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**Minutes of
The Lehman College Senate Meeting
Wednesday, May 1, 2024
Senate Meeting**

7 **Senators Present:** Abi-Hanna, R.; Ali, T.; Amargo, Z. A.; Arias, Y.; Austin, L.; Barnes, B. A.; Burton-
8 Pye, B.; Campeanu, S.; Cheng, S.; Davila, C. G.; Delgado, F.; Dozier, J. L.; Fera, J.; Gonzalez, R.;
9 Guerrero-Berroa, E.; Hargett, M. O.; Harrison, E.; Hernandez, S.; Hinton, C.; Holtzman, B.; Hurley,
10 D.; Huston, C.; Jabbi, K.; Levy, T.; Loscocco, P.; Machado, E.; Marianetti, M.; Mills, P.; Moalem, L.;
11 Moulrier, Y. N.; Murphy, B.; Neumayer, C.; Nguyen, T.; O'Boy, D.; O'Neil, C.; Oberlin, D.; Parmar,
12 R.; Payan, J. J.; Prince, P.; Quinones, J.; Roldos, M. I.; Rotolo, R.; Ruiz, E.; Schlesinger, K.; Silva-
13 Puras, J.; Sisselman-Borgia, A.; Sofianos, E.; Spence, N.; Stein S. S.; Stopler, M.; Toro, C.; Turcios O.
14 D.; Waring, E.; White, A.; Wills-Jackson, C.; Wright, J.; Yavuz, D.; Zhao, L.

17 **Senators Absent:** Adjei, M.; Aisemberg, G.; Alyafai, E.; Augustin, J.; Banks, R.; Baraldi, C.; Bishop,
18 S.; Brijmohan, S.; Brown, A. M.; Brown, A.; Brown, K.; Chen-Hayes, S.; Delgado, J.; Dest, A.; Diarra,
19 F.; Finger, R.; Ford, G.; Gerry, C.; Gumaneh, A.; Hernandez-Acevedo, B.; Hidalgo R. N.; Hydara, A.;
20 Hyman, D.; Jimenez, M.; Kamara, F.; MacKillop, J.; Manier, D.; Markens, S.; McBride, T.;
21 McClendon, L.; McKenna, C.; Mohorcich, J.; Neundorff, H.; Ohmer, S.; Palmer, C.; Qafleshi, D.;
22 Reynoso, K.; Sissoko, G.; Vann, M.; Vargas, A.; Wang, Hsien-T. E.; Wright, C. T.

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24 The meeting was called to order by President Fernando Delgado at 3:47 p.m.

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26 **1. Action Items**

27 **a. Approval of the Minutes**

28 There was a motion to move the April 3, 2024, minutes to the floor for discussion; the
29 motion was seconded. There were no questions or comments. The minutes of the April
30 3, 2024, College Senate was approved by unanimous voice vote.

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32 See Attachment I

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34 **b. Governance Committee**

35 Professor Joseph Fera presented the slate of nominees to fill faculty vacancies on the
36 College Senate Standing Committees. He opened the floor to additional nominations.
37 There were none. Prof. Fera moved to a vote. The slate of faculty members nominated
38 to serve on the College Senate Standing Committees was approved by unanimous voice
39 vote.

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The next meeting was scheduled for Monday, May 6, 2024, at 11:00 a.m. via Zoom.

See Attachment II

c. Undergraduate Curriculum Committee

Professor Lynn Rosenberg presented proposals for curriculum changes in the following Departments: Biological Sciences; Computer Science; Exercise Sciences and Recreation; Latin American and Latino Studies; Mathematics; and Music, Multimedia, Theatre, and Dance. Professor Fera opened the floor to questions and comments. There were none. Prof. Fera then moved to vote on all of the presented proposals. All of the presented proposals were approved by unanimous voice vote.

Professor Rosenberg presented the following experimental courses as informational items: CED 102, MAT 039, and ESC 050.

See Attachment III

d. Graduate Curriculum Committee

Ms. Takiyah Ali presented proposals for curriculum changes in (1) the Art Department and (2) the Counseling, Leadership, Literacy, and Special Education Department. Professor Fera opened the floor to questions and comments. There were none. Prof. Fera then moved to vote on the two presented proposals. The proposals were approved by unanimous voice vote.

The Dean of the School of Health Sciences, Human Services, and Nursing, Dr. Elgloria Harrison, shared the following news with the College Senate: (1) On April 29, 2024, The Board of Trustees' Education Policy Committee approved the College's first ever Ph.D in Human Performance and Fitness, which would be submitted for final approval with the Board sometime in May. (2) The Bachelors in Public Health would be reinstated.

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See Attachment IV

e. Admissions Evaluation and Academic Standards

Professor Sandra Campeanu presented, for approval, a list of students scheduled to graduate in the Spring of 2024. She noted that having the list approved by the College Senate was a symbolic gesture and that the approval was contingent on students meeting the requirements of their degree. There were no questions or comments. Professor Fera moved to approve the graduation list. The list was approved by unanimous voice vote.

