of quotes? The draft should include two authoritative sources, documents or statistics that provide additional context or complexity for you to interpret what occurred at the forum and among additional information. The draft article needs to include the perspective of a variety of sources including the point of view of people from the group or groups you identified in assignment #3 as impacted by the item or policy. Write an article that mimics the tone and style of any of the articles you've been reading every day in the New York Times (third person, succinct sentences, active voice, appropriately attributed quotes, careful copyediting).

Assignment #5: Reading responses and discussion guide Chapter 2 What is Journalism For? *Elements of Journalism*.

Students will file carefully written two-page reading responses and discussion prompt pieces summarizing the themes in the chapter and specifically relating them to contemporary examples in the news. The reading response must explore the social role and responsibilities of the journalist. What are some ethical guidelines for journalists' behavior? What are some ways in which journalism contributes to building or breaking civil society or community? Identify three specific issues of importance in your community and articulate ways the practice of journalism could be used to address them. The response should connect the ideas in the chapter to specific current examples. The paper needs to include three questions, drawn from the text, to prompt discussion among classmates.

Assignment #6 Reading responses and discussion guide Chapter 6 Monitoring Power *Elements of Journalism*.

Students will file carefully written two-page reading responses and discussion prompt pieces arguing the themes in the chapter and specifically relating them to contemporary examples in the news. What is the journalist's relationship to government? What are some ways journalism can hold government accountable? Present evidence from the chapter for your arguments. Historically, what constrains has U.S. government attempted to put on the free exercise of journalism? How has that changed in recent years?

Assignment #7 Reading response and participation Chapter 7 Journalism as a Public Forum. *Elements of Journalism*.

Students will file carefully written two-page reading responses and discussion prompt pieces summarizing the themes in the chapter and specifically relating them to contemporary examples in the news. The reading response must explore the ways in which journalism functions as public forum: a social space for debate, discussion and interaction between and among people of varied position and experience. Is journalism necessary to foster and preserve civic life? Provide two recent (past decade) examples of ways journalism institutions

serve as a platform for a wider society to consider multiple experiences, values and choices of individuals and groups. As part of studying this chapter, students must participate in the shared class project producing a live public forum with local news makers, elected officials or candidates for office. Contribute background research, questions for panelists, participate in planning, promotion and production of event, in collaboration with the Lehman College Multimedia Center or Bronxnet.

Assignment #8 Data to People

Using the U.S. Census data in the Furman Center State of New York City Housing and Neighborhoods, identify the community district where you live or a different NYC district. Study the statistics in the Community District profile. Select three statistics that are relevant to quality of life: for example, median rent, available park space, income level. Compare these to the NYC-wide average. Develop a graphic explaining these differences that can be easily shared on social media. Interview at least five people in this neighborhood about one or more of the social indicators identified in the statistical data. Ask people what they would like to preserve or change about their neighborhood. How does the data you've identified affect their life? (For example: Are they paying more than 30% of their income in rent? Do they have to travel long distances to work?) How does that affect their lives? What public policy suggestions are there for this issue?

Assignment #9 Public policy summary - audio.

Select a white paper or report from a public policy research entity or government department, such as the Center for NYC Affairs, Pew Research Center, The Center for an Urban Future or the NYC Department of City Planning relevant to the issues explored in Assignments #7 and #8 or on a different topic. Read the executive summary and the study. Examine the research methodology the authors used so that you can assess the quality and strength of the study's analysis. Study any data visualizations. Contact the study's authors and people impacted by the topic to conduct interviews to gather information from a variety of points of view. Produce a three-minute piece of audio journalism summarizing and interpreting the key findings in the study and including perspectives from the study's author and someone effected by the topic, using audio journalism conventions practiced in class.

Assignment #10 Journalism Under Threat

Prepare and present a carefully researched and polished five-minute oral presentation on a journalist who is identified as facing government repression or violent threats from other entities because of their work. You will read and watch many pieces of the journalist's work. You'll become familiar with their social media. You'll know their career trajectory. You'll review the issues, social movements, political parties and programs, business interests, conflicts or controversies this journalist has covered. Evaluate the arguments that they are at risk. Are you convinced that the journalist is in danger? Why and how? Explain succinctly but thoroughly why their work involves risk, what dangers they face and why they have come to the attention of free press and human rights organizations.

To find such journalists and begin to learn about their work, look at these organizations: [Committee to Protect Journalists – Defending Journalists Worldwide.Latest press freedom news from around the globe.](#) [Committee to Protect Journalists](#)

[International Consortium of Investigative Journalists - ICIJ](#)We work together with investigative journalists around the globe to investigate the most important stories in the world.[ICIJ](#)

[Writers at Risk](#)[PEN America supports writers at risk worldwide, defending jailed and threatened writers and public intellectuals from persecution.](#)[PEN America](#)

<https://www.hrw.org/topic/free-speech/press-freedom>

How do you calculate grades?

Grading Policy

Written assignments are graded according to a rubric that includes grammar, punctuation, syntax, clarity; cohesion of idea, organization; style and grace of writing; conformity to standard journalistic form; heft of reporting/research.

10% Attendance/in class participation

20% Reading responses, in-class writing drills

10% Who Reps Me? Memo

10% Public meeting memo

10% News article on public meeting

10% Engagement and contribution to preparation and production of public forum:

10% Data and People

10% Public policy summary and audio piece

10% Oral presentation journalists under threat.

Course outline:

Weeks 1-4 Class introductions and discussion of the purpose of journalism and its relationship to democracy. Structure and elements of news articles. Distinguishing journalism from advertising, polemic, propaganda. Reading local political journalism. Civics. Structure of local government. Policy and political issues.

Weeks 5-10 Dissecting structure of news articles. Finding reliable sources and cultivating multiple perspectives, distance and objective methods of reporting. Practicing a news article. Reporting on public meeting, accessing and using quality data. Social media promotion of our work. Building an audience.

Weeks 11-16 Selecting a topic and guests for public forum. Research and writing questions for forum. Putting together production of public forum. Listening to audio journalism, dissecting structure of audio journalism, learning audio hardware skills. Collecting sound. Learning from other reporters. Journalism in a global context.

Format Guidelines for Writing Assignments

All stories and homework assignments must be typed and double-spaced in Times New Roman, 12 pt and filed in Brightspace.

Make sure that you have paginated your story (that is, put in page numbers on the upper right-hand corner of the page).

Your work must be saved and labeled according to the instructions in the Brightspace assignments folder. **It is always Lastname.assignment name.**

The labeling rules in my class come from my 30 + years of working in the news industry.

Slugs (the labels) are of utmost importance in busy newsrooms where editors and producers are handing hundreds of pieces of audio, video and text each day, making updates to breaking news and making sure they air or are posted in the correct place. Verify the spelling of every name, checking for consistency.

We will explore ideas together and critique each other's work in a spirit of congeniality. The course requires significant time for interviewing and reporting beyond class time. Students will learn the fundamentals of the reporters' craft and contribute to the first draft of history by reporting on New York City, covering Bronx people and neighborhoods as we navigate this alarming and trying moment in history. Students will learn to use multiple forms of information ranging from interviews to public documents and government hearings to construct a news story. This is a practical course.

How much work is there for this class?

Some weeks have more work than others, but you will be reading and writing something every week. Assignments will be posted in each week's course module, all in one place. Fuller details are included there than in the syllabus. Assignments must be uploaded to Brightspace and labeled properly (see below).

Why do you make so many assignments?

So that each one is only worth a comparatively small amount and if you do poorly on a couple it won't ruin your whole grade.

Can I hand in work late?

Assignments more than one week late will not be accepted. Those more than one day late will lose points for each day they are late. Budget your time and hand in work on time. Journalism is a deadline business.

I sometimes get overloaded and disorganized but I always pull it together at the end of the semester. Can I just make up work at the end?

Handing in late assignments at the end of the semester is not an option. Begging to redo the semester in the final week in a spasm of labor is not an option. Work is assigned sequentially for pedagogical reasons and needs to be completed at the proper period in the semester.

How will I know what's going on in the class?

Communication between class meetings will be conducted via announcements through Brightspace and your Lehman College email. It is the student's responsibility to be able to access Brightspace and their Lehman College email. Make your Lehman College email the go-to one on your phone and download the Brightspace app. **Failure to check your Lehman College email or to sign in to Brightspace will never be accepted as an excuse for not receiving a communication from the professor.**

Is there a book I have to buy?

Digital versions of all readings will be uploaded in the course materials section of Brightspace. However, the first few weeks we will be reading chapters that are 20 to 40 pages long. It stinks to do this on a screen and it is more difficult to understand, integrate and recall information we read on a screen. I highly recommend you purchase the required book as a physical book. It can be got for about \$10.

Elements of Journalism, authors Kovack and Rosensteel; ISBN 978.0804136785. Published by the American Press Institute, edition 4, 2021. (Available for about \$10 on Amazon. Check the edition).

Anything else I have to read?

The people of the State of New York bought you a copy of the *The New York Times*. You are required to collect your digital subscription. You need to read the newspaper every day, at least three articles. Every day. This will improve your writing and teach you more about journalism and the world than any class. Claim your free CUNY-provided subscription by going to nytimes.com/passes and entering your CUNY email and graduation year. There will be in class reading assignments and news quizzes.

Citylimits.org. Put this website in your favorites/bookmark and read it every day. Subscribe (free) to their newsletters.

Do I have to come to class?

Yes.

Students “Students in basic skills courses are required to attend classes. Students in all other courses are expected to attend classes regularly, and instructors are required to record attendance for grading and counseling purposes. Individual instructors, as well as departments or degree programs, may establish specific attendance requirements. Instructors have the right to weigh attendance and class participation in determining grades. It is the student's responsibility to ascertain the effect attendance may have on the grade in a course.” <http://lehman.smartcatalogiq.com/en/2017-2019/Undergraduate-Bulletin/Appendix/Board-of-Trustees-Rules-and-Regulations-on-Campus-Conduct/Attendance-and-Absences>

Accommodating Disabilities

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may require any special considerations should register with the Office of Student Disability Services in order to submit official paperwork to instructor.

For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, 718-960-8441. For detailed information on services and resources visit: <http://www.lehman.edu/student-disability-services/> , or email: disability.services@lehman.cuny.edu.

Academic Integrity and Plagiarism Policy

“Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.” All violations are reported to the Department and Lehman College’s Academic Integrity Officer.

For detailed information on definitions and examples of Academic Dishonesty, including

Cheating, Plagiarism, Obtaining Unfair Advantage and Falsification of Records and Documents, please refer to the student handbook or visit:
<http://lehman.smartcatalogiq.com/en/2017-2019/Undergraduate-Bulletin/Academic-Services-and-Policies/Academic-Integrity>

Technology and Brightspace Information (if applicable)

You are required to use **Brightspace** to access course materials and to post assignments to Safe Assign.

You are required to sign into your Lehman student **email** account for course messages—and check it! Brightspace will only allow me to send individual and mass messages to Lehman accounts. If there is an issue, this is the *only* account to which I can send and if I email the class something, the fact that you didn't know about an assignment or course change because you don't use your Lehman account will never be accepted for not knowing the information. For Information Technology: <http://www.lehman.edu/itr/>

Instructional Support Services (ISSP)

Lehman College's Instructional Support Services Program (ISSP) is home of the Academic Center for Excellence (ACE) and Science Learning Center (SLC). Both offer students an array of activities and services designed to support classroom learning. Open to students at any level, there are individual, small group, and/or workshop sessions designed to improve "proficiency in writing, reading, research, and particular academic subject areas. Computer-assisted writing/language tutorial programs are also available," as well as individual tutors, workshops and tutors.

To obtain more information about the ACE and the SLC, please visit Old Gym, Room 205 or <http://www.lehman.edu/academics/instructional-support-services/humanities-tutoring.php> or

call ACE at 718-960-8175, and SLC at 718-960-7707.

Regular tutoring hours for fall & spring semesters are:

M—T 10 a.m.-7 p.m., and Sat. 10 a.m.-2 p.m.

Library Tutors are also available in the Library. These tutors offer help with Library resources and computers.

Writing-Intensive Course Requirements

Lehman Students must complete four writing-intensive courses. In a WI Course, "students should be expected to write approximately 15-20 pages of proofread, typed work that is turned in to the instructor for grading." Various courses stipulate various requirements designed to meet this requisite over the course of the semester. WI courses focus on revision, short & long assignments, graded and ungraded writing, journals, etc, and each will have "a class-size limit of twenty-two. Under no circumstances will more than twenty-five students be admitted to any writing-intensive section."

For more information, see: <http://www.lehman.edu/academics/general-education/writing-faqs.php>

Student Handbook

Students are strongly encouraged to download and become familiar with the Student Handbook: <http://www.lehman.edu/campus-life/support-services.php>

Dates and assignments, along with readings subject to change or addition, depending on the pace of class discussion and comprehension. Changes will be accompanied by notification through Brightspace announcements and reflected in the due date in Brightspace assignments.

CUNY Common Core Course Submission Form

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

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	REC 200
Course Title	History and Philosophy of Recreation
Department(s)	Exercise Sciences and Recreation
Discipline	Leisure and Recreation
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	Reviews historical development of recreation and leisure and examines theories of play and recreation and the functions of organized recreation services in the U.S. today.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission

Indicate the status of this course being nominated:

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

CUNY COMMON CORE Location

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

Required ☐ English Composition ☐ Mathematical and Quantitative Reasoning ☐ Life and Physical Sciences	Flexible ☐ World Cultures and Global Issues ☐ US Experience in its Diversity ☐ Creative Expression ☒ Individual and Society ☐ Scientific World
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Learning Outcomes

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

I. Required Core (12 credits)

A. English Composition: Six credits

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

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

B. Mathematical and Quantitative Reasoning: Three credits

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

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

C. Life and Physical Sciences: Three credits

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

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

II. Flexible Core (18 credits)

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

A. World Cultures and Global Issues

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

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

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

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

B. U.S. Experience in its Diversity

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

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

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

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

C. Creative Expression

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

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

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

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

D. Individual and Society

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

Weekly Discussion Forums: Weekly discussion forums are graded based on relevance and clarity, timeliness, and creating a community (peer-to-peer engagement). They provide students with structured opportunities to engage critically with the course content, apply disciplinary concepts, and connect readings, lectures, and personal experiences to broader social and professional contexts in recreation and leisure. Each student's discussion forum post is graded according to the rubric on Page 38 of the syllabus.

Example #1: Week 6 Discussion Forum: Public Recreation and Non-profit Agency (Page 19 in the Syllabus) asks students to research a public or non-profit recreation agency, ensuring they gather and assess credible information. Rubric on Page 38 of the Syllabus.

Example #2: Week 11 Discussion Forum: Community Quality of Life (Page 22 in the Syllabus) requires students to analyze their community's quality of life using the World Leisure Organization's eight tenets, promoting research and assessment of local resources. Rubric on Page 38 of the Syllabus.

Application Exercises: Application exercises are graded based on clear messaging, content – accuracy, graphics – relevance, graphics – visual, and design – layout. They are included in each module of the course and with tasks throughout the module. First, students submit an application exercise outline identifying key information they will be included in the assignment. Second, students create and submit an infographic that includes information specific to the instructions of that application exercise assignment. Third, students complete a discussion forum (application exercise discussion forum) that asks them to reflect on the process of creating the infographic, asks them to share their infographic with a classmate, friend, colleague, or family member to provide feedback, and what they modified based on that feedback prior to submitting the assignment. Each student's application exercise is graded by a rubric that is included on Page 40 of the syllabus.

Example #1: Application Exercise #2: For-profit Recreation Agency (Page 28 in the Syllabus) requires students to access and evaluate various sources by conducting research on for-profit recreation, events, and tourism organizations, using both the textbook and additional credible sources (e.g., journal articles, websites); and requires them to practice lateral reading to ensure they cross-check information across multiple sources, reinforcing their ability to critically assess information. Rubric on Page 40 of the syllabus.

Example #2: Application Exercise #4: Leisure and Recreation from an International Perspective (Page 34 in the Syllabus) requires students to identify and engage with local, national, and global trends in the field and analyze these trends and their impact on individuals and collective decision making in a less developed country using multiple

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

sources to ensure credible and well-rounded insights. The comparison to the United States requires analyzing different perspectives on leisure across cultural, economic, and historical contexts. Rubric on Page 40 of the syllabus.	
Weekly Discussion Forums: Weekly discussion forums are graded based on relevance and clarity, timeliness, and creating a community (peer-to-peer engagement). They provide students with structured opportunities to engage critically with the course content, apply disciplinary concepts, and connect readings, lectures, and personal experiences to broader social and professional contexts in recreation and leisure. Each student's discussion forum post is graded according to the rubric on Page 38 of the syllabus. Example #1: Week 3 Discussion Forum: Personal Recreation/Leisure Activity (Page 17 in the Syllabus) prompts students to articulate and assess ethical views and their underlying premises of philosophical concepts to their own leisure activities, critically examining how they contribute to human flourishing. Rubric on Page 38 of the Syllabus. Example #2: Week 5 Discussion Forum: Community Park or Protected Area (Page 19 in the Syllabus) prompts students to articulate and assess arguments related to the conservation vs. recreation debate in local parks, considering sustainability and management challenges. Rubric on Page 38 of the Syllabus. Application Exercises: Application exercises are graded based on clear messaging, content – accuracy, graphics – relevance, graphics – visual, and design – layout. They are included in each module of the course and with tasks throughout the module. First, students submit an application exercise outline identifying key information they will be included in the assignment. Second, students create and submit an infographic that includes information specific to the instructions of that application exercise assignment. Third, students complete a discussion forum (application exercise discussion forum) that asks them to reflect on the process of creating the infographic, asks them to share their infographic with a classmate, friend, colleague, or family member to provide feedback, and what they modified based on that feedback prior to submitting the assignment. Each student's application exercise is graded by a rubric that is included on Page 40 of the syllabus. Example #1: Application Exercise #1: Philosophy of Leisure (Page 25 in the Syllabus) requires students to analyze different perspectives on leisure's role in society by comparing traditional and modern notions of leisure. Students must assess empirical research and philosophical discussions to determine how these theories contribute to their own philosophy of leisure. Rubric on Page 40 of the syllabus. Example #2: Application Exercise #2: For-profit Recreation Agency (Page 28 in the Syllabus) requires students to compare and contrast the for-profit sector with the public and non-profit sectors, requiring them to evaluate and analyze business models, funding structures, and service offerings. Identifying key differences between these sectors fosters analytical thinking about the impact of economic models on leisure and tourism. Rubric on Page 40 of the syllabus.	• Evaluate evidence and arguments critically or analytically.
Weekly Discussion Forums: Weekly discussion forums are graded based on relevance and clarity, timeliness, and creating a community	• Produce well-reasoned written or oral arguments using evidence to support conclusions.

(peer-to-peer engagement). They provide students with structured opportunities to engage critically with the course content, apply disciplinary concepts, and connect readings, lectures, and personal experiences to broader social and professional contexts in recreation and leisure. Each student's discussion forum post is graded according to the rubric on Page 38 of the syllabus. Example #1: Week 3 Discussion Forum: Personal Recreation/Leisure Activity (Page 17 in the Syllabus) requires students to connect philosophical principles of leisure to a personal recreational activity, explaining how it contributes to a “good life” or reflects current societal values. To respond effectively, students must construct a well-reasoned argument supported by course readings, theories, and examples, thereby demonstrating their ability to use evidence to substantiate their conclusions. Rubric on Page 38 of the Syllabus. Example #2: Week 11 Discussion Forum: Community Quality of Life (Page 22 in the Syllabus) encourages structured argumentation when evaluating a community's recreational resources and quality of life. Rubric on Page 38 of the Syllabus. Application Exercises: Application exercises are graded based on clear messaging, content – accuracy, graphics – relevance, graphics – visual, and design – layout. They are included in each module of the course and with tasks throughout the module. First, students submit an application exercise outline identifying key information they will be included in the assignment. Second, students create and submit an infographic that includes information specific to the instructions of that application exercise assignment. Third, students complete a discussion forum (application exercise discussion forum) that asks them to reflect on the process of creating the infographic, asks them to share their infographic with a classmate, friend, colleague, or family member to provide feedback, and what they modified based on that feedback prior to submitting the assignment. Each student's application exercise is graded by a rubric that is included on Page 40 of the syllabus. Example #1: Application Exercise #1: Philosophy of Leisure (Page 25 in the Syllabus) requires students to synthesize their research from multiple sources into a clear and persuasive infographic, which requires them to construct logical, evidence-based arguments. The requirement to define a main message and support it with visual and textual evidence ensures that arguments are coherent and well-founded. Rubric on Page 40 of the syllabus. Example #2: Application Exercise #4: Leisure and Recreation from an International Perspective (Page 34 in the Syllabus) requires students to organize their findings into a structured, evidence-based comparison. By analyzing how and why leisure trends differ between countries, students construct logical arguments supported by research. Rubric on Page 40 of the syllabus.	
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:	
Weekly Discussion Forums: Weekly discussion forums are graded based on relevance and clarity, timeliness, and creating a community (peer-to-peer engagement). They provide students with structured	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

opportunities to engage critically with the course content, apply disciplinary concepts, and connect readings, lectures, and personal experiences to broader social and professional contexts in recreation and leisure. Each student's discussion forum post is graded according to the rubric on Page 38 of the syllabus. Example #1: Week 5 Discussion Forum: Community Park or Protected Area and Community Quality of Life (Page 19 in the Syllabus) discussion forums ask students to assess community-based recreation services, integrating perspectives from urban planning, public health, and sociology. Rubric on Page 38 of the Syllabus. Example #2: Week 9 Discussion Forum: Recreation Across the Life Span (Page 21 in the Syllabus) prompts students to analyze how leisure and recreation vary across different life stages, requiring them to draw on concepts from multiple disciplines such as psychology, sociology, and cultural studies. By identifying key characteristics of a life stage and relating them to recreational behaviors, students apply fundamental disciplinary methods to explore and explain the relationship between individual experiences and broader societal influences. Rubric on Page 38 of the Syllabus. Application Exercises: Application exercises are graded based on clear messaging, content – accuracy, graphics – relevance, graphics – visual, and design – layout. They are included in each module of the course and with tasks throughout the module. First, students submit an application exercise outline identifying key information they will be included in the assignment. Second, students create and submit an infographic that includes information specific to the instructions of that application exercise assignment. Third, students complete a discussion forum (application exercise discussion forum) that asks them to reflect on the process of creating the infographic, asks them to share their infographic with a classmate, friend, colleague, or family member to provide feedback, and what they modified based on that feedback prior to submitting the assignment. Each student's application exercise is graded by a rubric that is included on Page 40 of the syllabus. Example #1: Application Exercise #1: Philosophy of Leisure (Page 25 in the Syllabus) explores leisure as both a state of mind and a state of being, requiring students to engage with sociological, philosophical, and psychological perspectives. The assignment explicitly connects leisure and recreation to individual well-being and societal structures, demonstrating an interdisciplinary approach. Rubric on Page 40 of the syllabus. Example #2: Application Exercise #2: For-profit Recreation Agency (Page 28 in the Syllabus) engages students with business, economic, and social aspects of leisure, helping them understand how different organizational structures shape access to recreation and tourism. By analyzing how for-profit organizations operate within society, students apply interdisciplinary concepts from economics, sociology, and business studies. Rubric on Page 40 of the syllabus.	affairs, religion, and sociology.
Weekly Discussion Forums: Weekly discussion forums are graded based on relevance and clarity, timeliness, and creating a community (peer-to-peer engagement). They provide students with structured opportunities to engage critically with the course content, apply	Examine how an individual's place in society affects experiences, values, or choices.

disciplinary concepts, and connect readings, lectures, and personal experiences to broader social and professional contexts in recreation and leisure. Each student's discussion forum post is graded according to the rubric on Page 38 of the syllabus. Example #1: Week 3 Discussion Forum: Personal Recreation/Leisure Activity (Page 17 in the Syllabus) asks students to connect their chosen recreational or leisure activity to philosophical concepts and societal values. In doing so, they must reflect on how their own social position—shaped by factors such as culture, economic status, gender, and community context—influences their leisure experiences, the values they place on those activities, and the choices they make in participating. This directly engages them in examining how an individual's place in society shapes personal recreation and leisure practices. Rubric on Page 38 of the Syllabus. Example #2: Week 9 Discussion Forum: Recreation Across the Life Span (Page 21 in the Syllabus) directly engages with this objective by asking students to analyze how life stage affects recreation choices. Rubric on Page 38 of the Syllabus. Application Exercises: Application exercises are graded based on clear messaging, content – accuracy, graphics – relevance, graphics – visual, and design – layout. They are included in each module of the course and with tasks throughout the module. First, students submit an application exercise outline identifying key information they will be included in the assignment. Second, students create and submit an infographic that includes information specific to the instructions of that application exercise assignment. Third, students complete a discussion forum (application exercise discussion forum) that asks them to reflect on the process of creating the infographic, asks them to share their infographic with a classmate, friend, colleague, or family member to provide feedback, and what they modified based on that feedback prior to submitting the assignment. Each student's application exercise is graded by a rubric that is included on Page 40 of the syllabus. Example #1: Application Exercise #1: Philosophy of Leisure (Page 25 in the Syllabus) prompts students to consider how gender, race, ethnicity, socioeconomic class, and religion shape leisure experiences. By reflecting on their own philosophy of leisure, students recognize how their personal background and societal structures influence their leisure choices. Rubric on Page 40 of the syllabus. Example #2: Application Exercise #4: Leisure and Recreation from an International Perspective (Page 34 in the Syllabus) requires students to reflect on how wealth, infrastructure, and social expectations influence what people do for recreation by comparing leisure in a developing country to the United States. The assignment highlights how social class, access to resources, and cultural values shape leisure experiences. Rubric on Page 40 of the syllabus.	
Weekly Discussion Forums: Weekly discussion forums are graded based on relevance and clarity, timeliness, and creating a community (peer-to-peer engagement). They provide students with structured opportunities to engage critically with the course content, apply disciplinary concepts, and connect readings, lectures, and personal experiences to broader social and professional contexts in recreation	• Articulate and assess ethical views and their underlying premises.

and leisure. Each student's discussion forum post is graded according to the rubric on Page 38 of the syllabus. Example #1: Week 5 Discussion Forum: Community Park or Protected Area (Page 19 in the Syllabus) requires students to reflect on the balance between conservation and recreation, which inherently involves assessing ethical perspectives on environmental stewardship, public access, and sustainable management. Rubric on Page 38 of the Syllabus. Example #2: Week 11 Discussion Forum: Community Quality of Life (Page 22 in the Syllabus) instructs students to use the World Leisure Organization's eight tenets to evaluate their community's quality of life, requiring them to assess value-based and ethical dimensions of resource allocation, accessibility, and equity. Rubric on Page 38 of the Syllabus. Application Exercises: Application exercises are graded based on clear messaging, content – accuracy, graphics – relevance, graphics – visual, and design – layout. They are included in each module of the course and with tasks throughout the module. First, students submit an application exercise outline identifying key information they will be included in the assignment. Second, students create and submit an infographic that includes information specific to the instructions of that application exercise assignment. Third, students complete a discussion forum (application exercise discussion forum) that asks them to reflect on the process of creating the infographic, asks them to share their infographic with a classmate, friend, colleague, or family member to provide feedback, and what they modified based on that feedback prior to submitting the assignment. Each student's application exercise is graded by a rubric that is included on Page 40 of the syllabus. Example #1: Application Exercise #1: Philosophy of Leisure (Page 25 in the Syllabus) requires students to compare traditional and modern leisure philosophies and develop their own, requiring them to articulate underlying values and ethical premises about the role of leisure in society. Rubric on Page 40 of the syllabus. Example #2: Application Exercise #4: Leisure and Recreation from an International Perspective (Page 34 in the Syllabus) prompts students to consider ethical implications of cultural exchange, tourism impacts, and global inequalities in leisure access by comparing leisure trends between the U.S. and a less developed country. Rubric on Page 40 of the syllabus.	
Weekly Discussion Forums: Weekly discussion forums are graded based on relevance and clarity, timeliness, and creating a community (peer-to-peer engagement). They provide students with structured opportunities to engage critically with the course content, apply disciplinary concepts, and connect readings, lectures, and personal experiences to broader social and professional contexts in recreation and leisure. Each student's discussion forum post is graded according to the rubric on Page 38 of the syllabus. Example #1: Week 6 Discussion Forum: Public Recreation and Non-profit Agency (Page 19 in the Syllabus) prompts analysis of non-profit and public recreation organizations, considering equity, accessibility,	• Articulate ethical uses of data and other information resources to respond to problems and questions.

