

**Minutes of
The Lehman College Senate Meeting
Wednesday, May 7, 2025
Senate Meeting**

Senators Present: Abubakar, M.; Austin, L.; Ayalew, M.; Banks, R.; Burton-Pye, B.; Campeanu, S.; Cheng, S.; Cruz-Segundo, S.; Denizard, C.; Denizard, R.; Diallo, R.; Diaz, N.; Dickson, W.; Fera, J.; Finger, R.; Gado, H.; Garcia, M.; Gonzalez, R.; Henriquez-Castillo, M.; Hernandez-Acevedo, B.; Hsu, C.; Hurley, D.; Hyman, D.; Jimenez, M.; Kendall, K.; Kwakye, M. G.; Lee, H.; Loscocco, P.; Machado, E.; Mahon, J.; Manier, D.; Markens, S.; McGovern, J.; McKenna, C.; Mills, P.; Mohorcich, J.; Nichols, S. J.; O'Neil, C.; Oberlin, D.; Ohmer, S.; Owoaje, O. S.; Pitts, W.; Prince, P.; Pyone, J.; Qafleshi, D.; Quinones, J.; Reyes, L.; Rivera, C.; Rotolo, R.; Ruiz, E.; Schlesinger, K.; Silva-Puras, J.; Stopler, M.; Toro, C.; Valentine, R.; Wang, E.; Waring, E.; White, A.; Williams, H.; Wright, J.; Zhao, L.

Senators Absent: Abi-Hanna, R.; Aisemberg, G.; Ali, T.; Baraldi, C.; Brown, A.; Brown, K.; Cortes, I.; Davila, C. G.; Delgado, F.; Dest, A.; Gerry, C.; Guerrero, K.; Harrison, E.; Hernandez, S.; Ishaq, A.; Locke, A.; Lora, E. E.; Marianetti, M.; McBride, T.; McClendon, L.; Moalem, L.; Murphy, B.; O'Boy, D.; Palmer, C.; Payan, J. J.; Roldos, M. I.; Shafi, A.; Sofianos, E.; Spence, N.; Stein S. S.; Vann, M.; Vargas, F. J.; Vasquez O. A.; Yavuz, D.

The meeting was called to order at 3:52 PM by the Chair of the 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 April 2, 2025, College Senate was approved by unanimous voice vote.

See Attachment I

b. Governance Committee

Professor Joseph Fera reported on the following items:

(1) At-Large Senate Election Update

37 Professor Fera informed that the timeline for the senators at-large election
38 process would take place remotely, between May 5, 2025, and May 19, 2025,
39 via email ballots. He reminded that, according to the College Senate
40 Governance documents, full-time faculty would elect full-time faculty
41 Senators-at-Large; part-time faculty would elect part-time faculty Senators-
42 at-Large; and staff would elect staff Senators-at-Large.

43
44 (2) Faculty/Staff Committee Nomination Slate

45 Professor Fera informed that, due to expired memberships, there were faculty
46 and staff vacancies on the College Senate Standing Committees, as well as
47 vacancies for two non-standing committees—namely for Ombudsperson and
48 the Lehman College Auxiliary Enterprise Corporation. He recapped the
49 Standing Committees' nominations process and the nominations process for
50 the two non-standing committees. Professor Fera presented a slate of
51 candidates who agreed to serve. He opened the floor to additional
52 nominations. There were none. Professor Fera moved to a vote. The slate was
53 approved by unanimous voice vote.

54
55 See Attachment II

56
57 Future meetings of the Governance Committee are TBD.

58
59 **c. Undergraduate Curriculum Committee**

60 Professor Douglas Oberlin presented a proposal for curriculum changes in the
61 following departments: Early Childhood and Childhood Education; Earth,
62 Environmental, and Geospatial Sciences; Exercise Sciences and Recreation;
63 Languages and Literatures; Management and Business Innovation; Music,
64 Multimedia, Theatre, and Dance; Social Work; and Speech-Language-Hearing-
65 Sciences. He also presented a proposal for curriculum changes in the School of
66 Business. The floor was opened to questions and comments. There were none.

67 Professor Fera moved to vote on the proposals. All of the proposals were
68 approved by unanimous voice vote.

69
70 See Attachment III

71
72 Future meetings of the Undergraduate Committee are TBD.

73
74
75 **d. Admissions, Evaluation, and Academic Standards**

76 Professor Sandra Campeanu shared a proposal that overviewed the College now
77 program, its dual enrollment learning format, and the benefits of dual enrollment
78 programs. She communicated the committee's support and approval for a pilot
79 and presented the College Now Guaranteed Admissions Program proposal for the
80 approval of the College Senate. The floor was opened to questions or comments.
81 There was one question for clarification, which was answered accordingly.
82 Professor Fera moved to approve the proposal. The proposal was approved by
83 unanimous voice vote.

84
85 Professor Campeanu presented, for approval, a list of students who must meet the
86 requirements of their degree to graduate in the Spring of 2025. Prof. Campeanu
87 clarified that having the list approved by the College Senate is not an official
88 action that certifies a graduation or awards a degree as is done by the Office of
89 the Registrar, but it is instead a symbolic gesture. There were no questions or
90 comments. Professor Fera moved to approve the graduation list. The list was
91 approved by unanimous voice vote.

92
93 See Attachment IV

94
95 Future meetings of the Admissions, Evaluation, and Academic Standards
96 Committee are TBD.

97

98 **e. New Business: Lehman Mutual Defense Resolution**

99 There was a motion to bring new business to the floor, which was seconded.
100 Professor David Manier discussed the following new business: the Lehman
101 Mutual Defense Resolution. He recapped that, in recent months, there was an
102 ongoing discussion among higher education institutions on how to collectively
103 safeguard academic freedom, institutional integrity, and research autonomy,
104 against increasing political and legal pressures placed on universities by the
105 federal government. He highlighted activities from other schools, in particular,
106 Rutgers University, which initiated a proactive effort in response to said
107 pressures—namely, the Mutual Defense Compact. Professor Manier informed
108 that Hunter College recently approved a similar response—the Hunter College
109 Mutual Defense Resolution. Professor Manier also shared that the Lehman
110 College Academic Freedom Committee would like to stand in solidarity with
111 Hunter College and presented The Lehman College Mutual Defense Resolution
112 for approval by the College Senate. The floor was opened to questions or
113 comments. There were many positive comments surrounding the resolution and
114 some questions for clarification, which were answered accordingly. Professor
115 Fera moved to approve the resolution. The resolution was approved by
116 unanimous voice vote.

117
118 See Attachment V

119
120 **2. Announcements and Communications**

121 **a. Report of the President—**

122 There was no report.

123
124 **b. Student Legislative Assembly—**

125 Student Senator Hummu Gado presented the report. She highlighted the following
126 events and activities that took place last month: (1) on April 9, 2025, there was a
127 school-wide egg hunt to kickoff the spring semester—eggs were hidden all around
128 campus for students to find and have fun; (2) on April 10, 2025, there was a blood

drive in collaboration with the New York Blood Center, which helped spread awareness and helped give back to the community; and (3) on April 21, 2025, there was a professor breakfast social, where students were given a chance to reconnect and network with professors across campus.

Ms. Gado highlighted the following activities that would take place between May 19th through May 21st: (1) SGA would be hosting an academic ER, where students can seek support during finals week; and (2) grab-and-go bags would be available for students in the lobby of the Student Life Building as well as in the Library Center. Ms. Gado urged all to spread the word.

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

a. New Business: Presidential Task Force on Safe Campus Demonstrations

Professor David Manier and Title IX Coordinator and EEO Investigator Ms. Christine McGrath, presented the draft Policy on Safe Campus Demonstrations to the College Senate. Ms. McGrath informed that the draft was presented for the purposes of feedback, which would be taken into consideration and brought to the Lehman College President for review, once a final recommendation is made. The policy was not well received, and no recommendations were made. There were multiple concerns about the policy placing limits on the time, place, and manner of free expression as well as the nullification of free speech.

See Attachment VI

b. Campus Life and Facilities

There was no report.

The next meeting was scheduled for Wednesday, September 3, 2025, at 1:30 PM via Zoom. Proceeding this date, the meetings of the Campus Life and Facilities Committee are TBD.

160 **c. Library, Technology, and Telecommunications**
161 Mr. Steven Castellano brought announcements from the Library, Division of
162 Information Technology, Online Education, and concerning Blackboard.
163
164 See Attachment VII
165
166 Future meetings of the Library, Technology, and Telecommunications
167 Committee are TBD.
168
169 **d. Academic Freedom**
170 Professor David Manier reported on the April 4, 2025, meeting of the Academic
171 Freedom Committee.
172 See Attachment VIII
173
174 Future meetings of the Academic Freedom Committee are TBD.
175
176 **e. Graduate Curriculum Committee**
177 There was no report.
178 Future meetings of the Graduate Curriculum Committee are TBD.
179
180 **f. Assessment**
181 There was no report.
182
183 Future meetings of the Assessment Committee are TBD.
184
185 **g. Equity, Inclusion, Accessibility, and Anti-Racism**
186 There was no report.
187
188 Future meetings of the Equity, Inclusion, Accessibility, and Anti-Racism
189 Committee are TBD.
190

191 **h. Budget and Long-Range Planning**

192 There was no report.

193
194 Future meetings of the Budget and Long-Range Planning Committee are TBD.

195
196 **i. University Faculty Senate Report**

197 Professor David Manier reported on the May 6, 2025, meeting of the University
198 Faculty Senate (UFS) and highlighted the following agenda items:

199
200 (1) item number 4 of the UFS agenda—Proposed Revisions to the UFS Charter.
201 He communicated that this item aimed to revise the word “faculty” in the UFS
202 charter to “instructional staff,” which would have included adjunct professors. A
203 two-thirds majority vote was needed to pass this resolution, but it fell short by
204 one vote at the two-thirds majority threshold and did not pass.

205
206 (2) Items number 5, 6, and 7, which are resolutions that address the corresponding
207 ad hoc committees: Academic Affairs Advisory; Inclusion, Diversity, Equity, and
208 Access Advisory; and Shared Governance and Information Technology.
209 Professor Manier elaborated that all three resolutions proposed the conversion of
210 the ad hoc committees to permanent standing committees. All of the resolutions
211 were voted on and passed.

212
213 (3) Item number 8—Proposed Resolution in Defense of Higher Education.
214 Professor Manier informed that the resolution was similar to the recently passed
215 Lehman College Mutual Defense Resolution but allowed alliances with public
216 colleges and universities only. The item was voted on and passed.

217
218 Future meetings of the University Faculty Senate are TBD.

219
220 See Attachment IX

221
222 **j. New Business: Writing Intensive Guidelines**

Professor Sarah Ohmer shared information on the importance of Writing-intensive (WI) guidelines, which are to align WI sections and maintain consistent learning outcomes across the College to ensure that students are met with a timely graduation. She also communicated that as a subcommittee of the Undergraduate Curriculum Committee (UCC), the subcommittee was tasked with updating the WI guidelines, which were last updated in 2014. Professor Ohmer presented a draft of the updated writing intensive guidelines and shared the subcommittee's key recommendations. She also encouraged the College Senate to offer feedback. There were many positive comments; the guidelines were well received. There were also some suggestions that the subcommittee provide details on the exact changes made to the WI guidelines. Professor Ohmer informed that additional information would be provided, including how the subcommittee plans to move forward with the College's feedback in mind.

See Attachment X

k. New Business: Discussion on the Current Request Form and Advance Notice for Expressive Activities

Professor Sarah Ohmer referred to the policy on expressive activities in the student handbook and presented a form, which students are asked to complete when gathering for an expressive activity. The Vice President for Student Affairs, Jermaine Wright, added that the form had been around long before the current U.S. presidential administration and was established to ensure that students are aware of the rules when participating in expressive activities. He also informed that the form was being reviewed for improvements by the Presidential Task Force on Safe Campus Demonstrations. Professor Ohmer asked the College Senate for their thoughts and there were many comments and concerns about the ways in which a permission-based form could deny students their basic rights and even disempower students to express themselves.

See Attachment XI

Unfinished Business

257
258 There was no unfinished business to report.

259

260 **New Business:**

- 261 • Lehman Mutual Defense Resolution (See Action Items “e”)
262 • Presidential Task Force on Safe Campus Demonstrations (See Reports of the
263 Standing Committees “a”)
264 • Writing Intensive Guidelines (See Reports of the Standing Committees “j”)
265 • Discussion on the Current Request Form and Advance Notice for Expressive
266 Activities (See Reports of the Standing Committees “k”)

267

268 **Computer Science Advising**

269 Ms. Janissa Abreu, a Master of Computer Science student and Adjunct Lecturer, was given
270 the privilege of the floor. She recapped that, at the March 5, 2025, College Senate, she
271 presented a petition with over 200 signatures, advocating for a full-time academic advisor
272 for the Computer Science Department. Ms. Abreu communicated that she had returned to the
273 College Senate to provide the following updates: (1) she shared that there were now over 300
274 signatures on the petition and (2) there were letters from students pleading for things to
275 change—which she read aloud. The letters conveyed how distraught and aimless Computer
276 Science students felt about the lack of guidance. Ms. Abreu also highlighted that the letters
277 she received were from students who were on the brink of transferring from Lehman—one
278 of whom had already made the decision to leave. Ms. Abreu affirmed that despite her
279 persistence, there have been no conversations for change. She urged that the College work
280 with the Computer Science Department to find a solution.

281

282 **ADJOURNMENT**

283 There was a motion to adjourn the meeting; it was seconded. The meeting was
284 adjourned at 6:30 PM

285

286 Respectfully submitted:

287

288 Cynthia Cessant

Governance Committee Report

May 7th, 2025

1. At-Large Senate Election Update
 - a. Timeline: May 5th – May 19th
 - b. Done Through Email Ballots
 - c. Thank You Prof. Kate Burt!
2. Faculty/Staff Committee Nomination Slate
 - a. Process Review: Nominations, Slate Prepared, Senate Vote
 - b. All Nominees Have Agreed To Serve
 - c. Nominations Presented With School Representation Considered
 - d. No Contested Elections
 - e. Review Ballot
 - f. Additional Nominations?
 - g. If Not, Move To A Vote.
3. Next Governance Meeting Is TBD

BALLOT
FACULTY AND STAFF VACANCIES
STANDING SENATE COMMITTEES

Academic Freedom Committee

Members With Continuing Terms

David Manier (PSY)
Mohan Vinjamuri (SWK)

Members With Expiring Terms

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

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

Assessment Committee

Members With Continuing Terms

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

Members With Expiring Terms

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

Yaswantie Persaud (SOE)
Hank Williams (AS)
Robert Utzinger (FIS)

Admissions, Evaluations, and Academic Standards

Members With Continuing Terms

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

Members With Expiring Terms

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

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

Budget and Long-Range Planning

Members With Continuing Terms

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

Members With Expiring Terms

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

Deirdre O'Boy (ENG)
Orlando Rivera (EXSC)
Megan Serrano (CLLSE)

Campus Life and Facilities

Members With Continuing Terms

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

Members With Expiring Terms

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

Melissa Deri (CHE)
Anne Pelisson (EXSC)
Di Wu (FIS)

Equity, Inclusion, Accessibility, and Anti-Racism

Members With Continuing Terms

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

Members With Expiring Terms

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

Takiyah Ali (GRAD STUD)
Cindy Bautista-Thomas (SWK)
Alyssa Lyons (SOC)

Graduate Studies

Members With Continuing Terms

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

Members With Expiring Terms

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

Janet DeSimone (CLLSE)
Liat Sieger (SLHS)
Smee Wang (MMTD)

Library, Technology, and Telecommunications

Members With Continuing Terms

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

Members With Expiring Terms

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

Sherry Deckman (MHSE)
Dana Fenton (SOC)
Talisha Gonzalex (HEAT)

Undergraduate Curriculum Committee

Members With Continuing Terms

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

Members With Expiring Terms

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

Yuri Gorokhovich (EEGS)
LaRose Parris (AS)
Lynn Rosenberg (SLHS)

BALLOT
FACULTY AND STAFF VACANCIES
NON-SENATE STANDING COMMITTEES

Lehman College Auxiliary Enterprise Corporation

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

Member with Expiring Term

Bartholomew Bland (ART GALLERY)

Michael Bacon (MMTD)
Suzette Ramsundar (Campus Life)

Ombudsperson

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

Member with Expiring Term

Penny Prince (MMTD)

Penny Prince (MMTD)
Mohan Vinjamuri (SWK)

Senate Meeting – 5/07/25

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on (7/7 members in attendance):

1. Early Childhood & Childhood Education
 - New Major-Early Childhood/Childhood Teacher Education
 - DEC 430-Description, Pre/Corequisites
 - DEC 431-Description, Pre/Corequisites
 - DEC 432-Description, Pre/Corequisites
 - DEC 433-Title, Description, Pre/Corequisites
 - DEC 481-Description, Credits, Hours, Pre/Corequisites
 - DEC 482-Description, Credits/hours, Pre/Corequisite
 - DEC 483-Description, Credits/Hours, Pre/Corequisites
 - ECE 430-Description, Pre/Corequisite
 - ECE 431-Description, Pre/Corequisite
 - ECE 432-Description, Pre/Corequisite
 - ECE 433-Description, Pre/Corequisites
 - ECE 481-Description, Credits/Hours, Pre/Corequisites
 - ECE 482-Description, Credits/hours, Pre/Corequisite
 - ECE 483-Description, Title, Credits/Hours, Pre/Corequisites
 - ECE 202-Pathways
2. Exercise Sciences and Recreation Department
 - EXS 326-Hours
 - EXS 424-Description, Title
3. Languages and Literatures Department
 - LNG 352-New Course
4. Management and Business Innovation Department
 - BBA 230-Experimental Course
5. Music, Multimedia, Theatre and Dance Department
 - THE 312-Prerequisite, Course Attribute

- THE 348-Prerequisite
6. School of Business Department
 - CED 102-Experimental to Permanent Course
 7. Social Work Department
 - Social Work, B.A.- Degree Requirements
 - SWK 440-Title, Description, Note, Pre/corequisites
 - SWK 470-Title, Description, Note, Pre/corequisites
 - SWK 441-Title, Description, Pre/corequisites
 - SWK 471-Title, Description, Note, Pre/corequisites
 8. Speech-Language-Hearing Sciences Department
 - Mass Communications Minor-Withdrawal of Program
 - Speech Pathology and Audiology Minor-Title, Degree Requirements
 - SPV 311-New Course
 - SPV 313-New Course
 - Speech Pathology and Audiology, B.A.-Degree Requirements, Credits
 9. Earth, Environmental and Geospatial Sciences Department
 - GEO 170-Description, Pathways
 10. Next meeting: May 7th, 2025 9:00 a.m. via zoom

Informational items

Next meeting: TBD

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

DEPARTMENT OF EARLY CHILDHOOD & CHILDHOOD EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Early Childhood/Childhood Teacher Education, B.A.

Hegis Number: TBD

Program Code: TBD

Effective Term: Fall 2026

1. Type of Change: New Major

2. Description:

Early Childhood/Childhood Teacher Education B.A., dual major comprises the coursework to earn the Initial Certificate to teach in New York State. The program fulfills pedagogical core requirements and liberal arts requirements for a New York State Initial certification in one of four teacher certification areas depending on the Track chosen by the candidate: A student will select a subplan for ONE of these tracks when declaring the Early Childhood/Childhood Teacher Education dual major.

Track 1: Early Childhood, Birth-Grade 2

Track 2: Early Childhood, Birth-Grade 2, with a Bilingual Extension

Track 3: Childhood Education, Grades 1-6

Track 4: Childhood Education, Grades 1-6, with a Bilingual Extension

Early Childhood/Childhood Teacher Education, B.A., Dual Major (33-36 credits)

Admissions Requirements to the Major:

To be admitted to the ECCE Teacher Education BA Dual Major, students must meet the following requirements:

- A liberal arts major has been declared and approved.
- A minimum overall GPA of 3.0
- The student has completed a mandatory meeting with an ECCE advisor to review a plan of study and certification requirements.

The four tracks in the ECCE Teacher Education BA Dual Major require completion of three areas of coursework: (1) Foundations Core, (2) Methods Core, and (3) Professional Practice Core.

Foundations Core (12 credits) Note: All four tracks require the same foundational core coursework.

Course No.	Course Title	Credits
ECE 301	The Child in Historical, Political & Sociocultural Contexts: Child Study & Dev.- Birth to Grade 6	3
ECE 202 OR ECE 302	Foundations in Education Children, Families, Communities, Schools in Historical, Political & Sociocultural Contexts- Birth to Gr 6	3
ECE 304	Foundations of Early Language & Literacy Development in Historical, Political & Sociocultural Contexts, Birth to Grade 2	3
ECE 435	Bilingualism for Classroom Teachers, Birth to Grade 6	3

Methods Core (12-15 credits)

Students begin the methods core coursework once they have completed all general education and NYSED general liberal arts requirements, which include 2 courses in math, natural science and social science with a grade of C or better.

Track 1 Childhood

DEC 431 Literacy & Social Studies in Childhood Settings Grades 1-6 (4 credits)

DEC 432 Mathematics & Art in Childhood Settings Grades 1-6 (4 credits)

DEC 433 Science & Music in Childhood Settings Grades 1-6 (4 credits)

Track 2 Childhood with Bilingual Extension

DEC 430 Literacy & Social Studies in Bilingual Settings Grades 1-6 (4 credits)

DEC 432 Mathematics & Art in Childhood Settings Grades 1-6 (4 credits)

DEC 433 Science & Music in Childhood Settings Grades 1-6 (4 credits)

ECE 427 Methodology of Teaching English as a New Language, Birth to Grade Six (3 credits)

Track 3 Early Childhood

ECE 431 Literacy and Social Studies in Early Childhood Education—Birth to Grade . (4 credits)

ECE 432 Mathematics and Art in Early Childhood Education-Birth to Grade 2 (4 credits)

ECE 433 Science and Music in Early Childhood Education—Birth to Grade 2 (4 credits)

Track 4 Early Childhood with Bilingual Extension

ECE 430 Literacy and Social Studies in Early Childhood Bilingual Education-
Birth to Grade 2 (3 credits)

ECE 432 Mathematics and Art in Early Childhood Education-Birth to Grade 2 (4 credits)

ECE 433 Science and Music in Early Childhood Education—Birth to Grade 2 (4 credits)

ECE 427 Methodology of Teaching English as a New Language, Birth to Grade Six (4 credits)

Professional Practice Core (9 credits)

Entrance Requirements for Professional Practice Core

1. Submitted scores from the NYSED Multi-Subject Content Specialty certification tests for grades 1-6.
2. If a student has failed one or more of the CST tests, the student may be admitted to the Professional Practice Core with a coordinators permission but will be required to participate in additional interventions to prepare student to pass the test.
3. Completed SOE student teaching application.