See Attachment V

2. Announcements and Communications

a. Report of the President—

The President expressed that he would deliver his report at the end of the meeting.

b. Student Legislative Assembly—

The Vice President of Student Affairs and Chair of the Student Legislative Assembly (SLA), Ms. Tina Nguyen, shared the following updates and announcements:

- (1) SGA concluded the elections for the Fall 2024 and Spring 2025 academic year, where the newly elected members of the SGA will serve starting June 1, 2024. The Office of Campus Life would hold special elections in early September to fill all remaining available seats.
- (2) Ms. Tina Nugyen announced that she would be graduating this academic year. She congratulated all who were reaching a similar milestone and thanked all of the current senators for serving.
- (3) There would be a celebration in honor of student leaders, which was scheduled for May 2, 2024, at 3:00 p.m. both virtually and in person at the Student Life Building, room 111.
- (4) SGA would be providing ready-to-go-snacks starting May 15th at different locations on campus during finals.

- 103 (5) For the graduating class of Spring 2024, there would be a cap-decorating party, which
104 was scheduled for May 15th from 2:00 p.m. to 5:00 p.m. in the Student Life Building.
105 (6) There would be a senior ball on May 23, 2024, at 5:00 p.m. in the East Dining Room
106 and Faculty Dining Room.

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

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110 **c. Campus Life and Facilities**

111 Professor Penny Prince provided updates regarding several on-campus issues.

- 112 (1) The Cafeteria: The VP of Administration and Finance, Rene Rotolo, attended
113 a meeting held by the Campus Life and Facilities committee, and suggested
114 solutions such as specials of the day and food varieties. VP Rotolo also
115 suggested having a cafeteria committee. Prof. Prince urged all those interested
116 in participating to contact VP Rotolo.

- 117 (1) The Music Building Elevator: it was announced that the request to add a
118 second elevator in the Music Building was added to the capital projects list.

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120 Professor Prince invited all to attend her musical, Daniel in the Lion's Den, which she shared
121 was about speaking truth to power. She informed that the musical was free and would be held
122 in the recital home on Thursday, May 9, 2024, at 7:00 p.m. and Saturday, May 11, 2024, at
123 noon.

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125 See Attachment VI

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127 **d. Budget and Long-Range Planning**

128 Professor Brian Murphy reported on the April 18, 2024, meeting of the Budget and Long-
129 Range Planning Committee. He shared a draft of the third quarter financial plan update for
130 fiscal year 2024, where he outlined the projected expenditures, tuition revenue trends, and
131 projected resources, including the City University Tuition Reimbursable Account (CUTRA).

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133 See Attachment VII

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

There was no report.

f. Assessment

Professor Devrim Yavuz reported that Donald Sutherland of the Office of Institutional Effectiveness would circulate a survey next week, on assessment for the general campus community. He informed that the survey would be a chance for all involved to provide feedback on assessment and how it can be approved across campus.

g. Academic Freedom

There was no report.

h. Library, Technology, and Telecommunications

Mr. Steven Castellano reported on the April 30, 2024, meeting of the Library, Technology, and Telecommunications Committee. He brought announcements from the Library, Division of Information Technology, Online Education, and concerning Blackboard.

See Attachment VIII

i. University Faculty Senate Report

There was no report.

The next Plenary Session was scheduled for May 7, 2024, at 6:30 p.m.

Unfinished Business

There was no unfinished business to report.

New Business: The COACHE Survey

Prof. Rabab Abi-Hanna provided an overview and summary of the 2023 COACHE Survey.

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See Attachment X

Report of the President—

President Fernando Delgado informed that New York State had finalized its budget. He shared his supposition of what the budget might mean for Lehman College as the University allocates funding across all twenty-six entities, and in particular, to those campuses who may require additional funding to deliver on their mission.

President Delgado touched on the growing complications on college campuses, referring to a recent clash between campus protestors and authorities. He reassured that one of his roles as President of Lehman College is to ensure a safe and orderly institution that allows students to learn and thrive, and that allows faculty and staff to be present and to perform their duties as excellently as they have always done. He shared his belief in inclusivity for everyone and in the ability to respectfully preserve a sense of vibrant community at the College, even when disagreements arise. President Delgado noted that Lehman College stood out as an institution where everyone cares about one another and he commended students, faculty, and staff for continuing to uphold a sense of community and respect. He assured that the College community would continue to do so all throughout commencement.

ADJOURNMENT

There was a motion to adjourn the meeting, it was seconded. The meeting was adjourned at 5:01 p.m.

Respectfully submitted:

Cynthia Cessant



Governance Committee Report May 1st, 2024

1. Faculty Vacancies
 - a. Three-Step Process (See Flyer)
 - b. Slate Of Nominees Prepared Mindful of Number of Nominations Received and School Balance
 - c. All Nominees Contacted and Have Agreed To Serve
 - d. No Contested Elections Currently
 - e. Any Additional Nominations?
 - f. Move To A Vote

2. Next Governance Meeting: Monday, May 6th at 11am on Zoom

The Lehman College Senate Standing Committee Faculty Member Election Process 2024

Step 1: Nomination Solicitation

All Faculty and Staff are asked to contribute nominations to fill Senate Committee faculty member seats that will be vacant as of June 2023.

March 11th – March 25th by Email



Step 2: Slate Prepared

The Senate Governance Committee prepares a slate of candidates to fill committee vacancies using the collected solicitations. The Governance Committee attempts to prepare a slate that balances school representation; it also verifies that those nominated are willing to serve.

April Governance Meeting

Step 3: The Senate Votes

The Governance Committee brings the prepared slate of candidates to the Senate floor. Additional nominations are called for and then the Senate votes.