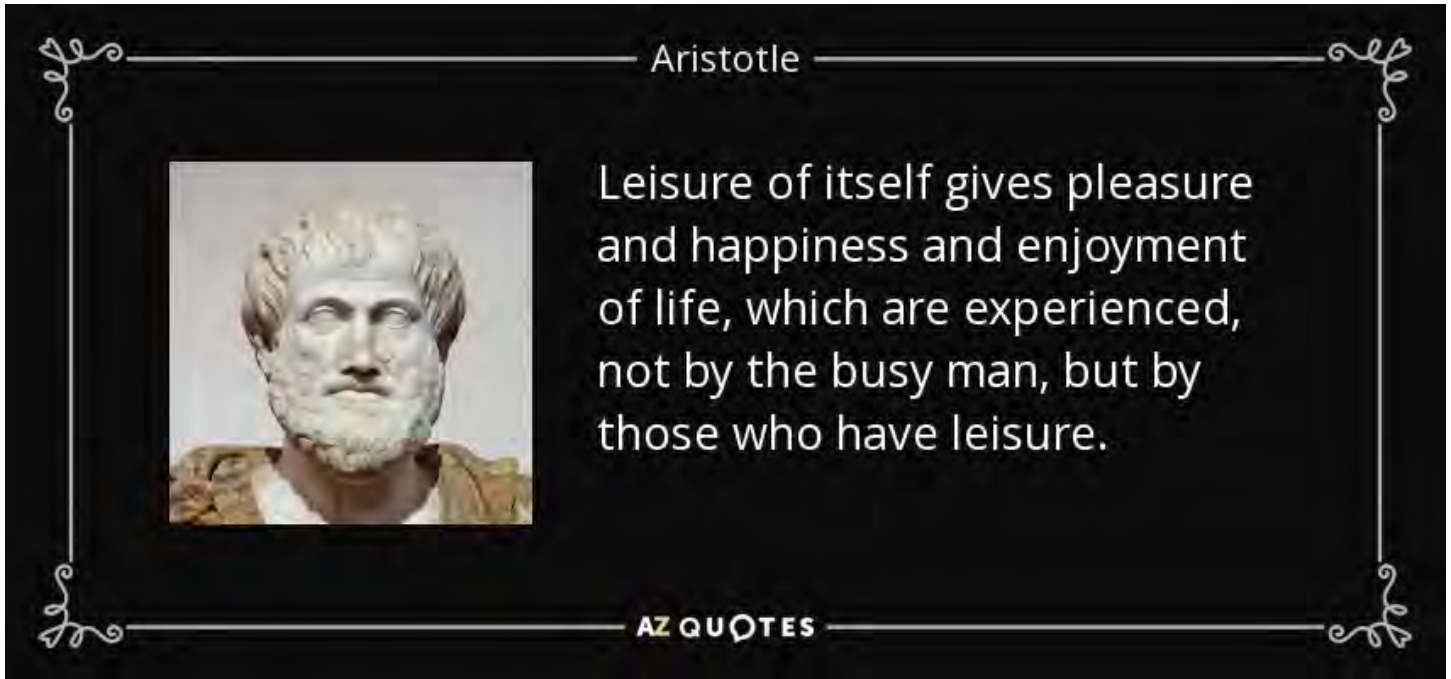
and community well-being. Rubric on Page 38 of the Syllabus. Example #2: Week 11 Discussion Forum: Community Quality of Life (Page 22 in the Syllabus) indirectly engages with ethics by evaluating whether all community members have access to high-quality recreation resources. Rubric on Page 38 of the Syllabus. <u>Application Exercises:</u> Application exercises are graded based on clear messaging, content – accuracy, graphics – relevance, graphics – visual, and design – layout. They are included in each module of the course and with tasks throughout the module. First, students submit an application exercise outline identifying key information they will be included in the assignment. Second, students create and submit an infographic that includes information specific to the instructions of that application exercise assignment. Third, students complete a discussion forum (application exercise discussion forum) that asks them to reflect on the process of creating the infographic, asks them to share their infographic with a classmate, friend, colleague, or family member to provide feedback, and what they modified based on that feedback prior to submitting the assignment. Each student's application exercise is graded by a rubric that is included on Page 40 of the syllabus. Example #1: Application Exercise #2: For-profit Recreation Agency (Page 28 in the Syllabus) requires accurate citations in APA style, reinforcing ethical scholarship and proper attribution of sources. The requirement for credible, well-researched sources ensures that students engage with reliable data when analyzing the for-profit leisure sector. Rubric on Page 40 of the syllabus. Example #2: Application Exercise #4: Leisure and Recreation from an International Perspective (Page 34 in the Syllabus) requires students to provide proper APA citations to ensure the use of ethical research practices and rely on credible sources when analyzing international leisure trends. The emphasis on well-researched, accurate information reinforces ethical scholarship. Rubric on Page 40 of the syllabus.	
<u>Weekly Discussion Forums:</u> Weekly discussion forums are graded based on relevance and clarity, timeliness, and creating a community (peer-to-peer engagement). They provide students with structured opportunities to engage critically with the course content, apply disciplinary concepts, and connect readings, lectures, and personal experiences to broader social and professional contexts in recreation and leisure. Each student's discussion forum post is graded according to the rubric on Page 38 of the syllabus. Example #1: Week 5 Discussion Forum: Community Parks or Protected Areas (Page 19 in the Syllabus) connects to national policies on parks and recreation, asking students to analyze local spaces in relation to broader trends. Rubric on Page 38 of the Syllabus. Example #2: Week 11 Discussion Forum: Community Quality of Life (Page 22 in the Syllabus) requires students to evaluate their community through the lens of the World Leisure Organization's eight tenets, which reflect global perspectives on quality of life. By assessing how well their community meets these standards and identifying areas for improvement, students actively engage with	• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

broader trends and ideologies related to health, wellness, and equity. This process prompts them to analyze how these trends influence both individual choices—such as participation in leisure activities—and collective decision-making regarding community planning and resource allocation. Rubric on Page 38 of the Syllabus. Application Exercises: Application exercises are graded based on clear messaging, content – accuracy, graphics – relevance, graphics – visual, and design – layout. They are included in each module of the course and with tasks throughout the module. First, students submit an application exercise outline identifying key information they will be included in the assignment. Second, students create and submit an infographic that includes information specific to the instructions of that application exercise assignment. Third, students complete a discussion forum (application exercise discussion forum) that asks them to reflect on the process of creating the infographic, asks them to share their infographic with a classmate, friend, colleague, or family member to provide feedback, and what they modified based on that feedback prior to submitting the assignment. Each student's application exercise is graded by a rubric that is included on Page 40 of the syllabus. Example #1: Application Exercise #3: Leisure and Recreation Professional Position (Page 31 in the Syllabus) prompts students to explore current industry trends in parks, recreation, and leisure at local, national, and global levels by researching real job postings. They examine which skills are in demand and how industry shifts influence career development, ensuring an understanding of professional trends. Rubric on Page 40 of the syllabus. Example #2: Application Exercise #4: Leisure and Recreation from an International Perspective (Page 34 in the Syllabus) requires students to explore global trends in recreation and tourism, considering how economic development and modernization shape leisure activities by researching leisure in a developing country. The comparison to the U.S. encourages critical reflection on how national policies and economic conditions affect recreational choices. Rubric on Page 40 of the syllabus.	
E. Scientific World A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	● Gather, interpret, and assess information from a variety of sources and points of view.
	● Evaluate evidence and arguments critically or analytically.
	● Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	● Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	● Articulate and evaluate the empirical evidence supporting a scientific or formal theory.

	• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

REC 200: History and Philosophy of Recreation

Course Syllabus for [Insert Semester/Year]



Class Meetings

Class Modality: Online-Asynchronous

*Visit Lehman's [Modes of Instruction](#) website to learn more about each class modality.

Instructor Information

Instructor:

Email:

Office:

Office Hours:

*Students, should you need help outside regularly scheduled office hours please contact your instructor for an appointment.

Regular & Substantive Interaction

Your instructor should plan to interact and engage with each of you on a regular basis throughout the term, supporting your learning. They should provide direct instruction related to the course's learning objectives, respond to your questions, grade and/or provide feedback on your submitted coursework, post regular announcements, and engage in the course discussion areas regarding academic course content when appropriate.

Basic Needs Statement

To learn effectively you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. If you're having trouble with any of those things, please contact the [Basic Needs Center in the Division of Student Affairs](#) at Lehman College and/or your instructor.

Diversity, Equity, and Inclusion (DEI)

The following excerpt is from [Lehman College's Core Values](#):

"Diversity and Inclusion: Fostering a campus environment that respects and values diverse perspectives and identities and where all members of the Lehman community experience a remarkable sense of belonging." For more information, please contact the [Office of Compliance and Diversity in the Office of the President](#) at Lehman College.

For additional information, please refer to [CUNY's Diversity and Inclusion](#) statement.

Course Information

Course Description

This course reviews historical development of recreation and leisure and examines theories of play and recreation and the functions of organized recreation services in the U.S. today.

Credits: 3

Pre/Co Requisites: None

Learning Outcomes

Upon successfully completing this course, **you should** be able to:

1. **Analyze Historical Developments:** Students will be able to describe the historical development of recreation and leisure in prehistoric societies, ancient Rome and Greece, Europe, the United States, and Canada.
2. **Evaluate Leisure Theories:** Students will be able to demonstrate a comprehensive understanding of leisure research literature by comparing theories of leisure based on empirical research and philosophical analysis.
3. **Technology's Impact:** Students will be able to explain three ways in which technology will influence parks, recreation, and leisure in the near future.
4. **Social Perspectives:** Students will be able to describe how leisure and recreation, whether as solitary activities or undertaken with groups, affect and are affected by society, including gender, sexual orientation, ethnicity, race, religion, and socioeconomic class.
5. **Ethical Reasoning:** Students will be able to apply ethical reasoning to evaluate the worthiness of leisure services.
6. **Economic Contributions:** Students will be able to describe three industries related to parks and recreation that contribute to the overall economy.
7. **Professional Challenges:** Students will be able to compare the challenges facing leisure service professionals in different sectors and understand the roles of professionals in nonprofit and for-profit organizations.
8. **Inclusion and Accessibility:** Students will be able to explain the role of accessibility, accommodation, and adaptation as building blocks to inclusion and communicate the value of social inclusion to participants and community members.
9. **Current Issues and Trends:** Students will be able to summarize current issues and trends in park resource management, including contemporary trends and issues related to outdoor and adventure recreation in the United States and Canada.
10. **Global and Cultural Interactions:** Students will be able to understand how cultural interactions between more-developed and less-developed countries through tourism, nature travel, and leisure activities can encourage sustainable systems and recognize the effects of social and economic issues on leisure pursuits globally.

Course Materials

Required Material(s)

Tapps, T., & Wells, M.S. (Eds.). (2025). *Introduction to recreation and leisure* (4th ed.). Human Kinetics.

Additional materials in the form of images, videos, and articles will present you with information you can refer to as you engage in other course activities such as weekly discussion forums, video/audio responses, reflections, written assignments, and assessments.

Technology Requirements

This is an online-asynchronous course that will utilize the Blackboard learning platform for course content delivery and assignment submissions. You should secure access to a computer and tablet in addition to reliable internet access. If you need assistance, please contact Lehman's IT support services:

- Lehman IT Support Phone: 718-960-1111
- Lehman IT Support Email: help.desk@lehman.cuny.edu
- [Lehman IT Support Website](#)

Lehman Email

To facilitate communication between the instructor and every co-learner, all class members are encouraged and expected to **regularly check their Lehman email account**. Students should email questions or comments to the instructor. The student can expect to receive an electronic reply to questions or comments within **24-48 hours**, except on the weekend.

***[An important reminder:** when you need to send an email, the email subject should reflect the purpose of that email. Be sure to also include the course name and number in the email subject line. For instance, if you have a problem while taking the week 1 reading quiz, your email subject could say something like "EDCI 517 Week 1 Reading Quiz."]*

Course Expectations & Learning Activities

Participation Expectations

Participation in reflections (weekly discussion forums and/or audio/video responses) are expected throughout the course, including responses to your classmates' reflections. Your reflections and responses should be appropriate and meaningful to the assignment prompts.

Video Lectures

Each week will include recorded video lecture(s) of the chapter(s) being covered from the course textbook. These lectures provide a brief overview of the topic being covered for the week. You must watch the video lectures in their entirety to receive credit.

Discussion Forums

You will be assigned online reflections throughout the semester that will be completed through the weekly discussion forums and/or audio/video responses. Reflections will be graded on content, depth, grammar, and spelling. Reflections will relate to class material from the readings or class discussions. To receive full credit, you will complete your own reflection and respond to 2 classmates' reflections. *See descriptions at the end of this syllabus for specific information regarding each discussion forum.*

Planning Outlines and Application Exercises

You will be assigned application exercises throughout the semester that will provide you with an opportunity to apply what you have learned and to demonstrate your understanding of the information in the course. Application exercises will be graded on content, depth, grammar, and spelling. *See description at the end of this syllabus for specific information regarding each application exercise.*

Quizzes

Quizzes will be administered throughout the semester. Questions on the quizzes will be based on readings, class discussions, lectures, and handouts.

Exams

A mid-term and final exam will be administered. Questions on the exams will be based on readings, class discussions, lectures, and handouts.

Feedback & Suggestions

- Your instructor will receive feedback from you throughout the semester through weekly discussion forums and the course evaluation at the end of the semester.
 - Your instructor will provide you with feedback on reflections and written assignments throughout the semester.
 - You are welcome to ask for additional feedback should you desire by emailing your instructor or setting up an appointment during their office hours.
 - Every effort will be made to grade and provide feedback to reflections, assignments, and student questions within 48 hours.
-

Assignment Revision Policy, Submission Times, and Late Work Caution

Students are permitted to revise any reflection and application exercise once for a better grade. The revision must be submitted prior to the end of the semester. Revisions are only permitted for assignments that are submitted on-time.

Course assignments are to be submitted electronically to the course site, unless specifically indicated otherwise. All posts/assignments are due on the designated due date and time. Late work is at risk of not being accepted unless prior approval is received from your instructor. It is your responsibility to plan and to participate in course activities following the course schedule. If you are experiencing an unusual circumstance that is impeding your progress, please contact your instructor immediately regarding the situation, to inquire about extensions.

Grading Policy & Grading Scale

Assessment Plan

- Reflections and application exercises will be graded based on content, depth, grammar, and spelling.
- You may view your grades and instructor feedback through the course site.
- Grading scales may be decided by the department. If this is the case, please reach out to the Department Chair for the most up-to-date information.
- No extra credit will be given in this course.

Category	Description	POINTS
Discussion Forum	16 Discussion Forums (10 Points Each)	160
AE Planning Outlines	4 AE Planning Outlines (5 Points Each)	20
Application Exercise	4 Application Exercises (20 Points Each)	80
Chapter Lecture	19 Recorded Lectures (10 Points Each)	190
Chapter Quiz	19 Chapter Quizzes (5 Points Each)	95
Test #1	Mid-Term Exam (Chapters 1-10)	50
Test #2	Final Exam (Chapters 11-19)	45
Total Points Possible		650

Accessing Your Grades

You are responsible for your academic success and we recommend you regularly check your grades during the semester in the course site.

Grading Scale

The following Grading Scale is used by the Department/College to determine grades:	
A	93% and above
A-	90% - 92%
B+	87% - 89%
B	83% - 86%
B-	80% - 82%
C+	77% - 79%
C	73% - 76%
C-	70% - 72%
D+	67% - 69%
D	63% - 66%
D-	60% - 62%
F	59% and below

Students may also be granted Withdrawal (W), if they withdraw from the course, or an Incomplete (I) should their circumstances permit.

A student who feels they were graded unfairly, or who seeks to dispute a grade, may initiate a grade appeal process.

Refer to [Campus Policies](#) for more information on the following:

- [Withdrawals](#)
 - [Undergraduate Withdrawal](#)
 - [Graduate Withdrawal](#)
- [Academic Appeals](#)
 - [Undergraduate Grade Appeals](#)

- [Graduate Grade Appeals](#)
-

Course Policies

Class Attendance/Presence & Absences

In an online class, attendance looks different than it does in a face-to-face course. Students in basic skills courses are required to attend/participate in their classes. Individual instructors, as well as departments or degree programs, may establish specific attendance requirements. Instructors have the right to weigh attendance and class participation in determining grades. It is the student's responsibility to ascertain the effect attendance may have on the grade in a course. Students receiving financial aid must be certified as attending classes regularly for continuing eligibility. For scheduled absences, please refer to the attendance policy and/or Course Schedule.

- [Undergraduate Attendance Policy](#)
- [Graduate Attendance Policy](#)

**To assist with class attendance, please also refer to the "Modes of Instruction" section within the Course Policies section.*

Academic Integrity and Plagiarism Policy

We encourage you to review the Academic Integrity and Plagiarism Policies by navigating to the [Student Handbook](#).

- [Undergraduate Policies](#)
- [Graduate Policies](#)

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. Further information can be found at the [Office of Online Education](#) at Lehman College.

Netiquette

Online communication is essential in an online class. Here are some guidelines and considerations, to help you in your online communications:

- Be respectful when communicating with your instructor and classmates.
- Be clear and concise in your responses. Try to stick to the prompt and/or topic, this will help avoid confusion and miscommunication.

- Avoid using all caps, as it indicates that you might be yelling.
 - Avoid abbreviating words, such as “u” instead of “you”.
 - Avoid sharing personal information such as; phone numbers, home address, grades, etc.
 - Avoid using emojis.
 - Your instructor will normally reply to your message within 48 hours, except for on the weekend.
-

Modes of Instruction

The information on the various modes of instruction were taken from [CUNY's Global Class Search](#):

- Hybrid: Some of scheduled class meetings are replaced with online class meetings.
 - Hybrid Asynchronous: Classes are delivered online asynchronous, with some on-campus meetings at scheduled time.
 - Hybrid Synchronous: Classes offer a combination of in-person instruction and online instruction at scheduled time.
 - HyField: A combination of online classes and off-campus field instruction. Online classes may be offered online asynchronous and/or online synchronous.
 - HyFlex: Classes are delivered both in-person and online. Online classes may be offered online asynchronous and/or online synchronous.
 - In Person: All class meetings are in-person/on-campus.
 - Online: All class meetings are online and does not meet in person.
 - Online Asynchronous: All classes take place online with no scheduled class meetings.
 - Online Mix: Classes offer a combination of online asynchronous and synchronous class meetings.
 - Online Synchronous: All classes take place online at a scheduled time.
-

Academic Support

Accommodating Disabilities

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238.

- Phone: 718-960-8441
 - Email: disability.services@lehman.cuny.edu
 - [Registering with the Office of Student Disability Services](#): Review the information on this page to determine the documentation you would need to register with the Office of Student Disability Services.
-

The Academic Center for Excellence (ACE) and the Science Learning Center (SLC)

The Academic Center for Excellence (ACE) and the Science Learning Center (SLC) are two of the tutoring centers on campus. The ACE provides appointment based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing and academic skills workshops. The SLC provides drop-in

tutoring for natural and computer science courses. To obtain more information about the ACE and the SLC, please review the contact information below and/or visit the website (link below):

- Academic Center for Excellence Phone: 718-960-8175
- Science Learning Center (SLC) Phone: 718-960-7707

[Academic Center for Excellence and the Science Learning Center Website](#)

Blackboard Help Desk:

For technical Blackboard Support, please contact the Lehman College Help Desk:

- Phone: 718-960-1111
 - Email: help.desk@lehman.cuny.edu
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Online Learning Student Peer Mentoring Program: Formed out of the Office of Online Education, the Peer-to-Peer Mentoring program supports online students by simplifying the evolving needs of the current online student. Visit the [Peer Mentoring Program](#) website to discover more about this project, as well as book an appointment with a future mentor.

Library Services:

Online students have access to library services, as well. Please refer to the [Leonard Leif Library: Remote Resources](#) page for off-campus resources and support.

For additional information about the library and library services, please visit the [Library Website](#).

Campus Policies

The links, below, will provide you with specific information about each of those items at Lehman College.

- [Code of Conduct & Community Standards](#)
- [Technology Acceptable Use Policy](#)
- [Procedures for Resolving Academic Grievances/Appeals](#)
- [Withdrawal and Drop Date Policy](#)
- [Copyright Policy](#)

Disclaimer

This course syllabus and attached schedule is subject to change at short notice. The instructor will endeavor to keep the changes minimal and communicate changes within the course site on Blackboard, but change may be necessary during the semester. You are encouraged to update your Blackboard notification settings to be notified of any modifications to the syllabus and/or schedule.

Course Schedule

This course schedule outlines the basic readings and assignments in each week. For more specific and descriptive information on the course schedule, readings, assignments, etc. please access the course materials in Blackboard.

Module 1: [Insert Dates]

Part 1: Foundations of Recreation and Leisure

Week #1: [Insert Dates]

Chapter 1: Parks, Recreation, and Leisure – A Notable History and Promising Future

- **Activities/Assignments due [Insert Dates]**

- Watch the video lecture for Chapter 1
- Read Chapter 1 in the course textbook
- Complete the Week 1 Discussion Forum

- **Assessments due [Insert Dates]**

- Chapter 1 Quiz

Week #2: [Insert Dates]

Chapter 2: History of Recreation

- **Activities/Assignments due [Insert Dates]**

- Watch the video lecture for Chapter 2
- Read Chapter 2 in the course textbook
- Submit Application Exercise #1 Infographic Planning Outline

- **Assessments due [Insert Dates]**

- Chapter 2 Quiz

Week #3: [Insert Dates]

Chapter 3: Philosophy and Leisure

- **Activities/Assignments due [Insert Dates]**
 - Watch the video lecture for Chapter 3
 - Read Chapter 3 in the course textbook
 - Complete the Week 3 Discussion Forum
- **Assessments due [Insert Dates]**
 - Chapter 3 Quiz

Week #4: [Insert Dates]

Chapter 4: Leisure and Recreation for Individuals in Society

- **Activities/Assignments due [Insert Dates]**
 - Watch the video lecture for Chapter 4
 - Read Chapter 4 in the course textbook
 - Submit Application Exercise #1
- **Assessments due [Insert Dates]**
 - Chapter 4 Quiz

Module 2: [Insert Dates]

Part 2: Leisure and Recreation as a Multifaceted Delivery System

Week #5: [Insert Dates]

Chapter 5: Leisure Service Delivery Systems & Chapter 6: Parks and Protected Areas in Canada and the United States

- **Activities/Assignments due [Insert Dates]**
 - Watch the video lecture for Chapters 5 & 6
 - Read Chapters 5 & 6 in the course textbook
 - Complete the Week 5 Discussion Forum

- **Assessments due [Insert Dates]**

- Chapters 5 & 6 Quizzes

Week #6: [Insert Dates]

Chapter 7: Public Recreation & Chapter 8: Nonprofit Sector

- **Activities/Assignments due [Insert Dates]**

- Watch the recorded lecture for Chapters 7 & 8
- Read Chapters 7 & 8 in the course textbook
- Complete the Week 6 Discussion Forum
- Submit Application Exercise #2 Infographic Planning Outline

- **Assessments due [Insert Dates]**

- Chapters 7 & 8 Quizzes

Week #7: [Insert Dates]

Chapter 9: For-Profit Sector – Recreation, Event, and Tourism Enterprises & Chapter 10: Therapeutic Recreation

- **Activities/Assignments due [Insert Dates]**

- Watch the recorded lecture for Chapters 9 & 10
- Read Chapters 9 & 10 in the course textbook
- Submit Application Exercise #2

- **Assessments due [Insert Dates]**

- Chapters 9 & 10 Quizzes

Week #8: [Insert Dates]

- **Activities/Assignments due [Insert Dates]**

- None

- **Assessments due [Insert Dates]**

- Mid-term Exam (Covers Chapters 1-10 in the course textbook)

Module 3: [Insert Dates]

Part 3: Delivering Recreation and Leisure Services

Week #9: [Insert Dates]

Chapter 11: Unique Groups & Chapter 12: Leisure and Recreation Across the Life Span

- **Activities/Assignments due [Insert Dates]**
 - Watch the recorded lecture for Chapters 11 & 12
 - Read Chapters 11 & 12 in the course textbook
 - Complete Week 9 Discussion Forum
- **Assessments due [Insert Dates]**
 - Chapters 11 & 12 Quizzes

Week #10: [Insert Dates]

Chapter 13: Program Delivery System & Chapter 14: Recreational Sport Management

- **Activities/Assignments due [Insert Dates]**
 - Watch the recorded lecture for Chapters 13 & 14
 - Read Chapters 13 & 14 in the course textbook
 - Submit Application Exercise #3 Infographic Planning Outline
- **Assessments due [Insert Dates]**
 - Chapters 13 & 14 Quizzes

Week #11: [Insert Dates]

Chapter 15: Health, Wellness, and Quality of Life & Chapter 16: Outdoor and Adventure Recreation

- **Activities/Assignments due [Insert Dates]**
 - Watch the recorded lecture for Chapters 15 & 16
 - Read Chapters 15 & 16 in the course textbook
 - Complete Week 11 Discussion Forum

- **Assessments due [Insert Dates]**

- Chapters 15 & 16 Quizzes

Week #12: [Insert Dates]

Chapter 17: Arts and Culture

- **Activities/Assignments due [Insert Dates]**

- Watch the recorded lecture for Chapters 17
- Read Chapters 17 in the course textbook
- Submit Application Exercise #3

- **Assessments due [Insert Dates]**

- Chapters 17 Quiz

Week #13: [Insert Dates]

Module 4: [Insert Dates]

Week #14: [Insert Dates]

Chapter 18: The Nature and Future of Recreation and Leisure as a Profession

- **Activities/Assignments due [Insert Dates]**

- Watch the recorded lecture for Chapters 18
- Read Chapters 18 in the course textbook
- Complete Week 14 Discussion Forum
- Submit Application Exercise #4 Infographic Planning Outline

- **Assessments due [Insert Dates]**

- Chapter 18 Quiz

Week #15: [Insert Dates]

Chapter 19: International Perspectives on Recreation and Leisure

- **Activities/Assignments due [Insert Dates]**

- Watch the recorded lecture for Chapter 19
- Read Chapter 19 in the course textbook

- Complete Week 15 Discussion Forum
- Submit Application Exercise #4

- **Assessments due [Insert Dates]**

- Chapter 19 Quiz
- Final Exam (Covers Chapters 11-19 in the course textbook)

Weekly Discussion Forum Descriptions

Week 1 Discussion Forum - Introduction

Points Possible: 10

Discussion Prompt

Please respond to the following prompt(s):

We are about to explore the world of recreation and leisure. How various cultures viewed recreation and leisure all the way to its modern perspectives. Before we do, I would like you all to introduce yourselves and tell everyone a bit about your own philosophy of what the concepts of recreation and leisure mean to you.