Track 1 Childhood

DEC 483 Student Teaching Seminar for Childhood Education (2 credits)

DEC 481 Supervised Student Teaching-Grades 1-6 (4 credits)

ECE 434 Policies and Practices for Learners with Disabilities in Early Childhood and Childhood Settings (3 credits)

Track 2 Childhood with Bilingual Extension

DEC 483 Student Teaching Seminar for Childhood Education (2 credits)

DEC 482 Supervised Student Teaching in Bilingual Settings-Grades 1-6 (4 Credits)

ECE 434 Policies and Practices for Learners with Disabilities in Early Childhood and Childhood Settings (3 credits)

Track 3 Early Childhood

ECE 483 Student Teaching Seminar (2 credits)

ECE 481 Supervised Early Childhood Student Teaching (4 credits)

ECE 434 Policies and Practices for Learners with Disabilities in Early Childhood and Childhood Settings (3 credits)

Track 4 Early Childhood with Bilingual Extension

ECE 483 Student Teaching Seminar (2 credits)

ECE 482 Supervised Student Teaching in Early Childhood Bilingual Settings (4 credits)
ECE 434 Policies and Practices for Learners with Disabilities in Early Childhood and Childhood Settings (3 credits)

Note: Recommendation for NYSED Certification

In order to be recommended for NYSED Initial Teaching Certification, candidates will have to: (1) complete the dual major B.A. program with a minimum cumulative GPA of 3.0; (2) receive a minimum grade of 3.0 in the student teaching course (ECE 481, ECE 482, DEC 481, or DEC 482) and in student teaching seminar (ECE or DEC 483); (3) submit passing scores on state teaching exams; and (4) complete all NYSED mandated certification workshops.

3. Rationale:

We are creating a new degree program leading to a Bachelor of Arts with a dual major in Early Childhood/Childhood Teacher Education along with a liberal arts major of a student's choosing for the following reasons: 1) Address the problems in teacher shortages in areas like bilingual education, 2) Expand the program to include all liberal arts majors, and 3) Improve the process of enrolling and advising undergraduates who wish to pursue teaching certification. . Since the New York State Department of Education (NYSED) allows education majors when they are paired with liberal arts majors/concentrations, we created the dual major options. Students would *first* select an academic liberal arts major, and then *after* this declaration they will add the B.A. Early Childhood & Childhood Teacher Education major.

A dual major undergraduate degree in Early Childhood/Childhood Education will provide opportunities for Lehman students to enter the teaching profession during this critical stage in their undergraduate studies. In doing so, this dual major will lower the barriers for Lehman students, many of whom have attended Bronx public schools and thus bring a level of sociocultural prior experience and knowledge, to enter the teaching profession. Further, this dual major will help diversify the Bronx teacher corps. The proposed program will provide opportunities for both incoming freshman students and transfer students from five close partner institutions, with whom the department has a long-standing collaborative relationship. It aims to create pathways for transfer students from community college Early Childhood, Childhood, and Liberal Arts programs to transition to Lehman and earn certification to teach in New York. These partner community colleges with courses already accepted into both liberal arts and Early Childhood & Childhood Education are: Bronx Community College, Hostos Community College, Boro of Manhattan Community College, Westchester Community College and Rockland Community College.

Graduates of the dual major program will receive the Initial Certificate to teach in their chosen content area in New York State. This will help address the ongoing teacher shortage in New York City and surrounding areas, while also offering a clear pathway to a stable, middle-class profession. Teachers must earn a master's degree within five years of obtaining the Initial Certificate, which will lead to the Professional Certificate in New York State. For many of our students, completing an undergraduate program that

leads to initial teaching certification serves as a stepping stone to further certifications in special education, TESOL, or graduate programs in leadership or counseling. This pathway also provides opportunities for advancement into school and district administration or pursuit of doctoral programs in education.

The new Early Childhood/Childhood Major embedded in this program will be 33-36 credits. It will require that students also declare a major in a liberal arts area as defined by NYSED.

The new ECCE major will encompass four tracks, each designed to meet the specific requirements for a NYSED initial certifications: (1) Early Childhood, Birth-Grade 2; (2) Early Childhood Birth-Grade 2, with a Bilingual Extension; (3) Childhood Education, Grades 1-6; and, (4) Childhood Education, Grades 1-6, with a Bilingual Extension. Each track will be completed in a well-coordinated four-year plan which will allow students begin educational coursework as sophomores. Completion of the program will also be feasible for students transferring to Lehman as juniors, as these students often enter Lehman with many of the liberal arts and education requirements completed at their community colleges.

The new program shares many similarities with the ECCE undergraduate minor programs registered with NYSED until 2017. However, the new program encompasses improved opportunities for students to seamlessly integrate their liberal arts and education requirements in a Bachelor of Arts degree that would also include all of the course requirements to be recommended for teaching certification.

The new program differs from the old undergraduate program in ways that will make it a stronger program option for students pursuing a career in education:

1. The new ECCE program includes a dual major in Early Childhood/Childhood Education and a Liberal Arts major. The dual major program will allow students to select from among the many liberal arts majors at Lehman to meet the dual major requirement, unlike the old minor program that was only aligned to 9 liberal arts major (Art History, History, Italian American Studies, Latin American Studies, Puerto Rican Studies, Sociology, Comparative Literatures, African & African American Studies, English). This change opens the program to more students, providing students a wider range of choices for their liberal arts major.
2. The total credits in the old minors leading to NYS initial teaching certification was the same as the new major (33-36 credits). For a variety of reasons, minors are not as “visible” to students through the admissions and advisement process in the way that majors are, so registering a new program with the education courses as part of dual ECCE major along with a liberal arts major of the student’s choice will encourage more collaboration across all of the college initiatives and advisement processes focusing on majors.
3. In the old minor programs, students often began the 300 level foundational courses as juniors. The new program offers the option of undergraduates to complete state liberal arts requirements for Childhood and Childhood certificates earlier in their educational pathways. A new education course (ECE 202) is

being proposed as part of the new program and will be offered as a flexible core course. This will provide all students with the opportunity to explore the teaching profession at the sophomore level. Combined with the LEH 250 freshman block for students interested in teaching, we believe this approach will lead to an increase in the number of students considering teaching as a career. Furthermore, the new program will facilitate communication between potential teacher candidates and support programs like Careers in Teaching that have maximum overall credit eligibility requirements.

The new program features updated versions of courses from the previous program, now enhanced with current content to better prepare qualified teachers for today's schools. For instance, ECE 435 requires all teachers to be equipped to teach multilingual children. Additionally, the program aligns with CUNY's commitment to preparing educators to effectively develop children's computational thinking and digital literacy skills, which are integrated throughout the course descriptions.

4. Date of departmental approval: February 5, 2025

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

DEPARTMENT OF EARLY CHILDHOOD & CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Description & Pre/co-requisites

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

Department(s)	Early Childhood & Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	DEC
Course Prefix & Number	DEC 430
Course Title	Social Studies and Literacy in Bilingual Childhood Settings—Grades 1-6.
Description	Exploration of the diverse ways that bilingual, bicultural children develop language and literacy and an understanding of basic human needs and human interdependence in grades 1-6. Assessment and instruction within an integrated curriculum in the native and second languages. Use of media and technology within an integrated curriculum as appropriate. Note: Requires visits to early childhood and childhood settings with diverse populations and contrasting social and economic environments and the development of an academic portfolio. Students cannot receive credit for DEC 431 and DEC 430.
Pre/ Co Requisites	Successful completion of Step 2: Requirements for entry into Professional Coursework
Credits	4
Hours	7
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:** Underline the changes

Department(s)	Early Childhood & Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	DEC
Course Prefix & Number	DEC 430
Course Title	Social Studies and Literacy in Bilingual Childhood Settings—Grades 1-6.
Description	<u>Focus on teaching and learning at the intersection of home language, literacy and social studies for children in Grades 1-6 bilingual settings. Includes examination of computational digital literacies, culturally responsive, and developmentally appropriate theory and practice. Note: 20 hours of fieldwork in bilingual settings is required.</u>
Pre/ Co Requisites	<u>ECE 301, ECE 202 or ECE 302, ECE 304 and ECE 435</u>
Credits	4
Hours	7
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

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

The change in language in the course description will help the department align the course content with updated outcomes required for registered teacher education programs in NYS and program accreditation requirements. The changes in course description incorporate updated wording and terminology related to children learning in more than one language to align with current research and NYSED policy. Addition of statement about 20 hours of fieldwork has been included to clarify how much fieldwork must be completed in this course. Changes also reflect current research on the nature of bilingualism/multilingualism and incorporates the important new emphasis on computational and digital literacies in teaching and learning. Prerequisite and Co-requisite language was changed to align with the new ECCE Teacher Education Dual Major BA program.

5. Date of departmental approval: February 5, 2025

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

DEPARTMENT OF EARLY CHILDHOOD & CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Change in Course Description & Pre/co-requisites

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

Department(s)	Early Childhood & Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	DEC
Course Prefix & Number	DEC 431
Course Title	Literacy and the Social Studies in Childhood Settings-Grades 1-6
Description	Exploration of the ways in which children develop language and literacy and an understanding of basic human needs and human interdependence in Grades 1-6. Approaches to literacy and the social studies assessment and instructional strategies within an integrated curriculum. PREREQ: Successful completion of Requirements for Professional Coursework Use of technology as appropriate Note: Requires visits to early childhood and childhood settings with diverse populations and contrasting social and economic environments and the development of an academic portfolio.
Pre/ Co Requisites	Successful completion of Requirements for Professional Coursework
Credits	4
Hours	7
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

	<input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:** Underline the changes

Department(s)	Early Childhood & Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	DEC
Course Prefix & Number	DEC 431
Course Title	Literacy and the Social Studies in Childhood Settings-Grades 1-6
Description	<u>Focus on teaching and learning at the intersection of language, literacy and social studies for Grades 1-6 including emergent bilingual/ multilingual children and children with different learning needs. Includes study of computational digital literacies, culturally responsive, and developmentally appropriate theory and practice. Note: 20 hours of fieldwork is required.</u>
Pre/ Co Requisites	<u>ECE 301, ECE 202 or ECE 302, ECE 304 and ECE 435</u>
Credits	4
Hours	7
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The change in language in the course description will help the department align the course content with updated outcomes required for registered teacher education programs in NYS and program accreditation requirements. The changes include the new emphasis on the importance of computational and digital literacies in teaching and learning. The changes in course description incorporate updated wording and terminology related to children learning in more than one language and children with a range of learning needs to align with current research and NYSED policy. Addition of statement about 20 hours of fieldwork has been included to clarify how much fieldwork must be completed in this course. Prerequisite and Co-requisite language was changed to align with the new ECCE Teacher Education Dual Major BA program.

5. **Date of departmental approval:** February 5, 2025

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

DEPARTMENT OF EARLY CHILDHOOD & CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course Description & Pre/co-requisites

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

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	DEC
Course Prefix & Number	DEC 432
Course Title	Mathematics and Art in Childhood Settings-Grades 1-6
Description	Exploration of the ways in which children develop an understanding of mathematical concepts and art in Grades 1-6. Approaches to formal and informal assessment of children's development in mathematics and art to insure continuous development of problem solving processes and expression of ideas in both mathematics and art. Use of technology as appropriate.
Pre/ Co Requisites	
Credits	4
Hours	7
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p> <input type="checkbox"/> English Composition</p> <p> <input type="checkbox"/> Mathematics</p> <p> <input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p> <input type="checkbox"/> World Cultures</p> <p> <input type="checkbox"/> US Experience in its Diversity</p> <p> <input type="checkbox"/> Creative Expression</p> <p> <input type="checkbox"/> Individual and Society</p>

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3. **To:** Underline the changes

Department(s)	Early Childhood & Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	DEC
Course Prefix & Number	DEC 432
Course Title	Mathematics and Art in Childhood Settings-Grades 1-6
Description	<u>Focus on teaching math and art concepts for Grades 1-6 including emergent bilingual/ multilingual children and children with different learning needs. Examination of computational digital literacies, culturally responsive, and developmentally appropriate theory and practice. Note: 20 hours of fieldwork is required.</u>
Pre/ Co Requisites	<u>ECE 301, ECE 202 or ECE 302, ECE 304 and ECE 435</u>
Credits	4
Hours	7
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p>_____ English Composition</p> <p>_____ Mathematics</p> <p>_____ Science</p> <p><input type="checkbox"/> Flexible</p> <p>_____ World Cultures</p> <p>_____ US Experience in its Diversity</p> <p>_____ Creative Expression</p> <p>_____ Individual and Society</p> <p>_____ Scientific World</p>

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

The change in language in the course description will help the department align the course content with updated outcomes required for registered teacher education programs in NYS and program accreditation requirements. The changes include the new emphasis on the importance of computational and digital literacies in teaching and learning. The changes in course description incorporate updated wording and terminology related to children learning in more than one language and children with a range of learning needs to align with current research and NYSED policy. Addition of statement about 20 hours of fieldwork has been included to clarify how much fieldwork must be completed in this course. Prerequisite and Co-requisite language was changed to align with the new ECCE Teacher Education Dual Major BA program.

5. **Date of departmental approval:** February 5, 2025

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

DEPARTMENT OF EARLY CHILDHOOD & CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Change in Course Title, Description & Pre/co-requisites

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

Department(s)	Early Childhood & Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	DEC
Course Prefix & Number	DEC 433
Course Title	Science and Music in Childhood Settings-Grades 1-6
Description	Exploration of the ways young children develop science and music literacy in grades 1-6. Application of assessment and instructional strategies, and media and technology in an integrated curriculum. Note: Requires visits to early childhood and childhood settings with diverse populations and contrasting social and economic environments and the development of an academic portfolio.
Pre/ Co Requisites	Successful completion of Requirements for Professional Coursework (see the preceding information).
Credits	4
Hours	7
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p> <input type="checkbox"/> English Composition</p> <p> <input type="checkbox"/> Mathematics</p> <p> <input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p> <input type="checkbox"/> World Cultures</p> <p> <input type="checkbox"/> US Experience in its Diversity</p> <p> <input type="checkbox"/> Creative Expression</p> <p> <input type="checkbox"/> Individual and Society</p>

	____ Scientific World
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3. **To:** Underline the changes

Department(s)	Early Childhood & Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	DEC
Course Prefix & Number	DEC 433
Course Title	Science, Music <u>and Movement</u> in Childhood Settings-Grades 1-6
Description	<u>Focus on teaching science, music, and movement in Grades 1-6 for emergent bilingual/ multilingual children and children with different learning needs. Examination of computational digital literacies, culturally responsive, and developmentally appropriate theory and practice. Note: 20 hours of fieldwork is required.</u>
Pre/ Co Requisites	<u>ECE 301, ECE 202 or ECE 302, ECE 304 and ECE 435</u>
Credits	4
Hours	7
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The change in language in the course description will help the department align the course content with updated outcomes required for registered

teacher education programs in NYS and program accreditation requirements. The changes include the new emphasis on the importance of computational and digital literacies in teaching and learning. The changes in course description incorporate updated wording and terminology related to children learning in more than one language and children with a range of learning needs to align with current research and NYSED policy. Addition of statement about 20 hours of fieldwork has been included to clarify how much fieldwork must be completed in this course. Prerequisite and Co-requisite language was changed to align with the new ECCE Teacher Education Dual Major BA program.

5. **Date of departmental approval:** February 5, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARLY CHILDHOOD & CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Change in Course Description, Course Credits/Hours, & Pre/co-requisites

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

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	DEC
Course Prefix & Number	DEC 481
Course Title	Supervised Student Teaching-Grades 1-6
Description	Student teaching in varied settings that include culturally diverse populations, students with disabilities, and students of different age/grade levels (Grades 1-6). Requires five full days each week in a school setting. PREREQ: Successful completion of Departmental minor, ECE 431, ECE 432, and Requirements for Professional Practice (see the preceding information). COREQ: ECE 483: Student Teaching Seminar.
Pre/ Co Requisites	PREREQ: Successful completion of Departmental minor, ECE 431, ECE 432, and Requirements for Professional Practice (see the preceding information). COREQ: ECE 483: Student Teaching Seminar.
Credits	-4
Hours	15
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:** Underline the changes

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	DEC
Course Prefix & Number	DEC 481
Course Title	Supervised Student Teaching-Grades 1-6
Description	<u>Grades 1-6 student teaching in schools including children with different learning needs through an integrated curriculum including computational digital literacies, culturally responsive, and developmentally appropriate theory and practice. Requires five full days weekly in the school setting.</u>
Pre/ Co Requisites	<u>Department Permission Required.</u> <u>CO-REQ: DEC 483</u>
Credits	<u>3</u>
Hours	<u>3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

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

The change in language in the course description will help the department align the course content with updated outcomes required for registered teacher education programs in NYS and program accreditation requirements. The changes include the new emphasis on the importance of computational and digital literacies in teaching and learning. The changes in course description also incorporate updated wording and terminology related to children learning in more than one language and children with a range of learning needs to align with current research and NYSED policy. Prerequisite and Co-requisite language was changed to align with the new ECCE Teacher Education Dual Major BA program.

The change in course credits and hours aligns with other student teaching courses in the department in which the course credits and course hours are the same for student teaching. Note that this course will still require students to complete the NYSED student teaching requirement of 70 days of full time fieldwork in a school setting.

5. Date of departmental approval: February 5, 2025

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

DEPARTMENT OF EARLY CHILDHOOD & CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Change in Course Description, Course Credits/Hours, & Pre/co-requisites

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

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	DEC
Course Prefix & Number	DEC 482
Course Title	Supervised Student Teaching in Bilingual Settings-Grades 1-6
Description	Clinical experience in bilingual settings that include students with disabilities and students of different age/grade levels (Grades 1-6). Requires five full days each week in the school placement. PREREQ: Successful completion of Requirements for Professional Practice (see the preceding information). COREQ: ECE 483: Student Teaching Seminar.
Pre/ Co Requisites	PREREQ: Successful completion of Requirements for Professional Practice (see the preceding information). COREQ: ECE 483: Student Teaching Seminar.
Credits	-4
Hours	15
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

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

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	DEC
Course Prefix & Number	DEC 482
Course Title	Supervised Student Teaching in Bilingual Settings-Grades 1-6
Description	<u>Student teaching in bilingual settings that include multilingual populations, and students with different learning needs of grade levels (1-6). Application of developmentally appropriate practices to enhance computational thinking and digital literacies. Requires five full days each week in a bilingual grades 1-6 setting.</u>
Pre/ Co Requisites	<u>Department Permission Required.</u> <u>CO-REQ: DEC 483</u>
Credits	<u>3</u>
Hours	<u>3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The change in language in the course description will help the department align the course content with updated outcomes required for registered teacher education programs in NYS and program accreditation requirements. The changes include the new emphasis on the importance of computational and digital literacies in teaching and learning. Also, the new description clarifies the specific age range as per NYSED certification descriptions- grade levels (1-6). The changes in course description also incorporate updated wording and terminology related to children learning in more than one language and children with a range of learning needs to align with current research and NYSED policy. Prerequisite and Co-requisite language was changed to align with the new ECCE Teacher Education Dual Major BA program.

The change in course credits and hours aligns with other student teaching courses in the department in which the course credits and course hours are the same for student teaching. Note that this course will still require students to complete the NYSED student teaching requirement of 70 days of full time fieldwork in a school setting.

5. **Date of departmental approval:** February 5, 2025

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

DEPARTMENT OF EARLY CHILDHOOD & CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Change in Course Description, Course Credits/Hours, & Pre/co-requisites

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

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	DEC
Course Prefix & Number	DEC 483
Course Title	DEC 483 - Student Teaching Seminar for Childhood Education
Description	An examination of teaching practice. Emphasis on meeting the needs of all children including children with special needs and English language learners. Course requires development of a program portfolio. PREREQ: Successful completion of Requirements for Professional Practice.
Pre/ Co Requisites	PREREQ: Successful completion of Requirements for Professional Practice.
Credits	2
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

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3. **To:** Underline the changes

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	DEC
Course Prefix & Number	DEC 483
Course Title	Student Teaching Seminar for Childhood Education
Description	<u>Analysis of all components of teaching practice, i.e. planning all aspects of sequential lessons, instruction, classroom management, assessment, and reflection in Grades 1-6 settings. Integration of video analysis of teaching practice. Includes the examination of the ethics in teaching. Includes examination of computational digital literacies, culturally responsive, and developmentally appropriate theory and practice.</u>
Pre/ Co Requisites	<u>Department Permission Required.</u> <u>COREQ:DEC 481 or DEC 482</u>
Credits	<u>3</u>
Hours	<u>3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p>_____ English Composition</p> <p>_____ Mathematics</p> <p>_____ Science</p> <p><input type="checkbox"/> Flexible</p> <p>_____ World Cultures</p> <p>_____ US Experience in its Diversity</p> <p>_____ Creative Expression</p> <p>_____ Individual and Society</p> <p>_____ Scientific World</p>

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

The change in language in the course description will help the department align the course content with updated outcomes required for registered teacher education programs in NYS and program accreditation requirements. In particular the change to include the state assessment, The Teacher Performance Portfolio, which is evaluated by the seminar instruction. The changes include the new emphasis on the importance of computational and digital literacies in teaching and learning. The changes in course description also incorporate updated wording and terminology related to children learning in more than one language and children with a range of learning needs to align with current research and NYSED policy.

The change in course credits & hours is to align with other seminar courses currently offered in certification programs in the department.

5. Date of departmental approval: February 5, 2025

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

DEPARTMENT OF EARLY CHILDHOOD & CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Change in Course Description & Pre/co-requisites

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

Department(s)	Early Childhood & Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ECE
Course Prefix & Number	ECE 430
Course Title	Literacy and Social Studies in Early Childhood Bilingual Education- Birth to Grade 2
Description	Exploration of the diverse ways that infants, toddlers, and young bilingual, bicultural children develop language and literacy and an understanding of basic human needs and human interdependence in family, early care, and school settings. Assessment and instruction in the native and second languages within an integrated curriculum. Use of technology and media as appropriate. PREREQ: Successful completion of Requirements for Professional Coursework (see the preceding information). Note: Requires visits to early childhood and childhood settings with diverse populations and contrasting social and economic environments and the development of an
Pre/ Co Requisites	PREREQ: Successful completion of Requirements for Professional Coursework (see the preceding information). Department Consent Required.
Credits	4
Hours	7
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics

	<input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:** Underline the changes

Department(s)	Early Childhood & Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ECE
Course Prefix & Number	ECE 430
Course Title	Literacy and Social Studies in Early Childhood Bilingual Education-Birth to Grade 2
Description	<u>Focus on teaching and learning at the intersection of home language, literacy and social studies for infants, toddlers, and young children, in bilingual settings. Includes examination of using computational digital literacies, culturally responsive, and developmentally appropriate theory and practice. Note: 20 hours of fieldwork in bilingual settings is required.</u>
Pre/ Co Requisites	<u>ECE 301, ECE 202 or ECE 302, ECE 304 and ECE 435</u>
Credits	4
Hours	7
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

The change in language in the course description will help the department align the course content with updated outcomes required for registered teacher education programs in NYS and program accreditation requirements. The changes in course description incorporate updated wording and terminology related to children learning in more than one language to align with current research and NYSED policy. Addition of statement about 20 hours of fieldwork has been included to clarify how much fieldwork must be completed in this course. Changes also reflect current research on the nature of bilingualism/multilingualism and incorporates the important new emphasis on computational and digital literacies in teaching and learning. Prerequisite and Co-requisite language was changed to align with the new ECCE Teacher Education Dual Major BA program.