May Senate Meeting

SHARED
Governance

Faculty Nomination Slate Spring 2024

Senate Committee Vacancies

Academic Freedom Committee

Members With Continuing Terms

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

Nominees

David Manier (PSY)
Mohan Vinjamuri (SWK)

Assessment Committee

Members With Continuing Terms

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

Nominees

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

Admissions, Evaluations, and Academic Standards

Members With Continuing Terms

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

Nominees

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

Budget and Long-Range Planning

Members With Continuing Terms

Agustina Checa (MMTD)
Theresa Lundy (NUR)
Ruth Wangerin (ANT)

Nominees

Rafael Gonzalez (MAT)
Brian Murphy (CS)
Alexander Nunez-Torres (FIE)

Meagan Serrano (CLLSE) – 1 yr replacement

Campus Life and Facilities

Members With Continuing Terms

Carole Baraldi (NUR)
Christine Neumayer (SLHS)
Di Wu (FIE)

Nominees

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

Faculty Nomination Slate Spring 2024

Senate Committee Vacancies

Equity, Inclusion, Accessibility, and Anti-Racism

Members With Continuing Terms

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

Nominees

Matthew Frye-Castillo (ENG)
Gabriella Kohler (ST DIS SERV)
Darcel Reyes (NUR)

Graduate Studies

Members With Continuing Terms

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

Nominees

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

Library, Technology, and Telecommunications

Members With Continuing Terms

Sheery Deckman (MHSE)
Dana Fenton (SOC)
Joseph J. Mohorcich (POL)

Nominees

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

Undergraduate Curriculum Committee

Members With Continuing Terms

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

Nominees

Andrea Honig (ACC)
Douglass Oberlin (EXS)
Daniel Stuckhart (MHSE)

Lehman Auxiliary Enterprise Corporation

Member with Expiring Term

Katherine Burt (HPNS)

Nominees

Bartholomew Bland (ART)
Katherine Burt (HPNS)

Senate Meeting

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on (6/7 members in attendance):

1. Mathematics Department
 - Degree Requirements-Minor
 - MAT 037-New course
 - MAT 038-New course
 - MAT 179-Change from experimental to permanent course
 - MAT 432-Prerequisite
2. Latin American and Latino Studies Department
 - Latin American and Caribbean Studies, BA Degree Requirements
 - Latino Studies, BA-Degree requirements
 - Mexican and Mexican American Studies Minor-Degree requirements
 - Latin American and Caribbean Studies Minor-Program requirements
 - Latino Studies Minor-Withdrawal of program
 - LTS 171/LAC171-New course with Cross-listing
 - LTS 272/LAC 272-New course with Cross-listing
 - LTS 269-Cross-listing
 - LTS 224-Pathways submission
 - LAC 225-Pathways submission
 - LAC 313-Title, description
3. Computer Science Department
 - CMP 167-Corequisite, credits
4. Exercise Science Department
 - Exercise Science B.S.-Degree requirements
 - Recreation Ed-B.S.-Degree requirements
 - Therapeutic Recreation B.S.-Degree requirements
 - EXS 366-New course
 - THR 300-New course

- REC 470-Prerequisite
 - THR 221-Title, description
 - THR 322-Title, description
 - THR 324-Title, description
 - THR 325-Title, description
 - THR 400-Description prerequisite/corequisite
 - THR 421-Title, description
 - THR 425-Title, description
 - THR 471-Title, description
 - EXS 365-New course
5. Biological Sciences Department
- BIO 174-Pathways Designation
6. Music, Multimedia, Theatre and Dance Department
- MST 201-New course
 - MST 301-New course

Informational items

- CED 102-Experimental course
- MAT 039-Experimental course
- ESC 050-Experimental course

Next meeting: TBD September 2024

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)	BIO 174
Course Title	Scientific Problem-Solving
Department(s)	Biological Sciences
Discipline	Biology
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	Understanding how the human brain works and learning how to train it for solving problems and making decisions.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended
Indicate the status of this course being nominated:	
<input checked="" type="checkbox"/> current course <input type="checkbox"/> revision of current course a new course being proposed	
CUNY COMMON CORE Location	
Please check below the area of the Common Core for which the course is being submitted. (Select only one.)	
Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	Flexible <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society <input type="checkbox"/> US Experience in its Diversity <input checked="" type="checkbox"/> Scientific World <input type="checkbox"/> Creative Expression
Waivers for Math and Science Courses with more than 3 credits and 3 contact hours	
Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.	
If you would like to request a waiver please check here:	<input type="checkbox"/> Waiver requested
If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.	
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