Instructions

In no less than 200 words, please take a few moments to tell us a little bit about yourselves.

- 1) Tell us a little bit about yourself. In this introduction, you can include where you are from, what are your hobbies/interests, what sports you play (or played) growing up, what your career goals are, etc.
- 2) Tell us what recreation and leisure mean to you using specific examples from your own life.
- 3) Tell us one fun fact about yourself.

Please also respond to two of your classmates' posts as well (there is no wordcount requirement for your responses to your classmates).

Note: If you are entering the forum to write responses after many responses have already been posted, please make an effort to respond to any posts that may have had responses posted for them.

Week 3 Discussion Forum – Personal Recreation/Leisure Activity

Points Possible: 10

Discussion Prompt

Please respond to the following prompt(s):

We have just explored the history of recreation and the philosophy of leisure. I would like for you to consider some of the philosophical concepts that we have just learned about AND a recreational or leisure activity that you participate in on a regular basis.

Instructions

In no less than 200 words, please take a few moments to tell us a little bit about yourselves.

- 1) Drawing from some of the philosophical principles we've learned about, how do you think your activity contributes to a "good life" or human flourishing?
- 2) How does your activity reflect the values, beliefs, or philosophical ideas of our current time?

Please also respond to two of your classmates' posts as well (there is no wordcount requirement for your responses to your classmates).

Note: If you are entering the forum to write responses after many responses have already been posted, please make an effort to respond to any posts that may have had responses posted for them.

Application Exercise #1 Discussion Forum

Points Possible: 10

Discussion Prompt

Please respond to the following prompt(s):

You have just conducted a review of the literature comparing traditional and modern notions of leisure to establish your own leisure philosophy. I want you to now reflect on the feedback that your family, friend, or classmate gave you along with your process throughout the assignment.

Instructions

In no less than 200 words, please take a few moments to answer the following:

- 1) Feedback provided by your family, friend, or classmate:
 - a. What do they think the infographic is about?
 - b. What did they learn from it?
 - c. What questions do they still have?
 - d. What suggestions do they have for improvement?
- 2) Your process throughout this assignment:
 - a. What did you find to be easy for you?

- b. What did you find to be challenging for you?
- c. What is one thing you're proud of in completing this assignment?

Please also respond to two of your classmates' posts as well (there is no wordcount requirement for your responses to your classmates).

Note: If you are entering the forum to write responses after many responses have already been posted, please make an effort to respond to any posts that may have had responses posted for them.

Week 5 Discussion Forum – Community Park or Protected Area

Points Possible: 10

Discussion Prompt

Please respond to the following prompt(s):

We have just explored the various sectors within the leisure and recreation industry along with parks and protected areas in Canada and the United States. These are vital issues within our field! Now consider the last time you visited a local park or protected area within your own community.

Instructions

In no less than 200 words, please take a few moments to answer the following.

- 1) How does the park or protected area in our own community contribute to individual well-being and community recreation opportunities?
- 2) Reflect on the balance between conservation and recreation in these areas. What challenges or opportunities stood out to you, and how do you think these spaces should be managed in the future?

Please also respond to two of your classmates' posts as well (there is no wordcount requirement for your responses to your classmates).

Note: If you are entering the forum to write responses after many responses have already been posted, please make an effort to respond to any posts that may have had responses posted for them.

Week 6 Discussion Forum – Public Recreation and Non-profit Agency

Points Possible: 10

Discussion Prompt

Please respond to the following prompt(s):

We have just dug deeper into two of the sectors of the parks, recreation, and leisure industry we were recently introduced to, public recreation and non-profit. Now choose one of these two sectors to learn a bit more about an agency within it.

Instructions

In no less than 200 words, briefly provide the following information about an agency you are interested in (that is NOT included in the book) that is a part of either of the sectors within the field of parks, recreation, and leisure we've discussed this week, public recreation or non-profit. Discuss the following information about the agency you've chosen.

- 1) Organization name
- 2) Brief history
- 3) Targeted participants
- 4) Type of nonprofit organization (using the recreation and leisure service sector classifications)
- 5) Primary goals the organization is achieving and how

Please also respond to two of your classmates' posts as well (there is no word count requirement for your responses to your classmates).

Note: If you are entering the forum to write responses after many responses have already been posted, please make an effort to respond to any posts that may have had responses posted for them.

Application Exercise #2 Discussion Forum

Points Possible: 10

Discussion Prompt

Please respond to the following prompt(s):

You have just learned more about an organization in the for-profit sector of the parks, recreation, and leisure industry and compared it to organizations within the public and non-profit sectors. I want you to now reflect on the feedback that your family, friend, or classmate gave you along with your process throughout the assignment.

Instructions

In no less than 200 words, please take a few moments to answer the following:

- 1) Feedback provided by your family, friend, or classmate:
 - a. What do they think the infographic is about?
 - b. What did they learn from it?
 - c. What questions do they still have?
 - d. What suggestions do they have for improvement?
- 2) Your process throughout this assignment:
 - a. What did you find to be easy for you?
 - b. What did you find to be challenging for you?
 - c. What is one thing you're proud of in completing this assignment?

Please also respond to two of your classmates' posts as well (there is no word count requirement for your responses to your classmates).

Note: If you are entering the forum to write responses after many responses have already been posted, please make an effort to respond to any posts that may have had responses posted for them.

Week 9 Discussion Forum – Recreation Across the Life Span

Points Possible: 10

Discussion Prompt

Please respond to the following prompt(s):

We learned a great deal about recreation throughout the life span and how recreation may look very different depending on the stage of life someone might be in. For this discussion forum, I would like for you to consider what life stage you or someone in your household might be in, and how leisure and recreation may look for you or them.

Instructions

In no less than 200 words, consider how leisure and recreation may look for yourself or someone who lives in your household based on the stage of life you, or they, are in. List and discuss the top three characteristics of yours or the person in your household's life stage, based on your experiences, in relation to your leisure and recreation activities.

Please also respond to two of your classmates' posts as well (there is no word count requirement for your responses to your classmates).

Note: If you are entering the forum to write responses after many responses have already been posted, please make an effort to respond to any posts that may have had responses posted for them.

Week 11 Discussion Forum – Community Quality of Life

Points Possible: 10

Discussion Prompt

Please respond to the following prompt(s):

We just explored the concepts of health, wellness, and quality of life and its relationship with the parks, recreation, and leisure industry. For this discussion forum, I would like for you to consider the quality of life in your community through the lens of the World Leisure Organization's eight tenets of quality of life.

Instructions

In no less than 200 words, use the World Leisure Organization's eight tenets to examine the quality of life in your community. The link to the World Leisure Organization's eight tenets to quality of life can be found here: www.worldleisure.org. Once you have examined the quality of life your community through the eight tenets, please take a moment to answer the following:

- 1) Does your community meet all eight tenets?
- 2) If yes, indicate how you know that. If no, in what areas could your community improve?
- 3) Identify the resources available for leisure and recreation through a web search.

Please also respond to two of your classmates' posts as well (there is no word count requirement for your responses to your classmates).

Note: If you are entering the forum to write responses after many responses have already been posted, please make an effort to respond to any posts that may have had responses posted for them.

Application Exercise #3 Discussion Forum

Points Possible: 10

Discussion Prompt

Please respond to the following prompt(s):

You have just explored a real and possible professional position that is currently available in the field of parks, recreation, and leisure. I want you to now reflect on the

feedback that your family, friend, or classmate gave you along with your process throughout the assignment.

Instructions

In no less than 200 words, please take a few moments to answer the following:

- 1) Feedback provided by your family, friend, or classmate:
 - a. What do they think the infographic is about?
 - b. What did they learn from it?
 - c. What questions do they still have?
 - d. What suggestions do they have for improvement?
- 2) Your process throughout this assignment:
 - a. What did you find to be easy for you?
 - b. What did you find to be challenging for you?
 - c. What is one thing you're proud of in completing this assignment?

Please also respond to two of your classmates' posts as well (there is no word count requirement for your responses to your classmates).

Note: If you are entering the forum to write responses after many responses have already been posted, please make an effort to respond to any posts that may have had responses posted for them.

Application Exercise #4 Discussion Forum

Points Possible: 10

Discussion Prompt

Please respond to the following prompt(s):

You have just explored the parks, recreation, and leisure trends of a less developed country and compared/contrasted them to those of the United States. I want you to now reflect on the feedback that your family, friend, or classmate gave you along with your process throughout the assignment.

Instructions

In no less than 200 words, please take a few moments to answer the following:

- 1) Feedback provided by your family, friend, or classmate:
 - a. What do they think the infographic is about?
 - b. What did they learn from it?
 - c. What questions do they still have?

- d. What suggestions do they have for improvement?
- 2) Your process throughout this assignment:
 - a. What did you find to be easy for you?
 - b. What did you find to be challenging for you?
 - c. What is one thing you're proud of in completing this assignment?

Please also respond to two of your classmates' posts as well (there is no word count requirement for your responses to your classmates).

Note: If you are entering the forum to write responses after many responses have already been posted, please make an effort to respond to any posts that may have had responses posted for them.

Application Exercise Descriptions

Application Exercise #1 – Philosophy of Leisure

Application Exercise #1 – Infographic Planning Outline

Points Possible: 5

Objective: Students will develop a structured plan for creating an engaging and informative infographic. This planning outline will help clarify the purpose, audience, design, and content of their infographic.

Outline: For Application Exercise #1 you will be preparing an infographic that compares the traditional and modern notion of leisure and discussing the role leisure plays in living an optimal quality of life. You will also be presenting your own philosophy of leisure. This assignment is to help you plan for that assignment.

Instructions:

Assignment Description: Prepare a detailed outline to guide the creation of your infographic. Your outline should include the following components:

1. **Title and Topic:** State the main topic and tentative title of your infographic.
2. **Objective and Purpose:** Describe the main purpose of your infographic. What message or information are you trying to convey?
3. **Target Audience:** Identify your intended audience. Who will benefit from this information, and what are their needs?
4. **Key Points and Content:** List 3–5 key points you want to highlight. Include the data, facts, or statistics you'll use for each point.
5. **Structure and Layout:** Sketch or describe the layout of your infographic. Consider how you'll organize your information visually (e.g., sections, charts, icons).
6. **Design Elements:** Outline the colors, fonts, and graphic elements (e.g., icons, images) you'll use to make your infographic visually appealing and accessible.
7. **Sources:** Provide a list of at least 3 sources where you'll gather information or data for your infographic. Ensure they are credible.

Application Exercise #1 – Philosophy of Leisure Assignment

This assignment is aligned with the following learning objective(s):

1. Compare and evaluate the concepts of leisure as a state of mind and a state of being and apply these two notions to leisure to the provision of recreation services.
2. Demonstrate a comprehensive understanding of the leisure research literature by comparing theories of leisure based on empirical research and philosophical analysis.
3. Describe how leisure and recreation, whether as solitary activities or undertaken with friends, family, or larger groups, affect and are affected by society.
4. Describe how gender, sexual orientation, ethnicity and race, religion, and socioeconomic class affect leisure and recreation and how leisure and recreation in turn affect those factors.

Points Possible: 20

Assignment Overview: The purpose of this assignment is to compare the traditional and modern notion of leisure and to discuss the role leisure plays in living an optimal quality of life from the perspective of the theories and philosophies of leisure we've learned about so far. Refer to Chapters 1-4 of your Tapps and Wells' textbook for assistance to complete this assignment.

Instructions: In this assignment, you'll be creating an infographic: 1) comparing the traditional and modern notions of leisure; 2) how they contribute to your philosophy of leisure; and 3) what your philosophy of leisure is based on what we have learned in this module. The purpose is to develop your ability to research, synthesize information, and present it in a clear, visually appealing format from various sources. This assignment blends information analysis, persuasive writing, and creative graphic layout - all skills that you'll need to be an effective professional, no matter what profession you're in. Read below on the steps you should take to complete this assignment:

- **Step 1:** Do some preliminary research on the various theories and philosophies of leisure. Take time to explore them and gather relevant, credible information. In addition to the textbook, you should be finding additional sources such as text, research journal articles, and credible online sources. Ensure your sources are credible by practicing lateral reading—cross-check information across multiple reputable sources.
- **Step 2:** Research Infographics. Familiarize Yourself with Infographics: Search for examples of infographics online. I have also provided an example from the National Recreation and Parks Association (NRPA). Examine a variety of styles and topics to understand what makes them effective. Pay attention to design

elements such as layout, color, font choice, and the balance between text and visuals.

- **Step 3:** Define Your Message. You must plan and prepare to make an infographic by distilling the message and important information. After gathering data from reputable sources, define the main message you want to communicate. Develop a clear title and outline that keeps your content focused on this message. The outline should contain and organize all information that you want to communicate on the infographic. Ensure your title and outline are simple and direct, avoiding unnecessary details that might detract from the core message – you have very limited space!
- **Step 4:** Create a Wireframe and format your infographic. Use Canva (or another free online design tool) to create a wireframe for your infographic. This is the layout of how your information will be presented, focusing on the arrangement of text, images, and other elements. When making a wireframe, you do not insert or format any text; a wireframe is about the layout. Think about the flow of information—what should the viewer see first, second, and so on? Organize your content logically and ensure it's easy to follow.
- **Step 5:** Add the information and style it. Utilize text features like bold and italics to highlight important points. Show, Don't Tell: Wherever possible, use visuals to convey information rather than relying on text. Infographics are meant to be visual aids, so let your graphics do the talking. If you can take out any words, do. The simpler and more focused your infographic, the better.
- **Step 6:** Refine and Cite. Make sure the tone of your language matches the visual style of your infographic. Adjust your font, colors, and layout to create a cohesive look. (Can you describe the “mood” of your infographic in a few short words? Upbeat? Colorful? Make sure your text reads as upbeat and colorful too). Use white space – you don't have to get as many words on the page as possible. White spaces maintain some visual appeal and balance. Include references as needed in APA style (see Lehman College librarians if you need help OR the [Purdue Owl](#))
- **Step 7:** Peer Review. Before finalizing your infographic, show it to someone who is unfamiliar with the topic. Take notes about their suggestions (you will submit them in the discussion forum for this assignment). Make necessary revisions to improve clarity and effectiveness. This can be a classmate or a friend. Ask them the following questions:
 - o What do they think the infographic is about?
 - o What did they learn from it?
 - o What questions do they still have?
 - o What suggestions do they have for improvement?
- **Step 8:** Submit to Blackboard and respond to the discussion forum reflection!

Application Exercise #2 – For-profit Recreation Agency

Application Exercise #2 – Infographic Planning Outline

Points Possible: 5

Objective: Students will develop a structured plan for creating an engaging and informative infographic. This planning outline will help clarify the purpose, audience, design, and content of their infographic.

Outline: For Application Exercise #2 you will be preparing an infographic that compares and contrasts the three sectors in the field of parks, recreation, and leisure by choosing an organization in the for-profit sector to learn more about.

Instructions:

Assignment Description: Prepare a detailed outline to guide the creation of your infographic. Your outline should include the following components:

1. **Title and Topic:** State the main topic and tentative title of your infographic.
2. **Objective and Purpose:** Describe the main purpose of your infographic. What message or information are you trying to convey?
3. **Target Audience:** Identify your intended audience. Who will benefit from this information, and what are their needs?
4. **Key Points and Content:** List 3–5 key points you want to highlight. Include the data, facts, or statistics you'll use for each point.
5. **Structure and Layout:** Sketch or describe the layout of your infographic. Consider how you'll organize your information visually (e.g., sections, charts, icons).
6. **Design Elements:** Outline the colors, fonts, and graphic elements (e.g., icons, images) you'll use to make your infographic visually appealing and accessible.
7. **Sources:** Provide a list of at least 3 sources where you'll gather information or data for your infographic. Ensure they are credible.

Application Exercise #2 – For-profit Recreation Agency

This assignment is aligned with the following learning objective(s):

1. Contrast the characteristics of for-profit service providers with other service providers in the leisure and tourism industry

Points Possible: 20

Assignment Overview: The purpose of this assignment is to compare and contrast the three sectors in the field of parks, recreation, and leisure by choosing an organization in the for-profit sector to learn more about. Refer to Chapters 5-10 of your Tapps and Wells' textbook for assistance to complete this assignment.

Instructions: In this assignment, you'll be creating an infographic: 1) presenting information about an organization in the area of recreation, events, or tourism (RET), for-profit recreation; 2) how that organization differs from the public recreation sector; and 3) how that organization differs from the non-profit sector. The purpose is to develop your ability to research, synthesize information, and present it in a clear, visually appealing format from various sources. This assignment blends information analysis, persuasive writing, and creative graphic layout - all skills that you'll need to be an effective professional, no matter what profession you're in. Aspects about the organization you should include:

- 1) Name and location of the organization and which area it falls under (recreation, events, or tourism)
- 2) Services that are offered by the organization
- 3) The kind of facilities the organization delivers their programs and services
- 4) How the organization differs from an organization in the public recreation sector
- 5) How the organization differs from an organization in the non-profit sector
- 6) A position within the organization that you would apply for AND the top five skills you would need for the position

Read below on the steps you should take to complete this assignment:

- **Step 1:** Do a preliminary search for organizations in the for-profit sector (this could include recreation, events, and tourism). Take time to explore them and gather relevant, credible information. In addition to the textbook, you should be finding additional sources such as text, research journal articles, and credible online sources. Ensure your sources are credible by practicing lateral reading—cross-check information across multiple reputable sources.
- **Step 2:** Research Infographics. Familiarize Yourself with Infographics: Search for examples of infographics online. I have also provided an example from Walt Disney World. Examine a variety of styles and topics to understand what makes

them effective. Pay attention to design elements such as layout, color, font choice, and the balance between text and visuals.

- **Step 3:** Define Your Message. You must plan and prepare to make an infographic by distilling the message and important information. After gathering all of the information, define the main message you want to communicate. Develop a clear title and outline that keeps your content focused on this message. The outline should contain and organize all information that you want to communicate on the infographic. Ensure your title and outline are simple and direct, avoiding unnecessary details that might detract from the core message – you have very limited space!
- **Step 4:** Create a Wireframe and format your infographic. Use Canva (or another free online design tool) to create a wireframe for your infographic. This is the layout of how your information will be presented, focusing on the arrangement of text, images, and other elements. When making a wireframe, you do not insert or format any text; a wireframe is about the layout. Think about the flow of information—what should the viewer see first, second, and so on? Organize your content logically and ensure it's easy to follow.
- **Step 5:** Add the information and style it. Utilize text features like bold and italics to highlight important points. Show, Don't Tell: Wherever possible, use visuals to convey information rather than relying on text. Infographics are meant to be visual aids, so let your graphics do the talking. If you can take out any words, do. The simpler and more focused your infographic, the better.
- **Step 6:** Refine and Cite. Make sure the tone of your language matches the visual style of your infographic. Adjust your font, colors, and layout to create a cohesive look. (Can you describe the “mood” of your infographic in a few short words? Upbeat? Colorful? Make sure your text reads as upbeat and colorful too). Use white space – you don't have to get as many words on the page as possible. White spaces maintain some visual appeal and balance. Include references as needed in APA style (see Lehman College librarians if you need help OR the [Purdue Owl](#))
- **Step 7:** Peer Review. Before finalizing your infographic, show it to someone who is unfamiliar with the topic. Take notes about their suggestions (you will submit them in the discussion forum for this assignment). Make necessary revisions to improve clarity and effectiveness. This can be a classmate or a friend. Ask them the following questions:
 - o What do they think the infographic is about?
 - o What did they learn from it?
 - o What questions do they still have?
 - o What suggestions do they have for improvement?
- **Step 8:** Submit to Blackboard and respond to the discussion forum reflection!

Application Exercise #3 – The Leisure and Recreation Professional Position

Application Exercise #3 – Infographic Planning Outline

Points Possible: 5

Objective: Students will develop a structured plan for creating an engaging and informative infographic. This planning outline will help clarify the purpose, audience, design, and content of their infographic.

Outline: For Application Exercise #3 you will be consider a career in the parks, recreation, and leisure profession by searching current available job announcements from various parks, recreation, and leisure organizations and identifying knowledge and skills that you already possess for the position and those that you still need.

Instructions:

Assignment Description: Prepare a detailed outline to guide the creation of your infographic. Your outline should include the following components:

1. **Title and Topic:** State the main topic and tentative title of your infographic.
2. **Objective and Purpose:** Describe the main purpose of your infographic. What message or information are you trying to convey?
3. **Target Audience:** Identify your intended audience. Who will benefit from this information, and what are their needs?
4. **Key Points and Content:** List 3–5 key points you want to highlight. Include the data, facts, or statistics you'll use for each point.
5. **Structure and Layout:** Sketch or describe the layout of your infographic. Consider how you'll organize your information visually (e.g., sections, charts, icons).
6. **Design Elements:** Outline the colors, fonts, and graphic elements (e.g., icons, images) you'll use to make your infographic visually appealing and accessible.
7. **Sources:** Provide a list of at least 3 sources where you'll gather information or data for your infographic. Ensure they are credible.

Application Exercise #3 – The Leisure and Recreation Professional Position

This assignment is aligned with the following learning objective(s):

1. Explain the steps you can take now to position yourself for a career in recreation and leisure service.

Points Possible: 20

Assignment Overview: The purpose of this assignment is for you to consider a career in the parks, recreation, and leisure profession. Refer to Chapters 11-18 of your Tapps and Wells' textbook for assistance to complete this assignment.

You are to find an announcement for a currently available job in your area of interest. You should identify the knowledge, skills, abilities, and other characteristics (KSAOCs) necessary for the position as indicated by the job announcement and then do a self-evaluation that identifies what KSAOCs you already have, what you need to improve on, and what strategies you would use to improve on any lacking KSAOCs.

Instructions: In this assignment, you'll be creating an infographic: 1) searching for an actual position in the parks, recreation, and leisure industry that you might be interested in; 2) identifying the organization that the position is located in; and 3) identifying the requirements of the position and determining what requirements you possess, which ones you need to improve on, and what strategies you would use to improve them. The purpose is to develop your ability to research, synthesize information, and present it in a clear, visually appealing format from various sources. This assignment blends information analysis, persuasive writing, and creative graphic layout - all skills that you'll need to be an effective professional, no matter what profession you're in. Using a job search engine or job board from the provided list, you should provide the following information in your infographic:

- 1) What is the title of the position and organization that you would be working for?
- 2) What job search engine or job board did you use to the position?
- 3) What keywords did you utilize to find the position?
- 4) What knowledge, skills, abilities, and other characteristics (KSAOCs) are required for the position?
- 5) What KSAOCs do you already possess?
- 6) What KSAOCs do you need to improve on?
- 7) What strategies would you use to improve on any lacking KSAOCs?

Possible Job Search Engines and Job Boards:

- 1) [Indeed.com](https://www.indeed.com)
- 2) [National Recreation and Parks Association](https://www.nrpa.org/)

- 3) [National Intramural Recreational Sports Association](#)
- 4) [American Therapeutic Recreation Association](#)
- 5) [New York City Department of Parks and Recreation](#)

Read below the steps you should take to complete this assignment:

- **Step 1:** Do a preliminary search for available positions in the parks, recreation, and leisure industry. Take time to explore them and gather relevant, credible information.
- **Step 2:** Research Infographics. Familiarize Yourself with Infographics: Search for examples of infographics online. I have also provided an example from Walt Disney World. Examine a variety of styles and topics to understand what makes them effective. Pay attention to design elements such as layout, color, font choice, and the balance between text and visuals.
- **Step 3:** Define Your Message. You must plan and prepare to make an infographic by distilling the message and important information. After gathering all of the information, define the main message you want to communicate. Develop a clear title and outline that keeps your content focused on this message. The outline should contain and organize all information that you want to communicate on the infographic. Ensure your title and outline are simple and direct, avoiding unnecessary details that might detract from the core message – you have very limited space!
- **Step 4:** Create a Wireframe and format your infographic. Use Canva (or another free online design tool) to create a wireframe for your infographic. This is the layout of how your information will be presented, focusing on the arrangement of text, images, and other elements. When making a wireframe, you do not insert or format any text; a wireframe is about the layout. Think about the flow of information—what should the viewer see first, second, and so on? Organize your content logically and ensure it's easy to follow.
- **Step 5:** Add the information and style it. Utilize text features like bold and italics to highlight important points. Show, Don't Tell: Wherever possible, use visuals to convey information rather than relying on text. Infographics are meant to be visual aids, so let your graphics do the talking. If you can take out any words, do. The simpler and more focused your infographic, the better.
- **Step 6:** Refine and Cite. Make sure the tone of your language matches the visual style of your infographic. Adjust your font, colors, and layout to create a cohesive look. (Can you describe the "mood" of your infographic in a few short words? Upbeat? Colorful? Make sure your text reads as upbeat and colorful too). Use white space – you don't have to get as many words on the page as possible. White spaces maintain some visual appeal and balance. Include references as needed in APA style (see Lehman College librarians if you need help OR the [Purdue Owl](#))

- **Step 7: Peer Review.** Before finalizing your infographic, show it to someone who is unfamiliar with the topic. Take notes about their suggestions (you will submit them in the discussion forum for this assignment). Make necessary revisions to improve clarity and effectiveness. This can be a classmate or a friend. Ask them the following questions:
 - o What do they think the infographic is about?
 - o What did they learn from it?
 - o What questions do they still have?
 - o What suggestions do they have for improvement?
- **Step 8:** Submit to Blackboard and respond to the discussion forum reflection!