5. **Date of departmental approval:** February 5, 2025

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

DEPARTMENT OF EARLY CHILDHOOD & CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Change in Course Description & Pre/co-requisites

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

Department(s)	Early Childhood & Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ECE
Course Prefix & Number	ECE 431
Course Title	Literacy and Social Studies in Early Childhood Education from Birth to Grade 2
Description	Exploration of the ways in which young children develop language and literacy and an understanding of basic human needs and interdependence in family, early care, and school settings. Assessment and instructional strategies within an integrated curriculum. Use of technology as appropriate. PREREQ: Successful completion of Requirements for Professional Coursework (see the preceding information). Note: Requires visits to early childhood and childhood settings with diverse populations and contrasting social and economic environments and the development of an academic portfolio. No student can receive credit for both ECE 431 and DEC 431.
Pre/ Co Requisites	PREREQ: Successful completion of Requirements for Professional Coursework (see the preceding information). Department consent required.
Credits	4
Hours	7
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics

	<input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:** Underline the changes

Department(s)	Early Childhood & Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ECE
Course Prefix & Number	ECE 431
Course Title	Literacy and Social Studies in Early Childhood Education from Birth to Grade 2
Description	<u>Focus on teaching and learning at the intersection of language, literacy and social studies for infants, toddlers, and young emergent bilingual/multilingual children, including children with different learning needs. Integrates computational digital literacies, culturally responsive, and developmentally appropriate theory and practice. Note: 20 hours of fieldwork is required.</u>
Pre/ Co Requisites	<u>ECE 301, ECE 202 or ECE 302, ECE 304 and ECE 435</u>
Credits	4
Hours	7
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

	<input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The change in language in the course description will help the department align the course content with updated outcomes required for registered teacher education programs in NYS and program accreditation requirements. The changes include the new emphasis on the importance of computational and digital literacies in teaching and learning. The changes in course description incorporate updated wording and terminology related to children learning in more than one language and children with a range of learning needs to align with current research and NYSED policy. Addition of statement about 20 hours of fieldwork has been included to clarify how much fieldwork must be completed in this course. Prerequisite and Co-requisite language was changed to align with the new ECCE Teacher Education Dual Major BA program.

5. Date of departmental approval: February 5, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARLY CHILDHOOD & CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Change in Course Description & Pre/co-requisites

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

Department(s)	Early Childhood & Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ECE
Course Prefix & Number	ECE 432
Course Title	Mathematics and Art in Early Childhood Education-Birth to Grade II
Description	Exploration of the ways in which young children develop an understanding of mathematical concepts and art in family, early care, and school settings. Approaches to formal and informal assessment of children's development in mathematics and art in an integrated curriculum. Use of media and technology as appropriate. PREREQ: Successful completion of Requirements for Professional Coursework (see the preceding information). Note: Requires visits to early childhood and childhood settings with diverse populations and contrasting social and economic environments and the development of an academic portfolio. No student can receive credit for both ECE 432 and DEC 432.
Pre/ Co Requisites	PREREQ: Successful completion of Requirements for Professional Coursework (see the preceding information).
Credits	4
Hours	7
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:** Underline the changes

Department(s)	Early Childhood & Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ECE
Course Prefix & Number	ECE 432
Course Title	Mathematics and Art in Early Childhood Education-Birth to Grade II
Description	<u>Exploration of teaching and learning math and art concepts for infants, toddlers, and young emergent bilingual/multilingual children, including children with different learning needs. Examines an integrated curriculum using computational digital literacies, culturally responsive, and developmentally appropriate theory and practice. Note: 20 hours of fieldwork is required.</u>
Pre/ Co Requisites	<u>ECE 301, ECE 202 or ECE 302, ECE 304 and ECE 435</u>
Credits	4
Hours	7
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

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

The change in language in the course description will help the department align the course content with updated outcomes required for registered teacher education programs in NYS and program accreditation requirements. The changes include the new emphasis on the importance of computational and digital literacies in teaching and learning. The changes in course description incorporate updated wording and terminology related to children learning in more than one language and children with a range of learning needs to align with current research and NYSED policy. Addition of statement about 20 hours of fieldwork has been included to clarify how much fieldwork must be completed in this course. Prerequisite and Co-requisite language was changed to align with the new ECCE Teacher Education Dual Major BA program.

5. **Date of departmental approval:** February 5, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARLY CHILDHOOD & CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Change in Course Description & Pre/co-requisites

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

Department(s)	Early Childhood & Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ECE
Course Prefix & Number	ECE 433
Course Title	Science and Music in Early Childhood Education-Birth to Grade 2
Description	Exploration of the ways young children develop science and music literacies in family, early care, and school settings. Application of assessment and instructional strategies, media, and technology in an integrated curriculum. PREREQ: Successful completion of Requirements for Professional Foundations Coursework (see the preceding information). Note: Requires fieldwork in visits to early childhood and childhood settings with diverse populations and contrasting social and economic environments and the development of an academic portfolio.
Pre/ Co Requisites	Successful completion of Requirements for Professional Foundations Coursework (see the preceding information).
Credits	4
Hours	7
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

	<input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:** Underline the changes

Department(s)	Early Childhood & Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ECE
Course Prefix & Number	ECE 433
Course Title	Science, Music, and <u>Movement</u> in Early Childhood Education-Birth to Grade 2
Description	<u>Focus on teaching science, music, and movement in family, early care, and school settings for young emergent bilingual/multilingual children, including children with different learning needs.</u> <u>Examination of computational digital literacies, culturally responsive, and developmentally appropriate theory and practice. Note: 20 hours of fieldwork is required.</u>
Pre/ Co Requisites	<u>ECE 301, ECE 202 or ECE 302, ECE 304 and ECE 435</u>
Credits	4
Hours	7
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

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

The change in language in the course description will help the department align the course content with updated outcomes required for registered teacher education programs in NYS and program accreditation requirements. The changes include the new emphasis on the importance of computational and digital literacies in teaching and learning. The changes in course description incorporate updated wording and terminology related to children learning in more than one language and children with a range of learning needs to align with current research and NYSED policy. Addition of statement about 20 hours of fieldwork has been included to clarify how much fieldwork must be completed in this course. Prerequisite and Co-requisite language was changed to align with the new ECCE Teacher Education Dual Major BA program.

5. **Date of departmental approval:** February 5, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARLY CHILDHOOD & CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Change in Course Description, Course Credits/Hours & Pre/co-requisites

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

Department(s)	Early Childhood & Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ECE
Course Prefix & Number	ECE 481
Course Title	Supervised Student Teaching Birth to Grade 2
Description	Student teaching in varied settings that include culturally and linguistically diverse populations, students with disabilities, and students of different age/grade, levels (Pre-K, K, and Grades 1-2) /grade levels (Pre-K, K, and Grades 1-2). Requires five full days each week in a school or early childhood setting. PREREQ: Successful completion of Departmental courses: ECE 430, ECE 432, and ECE 433. and Requirements for Professional Practice (see the preceding information).
Pre/ Co Requisites	PREREQ: Successful completion of Departmental courses: ECE 430, ECE 432, and ECE 433. and Requirements for Professional Practice (see the preceding information.)
Credits	-4
Hours	15
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:** Underline the changes

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ECE
Course Prefix & Number	ECE 481
Course Title	Supervised Student Teaching Birth to Grade 2
Description	<u>Birth – grade 2 student teaching in diverse learning settings including students with different learning needs. Application of developmentally appropriate practices to enhance computational thinking and digital literacies. Requires five full days weekly in a school or early childhood setting.</u>
Pre/ Co Requisites	<u>Department Permission Required.</u> <u>CO-REQ: ECE 483 Student Teaching Seminar</u>
Credits	<u>3</u>
Hours	<u>3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The change in language in the course description will help the department align the course content with updated outcomes required for registered teacher education programs in NYS and program accreditation requirements. The changes include the new emphasis on the importance of computational and digital literacies in teaching and learning. Also, the new description clarifies the specific age range as per NYSED certification descriptions-Birth-Grade 2. The changes in course description also incorporate updated wording and terminology related to children learning in more than one language and children with a range of learning needs to align with current research and NYSED policy. Prerequisite and Co-requisite language was changed to align with the new ECCE Teacher Education Dual Major BA program.

The change in course credits & hours is to align with other student teaching courses currently offered in the department in which the course credits and course hours are the same for student teaching. Note that this course will still require students to complete the NYSED student teaching requirement of 70 days of full time fieldwork in a school setting.

5. Date of departmental approval: February 5, 2025

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARLY CHILDHOOD & CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Change in Course Description, Course Credits/Hours & Pre/co-requisites

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

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ECE
Course Prefix & Number	ECE 482
Course Title	Supervised Student Teaching in Bilingual Settings-Pre K-Grade 2
Description	Student teaching in varied settings that include culturally diverse populations, students with disabilities, and students of different age/grade levels (Pre-K, K, and Grades 1-2) in bilingual settings. Requires five full days each week in a school or early childhood setting. PREREQ: Successful completion of Departmental minor, ECE 430, ECE 432, and ECE 433. Requirements for Professional Practice (see the preceding information). COREQ: ECE 483: Student Teaching Seminar.
Pre/ Co Requisites	PREREQ: Successful completion of Departmental minor, ECE 430, ECE 432, and ECE 433. Requirements for Professional Practice (see the preceding information). COREQ: ECE 483: Student Teaching Seminar.
Credits	4
Hours	15
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:** Underline the changes

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ECE
Course Prefix & Number	ECE 482
Course Title	Supervised Student Teaching in Bilingual Settings <u>Birth-Grade 2</u>
Description	<u>Birth – grade 2 student teaching in bilingual settings that include multilingual populations, and students with different learning needs. Application of developmentally appropriate practices to enhance computational thinking and digital literacies.</u> Requires five full days each week in a school or early childhood bilingual setting.
Pre/ Co Requisites	<u>Department Permission Required.</u> COREQ: ECE 483: Student Teaching Seminar
Credits	<u>3</u>
Hours	<u>3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The change in language in the course description will help the department align the course content with updated outcomes required for registered teacher education programs in NYS and program accreditation requirements. The changes include the new emphasis on the importance of computational and digital literacies in teaching and learning. Also, the new description clarifies the specific age range as per NYSED certification descriptions-Birth-Grade 2. The changes in course description also incorporate updated wording and terminology related to children learning in more than one language and children with a range of learning needs to align with current research and NYSED policy. Prerequisite and Co-requisite language was changed to align with the new ECCE Teacher Education Dual Major BA program.

The change in course credits and hours aligns with other student teaching courses currently offered in the department in which the course credits and course hours are the same for student teaching. Note that this course will still require students to complete the NYSED student teaching requirement of 70 days of full time fieldwork in a school setting.

5. Date of departmental approval: February 5, 2025

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

DEPARTMENT OF EARLY CHILDHOOD & CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Change in Course Title, Description, Course Credits/Hours, & Prerequisites/co-requisites

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

Department(s)	Early Childhood & Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ECE
Course Prefix & Number	ECE 483
Course Title	Student Teaching Seminar
Description	Examination of the complexities of teaching. Emphases on developing reflective practice, promoting good health and safety, implementing strategies for conflict resolution and violence prevention, and identifying child abuse or substance abuse. PREREQ: Successful completion of Requirements for Professional Practice (see the preceding information). COREQ: Supervised Student Teaching.
Pre/ Co Requisites	PREREQ: Successful completion of Requirements for Professional Practice (see the preceding information). COREQ: Supervised Student Teaching.
Credits	2
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

	<input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:** Underline the changes

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ECE
Course Prefix & Number	ECE 483
Course Title	Student Teaching Seminar <u>in Early Childhood</u>
Description	<u>Analysis of all components of teaching practice, i.e. planning all aspects of sequential lessons, instruction, classroom management, assessment, and reflection in Birth-Grade 2 settings. Integration of video analysis of teaching practice. Includes the examination of the ethics in teaching. Includes examination of computational digital literacies, culturally responsive, and developmentally appropriate theory and practice.</u>
Pre/ Co Requisites	Department Permission Required. CO-REQ: ECE 481 OR ECE 482
Credits	<u>3</u>
Hours	<u>3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The change in course title is to clarify the specific teaching certification age range Birth-grade 2 in this course. The change in language in the course description will help the department align the course content with updated outcomes required for registered teacher education programs in NYS and program accreditation requirements. In particular the change to include the state assessment, The Teacher Performance Portfolio, which is evaluated by the seminar instruction. The changes include the new emphasis on the importance of computational and digital literacies in teaching and learning. The changes in course description also incorporate updated wording and terminology related to children learning in more than one language and children with a range of learning needs to align with current research and NYSED policy. Prerequisite and Co-requisite language was changed to align with the new ECCE Teacher Education Dual Major BA program.

The change in course credits & hours is to align with other seminar courses currently offered in certification programs in the department.

5. Date of departmental approval: February 5, 2025

CUNY Common Core Course Submission Form

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

College	Lehman College		
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	ECE 202		
Course Title	Foundations in Education in the United States		
Department(s)	Early Childhood/Childhood		
Discipline	Liberal Arts		
Credits	3		
Contact Hours	3		
Pre-requisites (if none, enter N/A)	N/A		
Co-requisites (if none, enter N/A)	N/A		
Catalogue Description	Historical, sociocultural, and linguistic contexts of U.S. school communities and homes as they relate to school environments.		
Special Features (e.g., linked courses)			
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended		
<p>Indicate the status of this course being nominated:</p> <p> <input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed </p>			
<p>CUNY COMMON CORE Location</p> <p>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</p>			
<p>Required</p> <p> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences </p>		<p>Flexible</p> <p> <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society <input checked="" type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World <input type="checkbox"/> Creative Expression </p>	
<p>Waivers for Math and Science Courses with more than 3 credits and 3 contact hours</p> <p>Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.</p>			
<p>If you would like to request a waiver please check here:</p>		<p><input type="checkbox"/> Waiver requested</p>	
<p>If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.</p>			
<p>If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.</p>			

Learning Outcomes

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

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area 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.

Students will read seminal and critical texts about the historical, linguistic and sociocultural development of schools, and the relationship that the institution of schools played with home and community to support learning. Students will examine these readings through a reflective lens framed by personal educational histories, as well as engage in research of a selected school community. Through this process, students will be able to see their own experience and place it in historical context of schooling in the United States.

Students will identify differing perspectives about who U.S. schools were created for, tracing the differences in how demographic groups gained access to public education. Differing viewpoints will be gathered and discussed. The framing question that will drive the course is the following - *Who gains access to and from public education? How has the U.S. schooling system historically supported and marginalized diverse groups?*

Students will evaluate and discuss the question, "Who gains access to education in the U.S.?" by presenting their own educational histories, observations from a community walk, and insights gained from interviewing two individuals at the school level. They will analyze the relationship between the historical context and the linguistic and cultural assets of schools, homes, and communities.

Students will practice presenting their personal narratives and field-based research (Education Autobiography, Community Walk, and School Research) while receiving formative feedback. This process will help them situate their findings within the broader context of the history of education in the United States.

- 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.B) must meet at least three of the additional learning outcomes in the right column. A student will:

Students will apply historical, linguistic, and theoretical concepts by using personal written and oral narratives, along with assigned readings, to identify key aspects of the fundamental history of public education in United States, and the relationship that the institution of U.S. schooling has played between the home and school communities.

Students will combine their own educational histories of schooling in the U.S, fieldwork in schools and surrounding communities, and key educational historical texts to contextualize their experiences and school communities within the broader role of education in society.

Students will assess how certain racial-ethnic populations in the U.S. have historically had access to schooling in the U.S., as well as the ethics of the history of education and its current impact on home and education communities

Using readings, podcasts, and their own research (Community Walk and School Research), students will

- 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.

- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.

- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.

- Explain and evaluate the role of the United States in international relations.

evaluate the ethical implications of the creation and continuation of U.S. educational systems and practices, and the ways in which this system compares to other international settings.	
Students will contextualize their research and reflections on readings and discussions about history, linguistics, and educational theory within the framework of current educational trends in the Bronx and New York City.	<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.
Students will apply historical, linguistic, and theoretical concepts by using personal written and oral narratives, along with assigned readings, to identify key aspects of the fundamental history of public education in United States.	<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.

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

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

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



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

Semester and Year: Fall 2026

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

Instructor:

Office:

Phone:

E-mail:

FAX

Office hours and office Location: Carman Hall

Resources:

Computer Center Help Desk – 718-960-1111

Student Disability Services – 718-960-8441

Instructional Support Services – 718-960-8175

Counseling Center Services – 718-960-8761

1. Course description (*from the catalogue*)

Foundations in Education in the United States

NOTE: Required texts for this course:

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

SAMPLE SYLLABUS – ECE 202

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

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

4. Learning Outcomes

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

5. Instructional methods implemented in the course example

SAMPLE SYLLABUS – ECE 202

- Engage in reflection on assigned readings through small group discussions in class and online discussions on Blackboard/Brightspace, using evidence to evaluate arguments and support your conclusions.
- Reflect on and research the connections between school, community, and personal experiences, examining how your background shapes your values, opportunities, and limitations.
- Participate in online reflections on Brightspace about the ethical decisions behind the creation of public schools and their foundational principles.
- Utilize media and technology tools specifically related to course content.
- Collaborate in small group activities.
- Receive ongoing formative feedback from the instructor throughout the course.

KEY ASSESSMENTS

1. Educational Autobiography

In a four-page double space paper, you will write an educational autobiography addressing the four components listed below: personal, school, historical alignment, and community context.

- Personal:* Share your education story. Where were you born, and where were your parents born? Use the multicultural wheel to place yourself in terms of language, ethnicity, race, gender, and other relevant aspects.
- School:* What schools did you attend? Reflect on your best and worst memories from your school experiences. What languages did you hear spoken at school? Was the knowledge you brought from home used at school?
- Historical Alignment:* Using the Tyack reading, analyze how your education story connects with the history of public schools. Were you among the first groups for whom public schools were created? If not, when were you "admitted," and how did that process unfold?



d. Community Context:

- Drawing from Bronfenbrenner's Theory of Ecological Systems in your readings, create your own Ecological System, including the Individual, Microsystem, Mesosystem, Exosystem, and Macrosystem.
- Reflecting on the Moll and Gonzalez reading, consider your own and your family's Funds of Knowledge. Were these acknowledged during your school experience? If they were, how did this recognition shape your educational journey? If not, how did the lack of recognition affect your education?

2. Community Walk:

Identify the neighborhood of the school you will use in the *School Research* (see below) You will take a walk through the community at a time of your choosing (feel free to bring friends, family, etc.).

Neighborhood Data:

- What neighborhood is the school located in?
- Who currently lives in this neighborhood?
- Who lived there in the past, and where did they go?
- Where did the new residents come from?
- What signs do you see in differing languages? What evidence do you see of language repertoires in the community?
- What are the racial, ethnic, religious, and income demographics of the area?

Consider how you will gather this information. In class, we will discuss additional data sources you may want to use, such as NYC Open Data.

3. School Research:

Select a school you attended and give an overview of its background. Who is the school named after, and why was this individual chosen? What languages are represented in the school? How do you know? Examine how the community influences the school (drawing from your Community Walk) and how the school, in turn, impacts the community. To explore these questions, interview two people connected to the school.

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

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

Punctual Attendance & Class Participation: 15 points

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

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Community Walk: 20 points

School Research: 20 points

Research Project: 25 points

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

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

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

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

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

12. Attendance policy;

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

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

- If you need to use your cell phone (including texting), please step outside the classroom.
- You are responsible for any missed work while you are out.
- Absences do not excuse late submissions; all work must be turned in on time.
- Active participation in class discussions contributes to a higher grade and makes the class more engaging for everyone.

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

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

SAMPLE SYLLABUS – ECE 202

Session 4	Administrative Progressives (the “Scientific” method) How was thinking about Race embedded in NYC public schools? Bronfenbrenner: Part 2	WEEK FOUR on Brightspace Read bell hooks <i>Community</i> and answer questions Submit: Education Autobiography, Part b due on Blackboard by midnight Watch video - <i>The Story of American Public Education, Part 3</i>
Session 5	Progressive Education: Readings from John Dewey & Francis Parker The History of Bilingualism in the US	WEEK FIVE on Brightspace Read John Dewey (Chapter 8) and answer questions on Bb Submit: Education Autobiography, Part c due on Brightspace by midnight Watch video - <i>The Story of American Public Education Part 4</i>
Session 6	Charlotte Hawkins Brown, Caroline Pratt, Harriet Johnson - “Founding Mothers”: Women of Progressive Education - Who and what was left out?	WEEK SIX on Brightspace Review Brown vs. BOE and timeline (and Lau vs. BOE) https://www.tolerance.org/magazine/spring-2004/brown-v-board-timeline-of-school-integration-in-the-us Education Autobiography, Part d due on Blackboard by midnight
Session 7	Brown vs. Board of Education: What is the legacy of Brown vs. BOE in the U.S, in NYC and in the Bronx? Community Walk assignment and School Research discussion	WEEK SEVEN: On Brightspace Read Paolo Freire (chapter 13) and answer questions on Bb MIDTERM Assignment: Use all feedback from the instructor to edit and resubmit all of Education Autobiography, Parts a, b, c d on Bb
Session 8	Freire philosophy “Saviorism” through the years “Brutal policies in the morning, charities in the afternoon, awards in the evening” (Teju Cole)	WEEK EIGHT on Brightspace Listen to: Episode 2: Planning for the Needs of Linguistically Diverse Families and Communities at: https://cunytedoer.commons.gc.cuny.edu/bilingual-beginnings-podcast/ Answer questions on Bb

SAMPLE SYLLABUS – ECE 202

Session 9	<p>History of Multilingual Learning in the U.S Translanguaging: Ofelia Garcia and linguistic repertoires in the classroom https://www.cuny-nysieb.org</p> <p>What is Translanguaging by Dr. Ofelia Garcia (12:21) https://www.youtube.com/watch?v=Z_AnGU8jy4o&list=PL72WgjD2ZG70k6MEOjQ8i_lbCJTQ1IsrW&index=3</p> <p>Please come prepared to discuss your personal experiences with bi/multi-lingualism? How does history inform current practices?</p>	<p>WEEK NINE on Brightspace</p> <p>Read Jane Roland Martin (Chapter 11) and short article “How a Thirteen Year Old Girl Smashed the Gender Divide” by Laurie Gwen Shapiro</p> <p>Submit: Community Walk Project</p>
Session 10	School Research - Small group discussion	<p>WEEK TEN on Brightspace Read “The Tracking Wars” by Jeannie Oakes and answer questions</p>
Session 11	The Gender Divide Moll and Gonzalez: Funds of Knowledge; What funds of knowledge do you bring to campus?	<p>WEEK ELEVEN on Brightspace Submit School Research project</p>
Session 12	Tracking: Special Education, Gifted Education	<p>WEEK TWELVE no assignments, work on putting all of your work together; I will provide feedback and opportunity to resubmit if you submit today</p>
Session 13 & 14	Presentations	<p>Putting it all together: Submit your entire project on Brightspace</p> <p>Celebration and sharing of work</p>

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

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

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

CURRICULUM CHANGE

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

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

Department(s)	Earth, Environmental and Geospatial Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Earth Science
Course Prefix & Number	GEO 170
Course Title	Earth Science and Society
Description	Structures and interactions between three main Earth layers: hydrosphere, atmosphere and lithosphere in the context of societal activities.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Earth, Environmental and Geospatial Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Earth Science
Course Prefix & Number	GEO 170
Course Title	Earth Science and Society
Description	Structures and interactions between <u>four</u> main Earth layers: hydrosphere, atmosphere, <u>biosphere</u> and lithosphere in the context of societal activities.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

During preparation of this course we omitted “biosphere” as one of the Earth Systems elements in addition to hydrosphere, atmosphere and lithosphere.