Learning Outcomes

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

I. Required Core (12 credits)

A. English Composition: Six credits

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

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

B. Mathematical and Quantitative Reasoning: Three credits

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

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

C. Life and Physical Sciences: Three credits

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

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

II. Flexible Core (18 credits)

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

A. World Cultures and Global Issues

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

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

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

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

B. U.S. Experience in its Diversity

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

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

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

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

C. Creative Expression

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

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

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

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

D. Individual and Society	
A Flexible Core course <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.	
Using case studies of personal and biological problems, students will learn how to create decision trees for solving any type of problem. Decision trees are tools for visualizing various factors that may underlie a problem and methodically verifying the pros and cons of various options to make sound decisions. Once the factors are identified, students will be guided to gather relevant information from a variety of sources to assign probabilities for each option.	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
Working in small groups, students will be guided to understand probabilities based on collected information and to use them in arguing critically for choosing the best option and deciding under uncertain conditions.	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
Each student will learn how to create, maintain, and present an e-portfolio to show the process of learning how to create decision trees and how to use them for solving either personal or scientific problems. Students will also work in small groups to solve a scientific problem and present their decision trees to the class at the end of the semester.	<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:	
By making clay models of the brain and spinal nerves, students will learn the anatomy of the nervous system in the realm of life and physical sciences.	<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.
Students will use GSR biometric sensors to become familiar with tools that are used to measure physiological reactions to uncertainty associated with problem solving and decision making.	<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.
<p>Making informed decisions about policy or public concern under uncertain conditions requires scientific thinking, some understanding of probabilities, and a basic ability to read graphs. Using case studies of personal and biological problems, students will practice creating decision trees to help them think methodically through any type of simple or complex problem, assign probabilities to outcomes of various factors that may underlie each problem, and understand data presented in tabular or graphic forms.</p>	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

Scientific Problem-Solving – Fall 2023

Instructor: Maryam Bamshad. I am a Professor in the [Department of Biological Sciences at Lehman College](#). I teach courses such as endocrinology and the human body and brain. My research is focused on cognition and emotions. You can talk to me on Zoom either after class or by scheduling an appointment.

Course Description: BIO 174, a pathways general education course in the Scientific World category that fulfills the Flexible Core requirement.

Recommended Books

- Recommended: Problem Solving 101: A Simple Book for Smart People by Ken Watanabe, 2009 ISBN 978-1-59184-242-2
- Recommended: Bulletproof Problem Solving: The One Skill that Changes Everything, by Robert McLean and Charles Conn, 2019

Technology: We will be using Blackboard as course management system and the [National Science Teaching Association \(NSTA\)](#) as a resource for biological case studies. All your course materials including reading resources, syllabus, assignments, and grades are on Blackboard. Participation in a research project is a requirement for the course. For technology help and issues regarding your CUNY email or password, please contact the IT help desk 718-960-1111.

Learning Goals: My goal is to train your brain in using the scientific principles for solving personal as well as biological problems. You will learn the process by which consultants and scientists use to ask questions, visualize problems, acquire relevant information, analyze data, and make evidence-based decisions.

Learning Objectives

- Learn how to solve problems based on probabilities.
- Learn how to make decisions based on probabilities.

Learning Outcomes

1. Be able to articulate and reframe questions.
2. Use visualization tools (decision trees) to identify multiple factors involved in any type of problem.
3. Identify missing information.
4. Acquire relevant data using a variety of resources.
5. Understand probabilistic events expressed verbally, numerically, and graphically.
6. Know how to decide based on probabilities.

Assessment

- Scores for a midterm exam to test knowledge.
- Scores for creating a decision tree to solve a personal problem.

Scientific Problem-Solving – Fall 2023

- Scores for creating a decision tree to solve a biological problem.
- Quality of individual e-portfolios on the process of decision making.
- Quality of group project to present a biological problem and provide a decision for solving the problem.

Classroom Policies

- Attend class regularly and on time.
- Remain present and attentive during class.
- Participate in class discussions and in group work.
- Complete all assignments by the due date.
- Avoid talking, texting, and internet browsing during class unless the activity is regarding the lecture.
- Be respectful when communicating online with your classmates.
- Post online only materials that are relevant to and appropriate for learning the course material.
- Avoid plagiarizing information you post online or cheating during tests (see the Lehman College academic policy shown below)

When to Learn	What to Learn	How to Learn
1. Thursday, August 25	Introduction to the course	Review the syllabus, course objectives, and class policies, Form groups and learn how to work productively in a team.
2. Tuesday, August 30	How does the human brain develop?	Examine a human brain model to learn its major parts.
3. Thursday, September 01	How does the human brain learn?	Build a clay model of a human brain.
4. Tuesday, September 06	How does the human brain process information to make decisions?	Build a clay model of a neuron.
5. Thursday, September 08	How does the human brain process emotions?	Build a clay model of a spinal vertebrae and its somatic and autonomic nerves.
6. Tuesday, September 13	What is uncertainty and how does the body react to uncertainty?	Measure galvanic skin response with sensors to detect arousal in response to uncertainty.
7. Thursday, September 15	How do we express uncertainty in words and numbers? Part 1	Practice understanding probabilities.
8. Tuesday, September 20	How do we express uncertainty in words and numbers? Part 2	Practice understanding probabilities
9. Thursday, September 22	How do we graphically represent uncertainty? Part 1	Practice learning to read graphs
10. Thursday, October 06	How do we graphically represent uncertainty? Part 2	Practice learning to read graphs
11. Tuesday, October 11	Testing your knowledge	Midterm exam on brain and uncertainty expressions