Application Exercise #4 – The Leisure and Recreation from an International Perspective

Application Exercise #4 – Infographic Planning Outline

Points Possible: 5

Objective: Students will develop a structured plan for creating an engaging and informative infographic. This planning outline will help clarify the purpose, audience, design, and content of their infographic.

Outline: For Application Exercise #4 you will be considering a career in the parks, recreation, and leisure profession and selecting a less developed country to compare and contrast its leisure activities to those of the United States.

Instructions:

Assignment Description: Prepare a detailed outline to guide the creation of your infographic. Your outline should include the following components:

1. **Title and Topic:** State the main topic and tentative title of your infographic.
2. **Objective and Purpose:** Describe the main purpose of your infographic. What message or information are you trying to convey?
3. **Target Audience:** Identify your intended audience. Who will benefit from this information, and what are their needs?
4. **Key Points and Content:** List 3–5 key points you want to highlight. Include the data, facts, or statistics you'll use for each point.

5. **Structure and Layout:** Sketch or describe the layout of your infographic. Consider how you'll organize your information visually (e.g., sections, charts, icons).
6. **Design Elements:** Outline the colors, fonts, and graphic elements (e.g., icons, images) you'll use to make your infographic visually appealing and accessible.
7. **Sources:** Provide a list of at least 3 sources where you'll gather information or data for your infographic. Ensure they are credible.

Application Exercise #4 – The Leisure and Recreation from an International Perspective

This assignment is aligned with the following learning objective(s):

1. Value the different ways individuals and communities socialize and enjoy leisure time in different societies
2. Identify the characteristics of recreation and leisure pursuits among people of different walks of life

Points Possible: 20

Assignment Overview: The purpose of this assignment is for you to consider a career in the parks, recreation, and leisure profession. Refer to Chapter 19, and any other applicable chapters, of your Tapps and Wells' textbook for assistance to complete this assignment.

For this assignment you will select a less developed country and research the leisure trends there. The students should be prepared to compare and contrast the country's leisure activities to those of the United States.

Instructions: In this assignment, you'll be creating an infographic: 1) select a less developed country to investigate (you CANNOT select Brazil, China, or Nigeria since those were discussed in the chapter and lecture); 2) identify that country's recreation and leisure activities; 3) describe how those activities have changed over time; and 4) compare and contrast the country's recreation and leisure activities to those of the United States. The purpose is to develop your ability to research, synthesize information, and present it in a clear, visually appealing format from various sources. This assignment blends information analysis, persuasive writing, and creative graphic layout - all skills that you'll need to be an effective professional, no matter what profession you're in.

Read below the steps you should take to complete this assignment:

- **Step 1:** Do a preliminary search of less developed countries and the trends in the parks, recreation, and leisure industry. Take time to explore them and gather relevant, credible information.
- **Step 2:** Research Infographics. Familiarize Yourself with Infographics: Search for examples of infographics online. I have also provided an example from Walt Disney World. Examine a variety of styles and topics to understand what makes them effective. Pay attention to design elements such as layout, color, font choice, and the balance between text and visuals.
- **Step 3:** Define Your Message. You must plan and prepare to make an infographic by distilling the message and important information. After gathering all of the information, define the main message you want to communicate. Develop a clear title and outline that keeps your content focused on this message. The outline should contain and organize all information that you want to communicate on the infographic. Ensure your title and outline are simple and direct, avoiding unnecessary details that might detract from the core message – you have very limited space!
- **Step 4:** Create a Wireframe and format your infographic. Use Canva (or another free online design tool) to create a wireframe for your infographic. This is the layout of how your information will be presented, focusing on the arrangement of text, images, and other elements. When making a wireframe, you do not insert or format any text; a wireframe is about the layout. Think about the flow of information—what should the viewer see first, second, and so on? Organize your content logically and ensure it's easy to follow.
- **Step 5:** Add the information and style it. Utilize text features like bold and italics to highlight important points. Show, Don't Tell: Wherever possible, use visuals to convey information rather than relying on text. Infographics are meant to be visual aids, so let your graphics do the talking. If you can take out any words, do. The simpler and more focused your infographic, the better.
- **Step 6:** Refine and Cite. Make sure the tone of your language matches the visual style of your infographic. Adjust your font, colors, and layout to create a cohesive look. (Can you describe the “mood” of your infographic in a few short words? Upbeat? Colorful? Make sure your text reads as upbeat and colorful too). Use white space – you don't have to get as many words on the page as possible. White spaces maintain some visual appeal and balance. Include references as needed in APA style (see Lehman College librarians if you need help OR the [Purdue Owl](#))
- **Step 7:** Peer Review. Before finalizing your infographic, show it to someone who is unfamiliar with the topic. Take notes about their suggestions (you will submit them in the discussion forum for this assignment). Make necessary revisions to improve clarity and effectiveness. This can be a classmate or a friend. Ask them the following questions:
 - o What do they think the infographic is about?

- o What did they learn from it?
 - o What questions do they still have?
 - o What suggestions do they have for improvement?
- **Step 8:** Submit to Blackboard and respond to the discussion forum reflection!

Rubrics

Weekly Discussion Forums

Criteria	Exemplary (4/3)	Competent (2)	Emerging (1)	Does Not Meet Requirement (0)
Relevance and Clarity (60%)	Consistently posts topics related to assigned topic; cites at least one but preferably several credible references; expresses ideas clearly and concisely with obvious connection to topic; posts are clear and easy to read.	Most posts are short; opinions stated clearly but occasionally lack connection to topic; limited citations; a few spelling mistakes but clear overall.	Posts off-topic; remarks not supported by references; rehashes others' posts; minimal opinions; poor spelling/grammar makes posts unclear.	Lacking in substance, clarity, and relevance.
Timeliness (10%)	Contributes an original post in a timely manner.	—	—	Original post is late.
Creating a Community (30%)	Provides meaningful feedback on others' ideas; builds on or refutes	Adequate feedback; some effort to engage peers but may not be	Replies without specific feedback, repeats points, discourages ideas, or replies late.	No replies to peers.

	points; promotes interaction; asks questions; deepens discussion; enthusiasm and effort evident; replies on time.	on time.		
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Application Exercises

Criteria	20–14 Points	13–12 Points	11–0 Points
Clear Messaging	Infographic effectively communicates the main message.	Infographic does not clearly communicate a main message.	No main message is communicated.
Content – Accuracy	At least 5 accurate facts/concepts are displayed.	3 accurate facts displayed.	2 or fewer accurate facts displayed.
Graphics – Relevance	Graphics appropriately represent information.	Most graphics appropriately represent information.	Graphics unrelated to topic or misrepresent information.
Graphics – Visual	Color, shape, size, and arrangement contribute meaning to the overall message.	Present but do not add to information.	Distracting or misleading.
Design/Layout	Neat, clear, and visually appealing.	Acceptably attractive but slightly messy.	Distractingly messy, unattractive, or poorly designed.

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

CURRICULUM CHANGE

Name of Program and Degree Award: Psychology Major, BA

Hegis Number: 2001.00

Program Code: 34033 – PSY – BA

Effective Term: Fall 2026

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

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

Major Requirements - Overall

Type: Completion Requirement

Earn at least 35 credits

Major Requirements - Required Courses

Type: Completion Requirement

Earn at least 14 credits from the following:

- PSY 166 - General Psychology
- ~~PSY 226 - Statistical Methods in Psychology~~
- ~~PSY 305 - Experimental Psychology I~~
- PSY 348 - History of Psychology

The pre-requisite for ~~PSY 226~~ is MAT 132 (4 credits), or MAT 172 (4 credits) or MAT 174 (4 credits) or MAT 175 (4 credits), any of which can be used to fulfill General Education requirements. Students who complete the pre-requisite before declaring the major may complete the major in less than 42 credits. MAT 135 cannot be used to satisfy the pre-requisite for ~~PSY 226~~.

Major Requirements - Distribution Block 1

Type: Completion Requirement

Complete Two (2) Courses

Fulfill ALL of the following requirements:

Option 1

Complete ANY of the following Courses:

- PSY 217 - Child Psychology
- PSY 218 - Psychology of Adolescence
- PSY 219 - Psychology of Adulthood and Aging

Option 2

Complete ANY of the following Courses:

- PSY 234 - Abnormal Psychology
- PSY 255 - Theories of Personality

Option 3

Complete ANY of the following Courses:

- PSY 240 – Industrial/Organizational Psychology
- PSY 260 – Social Psychology

Major Requirements - Distribution Block 2

Type: Completion Requirement

Complete Two (2) Courses

Fulfill ALL of the following requirements:

Option 1

Complete ANY of the following Courses:

- PSY 310 - Psychology of Learning
- PSY 245 - Psychological Testing and Assessment

Option 2

Complete ANY of the following Courses:

- PSY 314 - Cognitive Psychology
- PSY 317 - Psychology of Sensation and Perception

Option 3

Complete ANY of the following Courses:

- PSY 316 - Physiological Psychology
- PSY 366 - Clinical Neuropsychology

Major Requirements - Elective Courses

Type: Completion Requirement

Earn at least 9 credits from the following:

- Psychology Electives 200 to 400 Level

Students must complete at least THREE Psychology electives which may include any 200-, 300-, or 400-level Psychology course not completed to satisfy a required or distribution area previously listed. This area may include PSY 200 which was formerly PSY 165. PSY 485 may be used once as a Psychology Free Elective. PSY 495 cannot be used as a Psychology Free Elective.

Major Requirements - Departmental Honors

Type: Completion Requirement

Complete ALL of the following Courses:

- PSY 485 - Independent Study in Psychology
- PSY 495 - Honors Research in Psychology

Additional Comments:

Students who wish to qualify for Departmental honors are required to complete PSY 485 and PSY 495.

PSY 485: May be used to fulfill the requirements of the major as a Psychology Free Elective.

3. **To:** Underline the changes

Major Requirements - Overall

Type: Completion Requirement

Earn at least 35 credits

Major Requirements - Required Courses

Type: Completion Requirement

Earn at least 14 credits from the following:

- PSY 166 - General Psychology
- PSY 302 Research Methods I
- PSY 303 Research Methods II
- PSY 348 - History of Psychology

The pre-requisite for PSY 302 is PSY 226 (4 credits) or MAT 132 (4 credits) or MAT 172 (4 credits) or MAT 174 (4 credits) or MAT 175 (4 credits) **or both MAT 108 (2 credits) and MAT 171 (4 credits)**, many of which can be used to fulfill General Education requirements. Students who complete the pre-requisite before declaring the major may complete the major in less than 42 credits. MAT 135 cannot be used to satisfy the pre-requisite for PSY 302.

Major Requirements - Distribution Block 1

Type: Completion Requirement

Complete Two (2) Courses

Fulfill ALL of the following requirements:

Option 1

Complete ANY of the following Courses:

- PSY 217 - Child Psychology
- PSY 218 - Psychology of Adolescence
- PSY 219 - Psychology of Adulthood and Aging

Option 2

Complete ANY of the following Courses:

- PSY 234 - Abnormal Psychology
- PSY 255 - Theories of Personality

Option 3

Complete ANY of the following Courses:

- PSY 240 – Industrial/Organizational Psychology
- PSY 260 – Social Psychology

Major Requirements - Distribution Block 2

Type: Completion Requirement

Complete Two (2) Courses

Fulfill ALL of the following requirements:

Option 1

Complete ANY of the following Courses:

- PSY 310 - Psychology of Learning
- PSY 245 - Psychological Testing and Assessment

Option 2

Complete ANY of the following Courses:

- PSY 314 - Cognitive Psychology
- PSY 317 - Psychology of Sensation and Perception

Option 3

Complete ANY of the following Courses:

- PSY 316 - Physiological Psychology

- PSY 366 - Clinical Neuropsychology

Major Requirements - Elective Courses

Type: Completion Requirement

Earn at least 9 credits from the following:

- Psychology Electives 200 to 400 Level

Students must complete at least THREE Psychology electives which may include any 200-, 300-, or 400-level Psychology course not completed to satisfy a required or distribution area previously listed. This area may include PSY 200 which was formerly PSY 165. PSY 485 may be used once as a Psychology Free Elective. PSY 495 cannot be used as a Psychology Free Elective.

Major Requirements - Departmental Honors

Type: Completion Requirement

Complete ALL of the following Courses:

- PSY 485 - Independent Study in Psychology
- PSY 495 - Honors Research in Psychology

Additional Comments:

Students who wish to qualify for Departmental honors are required to complete PSY 485 and PSY 495.

PSY 485: May be used to fulfill the requirements of the major as a Psychology Free Elective.

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

The suggested changes represent a re-design of the core course sequence for the Psychology major. The goal of the re-design is not to change the learning outcomes of the major/department, but to better meet them. The re-designed course sequence is meant to streamline the related topics of statistics and research methods, which will now be taught through a sequential, integrated approach rather than as two separate topics. This will more readily link core concepts and avoid non-sequential overlap that is disjointed in our current curriculum. A new course, PSY 302, will serve as the first of two integrated Research Methods courses. The second course in the integrated sequence, a new course proposed as PSY 303, will be designated as writing-intensive since it is the culminating course in the core sequence (PSY 305 serves that role now). As such, PSY 226 and PSY 305 will no longer be required courses for the Psychology major. They will be replaced with PSY 302 and PSY 303, which will become required courses for the Psychology major.

5. Date of departmental approval: 04/07/2025

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

DEPARTMENT OF PSYCHOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	Psychology
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Psychology
Course Prefix & Number	PSY 302
Course Title	Research Methods I
Description	Theory practice and ethics of empirical research in Psychology. Topics include literature review, research design, variables and measurement concepts, sampling, descriptive statistics and hypothesis testing.
Pre/ Co Requisites	PSY 166 and one of the following options: PSY 226 or MAT 132 or MAT 172 or MAT 174 or MAT 175 or MAT 108 and MAT 171
Credits	4
Hours	4
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. **Rationale:**

This new course is part of a re-design of the core course sequence for the Psychology major. The goal of the re-design is not to change the learning outcomes of the

major/department, but to better meet them. The re-designed course sequence is meant to streamline the related topics of statistics and research methods, which will now be taught through a sequential, integrated approach rather than as two separate topics. This will more readily link core concepts and avoid non-sequential overlap that is disjointed in our current curriculum. PSY 302 will now serve as the first of two integrated Research Methods courses. The second course in the integrated sequence, a new course to be proposed as PSY 303, will be designated as writing-intensive since it is the culminating course in the core sequence (PSY 305 serves that role now).

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

Students successfully completing this course will:

- Become informed consumers of research in academia, media, and policy.
- Be able to distinguish between the scientific method and other ways of knowing.
- Conduct effective literature searches for peer-reviewed articles using online tools (PsycINFO)
- Read, summarize and analyze primary research articles in the field of Psychology, including identifying strengths and weaknesses of various research designs.
- Understand and demonstrate an awareness of ethical and moral concerns involved in scientific research.
- Be able to identify, design and critically evaluate experimental, quasi-experimental and correlational research designs.
- Be able to distinguish among sampling techniques used in Psychological research.
- Be able to operationalize concepts for measurement in research.
- Be able to identify and work with different types of data and scales of measurement.
- Be able to create and interpret statistical tables and graphs.
- Be able to calculate and interpret measures of central tendency and variability.
- Understand the purpose and logic of hypothesis testing.
- Be able to test hypotheses with z-score tests and one-sample t-tests:
 - o Know when to use each of these tests
 - o Be able to form hypotheses for each of these tests
 - o Be able to calculate each test step-by-step
 - o Be able to determine if the test is significant
 - o Be able to calculate and interpret measures of effect size
 - o Be able to report the test results in APA style
 - o Be able to communicate the research results
- Be able to interpret and generalize appropriately from research results.
- Understand what statistical power is and what affects it.
- Be introduced to a statistical software package.
- Communicate effectively and appropriately through written reports that use APA style.

5. **Date of Departmental Approval:** 04/07/2025 (Changes approved 09/08/2025)

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

CURRICULUM CHANGE

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

2.

Department(s)	Psychology
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Psychology
Course Prefix & Number	PSY 303
Course Title	Research Methods II
Description	Quantitative and qualitative research methods including various research designs, participant observation, confidence intervals, surveys, nominal data, and data analysis.
Pre/ Co Requisites	PSY 302
Credits	4
Hours	6 (2 hours lecture, 4 hours lab)
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Writing Intensive
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. **Rationale:**

This new course is part of a re-design of the core course sequence for the Psychology major. The goal of the re-design is not to change the learning outcomes of the major/department, but to better meet them. The re-designed course sequence is meant to streamline the related topics of statistics and research methods, which will now be

taught through a sequential, integrated approach rather than as two separate topics. This will more readily link core concepts and avoid non-sequential overlap that is disjointed in our current curriculum. PSY 303 will serve as the second of two integrated Research Methods courses and will be designated as writing-intensive since it is the culminating course in the core sequence (PSY 305 serves that role now).

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

Students successfully completing this course will:

- Read, summarize and analyze primary research articles in the field of Psychology, including identifying strengths and weaknesses of various research designs.
- Be able to identify, design and critically evaluate experimental, quasi-experimental and correlational research designs, as well as qualitative and single-subject research designs.
- Be able to test hypotheses with the following statistical tests: independent and paired samples t-tests, one factor between and within subjects ANOVA, two factor ANOVA, correlation, regression, and chi-square.
 - o Know when to use each of these tests
 - o Be able to form hypotheses for each of these tests
 - o Be able to calculate each test step by step (except two-factor ANOVA)
 - o Be able to determine if the test is significant
 - o Be able to calculate and interpret measures of effect size
 - o Be able to report the test results in APA style
 - o Be able to communicate the research results
- Be able to construct and interpret confidence intervals
- Communicate effectively and appropriately through written reports that use APA style.

5. Date of Departmental Approval: 04/07/2025 (Changes approved 09/08/2025)

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

DEPARTMENT OF PSYCHOLOGY

CURRICULUM CHANGE

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

2. **Description:**

PSY 306 – Experimental Psychology II. - Continuation of PSY 305, including such areas as sensation and perception, with emphasis on independent research on selected topics. PREREQ: PSY 305.

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

The Department of Psychology has submitted a proposed re-design of the core course sequence for the Psychology major. The goal of the re-design is not to change the learning outcomes of the major/department, but to better meet them. The re-designed course sequence is meant to streamline the related topics of statistics and research methods, which will now be taught through a sequential, integrated approach rather than as two separate topics. This will more readily link core concepts and avoid non-sequential overlap that is disjointed in our current curriculum. A new course, PSY 302, will serve as the first of two integrated Research Methods courses. The second course in the integrated sequence, a new course proposed as PSY 303, will be designated as writing-intensive since it is the culminating course in the core sequence (PSY 305 serves that role now). PSY 302 and PSY 303 will, thus, replace PSY 226 and PSY 305 as required courses for the Psychology major. Since PSY 305 will no longer be a required course, its continuation – PSY 306 – will not need to be offered.

4. **Date of departmental approval:** 04/07/2025

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

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

Department(s)	SLHS
Career	☒ Undergraduate [] Graduate
Academic Level	☒ Regular [] Compensatory [] Developmental [] Remedial
Subject Area	SPV
Course Prefix & Number	SPV 245
Course Title	Articulatory Phonetics
Description	Fundamentals of articulatory phonetics; descriptive analysis of spoken forms of American English and other languages.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. **To:** Underline the changes

Department(s)	SLHS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	SPV
Course Prefix & Number	SPV 245
Course Title	Articulatory Phonetics
Description	Fundamentals of articulatory phonetics; descriptive analysis of spoken forms of American English and other languages.
Pre/ Co Requisites	<u>SPEA-BA, SPL-CERT, MHCSPA-BA; LIN-BA, MHCLING-BA</u> <u>BA, SPA-BA</u>
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

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

Students who complete a BA in other programs and are interested in pursuing a Master's degree in SLP must complete 6 prereq courses, typically taken after the BA (i.e., our post-bac. Certificate program).

Recently, we noticed a trend where students enrolled in other majors, who ultimately are interested in pursuing a graduate degree in speech-language pathology, are taking the 4 SPV 200-level courses (which are prereqs for our 300-level SPV courses), bypassing our major and minor programs, as well as the certificate program.

With consultation with the registrar, it was suggested that we limit enrollment to the 200-level courses to students who declare our major and certificate program as well as students completing their major in linguistics (cross listed with our 200 level courses), as well as Macaulay students from SLP and Linguistics programs.

5. **Date of departmental approval:** 6/1/2025

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

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

Department(s)	SLHS
Career	☒ Undergraduate [] Graduate
Academic Level	☒ Regular [] Compensatory [] Developmental [] Remedial
Subject Area	SPV
Course Prefix & Number	SPV 246
Course Title	Introduction to Linguistics
Description	Descriptive linguistics and analysis of phonology, morphology, syntax, semantics, and pragmatics.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. **To:** Underline the changes

Department(s)	SLHS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	SPV
Course Prefix & Number	SPV 246
Course Title	Introduction to Linguistics
Description	Descriptive linguistics and analysis of phonology, morphology, syntax, semantics, and pragmatics.
Pre/ Co Requisites	<u>SPEA-BA, SPEC-MIN, SPL-CERT, MHCSPA-BA; LIN-BA, LING-MIN, MHCLING-BA, SPA-BA</u>
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

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

Students who complete a BA in other programs and are interested in pursuing a Master's degree in SLP must complete 6 prereq courses, typically taken after the BA (i.e., our post-bac. Certificate program).

Recently, we noticed a trend where students enrolled in other majors, who ultimately are interested in pursuing a graduate degree in speech-language pathology, are taking the 4 SPV 200-level courses (which are prereqs for our 300-level SPV courses), bypassing our major and minor programs, as well as the certificate program.

With consultation with the registrar, it was suggested that we limit enrollment to the 200-level courses to students who declare our major, minor, and certificate program as well as students completing their major or minor in linguistics (cross listed with our 200 level courses), as well as Macaulay students from SLP and Linguistics programs.

5. **Date of departmental approval:** 6/1/2025

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

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

Department(s)	SLHS
Career	☒ Undergraduate [] Graduate
Academic Level	☒ Regular [] Compensatory [] Developmental [] Remedial
Subject Area	SPV
Course Prefix & Number	SPV 247
Course Title	Anatomy and Physiology of the Speech Mechanism
Description	Anatomy, physiology, and neurophysiology of the speech and vocal mechanism; physiological studies of speech.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. **To:** Underline the changes

Department(s)	SLHS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	SPV
Course Prefix & Number	SPV 247
Course Title	Anatomy and Physiology of the Speech Mechanism
Description	Anatomy, physiology, and neurophysiology of the speech and vocal mechanism; physiological studies of speech.
Pre/ Co Requisites	<u>SPEA-BA, SPL-CERT, MHCSPA-BA; LIN-BA, MHCLING-BA, SPA-BA</u>
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

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

Students who complete a BA in other programs and are interested in pursuing a Master's degree in SLP must complete 6 prereq courses, typically taken after the BA (i.e., our post-bac. Certificate program).

Recently, we noticed a trend where students enrolled in other majors, who ultimately are interested in pursuing a graduate degree in speech-language pathology, are taking the 4 SPV 200-level courses (which are prereqs for our 300-level SPV courses), bypassing our major and minor programs, as well as the certificate program. With consultation with the registrar, it was suggested that we limit enrollment to the 200-level courses to students who declare our major and certificate program as well as

students completing their major in linguistics (cross listed with our 200 level courses), as well as Macaulay students from SLP and Linguistics programs.

5. **Date of departmental approval:** 6/1/2025

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

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

Department(s)	SLHS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	SPV
Course Prefix & Number	SPV 228
Course Title	Introduction to Audiology
Description	Introduction to the anatomy and physiology of the auditory system; causes and treatment of disorders in hearing, balance and auditory processing; the relevant diagnostic and therapeutic techniques for these disorders; exploration of the effect of hearing loss across the lifespan.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. **To:** Underline the changes

Department(s)	SLHS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	SPV
Course Prefix & Number	SPV 228
Course Title	Introduction to Audiology
Description	Introduction to the anatomy and physiology of the auditory system; causes and treatment of disorders in hearing, balance and auditory processing; the relevant diagnostic and therapeutic techniques for these disorders; exploration of the effect of hearing loss across the lifespan.
Pre/ Co Requisites	<u>SPEA-BA, SPL-CERT, MHCSPA-BA, SPA-BA</u>
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

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

Students who complete a BA in other programs and are interested in pursuing a Master's degree in SLP must complete 6 prereq courses, typically taken after the BA (i.e., our post-bac. Certificate program).

Recently, we noticed a trend where students enrolled in other majors, who ultimately are interested in pursuing a graduate degree in speech-language pathology, are taking the 4 SPV 200-level courses (which are prereqs for our 300-level SPV courses), bypassing our major and minor programs, as well as the certificate program.

With consultation with the registrar, it was suggested that we limit enrollment to the 200-level courses to students who declare our major and certificate program as well as well as Macaulay students from SLP.

5. **Date of departmental approval:** 6/1/2025

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

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

Department(s)	SLHS
Career	☒ Undergraduate [] Graduate
Academic Level	☒ Regular [] Compensatory [] Developmental [] Remedial
Subject Area	SPV
Course Prefix & Number	SPV 321
Course Title	Language Acquisition
Description	Study of speech, language, and communication skills in typically developing children. Exploration of gender, multicultural, multilinguistic, and socioeconomic variations in language development. Analysis of the processes involved in language learning and use and the foundations of language and literacy from infancy through the school age years to complex language development over the lifespan.
Pre/ Co Requisites	SPV 245 (LNG 245) and SPV 246 (LNG 160) and SPV 228 and SPV 247 (LNG 247)
Credits	3
Hours	3
Liberal Arts	☒ Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society

	_____ Scientific World
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3. **To:** Underline the changes

Department(s)	SLHS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	SPV
Course Prefix & Number	SPV 321
Course Title	Language Acquisition
Description	Study of speech, language, and communication skills in typically developing children. Exploration of gender, multicultural, multilinguistic, and socioeconomic variations in language development. Analysis of the processes involved in language learning and use and the foundations of language and literacy from infancy through the school age years to complex language development over the lifespan.
Pre/ Co Requisites	SPV 245 (LNG 245) and SPV 246 (LNG 160) and SPV 228 and SPV 247 (LNG 247) <u>SPEA-BA, SPL-CERT, MHCSPA-BA; LIN-BA, MHCLING-BA, SPA-BA, SPA-BA</u>
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

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

Students who complete a BA in other programs and are interested in pursuing a Master's degree in SLP must complete 6 prereq courses, typically taken after the BA (i.e., our post-bac. certificate program).

Recently, we noticed a trend where students enrolled in other majors, who ultimately are interested in pursuing a graduate degree in speech-language pathology, are taking the 4 SPV 200-level courses (which are prereqs for our 300-level SPV courses), and registering for the 300-level courses they need, bypassing our major program, as well as the certificate program.