5. **Date of departmental approval:** March 12, 2025

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core 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)	GEO170		
Course Title	Earth Science and Society		
Department(s)	Earth, Environmental and Geospatial Science		
Discipline	Earth Science		
Credits	3		
Contact Hours	3		
Pre-requisites (if none, enter N/A)	N/A		
Co-requisites (if none, enter N/A)	N/A		
Catalogue Description	Structures and interactions between four main Earth layers: lithosphere, hydrosphere, atmosphere, biosphere and lithosphere in the context of societal activities.		
Special Features (e.g., linked courses)			
Sample Syllabus	Syllabus must be included with submission		
<p>Indicate the status of this course being nominated:</p> <p> <input checked="" type="checkbox"/> current course <input type="checkbox"/> revision of current course <input type="checkbox"/> a new course being proposed </p>			
<p>CUNY COMMON CORE Location</p> <p>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</p>			
<p>Required</p> <p> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input checked="" type="checkbox"/> Life and Physical Sciences </p>		<p>Flexible</p> <p> <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World <input type="checkbox"/> Creative Expression </p>	

Learning Outcomes

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

I. Required Core (12 credits)

A. English Composition: Six credits

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

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

B. Mathematical and Quantitative Reasoning: Three credits

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

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

C. Life and Physical Sciences: Three credits

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

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

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

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

Question: Which one relates to scientific method?

Potential Answers:

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

Homework assignment: students will write a brief essay on advantages and deficiency of the scientific method.

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

Students will assess the performance of scientific method in key discoveries related to all four elements of the Earth System, i.e. hydrosphere, lithosphere, atmosphere and biosphere.

Students will, for example, review the discovery of the continental drift in 1913 and plate tectonics in 1970s (lithosphere) as well as origin of life (biosphere) from inorganic matter. In relation to connection between lithosphere and biosphere students will be introduced to the famous hypothesis by Vernadsky who staged series of experiments to prove it. This experimentation not only demonstrated the connection between lithosphere and biosphere but also provided a foundation for endemic disease studies.

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

Question: which brief explanation reflects the essence of Vernadsky's experiment?

Potential Answers:

1. Geochemistry of soils

- Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.

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

<p>to visualize hurricane Helene, 2024.</p> <p>Students will learn about peer-reviewed method in science and the difference between data sources and publication outlets. They will review historic cases that involve controversial methodologies and data sources.</p> <p>For example, climate change is one of the highly debatable issues in scientific ethics and data reporting and assessment. Just one example is a “hockey stick” chart presented to scientific community to explain increase of mean temperature record of the past 500 to 2000 years. This specific topic involves understanding of the so-called “climate proxies”. Students will be introduced to various aspects of critical review of data and publications on the topic.</p> <p>Students will have to complete weekly quizzes, 20 min each. Here is an example of the assessment using multiple choice:</p> <p>Question: which element of scientific process eliminates conspiracy or often controversial theories in Earth Science?</p> <p>Potential Answers:</p> <ol style="list-style-type: none"> 1. High quotation in journals 2. Methodology is approved by few high experts in the field 3. The results of the discovery match expectations of scientific team 4. Method is repeatable by various scientists <p>Homework assignment: students will discuss a controversial theory on Sun as a primary factor in global warming/climate change. Paper reference: Dudok de Wit, T., B. Funke, M. Haberreiter, and K. Matthes (2018), Better data for modeling the Sun's influence on climate, Eos, 99, https://doi.org/10.1029/2018EO104403. Published on 04 September 2018.</p>	<ul style="list-style-type: none"> • Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
<p>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.</p>	
<p>A. World Cultures and Global Issues</p>	
<p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
	<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.
<p>A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	<ul style="list-style-type: none"> • Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.

	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none"> Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	<ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

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

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

GEO170 Earth Science and Society

Sample Syllabus

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

Course Description

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

Course Texts

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

Learning Outcomes

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

Course Schedule

Week	Topic	Societal Relation
1	<p>Earth Science history. Development of ideas about the Earth systems evolution and processes. Noosphere, Gaia, Anthropocene, Anthropocentric vs Ecozoic. Development of scientific method.</p> <p>Assessment: quiz with multiple-choice, multiple answer, true/false, calculated formula, fill in the blank, etc.</p> <p>Homework: a brief essay on advantages and deficiency of the scientific method.</p>	<ul style="list-style-type: none"> • Perception on earth science through ages and its relationship with earth system elements, such as atmosphere, hydrosphere, biosphere and lithosphere. • Globalization of society and need for global data on earth system
2	<p>Earth science data collection and analysis: review of local and global data methods collections and measurements</p> <p>Assessment: quiz with multiple-choice, multiple answer, true/false, calculated formula, fill in the blank, etc.</p> <p>Homework: a brief essay to distinguish between global measurements in four spheres of the Earth.</p>	<ul style="list-style-type: none"> • Role of data in decision making • Environmental impact and assessment, natural resources management and conservation, natural hazards, political importance of earth systems, global measurements*
3	<p>Lithosphere: structure and its main elements</p> <p>Assessment: quiz with multiple-choice, multiple answer, true/false, calculated formula, fill in the blank, etc.</p> <p>Homework: a brief essay on how earthquake hazard and geologic composition affect urban design in Manhattan.</p>	<ul style="list-style-type: none"> • Patterns of settlements, natural hazards, global measurements
4	<p>Lithosphere: earth materials and soils</p> <p>Assessment: quiz with multiple-choice, multiple answer, true/false, calculated formula, fill in the blank, etc.</p> <p>Homework: a brief essay on how rare metals in Ukraine (their source and availability) played role in negotiations between USA and Russia to stop the current war.</p>	<ul style="list-style-type: none"> • Mining, agriculture, landfills (including hazardous sites), urban growth, economics, politics, global measurements

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

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

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

Weekly Quizzes

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

Weekly Homework Assignments

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

Term paper (optional)

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

Grading

Weekly Quizzes: 50%

Weekly Homework Assignments: 35%

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

Attendance and Participation: 15%

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

1. **Type of Change:** *Hours*

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

Department(s)	Exercise Sciences and Recreation
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Exercise Science
Course Prefix & Number	EXS 326
Course Title	Exercise Testing and Prescription for General & Special Populations
Description	Principles of exercise testing and prescriptions for the purposes of enhancing health and performance for general and special populations. Topics and methods include testing and prescribing exercise for healthy populations and considerations given to special populations. These special populations include those with a wide range of conditions and diseases including children, pregnancy, cardiovascular disease, metabolic diseases, pulmonary diseases, and older adults.
Pre/ Co Requisites	PREREQ: EXS 323
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

Department(s)	Exercise Sciences and Recreation
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Exercise Science
Course Prefix & Number	EXS 326
Course Title	Exercise Testing and Prescription for General & Special Populations
Description	Principles of exercise testing and prescriptions for the purposes of enhancing health and performance for general and special populations. Topics and methods include testing and prescribing exercise for healthy populations and considerations given to special populations. These special populations include those with a wide range of conditions and diseases including children, pregnancy, cardiovascular disease, metabolic diseases, pulmonary diseases, and older adults.
Pre/ Co Requisites	PREREQ: EXS 323
Credits	3
Hours	<u>2 hours lecture</u> <u>2 hours lab</u>
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Most science classes at the college with a lab component separate out the lecture and the lab by both meeting times and hours. This course has, thus far, been scheduled at one time requiring the entire class to move to the laboratory partway through class time. This requirement has prevented allowing larger enrollment in the “lecture” due to constraints on lab space and student participation. As classes become larger, it becomes more difficult to ensure all students are able to directly participate in lab activities. In addition, the requirement of the class to have to move part way through the class is disruptive. The department of exercise sciences and recreation wants to restructure the hours to match other lab courses: 2 hours lecture and 2 hours lab for a 3-credit hour course. This will allow us to enroll more students into a single lecture section and have smaller lab sections that meet directly in the lab to perform hands on learning.

5. Date of departmental approval: 2/25/2025

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

1. **Type of Change:** *description, title*

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

Department(s)	Exercise Sciences and Recreation
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Exercise Science
Course Prefix & Number	EXS 424
Course Title	Principles and Practices of Fitness and Wellness Programming
Description	Planning fitness and wellness programs for a variety of settings, with emphasis on selecting appropriate modalities, needs of specific groups, and safety considerations.
Pre/ Co Requisites	PREREQ: EXS 264.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Exercise Sciences and Recreation
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Exercise Science
Course Prefix & Number	EXS 424
Course Title	Principles and Practices of Fitness and Wellness <u>Management</u>
Description	<u>Business and managerial aspects of</u> fitness and wellness programs for a variety of settings, with emphasis on <u>client needs</u> , safety considerations, <u>financial planning</u> , <u>marketing</u> , <u>liability management</u> , and <u>business operations for independent trainers and facility managers</u> .
Pre/ Co Requisites	PREREQ: EXS 264.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

We are changing the title and description of this course to more accurately reflect what this course covers. The word “programming” seemed to confuse students about what the course covered. By changing this to management, we hope to make it clearer that the course is about the practical aspects of working within the fitness industry. In

addition, the revised description more accurately reflects the breadth of materials covered in the textbook and lectures of this course.

5. **Date of departmental approval:** 02/25/2025

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

DEPARTMENT OF LANGUAGES & LITERATURES

CURRICULUM CHANGE

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

2.

Department(s)	Languages & Literatures (Program in Linguistics)
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	LNG
Course Prefix & Number	LNG 352
Course Title	Special Topics in Linguistics
Description	Various topics in Linguistics. NOTE: May be repeated up to 9 credits.
Pre/ Co Requisites	LNG 246 or SPV 246.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The Linguistics Program has an urgent need for the ability to offer our students courses in additional and newer areas of specialization and research, such as computational linguistics, morphology, language typology, corpus linguistics, and more. This is extremely beneficial to Linguistics majors seeking to do graduate work in the field and gives them an opportunity to acquire knowledge in a range of new and growing subareas of the field. A special topics course will allow us to furthermore showcase the specializations of our faculty and graduate teaching fellows from the Ph.D. program in Linguistics, whose expertise includes not only the core foundational subareas of linguistics already largely represented in our course offerings but also more recent subareas that are growing quickly within Linguistics and its interfaces with other fields and innovations in language processing and data analysis.

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

- Articulate and summarize understanding of core concepts as well as theoretical frameworks and methods in the topic selected for the iteration of the course.
- Formulate observations and draw informed conclusions regarding the chosen topic and related area of study.
- Construct analyses, arguments, explanations or projects within the selected area and topic of study

5. **Date of Departmental Approval:** February 19, 2025

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

DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

NEW COURSE

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

2.

Department(s)	Management and Business Innovation
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input checked="" type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Entrepreneurship
Course Prefix & Number	BBA 230
Course Title	Scaling Startup Business
Description	Customer acquisition, financial sustainability, pitch development; tools and insights to advance startup ventures
Pre/ Co Requisites	Departmental Permission
Credits	2
Hours	2
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Entrepreneurship is a key driver of innovation and economic growth, yet startups face significant challenges. 70% of startups fail, with 45% closing within five years (ElectrolQ, 2025). The Global Entrepreneurship Monitor 2025 Report notes a rising fear

of failure (49%), discouraging many potential entrepreneurs. Additionally, funding conditions have tightened, making it harder for startups to secure capital (Reuters, 2025).

Accelerator programs significantly improve startup success rates. Startups in accelerators experience a 60-70% survival rate (NBER, 2025). Furthermore, 70% of young entrepreneurs cite mentorship and networks as crucial to success (Kauffman Foundation, 2025).

The course directly addresses these challenges by providing:

- **Expert mentorship** to navigate business growth.
- **Hands-on experiential education** in customer acquisition, financial sustainability, and pitch development.
- **Access to capital** by participating in a pitch event at the end of the course.
- **Networking opportunities** with peers, investors, and industry leaders.

By equipping students with practical skills, mentorship, and resources, this course enhances the success rate of early-stage ventures.

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

- Develop and refine a scalable business model and formal plan by applying lean startup principles and customer validation techniques.
- Create and implement a customer acquisition strategy that includes market research, competitive analysis, and digital marketing tactics.
- Demonstrate financial sustainability by constructing financial projections, understanding key revenue drivers, and evaluating funding opportunities.
- Deliver a compelling investor-ready pitch that effectively communicates their business value proposition, market opportunity, and growth strategy.

5. **Date of Departmental Approval:** 3/13/2025

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** prerequisite, course attribute

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

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Theatre
Course Prefix & Number	THE 312
Course Title	Latinx Theatre
Description	Study of the theatrical practices and conventions of Latinx theatre.
Pre/ Co Requisites	NOTE: Students who have not completed the prerequisite THE 211 should see a department advisor. Prerequisite: THE 211
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Theatre
Course Prefix & Number	THE 312
Course Title	Latinx Theatre
Description	Study of the theatrical practices and conventions of Latinx theatre.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<u>WRIC</u>
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

As discussed with the Chair of Latino Studies and confirmed with the curriculum committee, THE 312 has a pre-requisite of THE 211 which is unnecessary as the course is designed as a liberal arts elective for all majors and minors, and makes it prohibitive for majors and non-majors alike to access this course. This is especially important to change as we are anticipating including the course in a new Latin American and Latino Arts Minor in collaboration with that department. The course should also be designated as a Writing Intensive (WRIC). It was recommended by the curriculum committee that these pre-requisites be removed so students can access this course as part of their major or minor or as an elective for non-majors.

5. Date of departmental approval: 1/31/25

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** *prerequisite*

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

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Theatre
Course Prefix & Number	THE 348
Course Title	Performing Arts Management
Description	Fiscal and administrative business practices as they apply to the management of professional, not-for-profit, and educational performing arts organizations.
Pre/ Co Requisites	PREREQ: THE 241 or DNC 235, or Departmental permission. NOTE: Dance, Dance/Theatre and Theatre majors are exempt from the requirement.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. <u>To: Underline</u> the changes	
Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Theatre
Course Prefix & Number	THE 348
Course Title	Performing Arts Management
Description	Fiscal and administrative business practices as they apply to the management of professional, not-for-profit, and educational performing arts organizations.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

As discussed with the Associate Dean of Arts and Humanities, THE 348 Performing Arts Management had an outdated "hidden" pre-requisite of THE 241 or DNC 235 or Departmental Permission which was put in place almost 20 years ago, and makes it prohibitive for majors and non-majors alike to access this course. This is especially important to change as we have a new Performing Arts Management Minor in collaboration with the Business College. It was recommended by the curriculum

committee that these pre-requisites be removed so students can access this course as part of their major or minor or as an elective for non-majors.

5. **Date of departmental approval:** 1/31/25

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

SCHOOL OF BUSINESS

CURRICULUM CHANGE

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

2.

Department(s)	School of Business
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Cooperative Education
Course Prefix & Number	CED 102
Course Title	Introduction to Career Development
Description	Introduces students to career planning and establishing career goals by examining individual and societal attitudes toward work, exploring career options, preparing for internships and employment, and developing a career kit.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Remove Experimental Course Attribute
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

While preparing students for postgraduation opportunities has long been a priority for academic institutions, the complexity of the labor market, emergence of new technologies, and changing expectations of employers have made it necessary that colleges are more intentional in getting students ready for their career. For example, according to the Inside Higher Ed's January 2023 report, "49 percent of recent graduates feel underqualified for entry-level jobs, nearly three in four employers say they are having difficulty finding graduates with the soft skills they need and almost two out of five students regret their majors, making career readiness a hot topic for higher education conferences, boardrooms and op-eds."

(<https://www.insidehighered.com/views/2023/01/11/career-readiness-initiatives-are-missing-mark-opinion>). Also, in April 2023, Forage report noted that only "53% of college students are confident or very confident that they know how to get a job after college; 43% of college students are confident or very confident that they know how to find relevant work experience during college, and; 48% of college students are confident or very confident that they know how to find the right career path."

(<https://www.theforage.com/blog/news/forage-career-readiness-survey>)

Providing support and intentional preparation of career readiness is particularly important for our Lehman College students, often first-generation college attendees and immigrants with little or no knowledge of career readiness and employer expectations. Additionally, to achieve a fulfilling and successful academic pursuit followed by a career path, students must be able to generally navigate the pathways connecting education and employment. Career readiness begins once a student is enrolled in college. This requires understanding oneself and the world of work, choosing majors, and aligning careers that align with one's academic interests, skills, abilities, values, interests, and personality, and creating realistic academic and career goals with a plan to achieve them. In addition, developing competency in critical soft skills expected by employers is needed along with applied experience in searching for or applying for internships and employment.

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

1. Prepare academic and career goals and plans.
2. Create a roadmap of academic and professional steps to achieve career goals.
3. Develop and apply critical thinking and writing skills in respective career areas.
4. Produce exemplary research and professional documents.

5. Date of Departmental Approval: 3/12/2025

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

Name of Program and Degree Award: Social Work, BA

Hegis Number: 2104.00

Program Code: 82477

Effective Term: Fall 2025

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

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

Major Requirements - Overall

Type: Completion requirement

Option 1

Earn at least 55 credits

Option 2

Earn at least 58 credits

Major Requirements - Option 1

Type: Completion requirement

Fulfill ALL of the following requirements:

Required Courses

Complete ALL of the following Courses:

- SWK 237 - Introduction to Social Work and Social Welfare
- SWK 239 - Social Welfare Institutions
- SWK 305 - Human Behavior and the Social Environment I
- SWK 306 - Human Behavior and the Social Environment II
- SWK 311 - Social Work Practice I
- SWK 312 - Social Work Practice II
- SWK 440 - ~~Fieldwork~~ Seminar I
- SWK 441 - ~~Fieldwork~~ Seminar II
- SWK 443 - Social Welfare Policy
- SWK 446 - Social Work Research
- SWK 470 - ~~Fieldwork~~ I
- SWK 471 - ~~Fieldwork~~ II

- SWK 470, SWK 312: Majors are expected to register for SWK 470 for the Fall semester after completing SWK 312.
- Prior to applying for Fieldwork I (SWK 470), all students must complete the New York State mandated 2-hour “Training in Child Abuse Identification and Reporting” online at <http://www.nysmandatedreporter.org>. The training and a Certificate of Completion are provided at no cost. A copy of the Certificate of Completion must be submitted together with the application for Fieldwork (SWK 470). Students who have taken this training previously are not required to repeat it if they provide the Social Work Department with a copy of their Certificate of Completion.

Elective

Earn at least 3 credits from the following:

- SWK 342 Social Wrk Pol in an Aging Soc
- SWK 351 Theor Persp of Substance Abuse
- SWK 361 Social Work in Urban Schools
- SWK 362 Social Services in Latino Communities
- SWK 363 Aging in the Global Context
- SWK 364 Trauma Through a Strengths Perspective
- SWK 365 Social Work in Urban Health Care Settings
- SWK 366 Mental Health Issues Across the Lifespan
- SWK 367 A Multidisciplinary Approach to Social Work and Public Safety
- SWK 368 Developing Social Entrepreneurship Initiatives for Economic Empowerment and Social Justice
- SWK 381 Tutorial in Social Work
- SOC 304 Collective Behavior
- SOC 305 Sociology of Health Care
- SOC 306 Economic and Workplace Inequality
- SOC 307 Media and Society
- SOC 308 Modern Organizations
- SOC 309 Social Inequality
- SOC 310 Knowledge Science and Society
- SOC 311 Social Science Perspectives on Health and Disability
- SOC 312 Sociology of Economic Development
- SOC 316 Foundation of Modern Sociological Theories
- SOC 319 Population and Society
- SOC 320 Immigration and Adaptation
- SOC 321 The Sociology of Food and Nutrition
- SOC 322 Sociology of Gender and Reproduction
- SOC 323 Social Movements, Social Inequality, and Public Policy
- SOC 324 Political Sociology
- SOC 325 Society, Economy, and Polity in the Middle East
- SOC 326 Political Socialization
- SOC 327 Sociology of American Policy Making
- SOC 328 Sociological Perspectives on the Dynamics of Gender
- SOC 330 Adoption Policy and Children’s Rights

- SOC 331 Sociology of Art
- SOC 332 Religion and Society
- SOC 333 Sociology of Disability
- SOC 334 Urban Sociology in Global Perspective
- SOC 335 Global and Cross-Cultural Perspectives on Education and Society
- SOC 336 Education and Inequality
- SOC 338 Race and Ethnicity in Society
- SOC 339 American Demography
- SOC 343 Sociological Theories of Aging
- ~~SOC 344 Field & Interpretative Method~~
- ~~SOC 345 Quantitative Analysis Soc Data~~
- ~~SOC 346 Methods of Social Research~~
- ~~SOC 347 Method Data Collect & Analysis~~
- ~~SOC 348 Reasoning with Data~~
- SOC 350 Selected Topics in Race and Ethnicity
- SOC 351 Issues and Problems in Sociological Theory
- ~~SOC 352 Selected Topics Social Research~~
- SOC 353 Selected Topics in Sociology
- SOC 354 Philosophy of Social Sciences

- ~~Social Work Elective Above 312~~

- ~~Sociology Elective Above 303~~

Other Disciplines

Earn at least 16 credits from the following:

- SOC 166 - Fundamentals of Sociology
- PSY 166 - General Psychology
- POL 166 - The American Political System
- ~~BIO 181 - Anatomy and Physiology I~~
- ~~OR BIO 182 - Anatomy and Physiology II~~
- ~~OR BIO 183 - Human Biology~~
- ~~BIO 166 - Principles of Biology: Cells and Genes~~
- ~~AND BIO 167 - Principles of Biology: Organisms~~
- ~~ENW 300 - Business Writing~~
- ~~ENW 301 - Workshop in Poetry~~
- ~~ENW 302 - Workshop in Fiction~~
- ~~ENW 303 - Workshop in Creative Nonfiction~~
- ~~ENW 304 - Writing for Prestigious Awards and Graduate Schools~~
- ~~ENW 305 - Principles of Professional Writing~~
- ~~ENW 306 - Collaboration and the Writing Process~~
- ~~ENW 308 - Workshop in Playwriting~~
- ~~ENW 309 - Workshop in Screenwriting~~
- ~~ENW 310 - Principles of Creative Writing~~
- ~~ENW 311 - Advanced Poetry Writing I~~

- ~~ENW 312 – Advanced Fiction Writing I~~
- ~~ENW 313 – Literary Craft for Professional Writers~~
- ~~ENW 314 – Evidence-Based Writing~~
- ~~ENW 315 – Editing for Style and Flow~~
- ~~ENW 316 – Storytelling for Professional Writers~~
- ~~ENW 317 – Editing and Proofreading~~
- ~~ENW 319 – Publishing Landscape~~
- ~~ENW 322 – Design for Writers~~
- ~~ENW 323 – Biography Writing~~
- ~~ENW 324 – The Contemporary Essay~~
- ~~ENW 325 – Arts Criticism: Writing about Popular Culture~~
- ~~ENW 326 – Memoir Writing~~
- ~~ENW 328 – Advanced Workshop Writing II~~
- ~~ENW 329 – Advanced Fiction Writing II~~
- ~~ENW 330 – Advanced Playwriting Workshop~~
- ~~ENW 332 – Feature Writing~~
- ~~ENW 333 – Marketing and PR Writing~~
- ~~ENW 334 – Grant and Proposal Writing~~
- ~~ENW 335 – Technical Writing~~
- ~~ENW 345 – Writing and Social Issues~~
- ~~ENW 364 – Topics in Creative Writing~~
- ~~ENW 365 – Special Topics in Professional Writing~~
- ~~ENW 366 – Special Topics in Writing and Rhetoric~~
- ~~ENW 381 – Individual Tutorial in Writing~~
- ~~ENW 382 – Research and Revision Tutorial~~
- ~~ENW 399 – Research, Rhetoric, and Writing Studies~~
- **ENW Elective 300 or Above**
- According to New York State Education Department regulations, students receiving a B.A. degree must complete 90 credits in liberal arts courses. SWK 311, SWK 312, SWK 440, SWK 470, SWK 441 and SWK 471 do not qualify as liberal arts courses.
- Courses
 - Students should note that the following year-long sequences begin only in the Fall semester:
 - Human Behavior and the Social Environment I and II (SWK 305 and SWK 306)
 - Social Work Practice I and II (SWK 311 and SWK 312)
 - ~~Fieldwork~~ Seminar I and II (SWK 440 and SWK 441)
 - ~~Fieldwork~~ I and II (SWK 470 and SWK 471)

Major Requirements - Option 2

Type: Completion requirement

Fulfill ALL of the following requirements:

Required Courses

Complete ALL of the following Courses:

Complete ALL of the following Courses:

- SWK 237 - Introduction to Social Work and Social Welfare
 - SWK 239 - Social Welfare Institutions
 - SWK 305 - Human Behavior and the Social Environment I
 - SWK 306 - Human Behavior and the Social Environment II
 - SWK 311 - Social Work Practice I
 - SWK 312 - Social Work Practice II
 - SWK 440 - ~~Fieldwork Seminar I~~
 - SWK 441 - ~~Fieldwork Seminar II~~
 - SWK 443 - Social Welfare Policy
 - SWK 446 - Social Work Research
 - SWK 470 - ~~Fieldwork I~~
 - SWK 471 - ~~Fieldwork II~~
-
- SWK 470, SWK 312: Majors are expected to register for SWK 470 for the Fall semester after completing SWK 312.
 - Prior to applying for ~~Fieldwork I~~ (SWK 470), all students must complete the New York State mandated 2-hour "Training in Child Abuse Identification and Reporting" online at <http://www.nysmandatedreporter.org>. The training and a Certificate of Completion are provided at no cost. A copy of the Certificate of Completion must be submitted together with the application for ~~Fieldwork~~ (SWK 470). Students who have taken this training previously are not required to repeat it if they provide the Social Work Department with a copy of their Certificate of Completion.