Scientific Problem-Solving – Fall 2023

12. Thursday, October 13	Learn how to create a decision tree for solving problems and making the best possible decision.	Practice drawing decision trees to visualize problems.
13. Tuesday, October 18	Create a decision tree to solve personal problem 1	Search for relevant resources to complete a decision tree.
14. Thursday, October 20	Create a decision tree to solve personal problem 2	Search for relevant resources to complete a decision tree.
15. Tuesday, October 25	Create a decision tree to solve personal problem 3	Search for relevant resources to complete a decision tree.
16. Thursday, October 27	Create a decision tree to solve personal problem 4	Search for relevant resources to complete a decision tree.
17. Tuesday, November 01	Create a decision tree to solve biological problem 1	Search for relevant resources to complete a decision tree.
18. Thursday, November 03	Create a decision tree to solve biological problem 2	Search for relevant resources to complete a decision tree.
19. Tuesday, November 08	Create a decision tree to solve biological problem 3	Search for relevant resources to complete a decision tree.
20. Thursday, November 10	Create a decision tree to solve biological problem 4	Search for relevant resources to complete a decision tree.
21. Tuesday, November 15	Individual e-portfolio presentation Part 1	Demonstrate your learning process and receive feedback.
22. Thursday, November 17	Individual e-portfolio presentation Part 2	Demonstrate your learning process and receive feedback.
23. Tuesday, November 22	Individual e-portfolio presentation Part 3	Demonstrate your learning process and receive feedback.
24. Tuesday, November 29	Group project presentation Part 1	Demonstrate ability for teamwork and receive feedback.
25. Thursday, December 01	Group project presentation Part 2	Demonstrate ability for teamwork and receive feedback.
26. Tuesday, December 06	Participate in research	Become familiar with biometric research and tools
27. Thursday, December 08	Participate in research	Become familiar with biometric research and tools
28. Tuesday, December 13	Participate in research	Become familiar with biometric research and tools
29. Thursday, December 15	Participate in research	Become familiar with biometric research and tools

Scientific Problem-Solving – Fall 2023

Grading is based on the activities completed for the lecture and the laboratory components of the course. The details are specified in the following table.

Lecture Activities	Other Activities
Midterm Exam: 15%	Quality of personal decision trees: 20%
Quality of built models: 10%	Quality of biological decision trees: 20%
Class participation: 5%	Quality of individual e-portfolios: 15%
	Quality of group project presentation: 15%

Percent	Grade
93%	A
90%	A-
87%	B+
83%	B
80%	B-
77%	C+
73%	C
70%	C-
67%	D+
63%	D
60%	F

Grading Policy

- Grades will not be changed under any circumstances unless I have made an error in calculating your grade.
- Make-up exams are only given prior to the exam date with proof of legitimate excuse.
- An INC grade is given only if the student has missed one exam and has a passing grade in the course.
- Instructors are not allowed to give any projects for extra credits to change a grade.
- You will lose 100 points if you miss an exam without proof of a legitimate excuse.
- The final exam and a make-up final exam will be given in accordance with the timetable provided by the Office of the Registrar.

Scientific Problem-Solving – Fall 2023

Student Disability: Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the [Office of Student Disability Services](#), Shuster Hall, Room 238, phone number, 718-960-8441, [Email](#). **Public Safety:** 109 APEX (718-960-8593) **Emergency:** (718-960-7777).

Recording of Remote Classes: Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

Exam Proctoring: All exams in this course will be proctored online by TopHat/CUNY-sponsored program.

Internet Access and Connectivity: Lehman College has arranged for all its students to have access to computers and high-speed internet connection. Therefore, we expect that students in this class will be present and attentive for the duration of each class and each exam without disruption. If you have any problems with computer technology or internet access, it is your responsibility to contact the [Lehman College Office of Information Technology](#) to resolve the issue ahead of the scheduled class time or exam. Please note that the instructor may not be able to disrupt the class or the exam in order to solve problems related to student internet connectivity or other technological issues.

Scientific Problem-Solving – Fall 2023

Academic integrity is acting with honesty, respect, and responsibility in learning and in research. It is a moral code that binds us to do the right thing even when no one is looking.

Academic integrity is essential to any course, including this one _____. Students may fail to exhibit integrity by cheating, plagiarizing, obtaining unfair advantage, or falsifying records. In so doing, they hurt themselves, because they do not learn the material sufficiently and move on to later courses and careers as impostors, assumed to have skills they do not yet possess. They hurt their classmates, because they cheapen their hard-won accomplishments and disrupt the class. And they hurt future students, because the reaction to cheating will be to create ever stricter testing conditions.

Examples of academic dishonesty include but are not limited to those shown at <http://lehman.smartcatalogiq.com/2019-2021/Undergraduate-Bulletin/Academic-Services-and-Policies/Academic-Integrity>. For example, cheating on an exam includes, but is not limited to: Consulting with others regarding the exam while it is ongoing (this includes tutors, classmates, people who took the class before and family members etc.) and posting exam questions online for others to answer while the exam is ongoing, and including posting exam questions to online tutoring services such as Chegg. For online or hybrid courses, academic dishonesty also includes communicating in any form electronically or otherwise during an exam, sharing answers with peers electronically, or sharing screenshots of exam questions. Copying and pasting answers from the internet and not writing in own words or paraphrasing another's written statements. Additional rules may apply to specific exams. If so, they will be listed in the instructions for the exam.

Academic dishonesty is a very serious issue and will not be tolerated for any lecture, lab, or research activity.

Cheating on an exam in this course: Should a student exhibit academic dishonesty, the instructor will inform the student of the suspicion, charges, and sanctions in writing. Any form of academic dishonesty will result in an F for the course, and a report to the College's Academic Integrity Officer, regardless of whether the cheating materially affected the score of the student in question.

Your pledge: To indicate that you understand academic integrity is central to the success of this course and your future success, you will be asked either to write out an honor statement during each exam or to confirm the receipt of this statement that has been approved and sponsored by the School of Natural and Social Sciences of Lehman College.