With consultation with the registrar, it was suggested that we limit enrollment in the 300-level courses to students who declare our major and certificate as well as Macaulay students from the SLP program.

5. Date of departmental approval: 6/1/2025

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

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

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

3. **To:** Underline the changes

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

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

Students who complete a BA in other programs and are interested in pursuing a Master's degree in SLP must complete 6 prereq courses, typically taken after the BA (i.e., our post-bac. certificate program).

Recently, we noticed a trend where students enrolled in other majors, who ultimately are interested in pursuing a graduate degree in speech-language pathology, are taking the 4 SPV 200-level courses (which are prereqs for our 300-level SPV courses), and registering for the 300-level courses they need, bypassing our major program, as well as the certificate program.

With consultation with the registrar, it was suggested that we limit enrollment in the 300-level courses to students who declare our major and certificate as well as Macaulay students from the SLP program.

5. **Date of departmental approval:** 6/1/2025

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

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

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

3. **To:** Underline the changes

Department(s)	SLHS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	SPV
Course Prefix & Number	SPV 327
Course Title	Speech Pathology: Organic Disorders
Description	Nature, etiology, assessment, and treatment of speech disorders (specifically articulation and fluency) and language disorders in preschool children, school-age children, and adolescents. Issues concerning multiculturalism and multilingualism are included.
Pre/ Co Requisites	SPV 245 (LNG 245) and SPV 246 (LNG 160) and SPV 228 and SPV 247 (LNG 247) <u>SPEA-BA, MHCSPA-BA, SPL-CERT, SPA-BA</u>
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

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

Students who complete a BA in other programs and are interested in pursuing a Master's degree in SLP must complete 6 prereq courses, typically taken after the BA (i.e., our post-bac. certificate program).

Recently, we noticed a trend where students enrolled in other majors, who ultimately are interested in pursuing a graduate degree in speech-language pathology, are taking the 4 SPV 200-level courses (which are prereqs for our 300-level SPV courses), and

registering for the 300-level courses they need, bypassing our major program, as well as the certificate program.

With consultation with the registrar, it was suggested that we limit enrollment in the 300-level courses to students who declare our major and certificate as well as Macaulay students from the SLP program.

5. **Date of departmental approval:** 6/1/2025

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

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

Department(s)	SLHS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	SPV
Course Prefix & Number	SPV 349
Course Title	Speech and Hearing Sciences
Description	The physics and bioacoustics of speech production and perception, temporal and spectral analyses of vowels, consonants, prosody, and language differences; introduction to psychoacoustics and theories of speech production and perception.
Pre/ Co Requisites	SPV 245 (LNG 245) and SPV 246 (LNG 160) and SPV 228 and SPV 247 (LNG 247).
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. **To:** Underline the changes

Department(s)	SLHS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	SPV
Course Prefix & Number	SPV 349
Course Title	Speech and Hearing Sciences
Description	The physics and bioacoustics of speech production and perception, temporal and spectral analyses of vowels, consonants, prosody, and language differences; introduction to psychoacoustics and theories of speech production and perception
Pre/ Co Requisites	SPV 245 (LNG 245) and SPV 246 (LNG 160) and SPV 228 and SPV 247 (LNG 247) <u>SPEA-BA, SPL-CERT, MHCSPA-BA, SPA-BA</u>
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

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

Students who complete a BA in other programs and are interested in pursuing a Master's degree in SLP must complete 6 prereq courses, typically taken after the BA (i.e., our post-bac. certificate program).

Recently, we noticed a trend where students enrolled in other majors, who ultimately are interested in pursuing a graduate degree in speech-language pathology, are taking the 4 SPV 200-level courses (which are prereqs for our 300-level SPV courses), and registering for the 300-level courses they need, bypassing our major program, as well as the certificate program.

With consultation with the registrar, it was suggested that we limit enrollment in the 300-level courses to students who declare our major and certificate as well as Macaulay students from the SLP program.

5. **Date of departmental approval:** 6/1/2025

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

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

Department(s)	SLHS
Career	☒ Undergraduate [] Graduate
Academic Level	☒ Regular [] Compensatory [] Developmental [] Remedial
Subject Area	SPV
Course Prefix & Number	SPV 400
Course Title	Communication Disorders Across the Life Span
Description	Nature, etiology, assessment, and treatment of speech disorders (specifically articulation, fluency, cleft palate, and cerebral palsy), pediatric and adult language disorders, voice disorders and swallowing disorders, across the lifespan. Working with culturally and linguistically diverse populations. NOTE: This course is available only for students enrolled in the Post baccalaureate certificate program.
Pre/ Co Requisites	SPV 228 and 245 and 247 or SPV 321
Credits	3
Hours	3
Liberal Arts	☒ Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. **To:** Underline the changes

Department(s)	SLHS
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	SPV
Course Prefix & Number	SPV 400
Course Title	Communication Disorders Across the Life Span
Description	Nature, etiology, assessment, and treatment of speech disorders (specifically articulation, fluency, cleft palate, and cerebral palsy), pediatric and adult language disorders, voice disorders and swallowing disorders, across the lifespan. Working with culturally and linguistically diverse populations. NOTE: This course is available only for students enrolled in the Post baccalaureate certificate program.
Pre/ Co Requisites	SPV 228 and 245 and 247 or SPV 321 <u>SPL-CERT</u>
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

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

SPV 400 was especially created for the post baccalaureate certificate program and should be restricted only to students who are enrolled in the certificate program.

5. **Date of departmental approval:** 6/1/2025

Senate Meeting – October 15, 2025
Proposed Graduate Studies Report

Presenting proposals from the following departments for approval:

Department of Health Promotion and Nutrition Sciences

- Degree changes: M.S.Ed., Health Education
- Certificate changes: Advanced Certificate, Health Education,

Department of Speech-Language-Hearing Sciences

- Degree changes: M.A., Speech-Language Pathology with Bilingual Extension
- Degree changes: M.A., Speech-Language Pathology
- Degree changes: M.A., Speech-Language Pathology (Teaching Students with Speech-Language Disabilities track)
- Course changes: SPE 730

Informational Item

There is one experimental course from the following department, which was submitted and approved:

Department of Health Promotion and Nutrition Sciences

- Experimental course: HEA 536

Next meeting: **November 12, 2025, at 11 a.m.**

**LEHMAN COLLEGE
OF THE
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DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Health Education MSED

Hegis Number: 0837.00

Program Code: 25951

Effective Term: Fall 2026

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

2. **From:**

~~Health Pre K-12 Teacher, M.S.Ed. Program~~

~~This program is designed for students seeking a master's degree in Teaching Health Education. Graduates of this program are recommended for New York State Initial or Professional Certification in Health Education (Pre K-12). Students are supervised in their fieldwork and student teaching by faculty members of the Health Education program in the Department of Health Sciences. Advisement is provided by the Graduate Program Director and faculty members of the Health Education Program in the Department of Health Sciences and/or the Department of Middle and High School Education.~~

~~Students wishing to do so may complete the degree program entirely online by taking online courses only. The online-only option is not available to students studying on an F1 Visa.~~

To be eligible for this Master's Program, potential students must fall into one of the following categories:

Sequence 1 (39 credits). Students who already possess New York State certification in a related area and who seek additional certification in Health Education ~~Pre K-12~~.

Sequence 2 (30 credits). Students who already possess New York State certification in health education and who seek professional certification in Health Education ~~Pre K-12~~.

~~Major Requirements – Admission~~

Type: Prerequisite

~~Additional Comments:~~

- Possess a Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the ability to successfully pursue graduate study by having attained a minimum cumulative undergraduate grade point average of 3.0 or higher.
- Three letters of recommendation and a Personal Goal Statement.
- **For Sequence 1 admission**, possess New York State teacher certification in an area other than health education.
- **For Sequence 2 admission**, possess New York State teacher certification in health education.

~~Major Requirements – Overall~~

~~Type: Completion requirement~~

~~Earn at least 30 credits~~

- Students must consult with the graduate adviser in the health education program before starting their Master's Program. During their first semester, matriculated students are required to ~~plan their graduate program with an adviser in the health education program.~~

~~Major Requirements – Sequence 1 (39 credits)~~

~~Type: Completion requirement~~

~~HEA Courses~~

~~Earn at least 15 credits from the following:~~

- HEA 507 - Human Sexuality
- HEA 626 - Mental Health and the Classroom Teacher
- HEA 671 - Teaching Strategies for Health; Psychosocial Wellness
- HEA 672 - Teaching Strategies for Health: Health Promotion Behaviors
- HEA 673 - Teaching Strategies for Health: Disease and Disability

~~HEA Electives~~

~~Earn at least 15 credits from the following:~~

- HEA 502 - Women and Health

- HEA 509 - Drugs and Substance Abuse
- HEA 510 - Health and Aging
- HEA 511 - Perspectives on HIV/AIDS
- HEA 627 - Health Problems and Issues in Contemporary Society
- HEA 636 - Perspectives on Death and Dying
- HEA 640 - Nutrition and Chronic Diseases
- HEA 680 - Special Topics in Health

Pedagogy Required Courses

Fulfill ALL of the following requirements:

Special Education

Complete ALL of the following Courses:

- ~~ESC 506 - Special Needs Education in TESOL and Secondary Settings~~

AND

Student Teaching Internship

Complete ALL of the following Courses:

- ~~ESC 595 - Internship in Classroom Teaching~~
- ~~ESC 611 - Teaching Internship Seminar in Secondary Education~~

AND

Master's Project

Complete ALL of the following Courses:

- ~~ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas~~

Additional Comments:

~~For students who already possess New York State certification in another subject and who seek certification in Health Education Pre K-12.~~

~~Major Requirements - Sequence 2 (30 credits)~~

Type: Completion requirement

HEA Courses

Earn at least 15 credits from the following:

- HEA 507 - Human Sexuality
- HEA 626 - Mental Health and the Classroom Teacher

- HEA 671 - Teaching Strategies for Health; Psychosocial Wellness
- HEA 672 - Teaching Strategies for Health: Health Promotion Behaviors
- HEA 673 - Teaching Strategies for Health: Disease and Disability

~~HEA Electives~~

~~Earn at least 6 credits from the following:~~

- HEA 502 - Women and Health
- HEA 509 - Drugs and Substance Abuse
- HEA 510 - Health and Aging
- HEA 511 - Perspectives on HIV/AIDS
- HEA 627 - Health Problems and Issues in Contemporary Society
- HEA 636 - Perspectives on Death and Dying
- HEA 640 - Nutrition and Chronic Diseases
- HEA 680 - Special Topics in Health

~~Pedagogy Required Courses~~

~~Fulfill ALL of the following requirements:~~

~~Special Education~~

~~Complete ALL of the following Courses:~~

- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- Or equivalent

~~AND~~

~~Student Teaching Internship~~

~~Complete ALL of the following Courses:~~

- ~~ESC 595 - Internship in Classroom Teaching~~
- ~~ESC 611 - Teaching Internship Seminar in Secondary Education~~

~~AND~~

~~Master's Project~~

~~Complete ALL of the following Courses:~~

- ~~ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas~~

~~Additional Comments:~~

~~For students who already possess New York State certification in health education and who seek professional certification in Health Education Pre K-12.~~

3. To:

Health Education Teacher, M.S.Ed. Program

The fully online Health Education Teacher N-12, M.S.Ed. program prepares students to teach Health Education in grades N-12. Upon graduating from the program, students will be eligible to apply for their New York State Education Department (NYSED) Initial or Professional Certification in Health Education (N-12). Students will complete all NYSED requirements through the program, including supervised fieldwork, and will also need to pass their Health Education Content Specialty Test (CST).

To be eligible for the Health Education Teacher M.S.Ed. Program, potential students must fall into one of the following categories:

Sequence 1 (30 credits). Students who already possess New York State certification in a related area and who seek additional certification in Health Education N-12.

Sequence 2 (30 credits). Students who already possess New York State certification in health education and who seek professional certification in Health Education N-12.

Admission Requirements

- Possess a Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the ability to successfully pursue graduate study by having attained a minimum cumulative undergraduate grade point average of 3.0 or higher.
- Three letters of recommendation and a Personal Goal Statement.
- **For Sequence 1 admission**, possess New York State teacher certification in an area other than health education.
- **For Sequence 2 admission**, possess New York State teacher certification in health education.

Degree Requirements

Students must consult with the graduate adviser in the health education program before starting their Master's Program. During their first semester, matriculated students are required to create their Program Plan with their Program Director.

Sequence 1 (30 credits):

For students who already possess New York State certification in another subject and who seek certification in Health Education N-12. Course and credit requirements are as follows:

Required HEA courses (15 credits):

	Credits
HEA 507 Human Sexuality	3
HEA 626 Mental Health and the Classroom Teacher	3
HEA 671 Teaching Strategies for Health; Psychosocial Wellness	3
HEA 672 Teaching Strategies for Health: Health Promotion Behaviors	3
HEA 673 Teaching: Strategies for Health: Disease and Disability	3

HEA electives (9 credits)

HEA 502	Women and Health	3
HEA 509	Drugs and Substance Abuse	3
HEA 510	Health and Aging	3
HEA 511	Perspectives on HIV/AIDS	3
<u>HEA 536</u>	<u>Family and Community Health Education</u>	<u>2</u>
HEA 627	Health Problems and Issues in Contemporary Society	3
HEA 636	Perspectives on Death and Dying	3
HEA 640	Nutrition and Chronic Diseases	3
HEA 680	Special Topics in Health Education	3

Special Education Requirement (3):

	Credits
<u>EDS 791</u> <u>Learners with Disabilities</u>	3

Required Fieldwork Experience (3 credits):

<u>HEA 708</u>	<u>Curriculum, Materials, and Assessment, and Field Work in Health Education</u>	<u>3</u>
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Sequence 2 (30 credits):

For students who already possess New York State certification in health education and who seek professional certification in Health Education N-12. The curriculum consists of 30 graduate credits. Course and credit requirements are as follows:

Required HEA courses (15 credits):

	<u>Credits</u>
HEA 507 Human Sexuality	3
HEA 626 Mental Health and the Classroom Teacher	3
HEA 671 Teaching Strategies for Health; Psychosocial Wellness	3
HEA 672 Teaching Strategies for Health: Health Promotion Behaviors	3
HEA 673 Teaching: Strategies for Health: Disease and Disability	3

HEA electives (9 credits)

HEA 502	Women and Health	3
HEA 509	Drugs and Substance Abuse	3
HEA 510	Health and Aging	3
HEA 511	Perspectives on HIV/AIDS	3
<u>HEA 536</u>	<u>Family and Community Health Education</u>	<u>2</u>
HEA 627	Health Problems and Issues in Contemporary Society	3
HEA 636	Perspectives on Death and Dying	3
HEA 640	Nutrition and Chronic Diseases	3

HEA 680	Special Topics in Health Education	3
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Special Education Requirement (3):

		<u>Credits</u>
<u>EDS 791</u>	<u>Learners with Disabilities</u>	3

Required Fieldwork Experience (3 credits):

<u>HEA 708</u>	<u>Curriculum, Materials, and Assessment, and Field Work in Health Education</u>	<u>3</u>
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4. Rationale:

The New York State Education Department (NYSED) has revised its requirements for students seeking health education certification. The number of health content credits needed for certification has been reduced from 30 credits to 18 credits. This significant change will impact both our M.S.Ed and Advanced Certificate programs. Consequently, major curriculum adjustments are necessary to align with the new accrediting body and to meet the Health Education Standards. We have a highly enrolled program and need to remain competitive with other college health education teacher graduate programs.

The primary changes to the M.S.Ed program include:

1. Reducing the master's degree from 39 credits to 30 credits.
2. Modifying the Fieldwork courses to be consistent with the Advanced Certificate requirements, which have been approved by NYSED.
3. Introducing a new Special Needs Education course for the Health Education Classroom to satisfy both NYSED requirements and our accreditation needs.
4. Updating the title of the program to be consistent with what the degree is, Health Education Teacher.
5. Making clear this is a fully online degree program.

Currently, the required fieldwork component is 6 credits, which is no longer necessary and would be a disservice to the students. A few years ago, we condensed the fieldwork requirement for Advanced Certificate students by combining ESC 595, ESC 611, and ESC 708 into a single course, HEA 708. This allowed students to complete the necessary requirements and freed up their schedules to take other essential health content courses required for certification.

Students can earn an additional 2 credits by taking the elective of HEA 536: Family and Community Health Education. This can help boost their GPA as well as provide additional credits toward their salary step increase from their employer.

To ensure students meet the NYSED-required semester hours of health content, the curriculum needs to be updated so that students primarily focus on health pedagogical courses.

EDS 791 is a better fit for our students to satisfy their special needs requirements as it covers all age learners K-12 while ESC 506 is for adolescent age only which does not suit their K-12 certification. Their requirement needs to come from the Special Education (EDS) program.

Currently, there is a *Sequence 3* that is listed in Coursedog under the MEd program in Health Education. This sequence no longer exists, and the department has stopped offering it for many years now yet still it shows as active. The department is requesting that this sequence be deactivated officially.

Date of departmental approval: July 18, 2025

**LEHMAN COLLEGE
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DEPARTMENT OF HEALTH PROMOTION AND NUTRITION SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Advanced Certificate in Health Education

Hegis Number: 0837

Program Code: 39592

Effective Term: Fall 2026

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

2. **From**:

Advanced Certificate in Health Education

~~The Advanced Certificate in Health Education is an 18-credit program that prepares educators to provide school health education instruction. Upon completion of the program the candidates are eligible to apply for New York State Department of Education (NYSED) Health Education certification. This program will be offered to students who already possess a Master's degree and a New York State (NYS) initial or professional certification in any subject area. Therefore, this program offers an alternative route to eligibility for New York State Certification in Health Education without completing a separate Master's degree in Health Education. Students will need possess prerequisite health content courses for admission.~~

Requirements

~~Advanced Certificate Requirements- Admission Requirements~~

Type: Prerequisite

Earn a minimum GPA of 3.0

- ~~Earned a Master's Degree in a related field.~~
- ~~Demonstrate the ability to successfully pursue graduate study by having a master's Grade Point Average of 3.0 or better.~~

Recommendation & Essay

- ~~Submit two (2) letters of recommendation and a 500-word essay on career goals.~~

Certification

- ~~Submit NYS initial or professional certification in any subject area.~~

Content Requirement

- ~~15 credits required to be approved by the program to meet the NYSED 30-credit minimum health education content requirement.~~

Additional Comments:

- Meet additional Departmental, divisional, and New York State requirements, if any.

~~Advanced Certificate Requirements – Health Education P-12~~

~~Type: Completion requirement~~

~~Earn at least 18 credits~~

~~Additional Comments:~~

~~The following NYSED certification requirement workshops must be completed prior to applying for NYSED certification.~~

- ~~• Child Abuse and Violence Prevention~~
- ~~• Dignity for All Students Act~~

~~Advanced Certificate Requirements – Required Health Content Courses~~

~~Type: Completion requirement~~

~~Complete ALL of the following Courses:~~

- HEA 671 - Teaching Strategies for Health; Psychosocial Wellness
- ~~• HEA 507 – Human Sexuality~~
- ~~• HEA 626 – Mental Health and the Classroom Teacher~~

~~Advanced Certificate Requirements – Internship Fieldwork~~

~~Complete ALL of the following Courses:~~

- HEA 708 - Curriculum, Materials, Assessment, and Fieldwork in Health Education

~~Advanced Certificate Requirements – Elective Health Content Courses~~

~~Earn at least 6 credits from the following:~~

- HEA 502 - Women and Health
- HEA 509 - Drugs and Substance Abuse
- HEA 510 - Health and Aging
- HEA 511 - Perspectives on HIV/AIDS
- HEA 627 - Health Problems and Issues in Contemporary Society
- HEA 636 - Perspectives on Death and Dying
- HEA 640 - Nutrition and Chronic Diseases
- HEA 680 - Special Topics in Health

3. To:

Advanced Certificate in Health Education

The Advanced Certificate in Health Education is a fully online program that prepares educators to provide school health education instruction. Upon completion of the program the candidates are eligible to apply for New York State Department of Education (NYSED) Health Education certification. This program will be offered to students who already possess a master's degree and a NYSED initial or professional certification in any subject area. Therefore, this program offers an alternative route to eligibility for NYSED Certification in Health Education without completing a separate master's degree in health education.

Admission Requirements

- A master's degree in a related field.
- Demonstrate the ability to successfully pursue graduate study by having a master's Grade Point Average of 3.0 or better.
- Submit two (2) letters of recommendation.
- Submit NYS initial or professional certification in any subject area.
- Meet additional Departmental, divisional, and New York State requirements, if any.

Program of Study: Total 11-18 credits dependent on transcript review of pre-requisite NYSED health content credit requirements met.

Required Pedagogy Course (3 credits): **Credits**

HEA 671	Teaching Strategies for Health; Psychosocial Wellness	3
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Required Fieldwork Experience (3 Credits):

HEA 708	Curriculum, Materials, and Assessment, and Field Work in Health Education	3
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Elective Courses (5-9 credits): **Credits**

HEA 502	Women and Health	3
<u>HEA 507</u>	<u>Human Sexuality</u>	<u>3</u>
HEA 509	Drugs and Substance Abuse	3
HEA 510	Health and Aging	3
HEA 511	Perspectives on HIV/AIDS	3
<u>HEA 536</u>	<u>Family and Community Health Education</u>	<u>2</u>
<u>HEA 626</u>	<u>Mental Health for the Classroom Teacher</u>	<u>3</u>
HEA 627	Health Problems and Issues in Contemporary Society	3
HEA 636	Perspectives on Death and Dying	3

HEA 640	Nutrition and Chronic Diseases	3
HEA 680	Special Topics in Health Education	3

4. **Rationale:**

1. NYSED has updated their Health Education certification requirements as of April 2025. The health content requirement has dropped from 30-health content credits to 18-health content credits. To keep this program running and to meet the needs of our students, the credit requirement will need to be reduced so that prospective students choose to enroll in a registered program rather than go through NYSED Individual Pathways. The range is wide as it will be customized for each student following a thorough transcript review by the Program Director at the time of application review and acceptance. The program's credit reduction aims to maintain enrollment by offering a registered program alternative to NYSED Individual Pathways, tailored to each student's prior credits.
2. Adding HEA 536, a 2-credit course option, will allow students who don't need another 3-credit course to take the course in our department rather than taking a 2-credit course outside of Lehman College to satisfy the requirement.
3. HEA 626 is currently a required course in the Advanced Certificate program. By reducing the credit requirements, we need to also change the required course list by narrowing it down to exactly what NYSED needs and then move this course and HEA 507 to now be elective courses to meet updated NYSED mandates.

Pre-Requisite Health Content Credits students are entering the program with:	Credits to be taken in Advanced Certificate	Total Credits to be eligible for NYSED Health Education Professional Certification:
0	18	18
3	15	18
4	14	18
5	13	18
6	12	18
7	11	18

5. **Date of departmental approval:** July 18, 2025

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

Department(s)	Health Sciences
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Health Education
Course Prefix & Number	HEA 536
Course Title	Family and Community Health Education
Description	Understanding the role that families and communities play in the health education classroom experience for adolescents.
Pre/ Co Requisites	
Credits	2
Hours	2
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics

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

3. **Rationale:**

The undergraduate equivalent of this course, HEA 136: Family and Community Health, is offered for 2 credits within our department. Currently, the graduate program does not provide a 2-credit option, which is essential for students seeking specific health content credits to meet the NYSED certification requirements. Introducing this course at the graduate level would be advantageous for those students needing a 2-credit course and would also align our undergraduate and graduate program offerings. HEA 536: Family and Community Health Education would serve this need.

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

1. Define the concept of comprehensive health education.
2. Distinguish what roles families play in the health education classroom.
3. Identify physical, social, emotional, and intellectual health factors adolescents experience.
5. Identify the components of a school health program.
6. Identify local community-based organizations that benefit the families of students.
7. Explain health promotion; and the role it plays within families and communities.
8. Communicate the need for combining community and school health for the benefit of families.
9. Distinguish the need for community health and school health.
10. Identify ways for integrating community health education into classrooms.

5. **Date of Departmental Approval:** July 18, 2025

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Speech Language Pathology with Bilingual Extension, MA

Hegis Number: 1220.00

Program Code: 25816 - TSB-MA

Effective Term: Fall 2026

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

2. **From:**

The M.A. Program in Speech-Language Pathology with Bilingual Extension prepares students for professional careers as bilingual speech-language pathologists. Graduates of this M.A. program meet the academic and clinical education standards established by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and the New York State Education Department (NYSED) for teacher certification and state licensure in Speech-Language Pathology. The graduate program, in the Department of Speech-Language-Hearing Sciences at Lehman College, is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Masters Requirement - Admissions Requirements

Type: Prerequisite

Earn a minimum GPA of 3.0

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as pre-requisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.

Core Prerequisite Course Work

Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of core prerequisite course work: ~~SPV 228, SPV 245, SPV 247, SPV 321, SPV 326 or SPV 327, and SPV 349 or the equivalent, to be eligible for admission into the M.A program.~~

Recommendation & Interview

- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.
- Following an initial application review, select applicants will be invited for a personal interview and will be interviewed by two faculty members. The American Speech-Language-Hearing Association requires that students possess skills in oral and written or other forms of communication sufficient for entry into professional practice.

~~Personal Statement & Self-Assessment~~

- ~~• Personal statement that includes a description of the study of a language other than English.~~
- ~~• Participate in an interview, which requires a self-assessment and verification of language proficiency in their preferred language.~~

Type: Completion requirement

Earn at least 72 credits

Earn a minimum GPA of 3.0

- To avoid academic probation, students must maintain a minimum GPA of 3.0 throughout their program. Students who achieve a GPA of 2.75 or lower in their first 12 credits cannot continue in the program, subject to appeal. A GPA of 3.0 or greater is required for enrollment in SPE 729 Clinical Practicum (two semesters) and for enrollment in SPE 730 (two semesters).

Clinical Practicum

- To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians. Of the 375 direct contact hours of clinical practicum, 50 must be with bilingual clients.
- Matriculated students must attend two professional development seminars with proof of certification of attendance.

Masters Requirements – Required Courses

Type: Completion requirement

Complete ALL of the following Courses:

- SPE 530 - Organization of the Speech and Hearing Program in Elementary and Secondary Schools
- ~~• SPE 700 - Introduction to Research Methods~~
- SPE 701 - Professional and Ethical Issues in Speech Language Pathology
- SPE 703 - Theory and Application of Bilingualism to Speech Language Pathology
- SPE 705 - Speech Science
- SPE 717 - Neuroanatomy and Physiology for Communication Disorders
- SPE 718 - Speech Sound Disorders in Children
- SPE 719 - Audiology and Aural Rehabilitation for the Speech-Language Pathologist
- SPE 721 - Early Childhood Language Disorders

- SPE 722 - Language and Literacy Disorders in Children
- SPE 723 - The Nature, Diagnosis, and Treatment of Fluency Disorders
- SPE 725 - Diagnostic and Clinical Methods in Speech-Language Pathology
- SPE 726 - Aphasia and Related Disorders
- SPE 727 - Voice Disorders
- SPE 729 - Clinical Practicum and Seminar in Speech-Language Pathology
- SPE 730 - Externship Practicum
- SPE 734 - Diagnostic Practicum
- SPE 736 - Motor Speech Disorders
- SPE 739 - Dysphagia
- SPE 729: 2 semesters, 3 credits each.
- SPE 730: 2 semesters, 3 credits each.
- SPE 734: 2 semesters, 3 credits each.