Elective

Earn at least 3 credits from the following:

- SWK 342 Social Wrk Pol in an Aging Soc
- SWK 351 Theor Persp of Substance Abuse
- SWK 361 Social Work in Urban Schools
- SWK 362 Social Services in Latino Communities
- SWK 363 Aging in the Global Context
- SWK 364 Trauma Through a Strengths Perspective
- SWK 365 Social Work in Urban Health Care Settings
- SWK 366 Mental Health Issues Across the Lifespan
- SWK 367 A Multidisciplinary Approach to Social Work and Public Safety
- SWK 368 Developing Social Entrepreneurship Initiatives for Economic Empowerment and Social Justice
- SWK 381 Tutorial in Social Work
- SOC 304 Collective Behavior
- SOC 305 Sociology of Health Care
- SOC 306 Economic and Workplace Inequality

- SOC 307 Media and Society
- SOC 308 Modern Organizations
- SOC 309 Social Inequality
- SOC 310 Knowledge Science and Society
- SOC 311 Social Science Perspectives on Health and Disability
- SOC 312 Sociology of Economic Development
- SOC 316 Foundation of Modern Sociological Theories
- SOC 319 Population and Society
- SOC 320 Immigration and Adaptation
- SOC 321 The Sociology of Food and Nutrition
- SOC 322 Sociology of Gender and Reproduction
- SOC 323 Social Movements, Social Inequality, and Public Policy
- SOC 324 Political Sociology
- SOC 325 Society, Economy, and Polity in the Middle East
- SOC 326 Political Socialization
- SOC 327 Sociology of American Policy Making
- SOC 328 Sociological Perspectives on the Dynamics of Gender
- SOC 330 Adoption Policy and Children's Rights
- SOC 331 Sociology of Art
- SOC 332 Religion and Society
- SOC 333 Sociology of Disability
- SOC 334 Urban Sociology in Global Perspective
- SOC 335 Global and Cross-Cultural Perspectives on Education and Society
- SOC 336 Education and Inequality
- SOC 338 Race and Ethnicity in Society
- SOC 339 American Demography
- SOC 343 Sociological Theories of Aging
- ~~SOC 344 Field & Interpretative Method~~
- ~~SOC 345 Quantitative Analysis Soc Data~~
- ~~SOC 346 Methods of Social Research~~
- ~~SOC 347 Method Data Collect & Analysis~~
- ~~SOC 348 Reasoning with Data~~
- SOC 350 Selected Topics in Race and Ethnicity
- SOC 351 Issues and Problems in Sociological Theory
- ~~SOC 352 Selected Topics Social Research~~
- SOC 353 Selected Topics in Sociology
- SOC 354 Philosophy of Social Sciences

- ~~Social Work Elective Above 312~~

- ~~Sociology Elective Above 303~~

Other Disciplines

Earn at least 16 credits from the following:

- SOC 166 - Fundamentals of Sociology
- PSY 166 - General Psychology
- POL 166 - The American Political System
- ~~BIO 181 - Anatomy and Physiology I~~
- ~~OR BIO 182 - Anatomy and Physiology II~~
- ~~OR BIO 183 - Human Biology~~
- ~~BIO 166 - Principles of Biology: Cells and Genes~~
- ~~AND BIO 167 - Principles of Biology: Organisms~~
- ~~ENW 300 - Business Writing~~
- ~~ENW 301 - Workshop in Poetry~~
- ~~ENW 302 - Workshop in Fiction~~
- ~~ENW 303 - Workshop in Creative Nonfiction~~
- ~~ENW 304 - Writing for Prestigious Awards and Graduate Schools~~
- ~~ENW 305 - Principles of Professional Writing~~
- ~~ENW 306 - Collaboration and the Writing Process~~
- ~~ENW 308 - Workshop in Playwriting~~
- ~~ENW 309 - Workshop in Screenwriting~~
- ~~ENW 310 - Principles of Creative Writing~~
- ~~ENW 311 - Advanced Poetry Writing I~~
- ~~ENW 312 - Advanced Fiction Writing I~~
- ~~ENW 313 - Literary Craft for Professional Writers~~
- ~~ENW 314 - Evidence-Based Writing~~
- ~~ENW 315 - Editing for Style and Flow~~
- ~~ENW 316 - Storytelling for Professional Writers~~
- ~~ENW 317 - Editing and Proofreading~~
- ~~ENW 319 - Publishing Landscape~~
- ~~ENW 322 - Design for Writers~~
- ~~ENW 323 - Biography Writing~~
- ~~ENW 324 - The Contemporary Essay~~
- ~~ENW 325 - Arts Criticism: Writing about Popular Culture~~
- ~~ENW 326 - Memoir Writing~~
- ~~ENW 328 - Advanced Workshop Writing II~~
- ~~ENW 329 - Advanced Fiction Writing II~~
- ~~ENW 330 - Advanced Playwriting Workshop~~
- ~~ENW 332 - Feature Writing~~
- ~~ENW 333 - Marketing and PR Writing~~
- ~~ENW 334 - Grant and Proposal Writing~~
- ~~ENW 335 - Technical Writing~~
- ~~ENW 345 - Writing and Social Issues~~
- ~~ENW 364 - Topics in Creative Writing~~
- ~~ENW 365 - Special Topics in Professional Writing~~
- ~~ENW 366 - Special Topics in Writing and Rhetoric~~
- ~~ENW 381 - Individual Tutorial in Writing~~
- ~~ENW 382 - Research and Revision Tutorial~~
- ~~ENW 399 - Research, Rhetoric, and Writing Studies~~

- ENW Elective 300 or Above
- According to New York State Education Department regulations, students receiving a B.A. degree must complete 90 credits in liberal arts courses. SWK 311, SWK 312, SWK 440, SWK 470, SWK 441 and SWK 471 do not qualify as liberal arts courses.
- Courses
 - Students should note that the following year-long sequences begin only in the Fall semester:
 - Human Behavior and the Social Environment I and II (SWK 305 and SWK 306)
 - Social Work Practice I and II (SWK 311 and SWK 312)
 - ~~Fieldwork~~ Seminar I and II (SWK 440 and SWK 441)
 - ~~Fieldwork~~ I and II (SWK 470 and SWK 471)

Complete ALL of the following Courses:

- SWK 251 - Special Studies in Social Work
- SWK 351 - Theoretical Perspectives of Substance Abuse
- NOTE: SWK 351 can fulfill the 300-level elective requirement in the Social Work Major – Option 1.
- Additional requirements for the CASAC will include the following:
 - Work experience in an OASAS-approved substance abuse agency; Successful completion of the N.Y. State CASAC credentialing examination; Submission of an application and required fee to OASAS Credentialing Unit staff.
 - Arrangements to meet those requirements will be made individually by the student with the N.Y. State Office of Alcoholism and Substance Abuse Services (OASAS).

3. **To:** Underline the changes

Type: Completion requirement

Option 1

Earn at least 55 credits

Option 2

Earn at least 58 credits

Major Requirements - Option 1

Type: Completion requirement

Fulfill ALL of the following requirements:

Required Courses

Complete ALL of the following Courses:

- SWK 237 - Introduction to Social Work and Social Welfare

- SWK 239 - Social Welfare Institutions
 - SWK 305 - Human Behavior and the Social Environment I
 - SWK 306 - Human Behavior and the Social Environment II
 - SWK 311 - Social Work Practice I
 - SWK 312 - Social Work Practice II
 - SWK 440 - Practicum Seminar I
 - SWK 441 - Practicum Seminar II
 - SWK 443 - Social Welfare Policy
 - SWK 446 - Social Work Research
 - SWK 470 - Practicum I
 - SWK 471 - Practicum II
-
- SWK 470, SWK 312: Majors are expected to register for SWK 470 for the Fall semester after completing SWK 312.
 - Prior to applying for Practicum I (SWK 470), all students must complete the New York State mandated 2-hour “Training in Child Abuse Identification and Reporting” online at <http://www.nysmandatedreporter.org>. The training and a Certificate of Completion are provided at no cost. A copy of the Certificate of Completion must be submitted together with the application for Practicum I (SWK 470). Students who have taken this training previously are not required to repeat it if they provide the Social Work Department with a copy of their Certificate of Completion.

Elective

Earn at least 3 credits from the following:

- Social Work Electives Above 312
 - SWK 342 Social Wrk Pol in an Aging Soc
 - SWK 351 Theor Persp of Substance Abuse
 - SWK 361 Social Work in Urban Schools
 - SWK 362 Social Services in Latino Communities
 - SWK 363 Aging in the Global Context
 - SWK 364 Trauma Through a Strengths Perspective
 - SWK 365 Social Work in Urban Health Care Settings
 - SWK 366 Mental Health Issues Across the Lifespan
 - SWK 367 Social Work and Public Safety: A Multidisciplinary Approach to Public Safety
 - SWK 368 Developing Social Entrepreneurship Initiatives for Economic Empowerment and Social Justice
 - SWK 381 Tutorial in Social Work
- Sociology Elective Above 303
 - SOC 304 Collective Behavior
 - SOC 305 Sociology of Health Care
 - SOC 306 Economic and Workplace Inequality
 - SOC 307 Media and Society
 - SOC 308 Modern Organizations
 - SOC 309 Social Inequality

- SOC 310 Knowledge Science and Society
- SOC 311 Social Science Perspectives on Health and Disability
- SOC 312 Sociology of Economic Development
- SOC 316 Foundation of Modern Sociological Theories
- SOC 319 Population and Society
- SOC 320 Immigration and Adaptation
- SOC 321 The Sociology of Food and Nutrition
- SOC 322 Sociology of Gender and Reproduction
- SOC 323 Social Movements, Social Inequality, and Public Policy
- SOC 324 Political Sociology
- SOC 325 Society, Economy, and Polity in the Middle East
- SOC 326 Political Socialization
- SOC 327 Sociology of American Policy Making
- SOC 328 Sociological Perspectives on the Dynamics of Gender
- SOC 330 Adoption Policy and Children's Rights
- SOC 331 Sociology of Art
- SOC 332 Religion and Society
- SOC 333 Sociology of Disability
- SOC 334 Urban Sociology in Global Perspective
- SOC 335 Global and Cross-Cultural Perspectives on Education and Society
- SOC 336 Education and Inequality
- SOC 338 Race and Ethnicity in Society
- SOC 339 American Demography
- SOC 343 Sociological Theories of Aging
- SOC 350 Selected Topics in Race and Ethnicity
- SOC 351 Issues and Problems in Sociological Theory
- SOC 353 Selected Topics in Sociology
- SOC 354 Philosophy of Social Sciences

Other Disciplines

Earn at least 16 credits from the following:

- SOC 166 - Fundamentals of Sociology
- PSY 166 - General Psychology
- POL 166 - The American Political System
- BIO 183 - Human Biology Or
 - BIO 181 - Anatomy and Physiology I
 - OR BIO 182 - Anatomy and Physiology II
 - OR BIO 166 - Principles of Biology: Cells and Genes AND BIO 167 - Principles of Biology: Organisms (courses taken together/co-requisites)
- And an ENW elective (301 or above) is required choose from the following:
 - ENW 301 - Workshop in Poetry
 - ENW 302 - Workshop in Fiction
 - ENW 303 - Workshop in Creative Nonfiction
 - ENW 304 - Writing for Prestigious Awards and Graduate Schools
 - ENW 305 - Principles of Professional Writing
 - ENW 306 - Collaboration and the Writing Process

- ENW 308 - Workshop in Playwriting
 - ENW 309 - Workshop in Screenwriting
 - ENW 310 - Principles of Creative Writing
 - ENW 311 - Advanced Poetry Writing I
 - ENW 312 - Advanced Fiction Writing I
 - ENW 313 - Literary Craft for Professional Writers
 - ENW 314 - Evidence-Based Writing
 - ENW 315 - Editing for Style and Flow
 - ENW 316 - Storytelling for Professional Writers
 - ENW 317 - Editing and Proofreading
 - ENW 319 - Publishing Landscape
 - ENW 322 - Design for Writers
 - ENW 323 - Biography Writing
 - ENW 324 - The Contemporary Essay
 - ENW 325 - Arts Criticism: Writing about Popular Culture
 - ENW 326 - Memoir Writing
 - ENW 328 - Advanced Workshop Writing II
 - ENW 329 - Advanced Fiction Writing II
 - ENW 330 - Advanced Playwriting Workshop
 - ENW 332 - Feature Writing
 - ENW 333 - Marketing and PR Writing
 - ENW 334 - Grant and Proposal Writing
 - ENW 335 - Technical Writing
 - ENW 345 - Writing and Social Issues
 - ENW 364 - Topics in Creative Writing
 - ENW 365 - Special Topics in Professional Writing
 - ENW 366 - Special Topics in Writing and Rhetoric
 - ENW 381 - Individual Tutorial in Writing
 - ENW 382 - Research and Revision Tutorial
 - ENW 399 - Research, Rhetoric, and Writing Studies
- According to New York State Education Department regulations, students receiving a B.A. degree must complete 90 credits in liberal arts courses. SWK 311, SWK 312, SWK 440, SWK 470, SWK 441 and SWK 471 do not qualify as liberal arts courses.
 - Courses
 - Students should note that the following year-long sequences begin only in the Fall semester:
 - Human Behavior and the Social Environment I and II (SWK 305 and SWK 306)
 - Social Work Practice I and II (SWK 311 and SWK 312)
 - Practicum Seminar I and II (SWK 440 and SWK 441)
 - Practicum I and II (SWK 470 and SWK 471)

Major Requirements - Option 2

Type: Completion requirement

Fulfill ALL of the following requirements:

Required Courses

Complete ALL of the following Courses:

- SWK 237 - Introduction to Social Work and Social Welfare
- SWK 239 - Social Welfare Institutions
- SWK 305 - Human Behavior and the Social Environment I
- SWK 306 - Human Behavior and the Social Environment II
- SWK 311 - Social Work Practice I
- SWK 312 - Social Work Practice II
- SWK 440 - Practicum Seminar I
- SWK 441 - Practicum Seminar II
- SWK 443 - Social Welfare Policy
- SWK 446 - Social Work Research
- SWK 470 - Practicum I
- SWK 471 - Practicum II
- SWK 470, SWK 312: Majors are expected to register for SWK 470 for the Fall semester after completing SWK 312.
- Prior to applying for Practicum I (SWK 470), all students must complete the New York State mandated 2-hour "Training in Child Abuse Identification and Reporting" online at <http://www.nysmandatedreporter.org>. The training and a Certificate of Completion are provided at no cost. A copy of the Certificate of Completion must be submitted together with the application for Practicum I (SWK 470). Students who have taken this training previously are not to repeat it if they provide the Social Work Department with a copy of their Certificate of Completion.

Elective

Earn at least 3 credits from the following:

- Social Work Electives Above SWK 312
 - SWK 342 Social Wrk Pol in an Aging Soc
 - SWK 351 Theor Persp of Substance Abuse
 - SWK 361 Social Work in Urban Schools
 - SWK 362 Social Services in Latino Communities
 - SWK 363 Aging in the Global Context
 - SWK 364 Trauma Through a Strengths Perspective
 - SWK 365 Social Work in Urban Health Care Settings
 - SWK 366 Mental Health Issues Across the Lifespan
 - SWK 367 Social Work and Public Safety: A Multidisciplinary Approach to Public Safety
 - SWK 368 Developing Social Entrepreneurship Initiatives for Economic Empowerment and Social Justice
 - SWK 381 Tutorial in Social Work
- Sociology Elective Above 303
 - SOC 304 Collective Behavior
 - SOC 305 Sociology of Health Care
 - SOC 306 Economic and Workplace Inequality

- SOC 307 Media and Society
- SOC 308 Modern Organizations
- SOC 309 Social Inequality
- SOC 310 Knowledge Science and Society
- SOC 311 Social Science Perspectives on Health and Disability
- SOC 312 Sociology of Economic Development
- SOC 316 Foundation of Modern Sociological Theories
- SOC 319 Population and Society
- SOC 320 Immigration and Adaptation
- SOC 321 The Sociology of Food and Nutrition
- SOC 322 Sociology of Gender and Reproduction
- SOC 323 Social Movements, Social Inequality, and Public Policy
- SOC 324 Political Sociology
- SOC 325 Society, Economy, and Polity in the Middle East
- SOC 326 Political Socialization
- SOC 327 Sociology of American Policy Making
- SOC 328 Sociological Perspectives on the Dynamics of Gender
- SOC 330 Adoption Policy and Children's Rights
- SOC 331 Sociology of Art
- SOC 332 Religion and Society
- SOC 333 Sociology of Disability
- SOC 334 Urban Sociology in Global Perspective
- SOC 335 Global and Cross-Cultural Perspectives on Education and Society
- SOC 336 Education and Inequality
- SOC 338 Race and Ethnicity in Society
- SOC 339 American Demography
- SOC 343 Sociological Theories of Aging
- SOC 350 Selected Topics in Race and Ethnicity
- SOC 351 Issues and Problems in Sociological Theory
- SOC 353 Selected Topics in Sociology
- SOC 354 Philosophy of Social Sciences

Other Disciplines

Earn at least 16 credits from the following:

- SOC 166 - Fundamentals of Sociology
- PSY 166 - General Psychology
- POL 166 - The American Political System
- BIO 183 - Human Biology
- Or
 - BIO 181 - Anatomy and Physiology I
 - OR BIO 182 - Anatomy and Physiology II
 - OR BIO 166 - Principles of Biology: Cells and Genes AND BIO 167 - Principles of Biology: Organisms (courses taken together/co-requisites)
- And an ENW elective (301 or above) is required choose from the following:
 - ENW 301 - Workshop in Poetry

- ENW 302 - Workshop in Fiction
- ENW 303 - Workshop in Creative Nonfiction
- ENW 304 - Writing for Prestigious Awards and Graduate Schools
- ENW 305 - Principles of Professional Writing
- ENW 306 - Collaboration and the Writing Process
- ENW 308 - Workshop in Playwriting
- ENW 309 - Workshop in Screenwriting
- ENW 310 - Principles of Creative Writing
- ENW 311 - Advanced Poetry Writing I
- ENW 312 - Advanced Fiction Writing I
- ENW 313 - Literary Craft for Professional Writers
- ENW 314 - Evidence-Based Writing
- ENW 315 - Editing for Style and Flow
- ENW 316 - Storytelling for Professional Writers
- ENW 317 - Editing and Proofreading
- ENW 319 - Publishing Landscape
- ENW 322 - Design for Writers
- ENW 323 - Biography Writing
- ENW 324 - The Contemporary Essay
- ENW 325 - Arts Criticism: Writing about Popular Culture
- ENW 326 - Memoir Writing
- ENW 328 - Advanced Workshop Writing II
- ENW 329 - Advanced Fiction Writing II
- ENW 330 - Advanced Playwriting Workshop
- ENW 332 - Feature Writing
- ENW 333 - Marketing and PR Writing
- ENW 334 - Grant and Proposal Writing
- ENW 335 - Technical Writing
- ENW 345 - Writing and Social Issues
- ENW 364 - Topics in Creative Writing
- ENW 365 - Special Topics in Professional Writing
- ENW 366 - Special Topics in Writing and Rhetoric
- ENW 381 - Individual Tutorial in Writing
- ENW 382 - Research and Revision Tutorial
- ENW 399 - Research, Rhetoric, and Writing Studies
- According to New York State Education Department regulations, students receiving a B.A. degree must complete 90 credits in liberal arts courses. SWK 311, SWK 312, SWK 440, SWK 470, SWK 441 and SWK 471 do not qualify as liberal arts courses.
- Courses
 - Students should note that the following year-long sequences begin only in the Fall semester:
 - Human Behavior and the Social Environment I and II (SWK 305 and SWK 306)
 - Social Work Practice I and II (SWK 311 and SWK 312)
 - Practicum Seminar I and II (SWK 440 and SWK 441)

- Practicum I and II (SWK 470 and SWK 471)

Complete ALL of the following Courses:

- SWK 251 - Substance Abuse and Urban Society
- SWK 351 - Theoretical Perspectives of Substance Abuse
- NOTE: SWK 351 can fulfill the 300-level elective requirement in the Social Work Major – Option 1.
- Additional requirements for the CASAC will include the following:
 - Work experience in an OASAS-approved substance abuse agency; Successful completion of the N.Y. State CASAC credentialing examination; Submission of an application and required fee to OASAS Credentialing Unit staff.
 - Arrangements to meet those requirements will be made individually by the student with the N.Y. State Office of Alcoholism and Substance Abuse Services (OASAS).

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

This will allow students to choose from additional electives in the undergraduate social work program. Additionally, this will fix some errors on the website containing the Lehman College Catalog.