"I, _____ have read the syllabus and the statement of academic integrity. I understand that academic integrity is central to the success of myself and others during this and future courses. The work I present here in this exam/lab/homework is my own and is in my own words. I declare that I have fulfilled my responsibility as an honest student, and the work presented here is true representation of my ability in this course."

**LEHMAN COLLEGE
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DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** *Corequisite, Credits*

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

Department(s)	Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 167
Course Title	Programming Methods I
Description	<p>Structured computer programming using a modern high-level programming language. Includes console I/O, data types, variables, control structures, including iteration, arrays, function definitions and calls, parameter passing, functional decomposition, and an introduction to objects. Debugging techniques.</p> <p>Prerequisite: MAT 104 or higher Corequisite: CMP 157</p> <p>Note: This course is for students who intend to major in Computer Science, Mathematics, Computer Graphics and Imaging, or the sciences. Some previous computer programming experience is recommended. Not intended for students in Accounting or Computer Information Systems; the technical content is the same as CIS 166 but the emphasis is different.</p>
Pre/ Co Requisites	Prerequisite MAT 104
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No

Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <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)	Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 167
Course Title	Programming Methods I
Description	Structured computer programming using a modern high-level programming language. Includes console I/O, data types, variables, control structures, including iteration, arrays, function definitions and calls, parameter passing, functional decomposition, and an introduction to objects. Debugging techniques.
Pre/ Co Requisites	<u>Prerequisite MAT 104 or higher</u> <u>Corequisite: CMP157</u>
Credits	<u>4</u>
Hours	4

Liberal Arts	[X] Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics and Quantitative Reasoning <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 current listing for CMP 167 incorrectly displays lecture-lab. CMP 167 is lecture only. CMP 157 (the co-requisite) serves as the lab portion. The co-requisite CMP 157, which is a lab, enables application of the concepts learned and better coverage of the material. The note in the course description about majors has been removed since it is inaccurate and irrelevant under the new curriculum.

5. Date of departmental approval: March 14, 2024

**LEHMAN COLLEGE
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DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

Name of Program and Degree Award: Exercise Science, BS

Hegis Number: 1299.30

Program Code: 32639

Effective Term: Spring 2025

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

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

Exercise Science, BS

Option 1: Exercise and Movement Science

Major Requirements (60.5 credits). The major field requirements include the completion of 45 credits in Exercise Science core courses; 12.5 credits in science courses; 3 credits major elective in Exercise Sciences and Recreation

Exercise Science Courses (45 credits):

	Credits
EXS 240 Nutrition and Health	3
EXS 264 Introduction to Exercise Science	3
EXS 265 Behavioral Aspects of Physical Activity	3
EXS 315 Kinesiology and Biomechanics	3
EXS 316 Motor Learning	3
EXS 323 Exercise Physiology I	3
EXS 326 Exercise Testing and Prescription	3
EXS 342 Sports Nutrition	3
EXS 423 Exercise Physiology II	3
EXS 424 Principles and Practices of Fitness and Wellness Programming	3
EXS 425 Theory and Methods of Strength and Conditioning	3
EXS 427 Application of Training Principles	3
EXS 430 Research Methods and Statistics in Exercise Science	3
EXS 470 Pre-Internship Seminar in Exercise Science	3
EXS 471 Internship in Exercise Science	3

b. Science Courses (12.5 credits)

	Credits
BIO 181 Anatomy and Physiology I	4
BIO 182 Anatomy and Physiology II	4
CHE 114 General Chemistry I	3

CHE 115 General Chemistry Laboratory I 1.5

c. Major Elective (3 credits)

Select from EXS, REC, REH and THR, courses with approval of the adviser.

GENERAL ELECTIVES:

Sufficient credits to reach a total of 120 credits required for graduation.

Option 2: Pre-Physical Therapy

Major Requirements (62 - 68 credits). The major field requirements include the completion of 33 credits in Exercise Science core courses; 29 credits in science courses.

Pre-requisites (4-6 credits):

MAT 172 or MAT 171 and MAT 108, or placement in to calculus is required in order to enroll in several courses required for the major. MAT 171 or MAT 172 can be used to fulfill the College Mathematical and Quantitative Reasoning Requirement. Students who complete the pre-requisite before declaring the major, or who fulfill it by placement in to calculus, may complete Option 2 of the Exercise Science B.S. in 62 credits.

a. Exercise Science Courses (33 credits):

	Credits
EXS 264 Introduction to Exercise Science	3
EXS 265 Behavioral Aspects of Physical Activity	3
EXS 315 Kinesiology and Biomechanics	3
EXS 316 Motor Learning	3
EXS 323 Exercise Physiology I	3
EXS 326 Exercise Testing and Prescription	3
EXS 423 Exercise Physiology II	3
EXS 425 Theory and Methods of Strength and Conditioning	3
EXS 430 Research Methods and Statistics in Exercise Science	3
EXS 470 Pre-Internship Seminar in Exercise Science	3
EXS 471 Internship in Exercise Science	3

b. Science Courses (29 credits)

	Credits
BIO 181 Anatomy and Physiology I	4
BIO 182 Anatomy and Physiology II	4
CHE 166 General Chemistry I	4
CHE 167 General Chemistry Laboratory I	1.5
CHE 168 General Chemistry II	4
CHE 169 General Chemistry Laboratory II	1.5
PHY 166 General Physics I	5
PHY 167 General Physics II	5

GENERAL ELECTIVES:

BIO 166 and BIO 167, PSY 166 and PSY 217 are recommended as general electives but are not required for this major.