Masters Requirements - Education Courses

Fulfill one of the following combinations of courses:

Completed at least 1 of the following:

Complete ALL of the following Courses:

- ESC 759 - Foundations of Bilingual/Bicultural Education
- ESC 761 - Teaching English as a New Language, grades 5-12

OR

Complete ALL of the following Courses:

- EDC 709 - Multilingualism in the Classroom, Birth to Grade 6
OR EDE 709 - Multilingualism in the Classroom Birth to Grade 6
- EDC 727 - Teaching English as a New Language in School Settings (Preschool to grade 2)
OR EDE 727 - Teaching English as a New Language, Grades 1 to 6)

Masters Requirements - Elective Courses

Type: Completion requirement

Earn at least 3 credits from the following:

- SPE 709 - Speech-Language Pathology in Educational Settings
- SPE 711 - Counseling in Speech-Language Pathology
- SPE 714 - Topics in Speech-Language Pathology
- SPE 735 - Seminar in Speech-Language Pathology
- SPE 748 - Augmentative and Alternative Communication (AAC)
- SPE 754 - Medical Speech Language Pathology
- SPE 755 - Autism Spectrum Disorders and Related Disorders
- SPE 756 - Advanced Clinical Methods and Writing
- SPE 757 - Topics in Early Intervention
- SPE 758 - Global Initiatives in Speech-Language Pathology
- SPE 796 - Independent Study
- SPE 799 - Thesis Seminar

3. To:

The M.A. Program in Speech-Language Pathology with Bilingual Extension prepares students for professional careers as bilingual speech-language pathologists. Graduates of this M.A. program meet the academic and clinical education standards established by

the American Speech-Language-Hearing Association for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and the New York State Education Department (NYSED) for teacher certification and state licensure in Speech-Language Pathology. The graduate program, in the Department of Speech-Language-Hearing Sciences at Lehman College, is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Masters Requirement – Admissions Requirement

Type: Prerequisite

Earn a minimum GPA of 3.0

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as pre-requisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.

Core Prerequisite Course Work

Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of core prerequisite course work: SPV 228, SPV 245, SPV 246, SPV 247, SPV 321, SPV 349, SPV 326 and SPV 327 (or SPV 400).

Recommendation & Interview

- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.
- Following an initial application review, select applicants will be invited for an interview with members of the SLHS Department. The American Speech-Language-Hearing Association requires that students possess skills in oral and written or other forms of communication sufficient for entry into professional practice.

International Applicants and Non-Native Speakers

- Applicants for the Lehman College Graduate Program in Speech-Language Pathology, who are non-native speakers of English, must demonstrate proficiency of English through the following:
- Achieving a passing score on the International Test of English as a Foreign Language (TOEFL)
or
- Completion of a B.A., M.A, or Ph.D. degree from an accredited college or university where English is the primary language of instruction
and
- Passing an interview, exhibiting English oral skills adequate for student success in academic coursework and clinical placements in the graduate program

Type: Completion requirement

Earn at least 72 credits

Earn a minimum GPA of 3.0

- To avoid academic probation, students must maintain a minimum GPA of 3.0 throughout their program. Students who achieve a GPA of 2.75 or lower in their first 12 credits cannot continue in the program, subject to appeal. A GPA of 3.0 or greater is required for enrollment in SPE 729 Clinical Practicum (two semesters) and for enrollment in SPE 730 (two semesters).

Clinical Practicum

- To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians. Of the 375 direct contact hours of clinical practicum, 50 must be with bilingual clients.
- Matriculated students must attend two professional development seminars with proof of certification of attendance.

Masters Requirements – Required Courses

Type: Completion requirement

Fulfill one of the following combinations of courses:

Completed at least 1 of the following:

Complete ALL of the following Courses:

- SPE 530 - Organization of the Speech and Hearing Program in Elementary and Secondary Schools
- SPE 773 - Introduction to Clinical Research Methods I
- SPE 774 - Introduction to Clinical Research Methods II
- SPE 701 - Professional and Ethical Issues in Speech Language Pathology
- SPE 703 - Theory and Application of Bilingualism to Speech Language Pathology
- SPE 705 - Speech Science
- SPE 717 - Neuroanatomy and Physiology for Communication Disorders
- SPE 718 - Speech Sound Disorders in Children
- SPE 719 - Audiology and Aural Rehabilitation for the Speech-Language Pathologist
- SPE 721 - Early Childhood Language Disorders
- SPE 722 - Language and Literacy Disorders in Children
- SPE 723 - The Nature, Diagnosis, and Treatment of Fluency Disorders
- SPE 725 - Diagnostic and Clinical Methods in Speech-Language Pathology
- SPE 726 - Aphasia and Related Disorders
- SPE 727 - Voice Disorders
- SPE 729 - Clinical Practicum and Seminar in Speech-Language Pathology
- SPE 730 - Externship Practicum
- SPE 734 - Diagnostic Practicum
- SPE 736 - Motor Speech Disorders
- SPE 739 - Dysphagia

- SPE 729: 2 semesters, 3 credits each.
- SPE 730: 2 semesters, 3 credits each.
- SPE 734: 2 semesters, 3 credits each.

Masters Requirements- Education Courses

Complete at least 1 of the following:

Complete ALL of the following Courses:

- ESC 759 - Foundations of Bilingual/Bicultural Education
- ESC 761 - Teaching English as a New Language, grades 5-12

OR

Complete ALL of the following Courses:

- EDC 709 - Multilingualism in the Classroom, Birth to Grade 6
OR EDE 709 - Multilingualism in the Classroom Birth to Grade 6
- EDC 727 - Teaching English as a New Language in School Settings (Preschool to grade 2)
OR EDE 727 - Teaching English as a New Language, Grades 1 to 6)

Masters Requirements- Elective Courses

Type: Completion requirement

Earn at least 3 credits from the following:

- SPE 709 - Speech-Language Pathology in Educational Settings
- SPE 711 - Counseling in Speech-Language Pathology
- SPE 714 - Topics in Speech-Language Pathology
- SPE 735 - Seminar in Speech-Language Pathology
- SPE 748 - Augmentative and Alternative Communication (AAC)
- SPE 754 - Medical Speech Language Pathology
- SPE 755 - Autism Spectrum Disorders and Related Disorders
- SPE 756 - Advanced Clinical Methods and Writing
- SPE 757 - Topics in Early Intervention
- SPE 758 - Global Initiatives in Speech-Language Pathology
- SPE 796 - Independent Study
- SPE 799 - Thesis Seminar

4. **Rationale:**

- SPV 246 Introduction to Linguistics is a required course in the major for the B.A. in Speech Pathology and Audiology. The course content covers descriptive linguistics and analysis of phonology, morphology, syntax, semantics, and pragmatics, and foundational knowledge needed for a successful transition into the graduate courses.
- SPV 400 Communication Disorders Across the Lifespan is a requirement of the Post Baccalaureate Certificate Program and should be listed in the admission requirements.
- Recommendations and interview requirements were changed to allow more flexibility during the interview process. For example, we may have one faculty member interview or a faculty member and a graduate student.
- Course requirements were updated to reflect the name change in SPE 700, which is now offered as two separate courses: SPE 773 and SPE 774.

- The requirements for international students and non-native English speakers were added for transparency.

5. **Date of departmental approval:** 5/19/2025

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Speech Language Pathology, MA

Hegis Number: 1220.00

Program Code: 25819 -TS-MA

Effective Term: Fall 2026

1. **Type of Change:** Admission Requirement, Degree Requirements

2. **From:**

The M.A. Program in Speech-Language Pathology prepares students for professional careers as speech-language pathologists. Graduates of the M.A. program meet the academic and clinical education standards established by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and the New York State Education Department (NYSED) for state licensure in Speech-Language Pathology. The graduate program, in the Department of Speech-Language-Hearing Sciences at Lehman College, is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Masters Requirements - Admissions Requirements

Type: Prerequisite

Earn a minimum GPA of 3.0

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as pre-requisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.

Core Prerequisite Course Work

Earn at least 18 credits

Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of core prerequisite course work: ~~course, course, course, course, course or course, and course or the equivalent, to be eligible for admission into the M.A program.~~

Recommendation & Interview

- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.
- Following an initial application review, select applicants will be invited for a personal interview and will be interviewed by two faculty members. The American Speech-Language-Hearing Association requires that students possess skills in oral and written or other forms of communication sufficient for entry into professional practice.

Masters Requirements - Master of Arts

Type: Completion requirement

Earn a minimum GPA of 3.0

- To avoid academic probation, students must maintain a minimum GPA of 3.0 throughout their program. Students who achieve a GPA of 2.75 or lower in their first 12 credits cannot continue in the program, subject to appeal. A GPA of 3.0 or greater is required for enrollment in SPE 729 Clinical Practicum (two semesters) and for enrollment in SPE 730 (two semesters).

Earn at least 66 credits

Clinical Practicum

- To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians.
- Matriculated students must attend two full-day professional development seminars with proof of certification of attendance.

Master's Requirements - Required Courses

Type: Completion requirement

Complete ALL of the following Courses:

- SPE 530 - Organization of the Speech and Hearing Program in Elementary and Secondary Schools
- ~~SPE 700 - Introduction to Research Methods~~
- SPE 701 - Professional and Ethical Issues in Speech Language Pathology
- SPE 705 - Speech Science
- SPE 717 - Neuroanatomy and Physiology for Communication Disorders
- SPE 718 - Speech Sound Disorders in Children
- SPE 719 - Audiology and Aural Rehabilitation for the Speech-Language Pathologist
- SPE 721 - Early Childhood Language Disorders
- SPE 722 - Language and Literacy Disorders in Children
- SPE 723 - The Nature, Diagnosis, and Treatment of Fluency Disorders
- SPE 725 - Diagnostic and Clinical Methods in Speech-Language Pathology
- SPE 726 - Aphasia and Related Disorders
- SPE 727 - Voice Disorders
- SPE 729 - Clinical Practicum and Seminar in Speech-Language Pathology
- SPE 730 - Externship Practicum

- SPE 734 - Diagnostic Practicum
- SPE 736 - Motor Speech Disorders
- SPE 729: 2 semesters, 3 credits each.
- SPE 730: 2 semesters, 3 credits each.
- SPE 734: 2 semesters, 3 credits each.

Masters Requirements - Elective Courses

Type: Completion requirement

Earn at least 6 credits from the following:

- SPE 703 - Theory and Application of Bilingualism to Speech Language Pathology
- SPE 709 - Speech-Language Pathology in Educational Settings
- SPE 711 - Counseling in Speech-Language Pathology
- SPE 714 - Topics in Speech-Language Pathology
- SPE 735 - Seminar in Speech-Language Pathology
- SPE 748 - Augmentative and Alternative Communication (AAC)
- SPE 754 - Medical Speech Language Pathology
- SPE 755 - Autism Spectrum Disorders and Related Disorders
- SPE 756 - Advanced Clinical Methods and Writing
- SPE 757 - Topics in Early Intervention
- SPE 758 - Global Initiatives in Speech-Language Pathology
- SPE 796 - Independent Study
- SPE 799 - Thesis Seminar
- SPE 714 and SPE 735 may be taken up to three times covering different topics.

Masters Requirements - Education Courses

Complete ALL of the following Courses:

- ECE 301 - The Child in Historical, Political & Sociocultural Contexts: Child Study & Dev.-Birth to Grade 6
- ECE 302 - Children, Families, Communities & Schools in Historical, Political & Sociocultural Contexts-Birth to Gr 6
- ECE 311 - The Teaching Profession in Historical, Political and Sociocultural Contexts-Birth to Sixth Grade
- ECE 434 - Policies and Practices for Learners with Disabilities in Early Childhood and Childhood Settings
- Completion of 12 credits in education courses or departmental permission by the School of Education.

Masters Requirements - Clinical Training Sequence

Type: Completion requirement

1st Semester Clinical Practicum

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- SPE 729 - Clinical Practicum and Seminar in Speech-Language Pathology

May be repeated for up to 9 credits.

PREREQ

Complete ALL of the following Courses:

- SPE 718 - Speech Sound Disorders in Children
- SPE 721 - Early Childhood Language Disorders
- SPE 722 - Language and Literacy Disorders in Children
- SPE 725 - Diagnostic and Clinical Methods in Speech-Language Pathology

Plus PREREQ/COREQ

Complete ALL of the following Courses:

- SPE 726 - Aphasia and Related Disorders
- SPE 734 - Diagnostic Practicum

SPE 734: OPTIONAL

2nd Semester Clinical Practicum

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- SPE 729 - Clinical Practicum and Seminar in Speech-Language Pathology

May be repeated for up to 9 credits.

PREREQ

Complete ALL of the following Courses:

- SPE 718 - Speech Sound Disorders in Children
- SPE 721 - Early Childhood Language Disorders
- SPE 722 - Language and Literacy Disorders in Children
- SPE 725 - Diagnostic and Clinical Methods in Speech-Language Pathology
- SPE 726 - Aphasia and Related Disorders
- SPE 734 - Diagnostic Practicum

SPE 734: OPTIONAL

- And successful completion with a grade of B or better in first semester SPE 729 practicum.

3rd Semester Clinical Practicum

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- SPE 730 - Externship Practicum
- SPE 734 - Diagnostic Practicum

SPE 730: May be repeated for up to 9 credits.

SPE 734: OPTIONAL

PREREQ

- Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.

4th Semester Clinical Practicum

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- SPE 730 - Externship Practicum
- SPE 734 - Diagnostic Practicum

SPE 730: May be repeated for up to 9 credits.

SPE 734: OPTIONAL

PREREQ

- Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.

Masters Requirements - Practica Grading

Type: Completion requirement

No student will advance to a second clinical practicum (SPE 729), to a diagnostic practicum (SPE 734), or to a clinical and classroom externship (SPE 730) unless he/she earns a grade of B or better in the previous clinical practicum experience. If a student receives a practicum grade of B- or lower, he/she must re-enroll in the practicum course and earn a minimum grade of B. The student is permitted to enroll in only one additional graduate course during the semester in which he/she is retaking a practicum course. In order to continue in the program, students cannot receive two final grades of B- or less, or INC or W, or any combination of these grades in either SPE 729 or SPE 730.

3. To:

The M.A. Program in Speech-Language Pathology prepares students for professional careers as speech-language pathologists. Graduates of the M.A. program meet the academic and clinical education standards established by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and the New York State Education Department (NYSED) for state licensure in Speech-Language Pathology. The graduate program, in the Department of Speech-Language-Hearing Sciences at Lehman College, is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Masters Requirements-Admissions Requirements

Type: Prerequisite

Earn a minimum GPA of 3.0

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as pre-requisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.

Core Prerequisite Course Work

Earn at least 18 credits

Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of core prerequisite course work: SPV 228, SPV 245, SPV 246, SPV 247, SPV 321, SPV 349, SPV 326 and SPV 327 (or SPV 400).

Recommendation & Interview

- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.
- Following an initial application review, select applicants will be invited for an interview with members of the SLHS Department. The American Speech-Language-Hearing Association requires that students possess skills in oral and written or other forms of communication sufficient for entry into professional practice.

International Applicants and Non-Native Speakers

- Applicants for the Lehman College Graduate Program in Speech-Language Pathology, who are non-native speakers of English, must demonstrate proficiency of English through the following:
- Achieving a passing score on the International Test of English as a Foreign Language (TOEFL)
or
- Completion of a B.A., M.A, or Ph.D. degree from an accredited college or university where English is the primary language of instruction
and
- Passing an interview, exhibiting English oral skills adequate for student success in academic coursework and clinical placements in the graduate program

Masters Requirements-Master of Arts

Type: Completion requirement

Earn a minimum GPA of 3.0

- To avoid academic probation, students must maintain a minimum GPA of 3.0 throughout their program. Students who achieve a GPA of 2.75 or lower in their first 12 credits cannot continue in the program, subject to appeal. A GPA of 3.0 or greater is required for enrollment in SPE 729 Clinical Practicum (two semesters) and for enrollment in SPE 730 (two semesters).

Earn at least 66 credits

Clinical Practicum

- To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians.
- Matriculated students must attend two full-day professional development seminars with proof of certification of attendance.

Master's Requirements - Required Courses

Type: Completion requirement

Complete ALL of the following Courses:

- SPE 530 - Organization of the Speech and Hearing Program in Elementary and Secondary Schools
- SPE 773 - Introduction to Clinical Research Methods I

- SPE 774 - Introduction to Clinical Research Methods II
- SPE 701 - Professional and Ethical Issues in Speech Language Pathology
- SPE 705 - Speech Science
- SPE 717 - Neuroanatomy and Physiology for Communication Disorders
- SPE 718 - Speech Sound Disorders in Children
- SPE 719 - Audiology and Aural Rehabilitation for the Speech-Language Pathologist
- SPE 721 - Early Childhood Language Disorders
- SPE 722 - Language and Literacy Disorders in Children
- SPE 723 - The Nature, Diagnosis, and Treatment of Fluency Disorders
- SPE 725 - Diagnostic and Clinical Methods in Speech-Language Pathology
- SPE 726 - Aphasia and Related Disorders
- SPE 727 - Voice Disorders
- SPE 729 - Clinical Practicum and Seminar in Speech-Language Pathology
- SPE 730 - Externship Practicum
- SPE 734 - Diagnostic Practicum
- SPE 736 - Motor Speech Disorders
- SPE 729: 2 semesters, 3 credits each.
- SPE 730: 2 semesters, 3 credits each.
- SPE 734: 2 semesters, 3 credits each.

Masters Requirements - Elective Courses

Type: Completion requirement

Earn at least 6 credits from the following:

- SPE 703 - Theory and Application of Bilingualism to Speech Language Pathology
- SPE 709 - Speech-Language Pathology in Educational Settings
- SPE 711 - Counseling in Speech-Language Pathology
- SPE 714 - Topics in Speech-Language Pathology
- SPE 735 - Seminar in Speech-Language Pathology
- SPE 748 - Augmentative and Alternative Communication (AAC)
- SPE 754 - Medical Speech Language Pathology
- SPE 755 - Autism Spectrum Disorders and Related Disorders
- SPE 756 - Advanced Clinical Methods and Writing
- SPE 757 - Topics in Early Intervention
- SPE 758 - Global Initiatives in Speech-Language Pathology
- SPE 796 - Independent Study
- SPE 799 - Thesis Seminar
- SPE 714 and SPE 735 may be taken up to three times covering different topics.

Masters Requirements - Education Courses

Type: Completion requirement

Complete ALL of the following Courses:

- ECE 301 - The Child in Historical, Political & Sociocultural Contexts: Child Study & Dev.-Birth to Grade 6
- ECE 302 - Children, Families, Communities & Schools in Historical, Political & Sociocultural Contexts-Birth to Gr 6

- ECE 311 - The Teaching Profession in Historical, Political and Sociocultural Contexts-Birth to Sixth Grade
- ECE 434 - Policies and Practices for Learners with Disabilities in Early Childhood and Childhood Settings
- Completion of 12 credits in education courses or departmental permission by the School of Education.

Masters Requirements - Clinical Training Sequence

Type: Completion requirement

1st Semester Clinical Practicum

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- SPE 729 - Clinical Practicum and Seminar in Speech-Language Pathology

May be repeated for up to 9 credits.

PREREQ

Complete ALL of the following Courses:

- SPE 718 - Speech Sound Disorders in Children
- SPE 721 - Early Childhood Language Disorders
- SPE 722 - Language and Literacy Disorders in Children
- SPE 725 - Diagnostic and Clinical Methods in Speech-Language Pathology

Plus PREREQ/COREQ

Complete ALL of the following Courses:

- SPE 726 - Aphasia and Related Disorders
- SPE 734 - Diagnostic Practicum

SPE 734: OPTIONAL

2nd Semester Clinical Practicum

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- SPE 729 - Clinical Practicum and Seminar in Speech-Language Pathology

May be repeated for up to 9 credits.

PREREQ

Complete ALL of the following Courses:

- SPE 718 - Speech Sound Disorders in Children
- SPE 721 - Early Childhood Language Disorders
- SPE 722 - Language and Literacy Disorders in Children
- SPE 725 - Diagnostic and Clinical Methods in Speech-Language Pathology
- SPE 726 - Aphasia and Related Disorders
- SPE 734 - Diagnostic Practicum

SPE 734: OPTIONAL

- And successful completion with a grade of B or better in first semester SPE 729 practicum.

3rd Semester Clinical Practicum

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- SPE 730 - Externship Practicum
- SPE 734 - Diagnostic Practicum

SPE 730: May be repeated for up to 9 credits.

SPE 734: OPTIONAL

PREREQ

- Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.

4th Semester Clinical Practicum

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- SPE 730 - Externship Practicum
- SPE 734 - Diagnostic Practicum

SPE 730: May be repeated for up to 9 credits.

SPE 734: OPTIONAL

PREREQ

- Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.

Masters Requirements - Practica Grading

No student will advance to a second clinical practicum (SPE 729), to a diagnostic practicum (SPE 734), or to a clinical and classroom externship (SPE 730) unless he/she earns a grade of B or better in the previous clinical practicum experience. If a student receives a practicum grade of B- or lower, he/she must re-enroll in the practicum course and earn a minimum grade of B. The student is permitted to enroll in only one additional graduate course during the semester in which he/she is retaking a practicum course. In order to continue in the program, students cannot receive two final grades of B- or less, or INC or W, or any combination of these grades in either SPE 729 or SPE 730.

4. **Rationale:**

- SPV 246 Introduction to Linguistics is a requirement in the major for the B.A. in Speech Pathology and Audiology and is a pre-requisite course that covers descriptive linguistics and analysis of phonology, morphology, syntax, semantics, and pragmatics, foundational knowledge needed for a successful transition into the graduate courses.
- SPV 400 Communication Disorders Across the Lifespan is a requirement of the Post Baccalaureate Certificate Program and should be listed in the admission requirements. Listing the course numbers instead of the word "course" is clear communication.
- Recommendations and interview requirements were changed to allow more flexibility during the interview process. For example, we may have one faculty member interview or a faculty member and a graduate student.

- Course requirements were updated to reflect the course name change for SPE 700, which is now offered as two separate courses: SPE 773 and SPE 774.
- The requirements for English proficiency for international students and non-native English speakers was added for transparency.

5. **Date of departmental approval:** 5/19/2025

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Speech Language Pathology, MA

Hegis Number: 1220.00

Program Code: 34037 -SPL-MA

Effective Term: Fall 2026

1. **Type of Change:** Admission requirements, Degree Requirements

2. **From:**

The M.A. Program in Speech-Language Pathology prepares students for professional careers as speech-language pathologists. Graduates of the M.A. program meet the academic and clinical education standards established by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and the New York State Education Department (NYSED) for state licensure in Speech-Language Pathology. The graduate program, in the Department of Speech-Language-Hearing Sciences at Lehman College, is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Masters Requirements – Admission Requirements

Type: Prerequisite

Earn a minimum GPA of 3.0

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as pre-requisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.

Core Prerequisite Coursework

Earn at least 18 credits

- Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of core prerequisite course work: ~~SPV 228, SPV 245, SPV 247, SPV 321, SPV 326 or SPV 327, and SPV 349 or the equivalent, to be eligible for admission into the M.A program.~~

Masters Requirements – Master of Arts

Type: Completion requirement

Earn a minimum GPA of 3.0

- To avoid academic probation, students must maintain a minimum GPA of 3.0 throughout their program. Students who achieve a GPA of 2.75 or lower in their first 12 credits cannot continue in the program, subject to appeal. A GPA of 3.0 or greater is required for enrollment in SPE 729 Clinical Practicum (two semesters) and for enrollment in SPE 730 (two semesters).

Earn at least 63 credits

Certificate of Clinical Competence

- To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians.
- Matriculated students must attend two full-day professional development seminars with proof of certification of attendance.

Masters Requirements – Required Courses

Type: Completion requirement

Complete ALL of the following Courses:

- ~~SPE 700 - Introduction to Research Methods~~
- SPE 701 - Professional and Ethical Issues in Speech Language Pathology
- SPE 705 - Speech Science
- SPE 717 - Neuroanatomy and Physiology for Communication Disorders
- SPE 718 - Speech Sound Disorders in Children
- SPE 719 - Audiology and Aural Rehabilitation for the Speech-Language Pathologist
- SPE 721 - Early Childhood Language Disorders
- SPE 722 - Language and Literacy Disorders in Children
- SPE 723 - The Nature, Diagnosis, and Treatment of Fluency Disorders
- SPE 725 - Diagnostic and Clinical Methods in Speech-Language Pathology
- SPE 726 - Aphasia and Related Disorders
- SPE 727 - Voice Disorders
- SPE 729 - Clinical Practicum and Seminar in Speech-Language Pathology
- SPE 730 - Externship Practicum
- SPE 734 - Diagnostic Practicum
- SPE 736 - Motor Speech Disorders
- SPE 739 - Dysphagia

Additional Comments:

- SPE 729: 2 semesters, 3 credits each.
- SPE 730: 2 semesters, 3 credits each.
- SPE 734: 2 semesters, 3 credits each.

Masters Requirements - Elective Courses

Type: Completion requirement

Earn at least 6 credits from the following:

- SPE 703 - Theory and Application of Bilingualism to Speech Language Pathology
- SPE 709 - Speech-Language Pathology in Educational Settings
- SPE 711 - Counseling in Speech-Language Pathology
- SPE 714 - Topics in Speech-Language Pathology
- SPE 735 - Seminar in Speech-Language Pathology
- SPE 748 - Augmentative and Alternative Communication (AAC)
- SPE 754 - Medical Speech Language Pathology
- SPE 755 - Autism Spectrum Disorders and Related Disorders
- SPE 756 - Advanced Clinical Methods and Writing
- SPE 757 - Topics in Early Intervention
- SPE 758 - Global Initiatives in Speech-Language Pathology
- SPE 796 - Independent Study
- SPE 799 - Thesis Seminar
- SPE 714 and SPE 735 may be taken up to three times covering different topics.

To:

The M.A. Program in Speech-Language Pathology prepares students for professional careers as speech-language pathologists. Graduates of the M.A. program meet the academic and clinical education standards established by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and the New York State Education Department (NYSED) for state licensure in Speech-Language Pathology. The graduate program, in the Department of Speech-Language-Hearing Sciences at Lehman College, is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Masters Requirements – Admission Requirements**Type: Prerequisite**

Earn a minimum GPA of 3.0

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as pre-requisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.