5. Date of departmental approval: 11-06-24

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

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

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

Department(s)	Social Work
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Social Work
Course Prefix & Number	SWK 440
Course Title	Fieldwork Seminar I
Description	<p>Offered only in the fall semester. Integration of theories and principles of social work practice with fieldwork experience.</p> <p>PREREQ: Completion of SWK 312 and SWK 306 with a minimum grade of C. COREQ: SWK 470.</p> <p>Note: Prior to applying for Fieldwork-I (SWK 470), all students must complete the New York State mandated 2-hour "Training in Child Abuse Identification and Reporting" online at http://www.nysmandatedreporter.org/. The training and a Certificate of Completion are provided at no cost. A copy of the Certificate of Completion must be submitted together with the application for Fieldwork (SWK 470). Students who have taken this training previously are not required to repeat it if they provide the Social Work Department with a copy of their Certificate of Completion.</p>
Pre/ Co Requisites	<p>Prerequisite: completion of SWK 312 and SWK 306 with a minimum grade of C</p> <p>Co-requisite: SWK 470 (Fieldwork-I)</p>
Credits	2
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p><input type="checkbox"/> English Composition</p>

	<input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:** Underline the changes

Department(s)	Social Work
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Social Work
Course Prefix & Number	SWK 440
Course Title	<u>Practicum Seminar I</u>
Description	<p>Offered only in the fall semester.</p> <p><u>This course, concurrent with Practicum I (SWK 470), provides a structured environment for students to integrate and apply social work knowledge, values, and skills within their practicum settings.</u></p> <p>Note: <u>To register for SWK 440 and SWK 470, all students must have completed the New York State mandated 2-hour "Training in Child Abuse Identification and Reporting" online at http://www.nysmandatedreporter.org/ which is provided at no cost. A copy of the Certification of Completion from this training must be submitted together with the application for <u>Practicum I</u> (SWK 470). Students who have taken this training previously are not required to repeat it if they can provide the Department of Social Work with a copy of the Certificate of Completion for this training.</u></p>
Pre/ Co Requisites	<p>Prerequisite: completion of SWK 312 and SWK 306 with a minimum grade of C</p> <p>Co-requisite: SWK 470 (<u>Practicum I</u>)</p>
Credits	2
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing)	

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

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

As part of our commitment to anti-racist social work education and practice, we have intentionally removed the term 'field' from our curriculum and replaced it with 'practicum.' This decision supports the movement toward more inclusive language, recognizing that certain terms may be perceived as anti-Black or anti-immigrant. Our change is in alignment with the Council on Social Work Education's (CSWE) recent revisions to language and the addition of anti-racism to their core competencies. Social work programs across the country are making similar adjustments to their language. Since late 2022, we have referred to this essential component of social work education as 'practicum,' underscoring our commitment to fostering an inclusive and supportive learning environment.

5. Date of departmental approval: 11-06-24

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

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

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

Department(s)	Social Work
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Social Work
Course Prefix & Number	SWK 470
Course Title	Fieldwork-I
Description	Placement in a community service agency two full days a week throughout the semester. Note: The grading system for this course for all students is Pass-Fail. PREREQUISITE: Completion of SWK 312 and SWK 306 with a minimum grade of C and completion of the College English requirement. CO-REQUISITE: SWK 440 (Fieldwork Seminar I)
Pre/ Co Requisites	Prerequisite: SWK 306 and SWK 312 completed with a minimum grade of C and ENG 120 Co-requisite: SWK 440
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	None
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

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

Department(s)	Social Work
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Social Work
Course Prefix & Number	SWK 470
Course Title	<u>Practicum Seminar I</u>
Description	<p><u>This course, concurrent with Practicum Seminar (SWK 440), is designed to prepare students for generalist professional social work practice through a 200-hour practicum during the Fall semester.</u></p> <p>NOTE: <u>To register for SWK 440 and SWK 470, all students must have completed the New York State mandated 2-hour "Training in Child Abuse Identification and Reporting"</u> The grading system for this course for all students is Pass-Fail.</p>
Pre/ Co Requisites	Prerequisite: SWK 306 and SWK 312 completed with a minimum grade of C. and ENG 120 Co-requisite: SWK 440
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

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

SWK 470, Practicum I, is designed to provide students with the practical experience necessary to apply social work knowledge and skills in real-world settings. The rationale for this course is rooted in the belief that effective social work practice requires not only theoretical understanding but also hands-on experience. This course enables students to engage directly with diverse client systems, integrating their academic learning with practical application. By participating in a structured internship, students develop critical professional skills, enhance their understanding of the social work profession, and prepare for more advanced practice in subsequent practicum courses. The 200-hour internship, coupled with supervision and concurrent seminar instruction, ensures that students receive comprehensive guidance and support as they transition from classroom learning to professional practice.

5. Date of departmental approval: 11-06-24

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

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

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

Department(s)	Social Work
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Social Work
Course Prefix & Number	SWK 441
Course Title	Fieldwork-Seminar II
Description	Offered only in the spring semester. Continuation of SWK 440. PREREQ: Completion of SWK 440 and SWK 470 with a minimum grade of C. COREQ: SWK 471.
Pre/ Co Requisites	PREREQUISITE: SWK 440 (Fieldwork-Seminar I) Completed with a minimum grade of C and SWK 470 (Fieldwork I) Completed with a minimum grade of C. CO-REQUISITE: SWK 471 (Fieldwork II)
Credits	2
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

Department(s)	Social Work
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Social Work
Course Prefix & Number	SWK 441
Course Title	<u>Practicum Seminar II</u>
Description	<p>Offered only in the spring semester. Continuation of SWK 440.</p> <p><u>Practicum Seminar II (SWK 441) is the second part of the practicum seminar series, designed to be taken concurrently with Practicum II (SWK 471). This course provides a structured framework for students to deepen their integration of classroom learning with practicum experiences. It focuses on advanced application of social work knowledge, values, and skills across diverse urban settings and at multiple system levels, including individuals, families, groups, organizations, and communities.</u></p>
Pre/ Co Requisites	<p>PREREQUISITE: SWK 440 (<u>Practicum Seminar I</u>) Completed with a minimum grade of C. and SWK 470 (<u>Practicum I</u>) Completed with a minimum grade of C.</p> <p>CO-REQUISITE: SWK 471 (<u>Practicum II</u>)</p>
Credits	2
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

	<input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

SWK 441, Practicum Seminar II, is a continuation of Practicum Seminar I and is designed to provide students with ongoing support and integration of their practicum experiences with classroom learning. This course aims to deepen students' understanding of social work practice by focusing on the practical application of knowledge, skills, and values in diverse urban settings. It helps students to reflect on their experiences, incorporate professional values, and engage in self-exploration. The seminar fosters a comprehensive understanding of social work at multiple levels, including individuals, families, groups, organizations, and communities. By linking theory with practice, students develop advanced competencies in social work and prepare for professional roles in various settings.

5. Date of departmental approval: 11-06-24

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

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

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

Department(s)	Social Work
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Social Work
Course Prefix & Number	SWK 471
Course Title	Fieldwork-II
Description	Continuation of SWK 470 (Fieldwork I). Placement continues in the same community service agency two full days a week throughout the semester. NOTE: The grading system for this course for all students is Pass-Fail. PREREQUISITE: Completion of SWK 470 (Fieldwork I) with a minimum grade of C. COREQUISITE: SWK 441 (Fieldwork Seminar II)
Pre/ Co Requisites	PREREQUISITE: SWK 440 (Fieldwork Seminar I) Completed with a minimum grade of C and SWK 470 (Fieldwork I) Completed with a minimum grade of C. CO-REQUISITE: SWK 441 (Fieldwork Seminar II)
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

	<input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:** Underline the changes

Department(s)	Social Work
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Social Work
Course Prefix & Number	SWK 471
Course Title	<u>Practicum II</u>
Description	<p><u>SWK 471: Practicum II is the continuation of Practicum I, providing students with an opportunity to apply and deepen their social work knowledge, skills, and values in a professional setting. This course involves a 250-hour internship during the Spring semester, supervised by an MSW Practicum Instructor at the same agency where students completed their Fall semester practicum.</u></p> <p>NOTE: The grading system for this course for all students is Pass-Fail. Concurrent enrollment in SWK 441 (<u>Practicum Seminar II</u>) supports the integration of classroom content with <u>practicum</u> experience.</p>
Pre/ Co Requisites	<p>PREREQUISITE: SWK 440 (<u>Practicum Seminar I</u>) Completed with a minimum grade of C and SWK 470 (<u>Practicum I</u>) Completed with a minimum grade of C. <u>Practicum</u> Evaluation for SWK 470</p> <p>CO-REQUISITE: SWK 441 (<u>Practicum Seminar II</u>)</p>
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	None
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The rationale for SWK 471 is grounded in the belief that effective social work practice requires a deep integration of theoretical knowledge with hands-on experience. This course builds on the foundation established in Practicum I by providing an extended and more intensive practicum experience. Students will refine their skills through continued work in a real-world setting, where they can apply classroom learning to address complex challenges faced by diverse populations. The concurrent seminar (SWK 441) ensures that students have structured opportunities to reflect on their experiences, receive feedback, and further connect theory with practice. This combination of practical experience and reflective learning is essential for developing competent, ethical, and effective social workers.

5. Date of departmental approval: 11-06-24

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

DEPARTMENT OF SPEECH LANGUAGE HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Mass Communication, Minor
Effective Term:

1. **Type of Change:** Withdrawal of Mass Communication, Minor

2. **Description:**

Minor Requirements – Required Course

Type: Completion requirement

Earn at least 12 credits

Students satisfy the requirements for the 12-credit Mass Communications Minor by Academic Departments and Programs taking four courses, three or four of which are at the 300-level

3. **Rationale:**

This minor is not sponsored by our department. It was not created or offered by our department in the last 2 decades.

4. **Date of departmental approval:** 2/24/2025

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Speech Pathology and Audiology, Minor
Effective Term:

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

2. **From:**

~~Speech Pathology & Audiology Minor (12 credits)~~

Minor Requirements – Required Course

Type: Completion requirement:

Complete ALL of the following Courses:

	Credits
SPV 247 - Anatomy and Physiology of the Speech Mechanism	3
SPV 245 - Articulatory Phonetics	3
SPV 246 - Introduction to Linguistics	3
SPV 228 - Introduction to Audiology	3

~~This department minor consists of courses at the 200 level or higher.~~

3. **To:**

Communication Sciences and Disorders (12-Credit Minor)

The minor offers exposure to a variety of aspects of the Communication Sciences and Disorders (CSD) field. Appropriate for students majoring in other health professions, in general education and special education, as well as in psychology or linguistics among others. The CSD minor does not prepare students for admission to graduate programs in speech-language pathology or audiology.

The required credits are distributed as follows:

	Credits
<u>SPV 312 Bilingualism</u>	<u>3</u>
SPV 246 Introduction to Linguistics	3
<u>HPI 101 US Healthcare: careers in a unique system</u>	<u>3</u>

&

3 credit elective from the following:

SPV 311 Cultural and Linguistic Diversity in Speech Language Pathology	3
SPV 313 Deaf & hard of hearing studies	3
SPV 101 Introduction to Sign Language	3

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

The minor in speech pathology hasn't been updated in more than 2 decades and no longer felt relevant or attractive to students pursuing a major in related fields. The title of the minor was the same as the one for the major and needed to be changed to reflect the general field of communication sciences and disorders. While the total number of credits remains the same, the courses that will be offered in the minor reflect a more broad education about the CSD field. In accordance with the department of Health Equity, Administration and technology, we included the course HP1 as a required course in our CSD minor.

5. Date of departmental approval: 2/24/2025

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

DEPARTMENT OF SPEECH LANGUAGE HEARING SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	SLHS
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Pathology and Audiology
Course Prefix & Number	SPV 311
Course Title	Cultural and Linguistic Diversity in Speech Language Pathology
Description	Cultural influences on communication, communication disorders, language, and society, and their impact on the profession of Speech-Language Pathology.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course is a new elective course offered to both the students in the major and minor in the speech and hearing sciences department. This course will enable students to understand cultural influences on communication, communication disorders, language, and society and support the exploration of (self and others) perceptions and stereotypes that impact the profession of Speech-Language Pathology. The purpose of this course is to make students aware of the breadth of diversity and its influences on speech-language pathology and audiology services

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

1. Analyze communication stereotypes and perceptions across cultures
2. Analyze and describe various components of culture and ways in which cultures differ within the United States, with an emphasis on communication and communication disorders
3. Contrast communication differences and communication disorders in the CSD Field.
4. Examine ethical responsibilities of speech-language pathologists regarding assessment and treatment of diverse populations

5. Date of Departmental Approval: 2/24/2025

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

DEPARTMENT OF SPEECH LANGUAGE HEARING SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	SLHS
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Pathology and Audiology
Course Prefix & Number	SPV 313
Course Title	Deaf & hard of hearing studies
Description	Explore various deaf communities and cultures in the United States and key issues related to sign language, education, accessibility, and life experiences of the deaf community.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course is a new elective course offered to both the students in the major and minor in the speech and hearing sciences department. This course will enable students to explore the variety of deaf communities and cultures in the United States and the key issues related to sign language, education, accessibility, and life experiences of the deaf community.

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

1. Examine society's attitudes toward disability in general and deafness more specifically
2. Discuss the concept of audism from the individual to the institutional level
3. Define culture in general and within the Deaf community and describe the rules for membership, social interaction, norms, and values
4. Identify the concepts of Deafhood, Deaf gain, and Deaf space embraced by the Deaf community
5. Identify the role of sign language and the forms and functions of ASL
6. Discuss the history and variety of organizations, arts, and literature within the Deaf community.

5. Date of Departmental Approval: 2/24/2025

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Speech Pathology and Audiology, B.A.

Hegis Number: 1220.00

Program Code: 79084

Effective Term:

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

2. **From:**

Speech Pathology and Audiology, B.A. (47.5-Credit Major)

All applicants to the Major must first apply for admission to the College. After being admitted to the College, students apply to the Department of Speech-Language-Hearing Sciences to declare a Major in Speech Pathology and Audiology. Students must complete four 200 Level courses: SPV (LNG) 245; SPV (LNG 160) 246; SPV 228; and SPV (LNG) 247 to advance to 300 level courses.

Speech Pathology and Audiology

Complete ALL of the following Courses:

	Credits
SPV 228 Introduction to Audiology	3
SPV 245 Articulatory Phonetics	3
SPV 246 Introduction to Linguistics	3
SPV 247 Anatomy and Physiology of the Speech Mechanism	3
SPV 312 Bilingualism	3
SPV 321 Language Acquisition	3
SPV 326 Speech Pathology 1: Functional Disorders	3
SPV 327 Speech Pathology: Organic Disorders	3
SPV 349 Speech and Hearing Sciences	3
SPV 430 Introduction to Clinical Methods and Supervised Observation	3

Biological Science

Complete at least 1 of the following Courses:

	Credits
BIO 183 Human Biology	4
OR	
BIO 166 Principles of Biology: Cells and Genes 4	

Social Science

Complete at least 1 of the following Courses:

	Credits
PSY 166 General Psychology	3
Or	
SOC 166 Fundamentals of Sociology 3	

Natural Science

Complete ALL of the following Courses:

	Credits
PHY 140 The Physics of Sound	3.5

Statistics

Complete ALL of the following Courses:

	Credits
MAT 132 Introduction to Statistics 4	

Writing

Complete ALL of the following Courses:

	Credits
ENW 307 Health and Science Writing 3	

3. **To:**

Speech Pathology and Audiology, B.A. (50-Credit Major)

All applicants to the Major must first apply for admission to the College. After being admitted to the College, students apply to the Department of Speech-Language-Hearing Sciences to declare a Major in Speech Pathology and Audiology. Students must complete four 200 Level courses: SPV (LNG) 245; SPV (LNG 160) 246; SPV 228; and SPV (LNG) 247) to advance to 300 level courses.

Speech Pathology and Audiology

Complete ALL of the following Courses:

	Credits
SPV 228 Introduction to Audiology	3
SPV 245 Articulatory Phonetics	3
SPV 246 Introduction to Linguistics	3
SPV 247 Anatomy and Physiology of the Speech Mechanism	3
SPV 312 Bilingualism	3
SPV 321 Language Acquisition	3
SPV 326 Speech Pathology 1: Functional Disorders	3
SPV 327 Speech Pathology: Organic Disorders	3
SPV 349 Speech and Hearing Sciences	3
SPV 430 Introduction to Clinical Methods and Supervised Observation	3

&

3 credit elective from the following:

<u>SPV 311 Cultural and Linguistic Diversity in Speech Language Pathology</u>	<u>3</u>
<u>SPV 313 Deaf & hard of hearing studies</u>	<u>3</u>
<u>SPV 101 Introduction to Sign Language</u>	<u>3</u>

From the Nutrition and Dietetics

<u>DFN 210 Practical foods and nutrition</u>	<u>3</u>
<u>DFN 241 Nutrition through the life cycle</u>	<u>3</u>

From the Health Education and Promotion

<u>HEA 267 Human Behavior and Health</u>	<u>3</u>
<u>HEA 303 Safety Education, Accident Prevention, and First Aid</u>	<u>2</u>
<u>&</u>	
<u>HEA 304 CPR/AED Basic Life Support</u>	<u>1</u>

From Health Equity, Administration, and Technology

<u>HPI 101 US Healthcare: Careers in a Unique System</u>	<u>3</u>
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From Exercise Sciences and Recreation

<u>THR 221: Introduction to Recreational Therapy</u>	<u>3</u>
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Biological Science

Complete at least 1 of the following Courses:

	Credits
BIO 183 Human Biology	4
Or	

BIO 166 Principles of Biology: Cells and Genes 4

Social Science

Complete at least 1 of the following Courses:

	Credits
PSY 166 General Psychology	3
Or	
SOC 166 Fundamentals of Sociology	3

Natural Science

Complete ALL of the following Courses:

	Credits
<u>PHY 141 Sound, Speech and Music</u>	<u>3</u>

Statistics

Complete ALL of the following Courses

	Credits
MAT 132 Introduction to Statistics	4

Writing

Complete ALL of the following Courses

	Credits
ENW 307 Health and Science Writing	3

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

1. Phys 140 (3.5 credits) changed to Phys 141 (3 credits) – in accordance with the physics department and the need for an online course to accommodate many of our students, Phys 141 was selected as a better fit for our major.
2. we propose to add an additional course (elective) to the major, which will bring the total required credits for the major to 50. The students can select one of the 6 elective courses, 3 of which are offered in other departments and are very relevant to our field. These courses offered in other departments were added after discussions with the programs' coordinators.

5. Date of departmental approval: 2/24/2025

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

Senate Meeting: May 7, 2025

The CAEAS committee met via Zoom on April 23, 2025 and there was a quorum present.

CAEAS members voted unanimously to approve a proposal for a College Now Guaranteed Admission Pilot Program. The resolution is now brought to the Senate floor for a vote.

CAEAS members voted unanimously to approve all Spring 2025 graduation candidates pending satisfactory completion of their degree requirements. The graduation list is now brought to the Senate floor for a vote.

Lehman College Senate

RESOLUTION TO ADOPT A PILOT COLLEGE NOW GUARANTEED ADMISSIONS

WHEREAS, College Now students enroll in courses at Lehman College; and

WHEREAS, College Now students are taught by faculty approved at the department level; and

WHEREAS, an analysis of several recent cohorts' data indicates that College Now students academically outperform non-College Now students in the first year;

NOW, THEREFORE BE IT RESOLVED that the Lehman College Senate adopts the following College Now Guaranteed Admission Pilot Program criteria:

A three-year "College Now Guaranteed Admission Program" pilot that will begin in Fall 2026 and continue through Fall 2029. Guaranteed admission will be extended to College Now students who meet the following criteria: completing six or more indexable credits and no more than four non-indexable credits as part of the Lehman College Now program and a minimum cumulative GPA of 3.0.

Guaranteed Admissions Pilot Program for High Performing College Now Program Students

The College Now Program at Lehman College

The College Now program at Lehman College provides motivated New York City Public Schools students with the unique opportunity to earn college credits while still in high school, starting as early as their sophomore year. This program allows students to engage in a variety of learning formats, including dual enrollment courses alongside a student's current high school schedule, on-site courses at Lehman's campus, and flexible online courses offered in both synchronous and asynchronous formats. Additionally, specialized summer programs provide further opportunities for students to advance their academic skills. Regardless of course type, all faculty members are vetted and approved by the academic department sponsoring the course. Admission to the program is based on a student's demonstrated ability to excel in the courses they are currently enrolled in, ensuring that participants are well-prepared for the rigors of college-level coursework.

Recognized as the gold standard in dual enrollment, College Now offers students access to various college-level courses, including gateway English, Math, Science, and Humanities, many of which satisfy CUNY's Pathways requirements. Beyond fulfilling academic requirements, the program encourages advanced studies in the Arts and Sciences, preparing students for higher education and future careers. Participants also have the chance to engage in programs like the New York City Future Ready Program, which helps them develop essential skills for success in college and beyond. The College Now program at Lehman College empowers students to make a smooth transition into higher education, giving them a head start in their academic journeys.

The Benefits of Dual Enrollment Programs

Dual enrollment programs offer significant benefits for high school students. Early exposure to college-level coursework helps students develop essential academic skills, such as critical thinking, time management, and self-discipline, which are crucial for success in higher education. By participating in dual enrollment, students can also save time and money by accelerating their education, as they enter college with already-earned credits.

Long-term, students who participate in dual enrollment programs are more likely to graduate from college on time and with a higher GPA compared to their peers who did not take part in such programs. Research shows that dual enrollment participants are better prepared for the academic challenges of college, leading to increased retention rates and greater academic success. Furthermore, dual enrollment programs provide students with a competitive edge in college admissions, as they demonstrate a commitment to academic excellence and a readiness for college-level work.

Overall, these programs improve educational outcomes, making higher education more accessible and attainable for many students.

Pilot: “College Guaranteed Admissions Program”

Only 20% percent of College Now students enroll at Lehman College for their Freshman Year. These students, almost all residing in the Bronx and upper Manhattan, are frequently courted by private colleges and our sister institutions despite nearly all of them meeting our admissions criteria and many of them being eligible for honors consideration. Increasing the number of College Now students who choose to attend Lehman needs to become an institutional imperative given these students' demonstrated ability to succeed in completing college-level work at Lehman College.

We anticipate the development of a “College Now Guaranteed Admissions Program” with a corresponding financial award and academic experience will increase the number of College Now students choosing to enroll at Lehman College.

We propose a three-year “College Now Guaranteed Admission Program” pilot that will begin in Fall 2026 and continue through Fall 2029. Guaranteed admission will be extended to College Now students who meet the following criteria: completing six or more indexable credits and no more than four non-indexable credits as part of the Lehman College Now program and a minimum cumulative GPA of 3.0.

The proposed admission criteria are based on analysis conducted alongside developing the college’s updated full-time admissions criteria for Fall 2025. The data inferred that most College Now students would ultimately meet Lehman’s admissions criteria. Setting a minimum GPA across two courses shows the student has met college-level competency in at least two subject areas.

Eligible students will be tracked using a service indicator in CUNYfirst. This will allow the college to track and assess applications, enrollment, and academic performance at Lehman.

Proposed College Now Admissions Criteria:

Guaranteed admission will be extended to College Now students who meet the following criteria: completing six or more indexable credits and no more than four non-indexable credits as part of the Lehman College Now program and a minimum cumulative GPA of 3.0.