Dual Credit Option

Undergraduate students majoring in Exercise Science with 90 or more credits and a minimum of a (3.0) cumulative index and (3.0) index in the major may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S in Human Performance & Fitness. The following graduate courses may be taken in place of these undergraduate courses: EXS 504, 505, 615, 616. The student must receive permission and recommendation prior to registration.

3. **To:** Underline the changes
Exercise Science, BS

Option 1: Exercise and Movement Science

Major Requirements (60.5 credits). The major field requirements include the completion of 45 credits in Exercise Science core courses; 12.5 credits in science courses; 3 credits major elective in Exercise Sciences and Recreation

Exercise Science Courses (45 credits):

	Credits
EXS 240 Nutrition and Health	3
EXS 264 Introduction to Exercise Science	3
EXS 265 Behavioral Aspects of Physical Activity	3
EXS 315 Kinesiology and Biomechanics	3
EXS 316 Motor Learning	3
EXS 323 Exercise Physiology I	3
EXS 326 Exercise Testing and Prescription	3
EXS 342 Sports Nutrition	3
EXS 366 Prevention & Care of Athletic Injuries	3
EXS 423 Exercise Physiology II	3
EXS 424 Principles and Practices of Fitness and Wellness Programming	3
EXS 425 Theory and Methods of Strength and Conditioning	3
EXS 430 Research Methods and Statistics in Exercise Science	3
EXS 470 Pre-Internship Seminar in Exercise Science	3
EXS 471 Internship in Exercise Science	3

b. Science Courses (12.5 credits)

	Credits
BIO 181 Anatomy and Physiology I	4
BIO 182 Anatomy and Physiology II	4
CHE 114 General Chemistry I	3
CHE 115 General Chemistry Laboratory I	1.5

c. Major Elective (3 credits)

Select from EXS, REC, REH and THR, courses with approval of the adviser.

GENERAL ELECTIVES:

Sufficient credits to reach a total of 120 credits required for graduation.

Option 2: Pre-Physical Therapy

Major Requirements (62 - 68 credits). The major field requirements include the completion of 33 credits in Exercise Science core courses; 29 credits in science courses.

Pre-requisites (4-6 credits):

MAT 172 or MAT 171 and MAT 108, or placement in to calculus is required in order to enroll in several courses required for the major. MAT 171 or MAT 172 can be used to fulfill the College Mathematical and Quantitative Reasoning Requirement. Students who complete the pre-requisite before declaring the major, or who fulfill it by placement in to calculus, may complete Option 2 of the Exercise Science B.S. in 62 credits.

a. Exercise Science Courses (33 credits):

	Credits
EXS 264 Introduction to Exercise Science	3
EXS 265 Behavioral Aspects of Physical Activity	3
EXS 315 Kinesiology and Biomechanics	3
EXS 316 Motor Learning	3
EXS 323 Exercise Physiology I	3
EXS 326 Exercise Testing and Prescription	3
EXS 423 Exercise Physiology II	3
EXS 425 Theory and Methods of Strength and Conditioning	3
EXS 430 Research Methods and Statistics in Exercise Science	3
EXS 470 Pre-Internship Seminar in Exercise Science	3
EXS 471 Internship in Exercise Science	3

b. Science Courses (29 credits)

	Credits
BIO 181 Anatomy and Physiology I	4
BIO 182 Anatomy and Physiology II	4
CHE 166 General Chemistry I	4
CHE 167 General Chemistry Laboratory I	1.5
CHE 168 General Chemistry II	4
CHE 169 General Chemistry Laboratory II	1.5
PHY 166 General Physics I	5
PHY 167 General Physics II	5

GENERAL ELECTIVES:

BIO 166 and BIO 167, PSY 166 and PSY 217 are recommended as general electives but are not required for this major.

Dual Credit Option

Undergraduate students majoring in Exercise Science with 90 or more credits and a minimum of a (3.0) cumulative index and (3.0) index in the major may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S in Human Performance & Fitness. The following graduate courses may be taken in place of these undergraduate courses: EXS 504, 505, 615, 616. The student must receive permission and recommendation prior to registration.

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

This change removes EXS 427 from the degree requirements in Option 1 (movement science) and adds EXS 366. There is no change in the total number of credits. While examining our curriculum, we found that EXS 427 had significant overlap with other required courses, specifically EXS 423 and EXS 425. In addition, our curriculum lacked training in the prevention and treatment of athletic injuries. Thus, we're requesting to remove EXS 427 and replace the 3 credits with EXS 366. There are no changes to Option 2.

5. Date of departmental approval: 2/27/2024

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

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

Hegis Number: 0835

Program Code: 02593

Effective Term: Spring 2025

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

2. **From:**
Recreation Education, B.S. (45 Credit Major)

~~The program in Recreation Education leads to the B.S. degree and is designed to prepare students for entry into the parks, recreation, and leisure services profession. Recreation and leisure services are provided in a variety of settings serving people of all ages in carefully planned and organized recreation programs. Students may concentrate in recreation management or exercise and sport.~~

Students in the recreation management concentration are employed in public park and recreation agencies, not-for-profit organizations, community recreation centers, camps, and sports associations.