Core Prerequisite Coursework

Earn at least 18 credits

- Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of core prerequisite course work: SPV 228, SPV 245, SPV 246, SPV 247, SPV 321, SPV 349, SPV 326 and SPV 327 (or SPV 400).

Recommendation & Interview

- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.

Following an initial application review, select applicants will be invited for an interview and will be interviewed by members of the SLHS Department. The American Speech-Language-Hearing Association requires that students possess skills in oral and written or other forms of communication sufficient for entry into professional practice

International Applicants and Non-Native Speakers

- Applicants for the Lehman College Graduate Program in Speech-Language Pathology, who are non-native speakers of English, must demonstrate proficiency of English through the following:
- Achieving a passing score on the International Test of English as a Foreign Language (TOEFL)
or
- Completion of a B.A., M.A, or Ph.D. degree from an accredited college or university where English is the primary language of instruction
and
- Passing an interview, exhibiting English oral skills adequate for student success in academic coursework and clinical placements in the graduate program

Masters Requirements – Master of Arts

Type: Completion requirement

Earn a minimum GPA of 3.0

- To avoid academic probation, students must maintain a minimum GPA of 3.0 throughout their program. Students who achieve a GPA of 2.75 or lower in their first 12 credits cannot continue in the program, subject to appeal. A GPA of 3.0 or greater is required for enrollment in SPE 729 Clinical Practicum (two semesters) and for enrollment in SPE 730 (two semesters).

Earn at least 63 credits

Certificate of Clinical Competence

- To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians.
- Matriculated students must attend two full-day professional development seminars with proof of certification of attendance.

Masters Requirements – Required Courses

Type: Completion requirement

Complete ALL of the following Courses:

- SPE 773 - Introduction to Clinical Research Methods I
- SPE 774 - Introduction to Clinical Research Methods II
- SPE 701 - Professional and Ethical Issues in Speech Language Pathology
- SPE 705 - Speech Science
- SPE 717 - Neuroanatomy and Physiology for Communication Disorders
- SPE 718 - Speech Sound Disorders in Children

- SPE 719 - Audiology and Aural Rehabilitation for the Speech-Language Pathologist
- SPE 721 - Early Childhood Language Disorders
- SPE 722 - Language and Literacy Disorders in Children
- SPE 723 - The Nature, Diagnosis, and Treatment of Fluency Disorders
- SPE 725 - Diagnostic and Clinical Methods in Speech-Language Pathology
- SPE 726 - Aphasia and Related Disorders
- SPE 727 - Voice Disorders
- SPE 729 - Clinical Practicum and Seminar in Speech-Language Pathology
- SPE 730 - Externship Practicum
- SPE 734 - Diagnostic Practicum
- SPE 736 - Motor Speech Disorders
- SPE 739 - Dysphagia

Additional Comments:

- SPE 729: 2 semesters, 3 credits each.
- SPE 730: 2 semesters, 3 credits each.
- SPE 734: 2 semesters, 3 credits each.

Masters Requirements - Elective Courses

Type: Completion requirement

Earn at least 6 credits from the following:

- SPE 703 - Theory and Application of Bilingualism to Speech Language Pathology
- SPE 709 - Speech-Language Pathology in Educational Settings
- SPE 711 - Counseling in Speech-Language Pathology
- SPE 714 - Topics in Speech-Language Pathology
- SPE 735 - Seminar in Speech-Language Pathology
- SPE 748 - Augmentative and Alternative Communication (AAC)
- SPE 754 - Medical Speech Language Pathology
- SPE 755 - Autism Spectrum Disorders and Related Disorders
- SPE 756 - Advanced Clinical Methods and Writing
- SPE 757 - Topics in Early Intervention
- SPE 758 - Global Initiatives in Speech-Language Pathology
- SPE 796 - Independent Study
- SPE 799 - Thesis Seminar
- SPE 714 and SPE 735 may be taken up to three times covering different topics.

4. **Rationale:**

- SPV 246 Introduction to Linguistics is a requirement in the major for the B.A. in Speech Pathology and Audiology and is a pre-requisite course that covers content covers descriptive linguistics and analysis of phonology, morphology, syntax, semantics, and pragmatics, foundational knowledge that is necessary knowledge for master's level courses.
- SPV 400 Communication Disorders Across the Lifespan is a requirement of the Post Baccalaureate Certificate Program and should be listed in the admission requirements. Recommendations and interview requirements were included to

keep consistent with the other two programs TSB-MA and TS- MA as the admissions process is the same.

- Course requirements were updated to reflect the course name change from SPE 700, which is now offered as two separate courses: SPE 773 and SPE 774.
- The requirements for English proficiency for international students and non-native English speakers was added for transparency. In addition to the recommendation and interview requirements for consistency across all graduate programs in the SLHS department.

5. **Date of departmental approval:** 5/19/2025

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Speech-Language-Hearing Sciences
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	SPE
Course Prefix & Number	SPE 730
Course Title	Externship Practicum
Description	Off campus supervised field placements in clinical and classroom setting. Includes instructional and clinical planning, management, case conferencing writing and documenting behavioral goals, objectives, and outcome assessments.
Pre/ Co Requisites	SPE 718, 721, 722, 723, 725, 726, 729, 734.
Credits	3
Hours	4
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. **To:** Underline the changes

Department(s)	Speech-Language-Hearing Sciences
Career	☐ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	SPE
Course Prefix & Number	SPE 730
Course Title	Externship Practicum
Description	Off campus supervised field placements in clinical and classroom setting. Includes instructional and clinical planning, management, case conferencing writing and documenting behavioral goals, objectives, and outcome assessments.
Pre/ Co Requisites	SPE 718, 721, 722, 723, 725, 726, 729, 734 <u>and Departmental Permission</u>
Credits	3
Hours	4
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

4. **Rationale:**

Students were able to register for the incorrect section if they met the prerequisites. Section assignment is done by the clinic staff. Students should not be able to pick their own section.

5. **Date of departmental approval:** 8/28/2025

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

Senate Meeting: October 15, 2025

The CAEAS committee met via Zoom on September 29, 2025 and there was a quorum present.

CAEAS members voted unanimously to re-elect Sandra Campeanu as Chair.

CAEAS members voted unanimously to approve a policy change brought by the Provost's office, to adopt a standard grading scheme for undergraduate courses, on Brightspace. This proposal is now brought to the Senate floor for a vote.

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

OFFICE OF THE PROVOST

NEW POLICY

1. **Type of Change**: Adoption of a Standard Grade Scheme on Brightspace

2. **To**:
Adoption of a Standard Grade Scheme on Brightspace

Background and Rationale

As Lehman College continues the transition to the Brightspace learning management system (LMS), it is essential that we align our digital teaching tools with our academic policies to ensure clarity, consistency, and fairness for all students.

We currently do not have a codified standard grade scheme across all undergraduate classes. While the faculty member certainly retains autonomy in designing assessments and weighting, the letter grade scale used to calculate final grades often varies from course to course. This inconsistency creates confusion for students and undermines efforts to promote academic transparency.

Proposed Grade Scheme (for Undergraduate Courses)

Letter Grade	Percentage Range
A	92.5–100%
A–	89.5–92.49%
B+	86.5–89.49%
B	82.5–86.49%
B–	79.5–82.49%
C+	76.5–79.49%
C	72.5–76.49%
C–	69.5–72.49%
D+	66.5–69.49%
D	59.5–66.49%
F	0–59.49%

This scheme reflects common grading expectations across departments and aligns with existing academic policies.

These are a few CUNY examples of their grading scheme.

<https://www.gc.cuny.edu/aac/academic-and-grading-policies/>
<https://hunter.cuny.edu/students/registration/records-and-transcripts/grading-structure/>
<https://baruch-undergraduate.catalog.cuny.edu/policies-and-procedures/understanding-your-grades-and-transcript>
<https://employees.brooklyn.edu/base/grade-glossary/>

Benefits

- Clarity for Students: Students will better understand how grades are calculated and where they stand.
- Consistency Across Courses: Reduces confusion in multi-instructor or multi-section courses.
- Support for Advising and Appeals: Simplifies academic review, grade appeals, and progress assessments.

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

Implementing a **college-wide standard grade scheme in Brightspace**, preloaded into all course shells, aligned with Lehman's official grading policies, supports students and streamlines grading practices. It will also be less confusing to students if the same basic scheme is applied in each course.

5. Date of CAEAS approval: 09/29/2025

Governance Committee Report

October 15, 2025

1. Governance Committee's Functions
 - a. Akin to Committee on Committees
 - b. Resolves Questions of Committee Jurisdiction
 - c. Sets the Senate Agenda
 - d. Fill Vacancies
2. Undergraduate Curriculum Committee Vacancies
 - a. Nominates **Alyshia Galvez (LALS)** to fill 2-year term vacancy
 - b. Any Additional Nominations?
 - c. Move To A Vote
 - d. Nominates **Andrew Gold (MBI)** to fill 1-year term vacancy
 - e. Any Additional Nominations?
 - f. Move To A Vote
3. Student Committee Vacancies
 - a. Slate Of Nominees Provided By Students
 - b. Any Additional Nominations?
 - c. Move To A Vote
4. Next Governance Committee Meeting, TBD

Governance - 3

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LEHMAN
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BUDGET & PLANNING

COMMITTEE REPORT

MEETING 9/25/2025

- Nine participants – 7 Members, 2 Visitor
- Quorum achieved
- Agenda
 - Chair Election: Alexander Núñez-Torres
 - 2026-2029 Financial Plan
 - Report: Interim VP Bethania Ortega
 - Enrollment Report: VP Richard Finger
- Next meeting is 11/13/2025

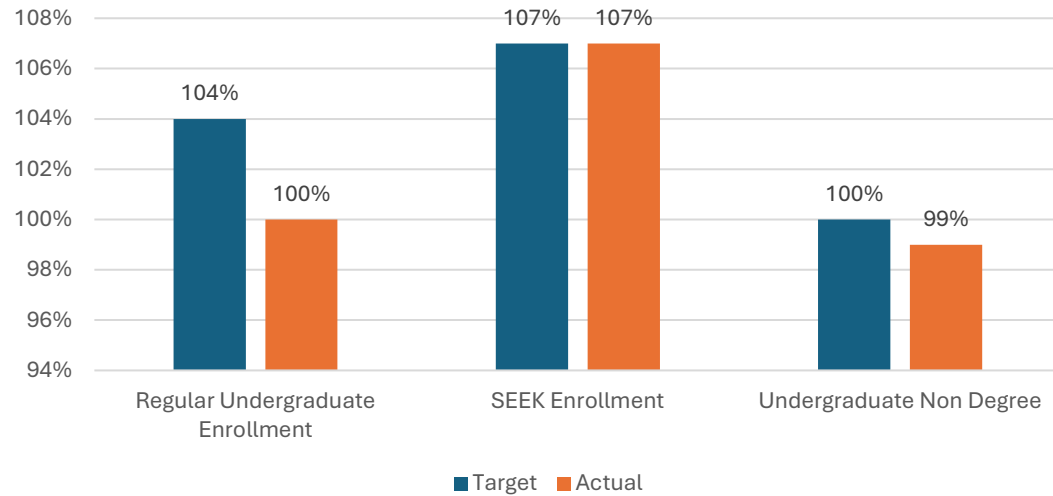


Enrollment Report

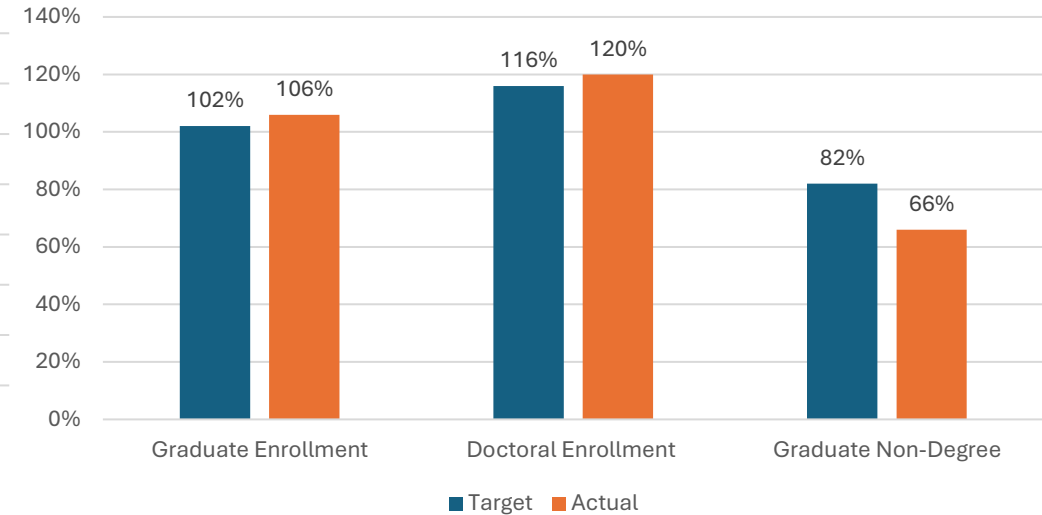


Enrollment Report

Undergraduate: Performance vs Target, 2024 vs 2025



Graduate: Performance vs Target, 2024 vs 2025



Students in Campus, Fall 2025					
Regular Undergrad Enrollment	SEEK Enrollment	Undergraduate Non Degree	Graduate Enrollment	Doctoral Enrollment	Graduate Non-Degree
9,980	845	1,053	1,671	60	56
73.03%	6.18%	7.71%	12.23%	0.44%	0.41%
					Total: 13,665

Total Growth, Fall 2025					
Regular Undergrad Enrollment	SEEK Enrollment	Undergraduate Non Degree	Graduate Enrollment	Doctoral Enrollment	Graduate Non-Degree
0.00%	7.00%	-1.00%	6.00%	20.00%	-34.00%
					Total Enrollment: 0.59%

E n r o l l m e n t R e p o r t

- We graduated 594 more students than we did last year!
- Lehman Reconnect and the Fresh Start Programs outperformed expectations.
- The SEEK program exceeded its most optimistic goals .
- Both Graduate and Doctoral students exceeded persistence goals.
- New Graduate Student enrollment exceeded goals.
- College Now enrollment continues to show strength.
- Transfer and Readmit students trended on par with last year.
- University wide, applications growth was flat.
- Undergraduate enrollment is flat and graduate enrollment is growing.

Budget Report



B u d g e t R e p o r t

- Budget Changes for 2025
- 2026-2029 Multiyear Financial Plan
- Points of interest:
 - Numbers that were presented are for June 2025. That is, the effect of the new PSC Contract is not reflected (nor it is the retro payment).
 - Revenue Collection for the Fiscal Year 2025 was 91.3%, upwards of FY 2024 (90.4%)
 - There was an over-collection of revenue for FY 2025 of \$4,295,000
 - Additional collection was received after June 2025 (Teaching Fellows)
 - Tuition Revenue represents 65.3% of the campus managed funds, excluding fringes. 34.7% is state/college funds.

B u d g e t R e p o r t

Changes in Budget for FY2026

FY2025 Base Budget	\$	107,670
Revenue Target Adjustment	\$	2,424
Base Budget Adjustments	\$	1,400
FY2026 Base Budget	\$	111,494
FY2026 Additional State Operating Support	\$	4,232
FY2026 State Program Funding	\$	2,335
TAP Waiver Adjustment	\$	4,265
DC37 & Affiliates Collective Bargaining	\$	2,860
Initial Tax-Levy Allocation	\$	125,185
Allocations outside Operating Budget	\$	74,827
Total Projected Tax-Levy Operating Budget	\$	200,012

Represents an increase of \$3,824,000 from the prior fiscal year. \$2,424,000 because of over-collections last FY year. \$1,400,000 because of Nursing Building.

Non-base allocations included in the initial operating budget amount to \$13.692 million

Held by CUNY to pay for fringe benefits, facilities and SEEK scholarships.

	FY2025 Q3	FY2026
Base Budget	\$ 107,670	\$ 111,494
Addtnl Tax Levy Funds	\$ 24,137	\$ 16,731
Tuition Collection Target	\$ 4,295	\$ 1,818
Total Operating Budget	\$ 136,102	\$ 130,043
Expenditures		
Personnel Services	\$ 125,988	\$ 126,338
OTPS	\$ 12,900	\$ 13,704
Total Expenditures	\$ 138,888	\$ 140,042
Over/Under	\$ (2,786)	\$ (9,999)
Other Reserves	\$ 8,748	\$ 5,962
CUTRA Reserves	\$ 23,754	\$ 23,754
Year-End Balance	\$ 29,716	\$ 19,717

Includes specific lump sum program funding for Child Care, Disability Services, College Now, SEEK, Black male Initiative, Nursing facility and CUNY transformational funding.

Tuition collection increase due to enrollment increment

~79% Full Timers, ~16% Adjuncts, ~5% Temporary Services.

UWI/Tech Fee support, faculty startup and travel funding, marketing, B&G contractual increases, and other expenses and support.

Funds in reserve.

B u d g e t R e p o r t

	FY2025 Q3	FY2026	E - FY2027	E - FY2028	E - FY2029	
Operating Budget	\$ 107,670	\$ 111,494	\$ 111,494	\$ 111,494	\$ 111,494	
Addnl Tax Levy Funds	\$ 24,137	\$ 16,731	\$ 16,731	\$ 16,731	\$ 16,731	
Tuition Collection Target	\$ 4,295	\$ 1,818	\$ 2,612	\$ 3,414	\$ 4,224	1% annual enrollment growth assumed
Total Operating Budget	\$ 136,102	\$ 130,043	\$ 130,837	\$ 131,639	\$ 132,449	
Expenditures						
Personnel Services	\$ 125,988	\$ 126,338	\$ 127,592	\$ 128,542	\$ 129,492	
OTPS	\$ 12,900	\$ 13,704	\$ 10,550	\$ 10,550	\$ 10,550	
Total Expenditures	\$ 138,888	\$ 140,042	\$ 138,142	\$ 139,092	\$ 140,042	
Over/Under	\$ (2,786)	\$ (9,999)	\$ (7,305)	\$ (7,453)	\$ (7,593)	Projected Deficits for the upcoming years
Other Reserves	\$ 8,748	\$ 5,962	\$ -	\$ -	\$ -	
CUTRA Reserves	\$ 23,754	\$ 23,754	\$ 19,717	\$ 12,412	\$ 4,959	
Year-End Balance	\$ 29,716	\$ 19,717	\$ 12,412	\$ 4,959	\$ (2,634)	Based on this path, we will deplete the reserves by 2029

MEETING 9/25/2025

- Next meeting is 11/13/2025 for a budget report.
- Meeting will take place at the the Library Tree House

For any further questions or inquiries:
alexander.nuneztorres@lehman.cuny.edu



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BUDGET & PLANNING

COMMITTEE REPORT



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Lehman College

The City University of New York



FY 2025-28 Multi-Year Financial Plan (Draft)

LONG RANGE BUDGET PLANNING & SENATE COMMITTEE

SEPTEMBER 26, 2025

FY 2026 CUNY Operating Tax Levy Budget

FY 2026 CUNY Operating Tax Levy Budget (000's)

	FY2025 Base Budget	FY2026 Revenue Target Adjustment	Base Budget Adjustments	FY2026 Base Budget	Additional State Operating Support: initially appropriated in FY2024	Additional State Operating Support: initially appropriated in FY2025	FY2026 State Program Funding	TAP Waiver Adjustment	DC37 & Affiliates Collective Bargaining	Initial Tax-Levy Allocation	Projected Allocations Outside Operating Budget	Total Projected Tax-Levy Operating Budget
Baruch College	160,487	2,434	1,000	163,922	2,515	4,725	-	6,274	3,251	180,687	103,192	283,878
Brooklyn College	126,395	2,522	-	128,917	1,708	3,210	50	4,155	3,660	141,700	83,058	224,759
City College	151,160	3,937	-	155,097	1,840	3,457	-	5,442	4,070	169,906	101,428	271,333
Hunter College	197,869	(575)	-	197,294	2,757	5,180	-	6,581	4,822	216,635	119,115	335,749
John Jay College	112,861	1,247	-	114,108	1,703	3,200	250	4,874	2,787	126,922	84,251	211,172
Lehman College	107,670	2,424	1,400	111,493	1,470	2,762	2,335	4,265	2,860	125,185	74,827	200,012
Medgar Evers College	41,246	(1,023)	-	40,223	-	760	1,020	1,065	1,358	44,427	32,876	77,303
NYC College of Technology	93,769	3,222	-	96,991	-	3,165	-	4,389	2,340	106,885	69,455	176,341
Queens College	133,122	(2,343)	-	130,778	-	3,617	650	4,021	3,405	142,472	88,804	231,276
College of Staten Island	93,221	2,114	-	95,334	-	2,642	-	3,157	3,267	104,400	65,974	170,374
York College	47,357	111	700	48,168	-	1,229	350	1,482	2,093	53,322	39,915	93,236
Graduate Center	140,080	(319)	2	139,763	372	699	250	-	1,390	142,474	66,788	209,262
CUNY School of Law	23,397	59	-	23,455	110	207	1,350	-	362	25,484	17,142	42,627
School of Journalism	8,531	175	(2)	8,704	35	66	-	-	173	8,977	9,567	18,544
School of Professional Studies	28,501	2,308	-	30,809	361	678	-	611	400	32,859	19,787	52,646
School of Public Health	17,136	1,066	-	18,202	101	190	600	-	285	19,378	13,411	32,789
School of Labor and Urban Studies	7,781	218	-	7,999	31	58	4,500	1	110	12,699	9,395	22,094
School of Medicine	27,834	(264)	-	27,570	83	155	4,000	-	304	32,112	14,823	46,935
College Total	1,518,417	17,312	3,100	1,538,828	13,086	36,000	15,355	46,316	36,937	1,686,523	1,013,808	2,700,330

FY 2026 Operating Budget Overview

❖ **Total Base Budget: \$111.493 million**

- Represents an increase of \$3.8 million (3.6%) from FY2025's base of \$107.670 million.
- Key drivers of increase:
 - **\$2.4 million** - Revenue adjustment
 - **\$1.4 million** – Nursing Building support for personnel and supplies

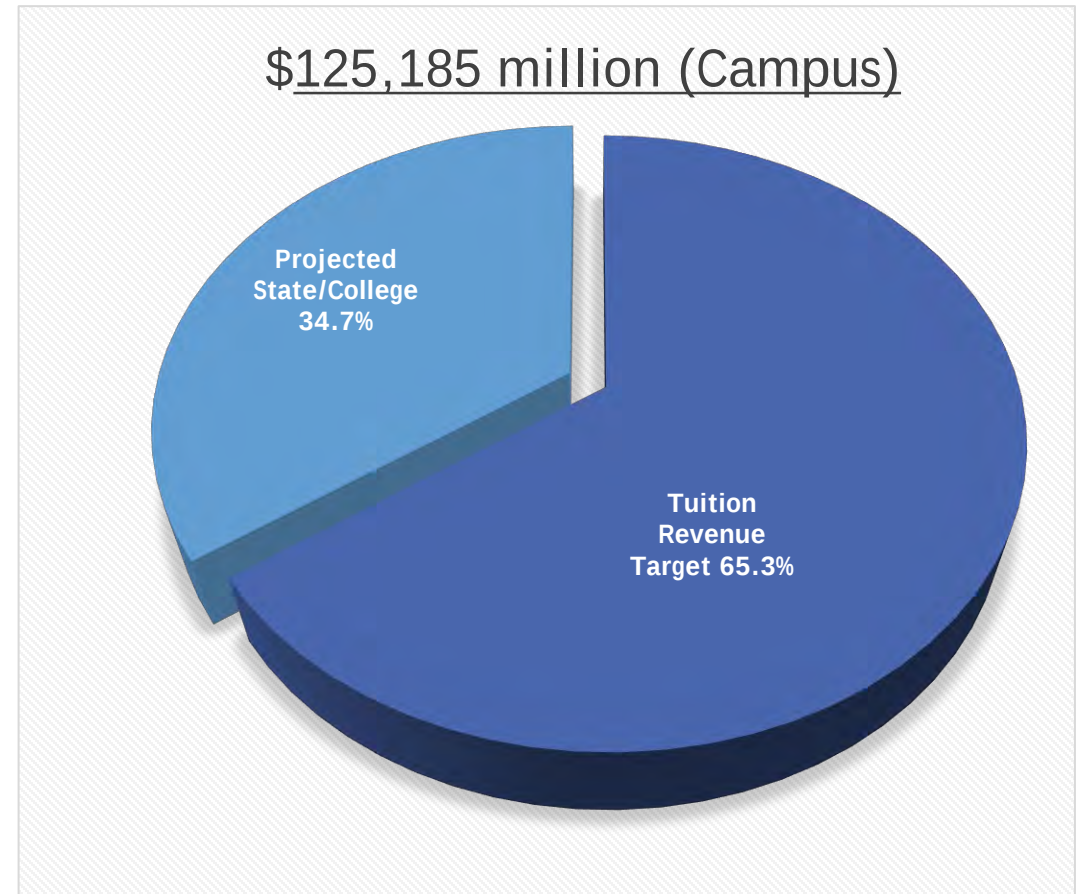
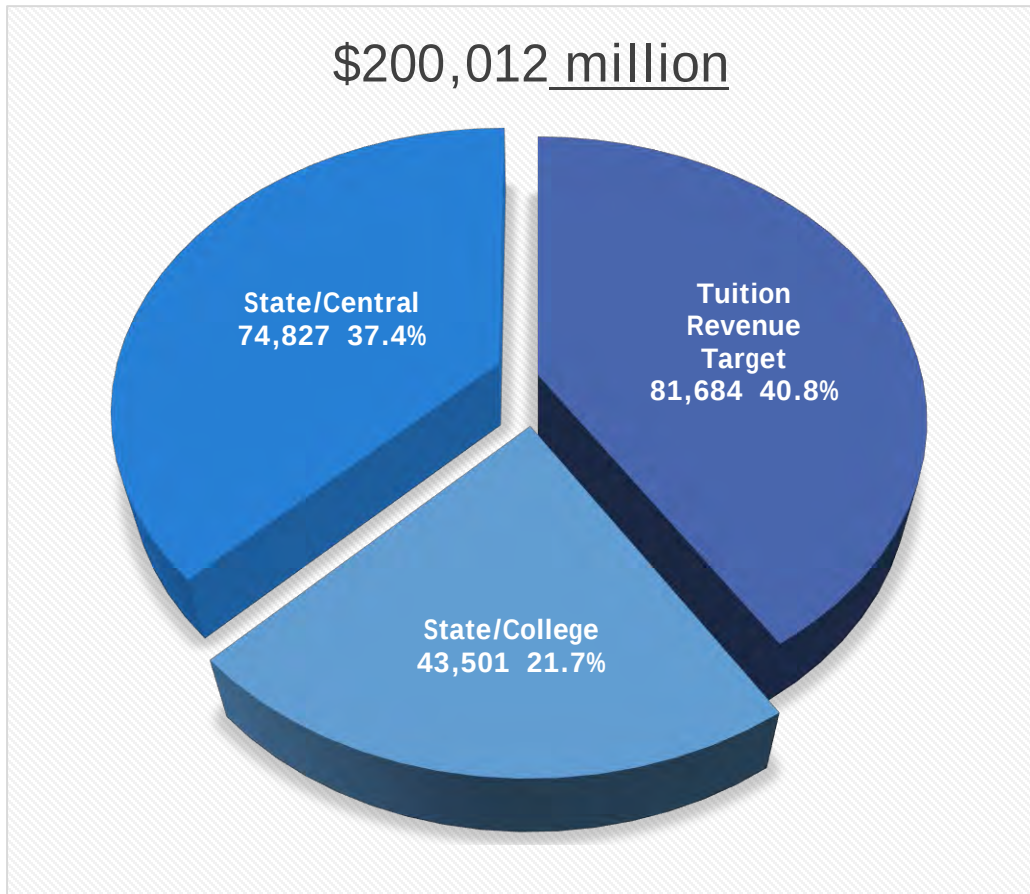
This recurring base budget supports ongoing campus operations and serves as the foundation for future fiscal planning.