Library, Technology and Telecommunications Committee Report

Library

- Library – in cooperation with Public Safety – is pleased to announce Extended Hours until Midnight for student study during Final Exam period. Extended hours begin **Thursday, May 15 through Wednesday, May 21**. Library will be open for study from 9:00 AM until Midnight **EXCEPT** Saturday and Sunday, May 17-18 [11:00 AM through Midnight].
- Regular Library Hours resume Thursday, May 22
- Study Hours are for First Floor Only
- Library wishes students best of luck on Finals

Information Technology

- Lehman will be transitioning to Brightspace on June 2. Beginning with the summer semester all teaching and learning will be done on Brightspace. Students registering for summer and fall courses will be enrolled on Brightspace. Please visit the Lehman Brightspace Transition website to register for training and more information on the Brightspace Transition.
- The Division of Information Technology welcomes our new Assistant Vice President, Deira Pereyra. Deira brings to this role over 20 years of experience in technology leadership including 14 years in higher education and an impressive trajectory of innovation, strategic planning and institutional impact. Deira has a deep personal connection to our mission and a longstanding commitment to advancing student success through transformative technology. Deira is a proud Lehman Alum!
- In the coming weeks we will be introducing a new platform for the college community to submit IT-related requests and report IT issues. The new platform is called Service Now. This platform will streamline the process of requesting technical assistance and it will also help the IT Division to provide faster service to the college community. Please watch your email for an announcement coming soon.

Blackboard/Learning Management System

- The Bronx Ed Tech Showcase was held at Lehman College on May 2, 2025. The Ed Tech Showcase committee would like to thank all of our presenters and attendees. The Theme of the showcase was Human-AI Synergy – Shaping Education to Promote Digital

Equity and Inclusion. The 2026 Showcase will be held at Bronx Community College on May 1, 2026

Center for Teaching and Learning/Online Education

- **Explore the Brightspace Learning Hub – Online, Self-Paced, and Built for Faculty!** (Launch on Monday, May 5)
- The *Brightspace Learning Hub* is your go-to resource for learning how to navigate and make the most of Brightspace. This **fully online, self-paced experience** features six short modules covering everything from content management to grading and communication tools.
- Complete each module in under an hour, take a quick quiz to unlock badges and **discussion forums, and connect with colleagues** and support staff along the way. Complete all six sessions and receive a **Certificate of Completion** to recognize your achievement. Whether you're just getting started or looking to deepen your expertise, the Learning Hub is here to help—on your schedule.

👉 To get started, log in to Brightspace and click on “**Brightspace Learning Hub**” under “**My Courses**”, or simply use this [Brightspace Learning Hub link](#).

- **Brightspace Course Setup Guide** (will be launched on Tuesday, May 13) -- As you prepare your Brightspace course for the summer term, please take a moment to review key steps to ensure your site is ready for students. The Brightspace Course Setup Guide outlines a simple checklist to help you deliver a smooth, accessible, and engaging learning experience.
- **Brightspace Course Readiness Bootcamp – Quick, Practical, and HyFlex** (offered May 21-June 1 – Registration will open on May 13)
- Get your course(s) ready with the **Brightspace Course Readiness Bootcamp**—a focused, two-hour session offered in a **HyFlex format** (in-person and online). Designed for faculty who are new to Brightspace, balancing full schedules, or finalizing course prep, the bootcamp provides hands-on support for reviewing and refining your course in Brightspace. Faculty will also have the option to use the **Lehman Course Template**, which offers a clear structure and integrates best practices in online course design.
- **Lehman Online Student Orientation** (will launch 2 weeks before summer courses start)
- The **Lehman Online Student Orientation** is a self-paced Brightspace course designed to prepare students for success in online and hybrid learning. It covers essential topics like time management, communication, academic integrity, and student support services. The orientation includes brief modules with self-check quizzes, a certificate of completion, and an introduction to the **Online Learning Student Peer Mentoring**

Program (OLSPMP). Estimated completion time: 2–3 hours.

- **Brightspace Orientation for Students** (will launch 2 weeks before summer courses start)
- The **Brightspace Orientation for Students** is a short, standalone nano course that helps all students—regardless of course format—learn how to navigate Brightspace. It includes practical guidance on submitting assignments, checking grades, and using key platform tools. Enrollment will be automated, and students will gain confidence using Brightspace from day one.

LEHMAN COLLEGE
ACADEMIC FREEDOM COMMITTEE

Minutes of the committee meeting
4 April 2025

Present: Diane Auslander, Christian Davila, Duran Fiack, Kevin Johnson, David Manier (chair)

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. We discussed reports about academic freedom and free speech violations at the state and national level, noting the involvement of UFS-CUNY, UMass-Amherst, Rutgers, and other academic entities in endeavoring to address these violations. We share the concerns of our colleagues about these issues, but we did not agree to a resolution to put before the Lehman Senate to address these state/national issues.
3. Regarding Lehman College itself, our main source of concern this academic year has been with reports from faculty and students in the Biology Department. Members of this committee have received similar complaints from eight different individuals, centered on the role of adjunct professors teaching smaller lab sections of courses linked to larger lecture courses. Departmental and NSS leaders were accused of being insensitive to these complaints made by adjunct professors, which relate to micromanagement of their teaching and decisions being made to change the grades these professors submitted to their departmental course coordinators. We have received reports from adjuncts that, after they complained about this situation (which included a “*misconduct* report form” that is reportedly no longer being used), they were not rehired to teach in the Lehman Biology department. Being unable to agree on the text of a Senate resolution to address these issues, we are referring this matter to the Labor Designee, the Provost’s Office, and Human Resources for their further review.
4. We reviewed a complaint about faculty-on-faculty plagiarism at Lehman but agreed that existing Lehman and CUNY policies already sufficiently address issues like these, related to the academic integrity and professional conduct of CUNY employees.
5. There being no further business, the meeting was adjourned at 2:00 pm.

Respectfully submitted,
David Manier, Assoc. Professor
Chair and Secretary Pro Tempore

Cc: Sophia Diamantis-Fry

Report for Lehman Senate of USF on UFS Plenaries, as proposed on April 30, 2025.**Submitted by Lehman USF reps: Naomi Zack, David Manier, and Stephen Castellano.**

To the Lehman College Senate: Below are proposed minutes for the April 1, 2025 meeting and a proposed agenda for the May 6, 2025 UFS meeting and. Both are likely to be approved and the May 6 Agenda might be of interest to the Lehman Faculty Senate, before the meeting.

PROPOSED MINUTES

The 447th Plenary Session
of The University Faculty Senate
of The City University of New York
Rooms 0818/0819
Tuesday, April 1, 2025
6:30 – 8:00 p.m.

UFS Chair Verzani called the meeting to order at 6:30 p.m. The Plenary was held in Room 818/819 at the Central Office, 205 East 42nd Street. 75 of the 140 voting members were present.

Baruch: Present – Ellis, Grein, Harel, Karama and Martell. Absent – D’Souza, Lee, Wine and Wymbs. Vacancies – 1. **BMCC:** Present – Belknap, Danison, Glaser, Oram, Wiseman and Alternate Meltzer. Absent – Comeau-Kirschner, Gonzalez-Urbina, Keane, Kelley, Littlefield and Lomask. **Bronx CC:** Present – Culkin, David, Fisher and Rothenberg. Absent – Kaighobadi. **Brooklyn:** Present – Cohen, Evans and Levy. Absent – Arnow, Bassell, Belyayeva, Kingan and Okome. **CCNY:** Present – Binz-Scharf, Davis, Li, Mano, Peele and Stemberg. Absent – Jeruzalmi and Kornhauser. Vacancies – 1. **CSI:** Present – Gold, Gruber and Verzani. Absent – LaMassa, Vachadze and Yuan. Vacancies – 1. **CUNY Law School:** Absent – Loehr and Sokkar Harker. **Graduate Center:** Present – Burke and Shirazi. Absent – Gorman and Riobó. Vacancies – 1. **Guttman CC:** Present – Medina. Absent – Philipose. **Hostos CC:** Present – August, Trachman and Alternate Ridley. Absent – Griffin and Worrell. **Hunter:** Present – Chinn, Troutd and Young. Absent – Chito-Childs, Clarkson, Dahbour, Dudek, Keating, Kenigsberg, Nicolai and Soyer. Vacancies – 1. **John Jay:** Present – Benton, Carbonell, Grant, Kimora, Narkunas, Thompson and Alternate Belcher. Absent – Domashevskiy and Kaplowitz. **Kingsborough CC:** Present – Aranoff, Navarro, Segal and Stubin. Absent – Acosta, Devany and Eaton. **LaGuardia CC:** Present – Albrecht, Fernandez, Fess and Klein. Absent – Keyes, Mann and Sokolski. **Lehman:** Present – Castellano, Wang and Zack. Absent – Alexander-Street, Bell, Johnson, Manier and Vann. **Medgar Evers:** Present – Barker, Chevalier and James. Absent – Huggins. **NYCCT:** Present – Allahverdi, Bennett, Capruso, Coughlin, Zylstra and Alternate Spellane. Absent – Gelman, Grujicic-Alatriste and Rodriguez. **Queens:** Present – Naughton and Pai. Absent – Kumar, Lowry, Newman, Pagano, Sullivan, Swedell and Yearwood. Vacancies – 2. **Queensborough CC:** Present – Adair, Akpinar, Carroll, Cornick, Puri, Srivastava and Tai. **York:** Present – Chirico, Costley and Lipkind. Absent – Abbott and Sheidlower.

Governance Leaders present were: Barker (Medgar Evers), Bruns (LaGuardia), Burke (Graduate Center), Chinn (Hunter), Chirico (York), Cornick (Queensborough), Gold (CSI) and Grein (Baruch). Guests present were Sherif Soliman, Senior Vice Chancellor for Budget & Finance and Chief Financial Officer, Eric Barenboim (Doctoral and Graduate Students' Council), Jonathan Hanon (John Jay), Christina Sharrock and Miguel Davila (CUNY School of Labor and Urban Studies). Members observing via Zoom were Alexander-Street (Lehman), Andreescu (NYCCT), Kaplowitz (John Jay), Keyes (LaGuardia), Kingan (Brooklyn), Lee (Baruch), Manier (Lehman), Okome (Brooklyn), Sheidlower (York) and Traver (Queensborough). Executive Director Cotter, Administrative Assistant Pasela and Secretary Blanchard were also present.

1. Approval of the Agenda – Adopted as Proposed
2. Approval of the Minutes of February 25, 2025 – After a slight emendation was suggested, the Minutes were adopted as proposed.
3. Remarks by Senior Vice Chancellor Serif Soliman – 6:35 – 7:05 p.m. – SVC Soliman provided an update on the New York State and City budgets and their implications for the University. He first outlined the process by which the budget is proposed, debated and, ultimately, determined, and then discussed in detail the array of projected academic, facilities, personnel, and program areas targeted for support throughout CUNY's community, comprehensive, and senior colleges. He then took questions related to the budget in the current political climate.
4. Proposed Revisions to UFS Charter – Martin J. Burke – 7:05 – 7:15 p.m. – Prof. Burke outlined for the second time proposed changes to sections of Article II of the UFS Charter, which will be brought to the floor for a vote at the May Plenary.
5. Proposed Resolution on Converting the Academic Affairs Advisory Committee to a UFS Standing Committee – Kenneth Gold – 7:15 – 7:20 p.m. – Prof. Gold briefly outlined the rationale for the proposed conversion, which will be brought before the body for a vote at the May Plenary.
6. Nominations for Members-At-Large of the Executive Committee – Matthew J. Cotter 7:20 – 7:30 p.m. – After announcing election rules and protocols, Executive Director Cotter recorded the nominations of Kathleen Barker (MEC), Ned Benton (JJ; via email), Kerin Coughlin (NYCCT), Douglas A. Medina (GCC), Enid Stubin (KBCC), Jason Young (HC), Hollis Glaser (BMCC), Melanie R.W. Oram (BMCC), Kenneth Gold (CSI), Cynthia Wiseman (BMCC), and Sandra Kingan (BC; via email).
7. Discussion of Recent Events at Hunter College – Sarah Chinn 7:30 – 7:40 p.m. – Prof. Chinn briefly outlined an incident in which the Governor of New York interfered in the faculty hiring process and the various responses from faculty within and without CUNY to promote and defend academic freedom in higher education. She then took questions.

8. Chair's Report – John Verzani – 7:40 – 7:50 p.m. – Chair Verzani began by thanking Profs. Evans and Glaser for coordinating the recent Academic Freedom discussion and Prof. Benton for running the recent Budget Workshop. He then reminded the body to conduct their campus elections in a timely manner. He discussed the contents of recent Board of Trustee meetings, among them were the recently proposed policy related to body cameras on campuses and discussed why the University needed to update or develop some of its policies regarding, the recent online proctoring policy, and the challenges associated with the process by which interim appointments at the Executive Level are determined. He also noted that the results of recent presidential searches are forthcoming, and that a search for a new University Provost would commence soon. He updated the body as well on the status of the Freedom of Expression Committee, which will convene soon, and outlined some of its preliminary language. In addition to announcing his upcoming participation at the SUNY UFS Spring Plenary, the Chair observed that recent discussions over the matter at Hunter College have been civil on the UFS listserv, and he pointed out a couple of opportunities for faculty to publicly voice their concerns related to it, which were forwarded to the listserv by former UFS Chair Sandi Cooper.
9. New Business – 7:50 – 8:00 p.m. – Kristina Sparrock requested and was approved for time on the floor to announce an upcoming Mayoral Town Hall on mental health and invited the Senate to attend. Prof. Kimora thanked Chair Verzani for fostering a welcome communication environment with the Senate, and Prof Coughlin noted that two resolutions passed by the UFS in 2019 and 2021 were being given serious consideration by Provost Alicia Alvero's office and the Board of Trustees Governance Committee.

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

Respectfully submitted,

Matthew J. Cotter

PROPOSED AGENDA
The 448th Plenary Session
of The University Faculty Senate
of The City University of New York
Rooms 0818/0819
Tuesday, May 6, 2025
6:30 – 8:00 p.m.

1. Approval of the Agenda
2. Approval of the Minutes of April 1, 2025
3. Nominations and Elections for Members-At-Large of the Executive Committee – Matthew J. Cotter – 6:35 – 7:05 p.m.

4. Proposed Revisions to UFS Charter – Martin J. Burke – 7:05 – 7:15 p.m.
5. Proposed Resolution on Converting the Academic Affairs Advisory Committee to a UFS Standing Committee – Kenneth Gold – 7:15 – 7:20 p.m.
6. Proposed Resolution on Converting the Inclusion, Diversity, Equity, and Access Advisory Committee to a UFS Standing Committee – Melanie R.W. Oram 7:20 – 7:25 p.m.
7. Proposed Resolution on Shared Governance and Information Technology – Roxanne Shirazi – 7:25 – 7:30 p.m.
8. Proposed Resolution in Defense of Higher Education — John Verzani – 7:30 – 7:35 p.m.
9. Chair’s Report – John Verzani – 7:35 – 7:45 p.m.
10. Announcement of Provisional Election Results – 7:45 – 7:50 p.m.
11. New Business – 7:50 – 8:00 p.m.

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

Committee meetings:

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

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

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

Inclusion, Diversity, Equity, and Access – 4:00 p.m. – 5:00 p.m., 42nd Street, Room 1047

Library and Information Technology – 4:30 p.m. – 6:00 p.m., 42nd Street, Room 1002

Status of the Faculty – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 1102

Student Affairs – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 0962

Lehman Mutual Defense Resolution

**Resolution to Build a New York State Alliance in Defense of Higher Education,
Academic Freedom, and Research as Public Goods in a Democratic Society¹**

Whereas, recent and escalating politically motivated actions by governmental bodies pose a significant threat to the foundational principles of American higher education, including the autonomy of higher education governance, the integrity of scientific research, and the protection of academic freedom and political speech; and

Whereas, the Federal Government and various political actors have targeted individual institutions with legal, financial, and political attacks designed to undermine their public mission; silence dissenting voices; and/or exert improper control over academic inquiry; and

Whereas, the City University of New York is comprised of 25 colleges (11 senior colleges, 7 community colleges, and 7 graduate, honors, or professional schools) spread across all five boroughs of New York City, and currently serves approximately 240,000 students, employs approximately 40,000 faculty and staff; and has positively impacted the lives of countless New Yorkers throughout its history as a public institution of higher education; and

Whereas, the CUNY system is part of an immense network and proud tradition of public higher education, serving as “an essential component of New York City and New York State’s economy—generating growth, economic mobility, and tax revenue”² and providing education and opportunity to generations of New York residents; and

Whereas, the preservation of one institution’s integrity is the concern of all, and an infringement against one public college or university in the State of New York shall be considered an infringement against all; therefore

Be it resolved that, the Lehman College Senate urges the CUNY Chancellor to formally propose and take a leading role to establish an “Alliance in Defense of Higher Education, Academic Freedom, and Research” that is open to all colleges and universities of New York State, and

Be it further resolved that, under this alliance, all participating institutions shall cooperate to support any member institution under direct political or legal infringement by mobilizing to educate their constituencies about these attacks on their fundamental rights to higher education and to preserve the public institutions and resources they have built; and

Be it further resolved that, participating institutions shall make available, at the request of the institution under direct political interference, the services of their legal counsel, governance experts, and public affairs offices to coordinate a unified and vigorous response, including but not limited to: legal representation and countersuit actions; strategic public communication; amicus briefs and expert testimony; legislative advocacy and coalition-building; related topical research as needed; and

Be it further resolved that, the Lehman College Senate urges the Governor of the State of New York, working with the governing boards of all colleges and universities in the state, to commit meaningful funding to a “Higher Education Defense Fund” that shall be used to,

(1) provide ample legal support to students, faculty, and staff who are personally targeted and attacked by authorities of the Federal Government for exercising their rights to free speech, political affiliation, immigration status, or academic freedom as part of their participation in an institution of higher education in the State of New York, and

(2) engage in legal actions against the Federal Government to defend the integrity and principles of higher education in the State of New York, and

(3) replace funding losses to colleges and universities resulting from Federal attacks on higher education in New York; and

Be it finally resolved that this resolution be transmitted to the leadership of all New York State colleges and universities and their respective governing boards and shared governance bodies, and to the Governor of New York State.

¹ This resolution is based on the “Hunter Mutual Defense Resolution,” passed by the Hunter Senate on April 23, 2025. In the spirit of solidarity and coordination, most of the language herein was adopted directly from that source.

² Comptroller report 2024, <https://comptroller.nyc.gov/reports/spotlight-cuny-and-the-new-york-city-economy/>

Lehman College – City University of New York

Policy on Safe Campus Demonstrations

Preamble

As an institution of higher education, Lehman College (“the College”) is committed to promoting free speech and academic curiosity as core values of its mission. The College encourages open dialogue, critical thinking, and the respectful exchange of ideas across all disciplines. By supporting diverse viewpoints and protecting the rights of students, faculty, and staff to express themselves, Lehman fosters an environment where learning thrives through inquiry and debate. This commitment ensures that the campus remains a space for intellectual growth, where challenging questions are welcomed and explored in pursuit of deeper understanding.

Our free speech rights include the right to peaceful protest. Of course, these rights must not be construed as implying the liberty to violate the law, and moreover, we in the Lehman College community value and encourage discourse conducted with civility and mutual respect, on the part of both speakers and listeners. Also, at CUNY, the Henderson Rules put reasonable restrictions on the time, manner, and place of protests/demonstrations on university property. However, this does not mean that members of the Lehman community must shun or avoid topics that are provocative, controversial, or even uncomfortable, let alone that such topics may be censored.

College is a time in life when students often explore new ideas and concerns, and their liberty to do so is enshrined in widely accepted principles of academic freedom. Such liberty is necessary, not only for exploring new ideas, but from time to time, for rejecting some old ideas and opinions as being false, biased, or even unjust. At Lehman College, we hold this liberty sacred – rules, regulations, and guidelines for safe campus protests and demonstrations are intended to preserve this liberty, keep it safe and protected, for the benefit of our community and for the welfare of society at large.

Purpose

The College recognizes that the exercise of free speech must be balanced with its obligation to ensure campus safety and maintain a supportive educational environment for all of its community members. While the First Amendment provides important protections, those rights are not without limits. Accordingly, this policy governs all demonstrations, rallies, protests, marches, and similar gatherings (“Demonstrations”). It is intended to uphold the rights of individuals to express themselves while providing clear guidance to ensure such activities take place in a manner that respects both individual freedoms and community well-being.

This Policy does not apply to events organized by registered student clubs and organizations (“Club Events”). Club Events are defined as planned and College-sanctioned activities held on campus for a specific purpose, such as a lectures, performances, panel discussions, or cultural celebrations. Such Club Events are governed by separate guidelines and must adhere to the procedures outlined by the the College’s Office of Campus Life.

The College has a responsibility to maintain the safety of all members of the campus community and to prevent discrimination and harassment and to ensure the uninterrupted operation of its academic

and administrative functions. Accordingly, the College may impose reasonable time, place, and manner (“TPM”) restrictions on on-campus Demonstrations.

TPM Restrictions

These are not restrictions on speech or content, but rather restrictions on the time, place, and manner of Demonstrations. These restrictions are content-neutral, meaning they are applied consistently to all members of the Lehman Community without regard to the views expressed.

Since TPM restrictions may change depending on the circumstances of a particular demonstration, such as an unanticipated large crowd, it is not possible to list all TPM restrictions. However, each member of the Lehman Community is expected to comply with the following during Demonstrations:

- Demonstrations may be held on or around the Quad, or in outdoor areas nonadjacent to classrooms, provided there is full compliance with other specified restrictions.
- Demonstration activity must not block campus or building entrances or exits, roadways, and must not disrupt pedestrian flow of traffic on sidewalks. Doing so violates CUNY policy and compromises our ability to keep the campus safe for all members of the campus community, especially in the event of an emergency.
- Members of the Lehman Community must provide 72 hours (not including holidays and/or weekends) notice that a Demonstration will be held on campus. For student-led demonstrations, notice must be provided to the offices of Public Safety and Student Affairs. For faculty or staff demonstrations, notice must be provided to Public Safety and the Provost’s Office.
- Spontaneous free speech discussions on campus are encouraged, but if a discussion evolves into a Demonstration, the Demonstration must comply with all time, place, and manner (TPM) guidelines.
- Demonstrations are not allowed inside any campus buildings, including, but not limited to, inside classrooms, lecture halls, offices, and meeting rooms.
- Use of amplified sound, such as through use of a bullhorn or microphone, is restricted in that its use may not interfere with the educational experience but is permitted during free hours when classes do not occur.
- Demonstrations may only take place Monday through Friday, between the hours of 10 am-6 pm.
- Demonstrations are not allowed during the Final Exam period.
- Demonstrators may not engage in behavior that constitutes harassment, discrimination, physical abuse, or threats toward another person or member of the College community.
- Tents, tarps, and encampments of any kind are prohibited.

Public Safety or other College officials may monitor Demonstrations to ensure safety and compliance with these restrictions, and if necessary, may impose additional TPM restrictions to prevent disruption to College operations or to address emerging safety concerns. These actions are taken not to inhibit free expression, but to uphold the College’s responsibility to maintain a secure and productive learning environment for all members of the community. For example, Lehman officials have the right to check IDs and conduct patrols in public places on campus, but at the same time, the privacy rights of members of the Lehman community must be respected. TPM restrictions on Demonstrations on Lehman campus will be narrowly tailored and justified as being necessary, based on a significant public interest, leaving open alternative methods of free expression that do not impinge on the public interest or others’ rights.

No TPM restrictions will be aimed at shutting down a particular point of view or banning certain kinds of content simply because the subject is controversial, because some people might find it uncomfortable, or because public officials favor one side or the other.

Visitors

For the purposes of this Policy, Visitors are considered members of the public who are not faculty, staff, or students at the College. The College is not an open campus, and Visitors are not allowed to organize Demonstrations on the Lehman College campus. Lehman groups may invite Visitors to participate in demonstrations, but they must adhere to all the TPM requirements delineated above and otherwise imposed by the College. Whenever Visitors are invited to join Demonstrations on the campus, the Lehman group that invites them should disclose the name of the group, estimated attendance, and the manner the invitation is issued (e.g., a private email message versus a public invitation). Any Visitor who violates this or any other CUNY policy will be immediately removed from campus. Information regarding Visitor access to campus can be found here: <https://www.lehman.edu/public-safety/services/accessing-campus/>

Violations

A member of the Lehman Community who fails to comply with the College's reasonable TPM restrictions, or fails to comply with a directive to cease behavior in violation of those restrictions, would violate one or more of CUNY's policies and procedures, which prohibit, among other things:

- Interfering with the institution's educational processes and facilities.
- Interfering with the rights of others who wish to avail themselves of the College's instructional, personal, administrative, recreational, and community services.
- Failing to comply with lawful directions issued by representatives of the College.

The Rules and Regulations for the Maintenance and Public Order can be found here: <https://www.lehman.cuny.edu/students/consumer-information/documents/CUNY-Henderson-Rules.pdf> Students whose conduct violates CUNY/Lehman policies and procedures are subject to disciplinary charges under Article XV of the CUNY Bylaws. Penalties range from a warning to expulsion. Employees who violate CUNY/Lehman policies and procedures may be subject to disciplinary action in accordance with applicable collective bargaining agreements.

Visitors who violate CUNY policies and/or procedures are subject to immediate removal from the College campus and may be prohibited from future access for Demonstrations or any other purpose.

“Through writing, we figure out what things mean.”

- Rosenwasser & Stephen, *Writing Analytically*

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Low stakes writing is "for learning, figuring out, and exploring new and complicated ideas."

- Peter Elbow, *Writing with Power: Techniques for Mastering the Writing Process*

The Role of the WI Guidelines

These Writing-intensive (WI) guidelines are designed to help align WI sections across Lehman College, to support faculty across the curriculum to adopt similar learning outcomes, and to create a more accessible learning environment for the retention and timely graduation of Lehman students.

Writing in the Discipline and Writing Across the Curriculum

Writing helps students uncover what they are unsure about, and to ask questions. Writing helps students to learn what is being presented: concepts, genres of the discipline, etc. Writing paired with reading allows students to observe texts and components of a discipline more closely. Through low stakes and exploratory writing (where the assessment of writing is different than in a writing-heavy discipline) students learn about and practice key strategies and analytical moves related to a discipline or to a topic within a discipline.

Writing Intensive Courses and WI Intensive Class Sections

At Lehman College, the Undergraduate Curriculum Committee does not oversee the WI-course-designation *at the section level*. Departments and Programs may submit course proposals for courses to be considered as WI courses, wherein each section offered would be a WI-designated-class. For such course proposals, the UCC may refer to the WI guidelines to assess the writing intensive components of the course.

Outside of this process, any section of any course can be designated as writing intensive, as decided by the department chair, or curriculum committee, or P&B committee, or instructor with chair approval. The guidelines will be used as a reference to design the WI class section. Each instructor who teaches a WI class will be asked to fill out a self-assessment form prior to scheduling the class. The forms will be collected by the Associate Provost office for data and assessment, and to instruct professional development training.

Writing Intensive Classes

As part of a greater curriculum at Lehman College, WI classes can function as spaces wherein writing is a tool to understand and to process the *content of the course*, regardless of the discipline (STEM, Social Sciences, Health Sciences, Nursing, Business, Arts, Humanities).

Depending on the discipline, the instructor's training and preferences, and the students' learning modalities and needs, WI classes can turn to different modes of expression: multimodal writing, podcasts, presentations, discussion, lab reports, audiovisual recordings, etc.

A WI syllabus

- will include some, not necessarily all learning outcomes from the WI guidelines;
- will include some, not necessarily all, not necessarily only, writing assignments from the modes of writing listed in the guidelines;
- may also include learning outcomes related to the discipline, program, major or minor (not listed in the guidelines)
- may also include learning outcomes related to discipline-specific writing (not listed in the guidelines)

A WI instructor

- will have access to support to develop assignments and assessments in their class(es).
- Similar to instructors who are new to teaching online, instructors who are new to teaching writing in their discipline will be incentivized to join a seminar to develop their class(es), and
- will have access to designated Lehman faculty to make adjustments to their courses as they see fit.

Assessment in WI classes

At the beginning and the end of each semester, WI instructors and students may be asked to fill out a short survey about the writing components of the class. The goal of the assessment would be to support college-wide assessment and WI course design professional development programming. Assessment may include questions related to:

- Whether writing was used to process/reflect on content and concepts
- Variety and frequency of writing assignments
- Assignments that prepared students for final projects or papers
- Types of and amount of low stakes (ungraded and/or anonymous) writing
- Opportunities for feedback on writing (from instructor and/or from peers) and revision
- Whether writing was used to reflect on features of writing in the discipline (conventions, genre, research methods, etc.)

Syllabus Checklist for a Writing Intensive Class.

- ☐ 2-3 guiding principles selected from the guidelines
- ☐ 3-7 learning outcomes related to writing-to-learn
- ☐ A description of ungraded (low stakes) writing that will be used in the course
- ☐ A description of how smaller writing assignments will prepare students to complete a larger writing assignment or exam
- ☐ A description of a larger graded (high stakes) writing assignment (when applicable)

To meet the learning outcomes of a writing intensive class, a syllabus ought to *reflect* the following:

1. **Writing is comprehensively integrated into the course.** Writing assignments in a WI class serve as a means to achieving mastery of class content. They can also serve to develop professional output, though that is not required – it may be required to meet program or department learning outcomes.
2. **Writing is a significant part of the coursework.** Though it is not required to assign a single major assignment, students will write at least 2000 words or the equivalent of finished writing. The genres and mode of production ought to be appropriate for the course and discipline. It is encouraged to distribute the writing over a variety of assignments. *Note: The finished writing will vary depending on the discipline.*
3. **Writing is a significant part of the course grade.** Though it is not required to put the majority of the weighted grade on a single major assignment, a WI class will include writing as 30% or more of the class grade, for example, discussion board posts, “think pieces” or reflection papers, in-class writing assignments, etc. The grading can also be based on completion, and/or collective rubrics, for example, completing lecture notes, or completing a peer-reflection exercise.
4. **Writing is learned through revision.** Feedback, peer-reflection, and/or revision will be part of the regular coursework/curriculum. *Note: Feedback and revision does not need to take place via drafts; it can be resubmission of a report, or a reflection.*
5. **Writing is explained and practiced in the course.** In the WI class, the instructor and the students will engage in reflection, conversation, and writing about the function of writing in the discipline, and the structures of writing in the discipline. The syllabus or course materials can explain the forms and types of writing instruction that the class will use, such as five-minute papers, concept maps, discussion board posts, annotated design notebooks, case study or case notes, reflection for a photo essay, etc. Alongside a writing activity, there could be a workshop to engage students to interactively learn the conventions of the writing style.

Guiding Principles for Writing Intensive Classes

Choose 2-3 from the list to include in your syllabus.

1. **Focus on process, content and genre:** Writing, reading, and discussion activities and assignments allow students to process the *content of the course* and identify, explore, and practice *genres of writing specific to the discipline*.
2. **Writing as a tool for learning and questioning:** Ungraded and/or anonymous writing assignments/activities invite students to ask questions, identify what they know and don't know. By expressing themselves, they make sense of, synthesize, and analyze course material (in writing, discussion, and/or presentations).
3. **Writing as a mode of evaluation (of texts, of ideas, of the world)** Writing functions as a discovery tool to explore and familiarize oneself with the genres and formats of a discipline, with a particular audience and/or workplace discourse in mind (lab reports in science, charts, music sheets, research-focused writing).
4. **Frequent and varied opportunities to write and revise:** Students ought to experience frequent and varied writing assignments and activities, in different modalities, formats, and genres, with different types of assessment for the writing, and opportunities for self-assessment or peer-review when applicable. This helps to become aware of the choices one can make as a writer depending on the needs of a situation.
5. **Writing as multimodal:** Alphabetic, text-based writing is one possible mode of expression/communication that can be used in WI courses. Opportunities for students to engage and/or compose in multimodal writing fosters student confidence and versatility.
6. **Opportunities for multilingual expression:** WI classes can make room for students to write in their first language, particularly when writing is being used as a tool for learning and reflection.
7. **Scaffolding:** WI classes can help students build writing skills and work towards completing larger assignments by breaking them into smaller, discrete components. Smaller assignments support the acquisition of disciplinary knowledge.

Examples of Learning Outcomes for a Writing Intensive Class

WI instructors may draft their own (department/program-specific WI learning outcomes are also welcome), or select 3-7 from the list below. This will depend on whether a WI class also includes discipline-specific / program-specific learning outcomes, and assessment practices related to programs (Middle States, etc). For further guidance on learning outcomes, see this list of [measurable learning outcomes](#).

Here are examples of measurable learning outcomes, organized into categories.

By the end of the WI course, students will be able to...

Writing style / voice

- Compare and contrast their own writing voice/style with others
- Practice and integrate different strategies of analytical expression, including in traditional essay forms and/or other media forms (digital or analog)
- Use writing to critically reflect on and evaluate their own learning processes and course performance
- Reflect on the differences between writing and learning in a WI-course vs. non-WI courses

Writing Process and Discipline-specific conventions

- Identify which characteristics of a text are an argument, evidence, and/or a thesis statement
- Reflect on various steps of the writing process and their outcomes, such as free-/prewriting, drafting, research, revision
- Identify which steps of a writing process work or do not work for them
- Demonstrate the steps involved in developing high-stakes writing-based projects
- Select a genre and/or mode of writing for their final project
- Identify the components of a disciplinary genre of writing (lab report; surrealist poetry; cultural anthropology reflection, concert review, etc)
- Identify discipline-specific writing conventions
- Apply discipline-specific writing conventions in their written assignments
- Describe quantitative research study findings
- Formulate a _____ [type of writing] for _____ [audience]. (Example: formulate a treatment plan for a patient)
- Produce a _____ [piece of writing] which integrates knowledge on _____ [concepts from the course]. For example: Produce an individual treatment plan for the management of IDA which integrates knowledge on nutrition and individual and cultural food preferences.

Reading Comprehension

- Identify components of a disciplinary genre of writing (lab report; surrealist poetry; cultural anthropology reflection, concert review, etc)
- Practice asking questions about the reading
- Use freewriting, note-taking, annotating, and/or journaling to make sense of course readings and concepts (low-stakes ungraded or anonymous writing)
- Use freewriting, note-taking, annotating, and journaling, to synthesize course readings and concepts (low-stakes ungraded or anonymous writing)
- Use freewriting, note-taking, annotating, and journaling, to analyze course readings and concepts (low-stakes ungraded or anonymous writing)
- Differentiate between _____ (concept 1) and _____ (concept 2) by analyzing _____ (disciplinary text) For example: Differentiate between IDA and Sickle cell anemia by analyzing the CBC results.

Peer-review

- Identify genre components or course concepts in peers' writing (peer-reflection or peer-review)
- Differentiate among published observational research studies in students' literature reviews.

Research & Resources

- Evaluate sources from a variety of genres and perspectives
- Use credible sources to define terms
- Refer to multiple pieces of evidence to illustrate an argument / support an idea.
- Evaluate multiple pieces of evidence to identify which best illustrate an argument / support an idea
- Design research questions that help develop to a topic in the discipline
- Explain how the components of a detailed outline relate to each other

AI and Writing

- Describe how AI is used in writing in the discipline
- Review the uses of AI in writing in the discipline
- Review the ethical uses of AI in writing in the discipline
- **for syllabus policies and resources on Generative AI**
<https://www.lehman.edu/ctl/For-Faculty/generative-ai/>

Examples of writing assignments

Low Stakes (ungraded, and/or anonymous)

High Stakes

Committee members:

Karin Beck	Interim Associate Provost
Sarah Ohmer	Latin American & Latino Studies & Africana Studies
Sherry Deckman	Middle School & High School Education
Jane Kehoe-Higgins	Director of Institute of Literacy
Maeve Adams	Director of First Year Writing Program
Sophia Hsu	WAC Coordinator, English
Scott Calvin	Pre-Health Program Director
Yvette Rosario	Senior Registrar
Tyler Schmidt	Previous WAC Coordinator, English
Lisa Estreich	Writing & Literacy Coordinator, ISSP
Amy White	Health Equity, Administration, and Technology
Sebastian Rojas Villa	Biology
Smee Wang	Music Multimedia Theatre and Dance
Maria Plochocki	English, Freshman Year Initiative
Nari Kim	Management and Business Innovation
Sandhya Nadadur	Nursing
Justine Blau	English
Di Wu	Finance, Information Systems, and Economics
Orlando Rivera	Exercise Science
Amanda Moody Maestranzi	Middle and High School Education
Immaculee Harushimana	English Education and TESOL, MSHS
Carolyn Carr	History
Maria “Mariposa” Fernandez	English
Elizabeth Simon	Nursing
Tashika McBride	Human Rights and Transformative Justice Certificate, MSHS
Ruby Phillips	Psychology
Loredana Militello	MA Liberal Studies, Student Representative



Undergraduate Curriculum Subcommittee: Writing Intensive Guidelines

Presentation to Lehman Senate

May 7, 2025

Sarah Soanirina Ohmer, Latin American & Latino Studies, Africana Studies

Sherry Deckman, Middle & High School Education



Thank you to the 27 Committee Members!

- Karin Beck Interim Associate Provost
- Sarah Ohmer Latin American & Latino Studies & Africana Studies
- Sherry Deckman Middle School & High School Education
- Jane Kehoe-Higgins Director of Institute of Literacy
- Maeve Adams Director of First Year Writing Program
- Sophia Hsu WAC Coordinator, English
- Scott Calvin Pre-Health Program Director & Advising
- Yvette Rosario Senior Registrar
- Tyler Schmidt Previous WAC Coordinator, English
- Lisa Estreich Writing & Literacy Coordinator, ISSP
- Amy White Health Equity, Administration, and Technology
- Sebastian Rojas Villa Biology
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- Maria Plochocki English, Freshman Year Initiative
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- Elizabeth Simon Nursing
- Tashika McBride Human Rights and Transformative Justice Certificate, MSHS
- Ruby Phillips Psychology
- Loredana Militello MA Liberal Studies, Student Representative

Background



- a subcommittee of the UCC charged and constituted in December 2024 by Associate Provost, Karin Beck
- primary goal: draft updated guidelines that could be implemented in the 2025-2026 academic year.
- The committee met February-April in various configurations in order to draft recommended guidelines and make recommendations for support for WI curriculum development
- The committee membership was open to faculty across the College and included representatives from the sciences, social sciences, and arts and humanities, in addition to key administrators.
- Draft guidelines have been reviewed by the UCC and FP&B.



Next Steps



- May 7, 2025: Feedback from Senate
- May 2025: Implement feedback into guidelines
- June 2025: Share guidelines with Advising Council
- August 2025: Submit guidelines draft to UCC for approval
- Sept. 2025: UCC reviews guidelines
- Fall 2025: If approved by UCC, Senate votes on Guidelines



Key Recommendations:

- Constitution of a Writing Intensive Council
- Planning rollout of guidelines for campus community
- Assessment & Writing Intensive Assessment Examples

Key Recommendations: WI Council

- forming a standing Council of faculty members who are interested in continuing to support the development of Writing Intensive courses that would meet annually in the spring prior to spring break to consider any needed updates or changes to guidelines for or implementation of Writing Intensive courses.
- faculty members from the WI subcommittee are interested to serve on a WI council

Key Recommendations: Guidelines Roll-out

- a formal rollout of the new guidelines with targeted communication to faculty and advisors across campus.
- The rollout should clearly explain the purpose of the guidelines, WI courses, and any related policies & procedures
- Offer training opportunities with stipends - training for faculty to design or revise a syllabus using the new guidelines.

Key Recommendations:

Assessment and Resources

- A Self Assessment Form for Instructors scheduled to teach WI class
- Assessment of WI courses to track needs for pedagogical development and student learning
- A repository of examples of assessment of writing to be shared with faculty instructing WI courses. This repository should be updated regularly and examples should be sought from across disciplines.

Guidelines Overview:

WI syllabus should include....

2-3 guiding principles from the guidelines

3-7 learning outcomes related to writing-to-learn

Low stakes writing

Scaffolding: how smaller writing assignments will prepare students to complete a larger writing assignment or an exam

When applicable: a high stakes writing assignment



WI Syllabus: Guiding Principles

Include 2-3 from this list:

- 1. Focus on process, content and genre:** Writing, reading, and discussion activities and assignments allow students to process the content of the course and identify, explore, and practice genres of writing specific to the discipline.
- 2. Writing as a tool for learning and questioning:** Ungraded and/or anonymous writing assignments/activities invite students to ask questions, identify what they know and don't know. By expressing themselves, they make sense of, synthesize, and analyze course material (in writing, discussion, and/or presentations).
- 3. Writing as a mode of evaluation (of texts, of ideas, of the world)** Writing functions as a discovery tool to explore and familiarize oneself with the genres and formats of a discipline, with a particular audience and/or workplace discourse in mind (lab reports in science, charts, music sheets, research-focused writing).



WI Syllabus: Guiding Principles

Include 2-3 from this list:

4. Frequent and varied opportunities to write and revise: Students ought to experience frequent and varied writing assignments and activities, in different modalities, formats, and genres, with different types of assessment for the writing, and opportunities for self-assessment or peer-review when applicable. This helps to become aware of the choices one can make as a writer depending on the needs of a situation.

5. Writing as multimodal: Alphabetic, text-based writing is one possible mode of expression/communication that can be used in WI courses. Opportunities for students to engage and/or compose in multimodal writing fosters student confidence and versatility.

6. Opportunities for multilingual expression: WI classes can make room for students to write in their first language, particularly when writing is being used as a tool for learning and reflection.

7. Scaffolding: WI classes can help students build writing skills and work towards completing larger assignments by breaking them into smaller, discrete components. Smaller assignments support the acquisition of disciplinary knowledge.



Guidelines Overview:

WI syllabus should include....

2-3 guiding principles from the guidelines

3-7 learning outcomes related to writing-to-learn

Low stakes writing

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When applicable: a high stakes writing assignment



WI Syllabus: Learning Outcomes

Include 3-7 Learning Outcomes

WI instructors

- may draft their own
- department/program-specific WI learning outcomes are also welcome
- or select 3-7 from the list in the guidelines
- does the WI class also include discipline-specific / program-specific learning outcomes?
- are there assessment practices related to your program (Middle States, etc)?
- Examples of measurable learning outcomes in the guidelines



Guidelines Overview:

WI syllabus should include....

2-3 guiding principles from the guidelines

3-7 learning outcomes related to writing-to-learn

Low stakes writing

Scaffolding: how smaller writing assignments will prepare students to complete a larger writing assignment or an exam

When applicable: a high stakes writing assignment



WI Self-Assessment Form

A form to assess that the syllabus follows the guidelines

Before scheduling the course, department chairs, department P&B committees, or department curriculum committees, will remind instructors to fill out a “syllabus checklist self-assessment” form.

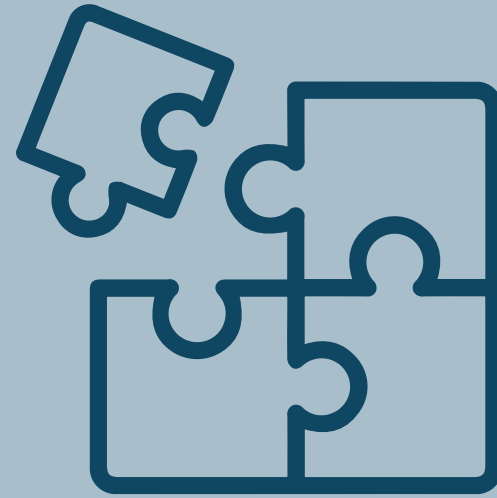
The Office of the Provost will collect data from the forms for assessment and instructional support. The form will be available on the Lehman College webpage where the guidelines for faculty are posted.

Next Steps



Define the approval process for future WI Guidelines revisions

- WI Council
- UCC
- Senate
- FP&B



Implement Feedback

- From FP&B
- From Senate
- Other feedback via email
- From Advising Council



Roll Out Plan & Assessment

- Resources for training
- Where assessment & data will be stored and analyzed
- WI Graduation requirements and guidelines online



Feedback, comments?



Item for New Business: Discussion on the Current Request Form and Advance Notice for Expressive Activities.

For Senate Meeting May 7, 2025.

Currently, the Lehman Student Handbook includes the following policy:

“All non-club related student rallies, gatherings, demonstrations, protests, and the like must be reviewed and approved by the Office of the Vice President of Students Affairs. Advance notice of at least 3 days (not including holidays and/or weekends) must be given to allow sufficient time for review and approval. Requests must be submitted [here](#).”

Upon clicking on the “here” link, a form shows up, which asks for

- Full name
- EMPL ID,
- email address
- phone number,
- a list of students and any affiliations,
- the title of the demonstration,
- a brief description of the demonstration,
- the date, time and duration of the event,
- estimated number of attendees.

The aim of this discussion is to engage and gather viewpoints in order to gain a well-rounded perspective of the function of this form and policy. What is the function of the form for the office of Student Affairs, and how does it impact our campus community?

The format for the discussion will be focused on the current policy and the form that is on the Lehman website. One of the guidelines for this discussion will be to focus on sharing one’s perspective, rather than talking back to what someone has said. There could be two lines formed, one for people in agreement with the form and the policy as it stands or have questions about the form and the policy, and one for people who find limitations with some of the contents of the form or the policy, or disagree with the form and the policy entirely as it is. One person from each line would speak in turn.

Request Form: Student Demonstrations and Other Expressive Activities

This form provides the Office of the Vice President for Student Affairs staff with the necessary information to review and approve requests in accordance with the Interim Guidance on Student Activities Related to Safe Demonstrations at CUNY Lehman College. Any questions, please contact: Student.Affairs@lehman.cuny.edu

* Required

1. **Full Name ***

Enter your answer

2. **EMPL ID ***

Enter your answer

3. **Email address: ***

Enter your answer

4. **Phone number: ***

Enter your answer

5. **List of students and any affiliations: ***

Enter your answer

6. **Title of Demonstration:**
*

Enter your answer

7. **Provide a brief description of the demonstration:**
*

Enter your answer

8. **Date of Event:**
*

Enter your answer

9. **Time and duration of event:**
*

Enter your answer

10. **Estimated Number of Attendees:**
*

Enter your answer

You can print a copy of your answer after you submit.

Submit

Never give out your password. [Report abuse](#)

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