❖ **Additional Non-Base Allocations: \$13.692 million**

- **\$4.265 million** – TAP Waiver Reimbursements
- **\$4.232 million** – Additional State Support (FY24 & FY25)
- **\$1.500 million** – Mexican Institute
- **\$835k** – ACE Support
- **\$2.860 million** – DC37 Collective Bargaining Increases

❖ **Total Projected Tax-Levy Operating Budget: \$125.185 million or \$200.012 million** with projected allocations outside Operating Budget.

FY 2026 College Operating Budget: Sources of Funds



FY 2025 -2029 Financial Plan (Draft)

FORECAST –JUNE 30, 2025

FY 2025-2029 Financial Plan Summary

(000s)

	FY2025 Q3	FY2026	FY26Δ	FY2027	FY2028	FY2029
Campus Based Budget	\$107,670	\$111,494	\$3,824	\$111,494	\$111,494	\$111,494
Addnl Tax Levy Funds(est.)	\$24,137	\$16,731	(\$7,406)	\$16,731	\$16,731	\$16,731
Tuition Collection O/(U) Target	\$4,295	\$1,818	(\$2,477)	\$2,612	\$3,414	\$4,224
Total Operating Budget (Projected)	\$136,102	\$130,043	(\$6,059)	\$130,837	\$131,639	\$132,449
Expenditures (Projected)						
Personnel Service Regular -PSR	\$100,695	\$100,239	(\$456)	\$102,177	\$103,127	\$104,077
Adjuncts (& NTA's)	\$19,925	\$20,100	\$175	\$20,100	\$20,100	\$20,100
Temporary Services -TS	\$5,368	\$5,999	\$631	\$5,315	\$5,315	\$5,315
Total Personnel Services	\$125,988	\$126,338	\$350	\$127,592	\$128,542	\$129,492
OTPS –Other Than Personal Services	\$12,900	\$13,704	\$804	\$10,550	\$10,550	\$10,550
Total Campus Expenditures	\$138,888	\$140,042	\$1,154	\$138,142	\$139,092	\$140,042
Over/(Under)	(\$2,786)	(\$9,999)	(\$7,213)	(\$7,305)	(\$7,453)	(\$7,593)
Other Reserves	\$8,748	\$5,962	(\$2,786)	\$0	\$0	\$0
CUTRA Reserves	\$23,754	\$23,754	\$0	\$19,717	\$12,413	\$4,960
Year-End Balance (Projected)	\$29,716	\$19,717	(\$9,999)	\$12,413	\$4,960	(\$2,633)

Budget Highlights

- FY 2026 budget → \$130M
 - Based \$111.494M
 - Non-Based +\$13.7M
 - Lump Sums → \$3M
 - Over-Collections → \$1.8M
- FY27-29 → 1% enroll. increase

Expenditure Highlights

- FY2026 → active employees + replacement lines @ \$3.2M
- PSC CB excluded
- Step increases → \$950k

Tuition Revenue & Collections Trends (Q3)

(000s)

	<u>FY2023</u>	<u>F23</u>	<u>SP24</u>	<u>Subtotal</u>	<u>Summ</u>	<u>FY2024</u>	<u>F24</u>	<u>SP25</u>	<u>Subtotal</u>	<u>Summ</u>	<u>FY2025</u>
Gross Revenue	88,871	39,660	39,996	79,656	8,677	88,333	41,111	41,690	82,801	8,674	91,475
Less Waivers	(6,345)	(3,300)	(3,350)	(6,649)	(161)	(6,811)	(3,596)	(3,454)	(7,050)	(163)	(7,212)
Fees	260	153	110	262	8	270	164	110	273	12	285
Net Revenue (billable)	82,787	36,513	36,756	73,269	8,523	81,792	37,679	38,345	76,025	8,524	84,548
Revenue Collections	72,258	33,703	32,994	66,697	7,282	73,979	34,778	34,451	69,229	7,958	77,187
Collection Rate (net revenue)	87.3%	92.3%	89.8%	91.0%	85.4%	90.4%	92.3%	89.8%	91.1%	93.4%	91.3%
Prior-Year Cash Collections	\$6,947					\$4,767					\$6,369
Total Cash Collections (Actual + PY)	79,205					78,746					83,555
Tuition Revenue Target	86,160					79,543					79,260
Revised Actual Collections vs Revenue Target	(6,955)					(797)					4,295

- Net Revenue Increased by ~\$2.8 million (3.4%) from FY 2024, aligning with enrollment headcount growth
- Revenue collections expected to increase by ~\$3.2 million (4.3%)
- Prior-Year collections expected to increase by ~\$1.6 million (43%).
- Projected collections expected to surpass the revenue target by ~\$4.3 million

Q & A

Recapping the Fall 2025 Enrollment Period

Overall Enrollment Snapshot - Undergraduate

Undergraduate Matriculated Students (Non-SEEK)	Fall 2024 Census	Fall 2025 Census	Difference	Difference	Target	% to Target
Continuing Regular Degree Undergraduates	6905	7075	170	2.46%	7315	96.72%
Regular First-time Freshmen	1310	1139	-171	-13.06%	1325	85.89%
Regular Undergraduate Re-admits	301	292	-9	-3.00%	260	111.92%
Regular Transfers	1511	1474	-37	-2.44%	1525	96.67%
Total	10027	9980	-47	-0.46%	10425	95.70%
Undergraduate Matriculated Students (SEEK)	Fall 2024 Census	Fall 2025 Census	Difference	Difference	Target	% to Target
Continuing SEEK/CD Undergraduates	491	555	60	12.12%	543	102.21%
SEEK/CD First-time Freshmen	256	263	6	2.33%	256	102.73%
SEEK/CD Undergraduate Re-admits	6	7	1	16.67%	6	116.67%
SEEK/CD Transfers	35	20	-5	-20.00%	35	57.14%
Total	788	845	62	7.92%	840	100.60%

Overall Enrollment Snapshot – Graduate

Graduate Matriculated Students	Fall 2024 Census	Fall 2025 Census	Difference	Difference	Target	% to Target
Continuing Degree Graduate Students	919	987	68	7.40%	946	104.33%
New Graduate Students	650	681	31	4.77%	650	104.76%
Graduate Re-admits	7	3	-4	-57.14%	7	42.86%
Total	1576	1671	95	6.05%	1603	103.81%
Doctoral Students	Fall 2024 Census	Fall 2025 (Census)	Difference	Difference	Target	% to Target
Continuing Doctoral Students	21	37	16	76.19%	28	132.14%
New Doctoral Students	29	23	-6	-20.69%	30	76.67%
Total	50	60	10	20.00%	58	103.45%

Overall Enrollment Snapshot – Non Degree

Non-Degree Students	Fall 2024 Census	Fall 2025 (9/4/25)	Difference	Difference	Target	% to Target
Undergraduate	1059	1053	-6	0.00%	1059	100%
Graduate	85	56	-29	-34.11%	70	80.00%

The Undergraduate Graduation Dual Edge Sword

Undergraduate Graduates	2025	2024	Difference	Variance
Winter 2025	70	48	22	45.83%
Spring 2025	1750	1382	368	26.63%
Summer 2025	483	319	164	51.41%
Total	2303	1749	554	31.68%

The Outer Borough First Year Conundrum

First Time Full Time Students				
Manhattan Campuses	2025	2024	Difference	Variance
Baruch	2528	2538	-10	-0.39%
City	2708	2542	166	6.53%
Hunter	3440	2918	522	17.89%
John Jay	2195	2148	47	2.19%
Total	10871	10146	725	7.15%
Outerborough Campuses	2025	2024	Difference	Variance
Brooklyn	1628	1794	-166	-9.25%
Lehman	1398	1558	-160	-10.27%
Queens	1583	1760	-177	-10.06%
Staten Island	2143	2213	-70	-3.16%
Total	6752	7325	-573	-7.82%

Highlights of the last enrollment period

- We graduated 594 more students than we did last year!
- Lehman Reconnect and the Fresh Start Programs outperformed expectations
- The SEEK program exceeded its most optimistic goals
- Both Graduate and Doctoral students exceeded persistence goals
- New Graduate Student enrollment exceeded goals.
- College Now enrollment continues to show strength.
- Transfer and Readmit students trended on par with last year.

What do we need to fine-tune?

- We need to expand leads and applicants to grow the number of admitted students/eliminate bottlenecks in the admissions process
 - College Now Admissions Program
 - Changes in Transfer Approaches
 - Niche and update approach to communications
 - Admit transfer students into their desired major.
- We need to focus on course offerings to ensure that we have the right courses available for our students
 - Additional scheduling data to chairs
 - Add seats where courses run full
- Limit the number of students who are going out on an e-permit
 - Over 398 students out on permit
- Continuing to evolve and personalize our approaches to student engagement and tracking our approaches better
 - Slate Implementation
 - Better note-taking in Navigate
 - In-Person CDAD Days
- Make sure that CUNY passwords and MFA are accessible by all students

Spring 2026 Enrollment Projections

- Projecting a 3% increase in enrollment for Spring, 2026.

The Committee on Assessment met on September 15, 2025

During the meeting the following items were discussed; they all carry significance for the entire campus community

- ✓ Devrim Yavuz briefly shared the AY24-25 General Education report, which was prepared with the help of some Assessment Coordinators and Flexible Core course instructors. The committee agreed that the bottom-up approach was good and that it should be shared with the campus community to encourage further participation.
- ✓ The committee was informed about the MSCHE (Middle States Commission in Higher Education aka “Middle States”) campus visit in coming years and the accreditation process. The committee members agreed that it can play a proactive role in documenting its own discussions, as well as support efforts to document assessment efforts on campus. One particular, fruitful area has been identified as helping collect information that already exists and is already generated organically as part of teaching and learning activities, workshops, and curricular discussions on campus.
- ✓ The committee agreed that portions of the meetings during AY25-26 can be devoted to discussing how best to achieve these, through the preparation of templates or the creation of a subcommittee that could include others.

The next meeting is planned for October 31, 2025 on zoom.



Library Technology and Telecommunications Committee Meeting Report

Next Meeting: October 29th

Location: ZOOM

Library

Library is offering the following Trials for Faculty:

- APA PsycBooks: Coverage includes most current scholarly and professional titles published by APA – as well as historical and classic works from behavioral and social sciences.
- APA PsycTests: Focused primarily on unpublished tests – this database is designed to save researchers time from having to reproduce tests when conducting research on previously measured constructs.
- APA PsycTherapy: This streaming video platform provides clinicians, counselors, instructors, and trainees opportunity to sharpen their skills by observing candid, unscripted psychotherapy sessions featuring renowned therapists. Faculty may also view them in the A-Z list on Library Homepage and also on Libguides. Library welcomes your feedback.
- Library and English invite the college community to a Reading and Discussion on Tuesday, October 21st from noon-1 PM with Maeve Adams reading from ***Rhetoric and Resistance: The Literary Arts of Dissent in Nineteenth Century Britain***. Please RSVP by October 20th. Registration is required and the link is available on Library Homepage. Please consider making annual contribution to *Friends of the Library* campaign. Information on Library Homepage.

Information Technology

- The rollout of Multi-Factor Authentication for CUNY continues to progress. Nearly half of Lehman's 14,000 students are now using MFA, alongside a majority of faculty.

and staff. Our IT Help Desk handled a surge of support requests with professionalism and care. We will resume completing this project next week.

- The new Lehman Password Manager for your Lehman account is fully implemented with over 6,000 students enrolled. We would love to see more faculty and staff enrolling their Lehman Account in this self-service platform. Remember—these are the credentials you use for wireless.
- October is Cybersecurity Awareness month A short, 40-minute Cybersecurity Awareness Course is now available in Brightspace under the “Organizations” tab. It is a quick and practical way to learn how to protect both institutional and personal information.
- We are making progress on several campus-wide technology projects - The Digital Signage initiative is moving forward, with all purchase orders issued and installation planning underway. This system will enhance both campus communication and emergency notification capabilities. We will be installing 58 displays around campus and two external displays.
- Website upgrades are in Phase 3, with 80% completion. Recent updates include sites for Human Resources, Assessment, Enrollment Management, and several academic support programs.

LMS/Brightspace

- Blackboard will be retired on December 15th. We suggest that if you have course content from Bb that you would like to retain, please download the material now. If you have content that is older than 5 years and you would like to have that content, please send an email to Faculty.Help@lehman.cuny.edu and we will work to get the content that you need. We would like to get this done by November 15th as it will take time to get the content.
- Anthology, the parent company of Blackboard filed for Chapter 11 at the beginning of October. ALLY which is a Bb product that we use with Brightspace will not be affected by this. We will have access to Bb ALLY
- Many Faculty use the Brightspace Discussions. Many faculty have also asked “Why is there no DUE DATE for Discussions” Coming in the 4th quarter of 2025 a DUE DATE for Brightspace Discussions. Many of us have asked for this via Brightspace Community and Webinars and Brightspace listened!
- Apporto which is a CUNY virtual desktop platform that houses SAS, SPSS, MATLAB and other programs will be coming to Brightspace making it easier to access the programs without having to sign in again.

Center for Teaching and Learning

- Faculty Resource Showcase is October 22 from 11 AM until 1:45 PM at Library B01 Come and Learn about all the resources that are available to faculty. The Showcase is a collaboration of Center for Teaching and Learning and Library

- Brightspace Training continues! Register for an Office Hour with a member of the Brightspace Transition Team. The Office Hour is a one-to-one session where you will receive individualized attention. Visit the [Lehman Brightspace Transition Page](#) to register and learn about all the resources that are available for the college community.
- November is Tech Month at the CTL: Join the CTL every Friday afternoon in November for webinars that spotlight new and innovative approaches to teaching and learning with technology.

**LEHMAN COLLEGE
ACADEMIC FREEDOM COMMITTEE**

Minutes of the committee meeting
12 Sept 2025

Present: Diane Auslander, Duran Fiack, Kevin Johnson, David Manier (chair), Richard Relkin, Mohan Vinjamuri
Guests: Bridget Barbera, Sarah Ohmer

1. A quorum having been established, and minutes of the preceding meeting having been previously approved via email, the (online) meeting was called to order by Prof. Manier at 12:00 p.m.
2. With no other candidates being nominated, Prof. Manier was re-elected as chair.
3. We discussed and all agreed that (consistent with our bylaws) the main focus of this committee is advising the Senate on issues related to academic freedom at Lehman College, not broader issues at the state, national, or international level.
4. We reviewed our discussions from last year related to the Biology Department and multi-component courses, where multiple adjunct professors had complained about their academic freedom being violated. We considered the possibility of drafting a report or resolution to mitigate such incidents going forward.
5. We discussed issues at CUNY related to Title VI and IX coordinators and the possibility of some accusations (e.g., related to antisemitism) being weaponized, particularly in the context where some accusations can be made anonymously. We discussed the possibility of issuing a report to the Lehman Senate related to these issues. Prof. Ohmer suggested that we present the attached appendix to the Senate along with these minutes.
6. Prof. Manier advised the committee that (according to a University Faculty Senate discussion) CUNY administration (outside of Lehman) has recently used the Henderson Rules to discipline faculty. In particular, there is concern among faculty about how Rule #2 (lawful directions from officers must be followed) and Rule #7 (disorderly or indecent conduct is prohibited) have been interpreted and applied by CUNY.
7. Prof. Manier also led a discussion related to campus counsels now reporting directly to General Counsel Derek Davis and what this might portend.
7. There being no further business, the meeting was adjourned at 1:30 pm.

Respectfully submitted,
David Manier, Assoc. Professor
Chair and Secretary Pro Tempore

Cc: Sophia Diamantis-Fry

From:

<https://www1.cuny.edu/sites/cunyufs/committees/senate/standing/academic-freedom/statement-2009/>

Appendix: How You Can Respond to Threats Against Your Academic Freedom

If you think your academic freedom has been violated or is at risk, the very first thing to do is call the PSC-CUNY (212-354-1252) and ask to speak to a grievance counselor. Many violations of academic freedom are also violations of the Collective Bargaining Agreement (the contract). Grievances of contractual violations are, however, “time limited.” That is, they must be filed officially within 30 working days of the date you or the union becomes aware of them. A grievance simply protects your rights and allows you to consider the best way to address your concerns, both as an individual and collectively on your campus. So don’t wait to file!

Nationally, the organization Free Exchange on Campus, a coalition including the AAUP, ACLU, AFT, and the United States Student Association, works to support the academic freedom of faculty and to counter political attacks on academic freedom. The AFT has set forth standards of academic freedom in teaching, research and publication, participation in institutional governance, and freedom in public life. The AFT urges faculty to protect and defend their academic freedom by initiating dialogues on campus and among policymakers and the public, as well as negotiating practices that support academic freedom and political and legislative work (Resources, 4).

The University Faculty Senate recommends that each college establish its own local academic freedom committee. Such a committee can monitor cases brought under the new procedures for handling student complaints and can provide a pool of faculty to serve on the appeals committees provided for in the procedures. Campus committees can also monitor, examine and report annually to the faculty on the status of academic freedom at their colleges, investigate possible violations, and address issues and make recommendations regarding academic freedom. Faculty members can also bring cases of possible academic freedom violations or relevant inquiries to the Academic Freedom Committee of the University Faculty Senate and to the Professional Staff Congress of CUNY (PSC-CUNY) (Resources, 3).

Academic freedom is a major concern of the Professional Staff Congress as well. The PSC has an Academic Freedom Committee which monitors University policy and practice in this area, and which answers questions regarding academic freedom concerns and works with individual faculty and faculty governance bodies in protecting faculty rights (Resources, 2).

The PSC’s Collective Bargaining Agreement (CBA) and its grievance procedures offer the most effective protections available for academic freedom. The Agreement’s preamble pledges that both management and the union will protect academic freedom: “Whereas, CUNY and the PSC seek to maintain and encourage, in accordance with law, full freedom of inquiry, teaching, research and publication of results, the parties subscribe to Academic Freedom for faculty members. The principles of Academic Freedom are recognized as applicable to other members of the Instructional Staff, to the extent that their duties include teaching, research and publication of results, the selection of library or other educational materials or the formation of academic policy.” Contractual remedies for alleged violations include due process in disciplinary cases, the requirement to provide reasons in negative personnel decisions, and the CBA Article 8 guarantee of adherence to nondiscrimination and other Federal laws. Alleged academic freedom violations can also be addressed using faculty governance authority recognized in CUNY BoT Bylaw ¶8.6. Faculty members should familiarize themselves with Article 21, “Disciplinary Actions,” of the CBA (<http://psc-cuny.org/>), and with Section 7, “Academic Due Process,” of the CUNY BoT Bylaws (<http://policy.cuny.edu/toc/btb/>).

If you think that your academic freedom is under attack or is being violated, please consult your campus academic freedom committee, the UFS office, your campus or PSC grievance counselor, or the PSC Academic Freedom Committee. You should do this without delay, as certain remedies, such as the filing of a grievance, have a 30-day deadline. The UFS and the union are pledged to assist you in whatever ways they can. Faculty members can also bring violations of academic freedom to the attention of the AAUP (202-737-5900) (Resources, 1).

Resources

1. [American Association of University Professors](#). (202-737-5900). Accessed 7/22/09.
2. [Professional Staff Congress/CUNY](#). (212-354-1252). Accessed 7/22/09.
3. University Faculty Senate. (646-664-9035). Accessed 7/22/09.

Statements by the AAUP

5. 1915 Declaration of Principles on Academic Freedom and Academic Tenure. AAUP Policy Documents & Reports. Tenth Edition. Baltimore: AAUP and Johns Hopkins UP, 2006. Appendix I, 291-301.
6. [1940 Statement on Academic Freedom and Tenure. 1940, 1969, 1989, 1990.](#) Accessed 7/22/09.
7. [Statement on Government of Colleges and Universities. 1967, 1990.](#) updated, 8/17/17
8. [1958 Statement on Procedural Standards in Faculty Dismissal Proceedings.](#) 1958, 1989, 1990, updated, 8/17/17.
9. [Statement on Procedural Standards on the Renewal or Non-Renewal of Faculty Appointments.](#) 1971, 1989. Updated 8/17/17.
10. [Recommended Institutional Regulations on Academic Freedom and Tenure. See especially Section 13, "Part-Time Faculty Appointments."](#) 1957, 1968, 1972, 1976, 1982, 1990, 1999, 2005, 2006. Accessed 7/22/09.
11. [Joint Statement on Rights and Freedoms of Students.](#) 1967, 1990, 1991, 1992. Updated 8/17/17.
12. On the Relationship of Faculty Governance to Academic Freedom. 1994. AAUP Policy Documents & Reports. Tenth Edition. Baltimore: AAUP and Johns Hopkins UP, 2006. 141-144.
13. "Freedom in the Classroom." *Academe* September-October 2007, 54-61. <http://www.aaup.org/AAUP/comm/rep/A/class.htm>. Accessed 7/22/09.

Other Statements and Procedures

14. "Academic Freedom in the 21st-Century College and University: Academic Freedom for All Faculty and Instructional Staff." [The AFT Statement on Academic Freedom. September 2007.](#) Updated 8/17/17.
15. [The City University of New York—Student Complaint Procedure. 2007.](#) Updated 8/17/17.
16. PSC Statement about CUNY Portal for Discrimination. <https://psc-cuny.org/news-events/your-rights-cuny-portal-for-discrimination-and-retaliation-complaints/> Published March 7, 2025.

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

To the Lehman College Senate: Below is a report for the October 15, 2025 Lehman Senate meeting consisting of the agenda for the September 16 UFS meeting and a summary (by DM) of the discussions there - official minutes of that meeting are forthcoming. Please see the CUNY UFS website for further news and updates in the 'archive.' <https://www1.cuny.edu/sites/cunyufs/>

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

Agenda

1. Approval of the Agenda
2. Approval of the Minutes of May 6, 2025
3. Remarks by Board of Trustees Chairman William Thompson – 6:35 – 7:05 p.m.
4. Introduction of Faculty Representatives on CUNY Board of Trustee Committees – 7:05 – 7:20 p.m.
5. Approval of UFS Standing Committee Chairs and their Membership and Introduction of Advisory Committee Chairs – 7:25 – 7:40 p.m.
6. Approval of Jonathan Cornick for University Students Elections Review Committee Representative – 7:40 – 7:45
7. Acknowledgement of Recently Elected UFS Senators and Alternates 7:45 – 7:50 p.m.
8. Chair's Report – John Verzani – 7:50 – 7:55 p.m.
9. New Business – 7:55 – 8:00 p.m.

UNIVERSITY FACULTY SENATE

City University of New York

16 September 2025

Below is a summary (by DM) of some information shared at this UFS meeting.

Remarks from Board of Trustees Chairman William Thompson: “We’re living in difficult times...these are scary times. The attack on higher education that was projected last year is here. We’re in a different phase right now, we’re in a different place.”

Regarding funding, the State came through for us and eventually the City did, too, which made us whole. Lots of unknown questions regarding fiscal matters – but we’re in a better (not good) shape right now, especially because enrollment is generally up a bit at CUNY.

They are implementing some “fiscal discipline” to work through problems. Making sure they are prepared for whatever comes. When they are asked by the federal government to provide information “or else” (as they have been a couple of times), they are relying on the law in responding, sticking to what is legally required. So far, courts have been supporting such approaches.

Questions/discussion:

- Q: In addition to four adjuncts that were fired, six tenure-track and tenured faculty were summoned by administrators at BC (chairs were bypassed), which was very intimidating. Their political advocacy was being questioned. Under what circumstances is such behavior deemed appropriate?

A: Because of the legal proceedings underway, not able to comment on the specifics. But, in general, no one wants to stifle free speech. People need to express themselves, there needs to be discussion, that is healthy, but when it becomes threatening, intimidating, attacking, then it’s a problem. He doesn’t think we need to be concerned about CUNY administrators when it comes to free speech.

- Q: A question about BOT resolution passed to centralize legal counsel. Will there be consultation going back to individual campuses? How will it be conveyed to campuses?

A: He said we can blame him personally for this. There needs to be some discussion with CUNY Central (oversight) but not taking away control from individual campuses. Because of how things are right now in the US, this was deemed important. They are hoping for better coordination, better focus, best practice, communication between counsels on

various campuses. One impetus for this was to avoid “irresponsible” things that happened on individual campuses in the past. (!!)

- Q: Regarding the Mutual Academic Defense Compacts: Will the BOT and Chancellery be working with SUNY and other schools to follow up on this? Does CUNY have a commitment to make that happen?

A: They have already been working with SUNY – beginnings of conversations, nothing finalized yet. There is a SUNY/CUNY/Governor discussion/collaboration. Made the comment that we’re all in the same boat now so we are working together.

- Q: Given the firing of four adjuncts at BC, because of protest activities, are there protest guidelines on CUNY campuses?

A: He didn’t want to give wrong information, but will get back, in writing, to Chair Verzani, to make sure the information is accurate.

- NYCCT rep: Inquired about the presidential search process on their campus.

A: NYCCT probably won’t start search until beginning of new year.

- Q: Female faculty involved in the Brooklyn College situation (9 out of 10). Asked that there be some sort of investigation into that.

A: “I hear you and I will leave it there.”

- Q: How is CUNY going to reconcile that diversity is in the law, embedded into the CUNY mission, yet we’re seeing clear anti-diversity messages and mandates coming from USDOE? What is the plan for negotiating that tension between state and federal law? She added that research is already being defunded because of diversity.

A: If you look at what’s happening at the federal level, it’s disproportionately affected black women at a staggering rate. But this is NYC and CUNY, and diversity is who we are. We have a diverse pool of individuals; we’re not going to change who we are. “This is CUNY. That is who we are [diverse].” He understands that research and grants are being pulled, that it impacts all of us, but it is something we can’t do anything about.

Also of note:

Chair John Verzani reminded that the UFS blog is a useful source of information so check it out. <https://www1.cuny.edu/sites/cunyufs/ufs-blog/>