Students in the exercise and sport concentration can work as programmers, fitness trainers, group exercise leaders or coaches, in sports and fitness programs in a variety of settings. Students are prepared to obtain various fitness certifications from several national organizations.

Fieldwork and internship experiences are important components of the major, which give students the opportunity to apply theory to practice in an actual work setting under the supervision of a qualified professional.

Students in this major that have met the academic requirements, upon graduation, and complete at least 1 year of full-time experience in the field are eligible to sit for the national certifying examination for the Certified Park and Recreation Professional (CPRP), administered by the National Recreation and Park Association.

Honors in Recreation Education:

Departmental honors in Recreation Education may be awarded to a student who has maintained an index of 3.5 in a minimum of 24 credits in all courses required for the major.

The required courses and credits are distributed as follows (45 credits):

24 credits in Recreation Education:

	Credits
REC 200 History and Philosophy of Recreation	3
REC 210 Recreation Leadership	3
REC 302 Administration of Recreation Service	3
REC 240 Inclusive Recreation	3
REC 260 Selected Topics in Recreation	3
REC 407 Research and Evaluation in Recreation Service	3
REC 422 Programming and Planning in Recreation	3

12 credits in one of two concentrations:

Recreation Management:

	Credits
REH 330 Management of Youth Serving Organizations	3
REC 361 Outdoor Recreation and Sustainable Management	3
REC 405 Facility Management in Recreation Service	3
REC 410 Advanced Finance and Human Resources Management in Recreation Service	3

Exercise and Sport:

	Credits
EXS 264 Introduction to Exercise Science	3
EXS 265 Behavioral Aspects of Physical Activity	3
EXS 304 Coaching and Team Sports	3
EXS 424 Principles and Practices of Fitness and Wellness Programming	3

6 credits selected from:

REC, THR, REH, EXS, ~~DNC, DFN, HEA, HSA, and/or HSD~~ courses with departmental approval.

6 credits in Recreation Internship:

	Credits
REC 470 Recreation Education Internship	3-6

~~Students may complete 100% of courses online~~

B.S.-M.S.Ed. Dual Credit Option in Recreation Education (Option A Only)

Undergraduate students majoring in Recreation Education with 90 or more credits and a minimum of a (3.0) cumulative index and (3.0) index in the major may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S.Ed. in Recreation Education Option A: Recreation and Park Administration. The following graduate courses may be taken in place of these undergraduate courses: REC 702 (in place of REC 422), REC 706 (in place of REC 361), REC 680 (in place of REC 240), and REC 680 (in place of any other 300-level elective). The student must receive permission from both the academic undergraduate and graduate advisors.

**3. To:
Recreation Education, B.S. (49 Credit Major)**

The Bachelor of Science (B.S.) in Recreation Education is a fully online, 100% distance education program designed to prepare students for entry into the parks, recreation, and leisure services profession. This online program enables students to complete their studies from any location within the United States. Recreation and leisure services are provided in a variety of settings serving people of all ages in carefully planned and organized recreation programs. Students may concentrate in recreation management or exercise and sport.

Students in the recreation management concentration are employed in public park and recreation agencies, not-for-profit organizations, community recreation centers, camps, and sports associations.

Students in the exercise and sport concentration can work as programmers, fitness trainers, group exercise leaders or coaches, in sports and fitness programs in a variety of settings. Students are prepared to obtain various fitness certifications from several national organizations.

Fieldwork and internship experiences are important components of the major, which give students the opportunity to apply theory to practice in an actual work setting under the supervision of a qualified professional.

Students in this major that have met the academic requirements, upon graduation, and complete at least 1 year of full-time experience in the field are eligible to sit for the national certifying examination for the Certified Park and Recreation Professional (CPRP), administered by the National Recreation and Park Association.

Honors in Recreation Education:

Departmental honors in Recreation Education may be awarded to a student who has maintained an index of 3.5 in a minimum of 24 credits in all courses required for the major.

- Please note that this online program is not available to students studying on an F1 Visa.

The required courses and credits are distributed as follows (49 credits):

24 credits in Recreation Education:

	Credits
REC 200 History and Philosophy of Recreation	3
REC 210 Recreation Leadership	3
<u>REH 230 Introduction to Youth Studies</u>	<u>3</u>
REC 240 Inclusive Recreation	3
REC 260 Selected Topics in Recreation	3
REC 302 Administration of Recreation Service	3
REC 407 Research and Evaluation in Recreation Service	3
REC 422 Programming and Planning in Recreation	3

12 credits in one of two concentrations:

Recreation Management:

	Credits
REH 330 Management of Youth Serving Organizations	3
REC 361 Outdoor Recreation and Sustainable Management	3
REC 405 Facility Management in Recreation Service	3
REC 410 Advanced Finance and Human Resources Management in Recreation Service	3

Exercise and Sport:

	Credits
EXS 264 Introduction to Exercise Science	3
EXS 265 Behavioral Aspects of Physical Activity	3
<u>EXS 316 Motor Learning</u>	<u>3</u>
EXS 424 Principles and Practices of Fitness and Wellness Programming	3

6 credits selected from:

REC, THR, REH, and/or EXS courses with departmental approval.

7 credits in Recreation Internship:

	Credits
<u>THR 400 Pre-Internship Seminar</u>	<u>1</u>
REC 470 Recreation Education Internship	3-6

B.S.-M.S.Ed. Dual Credit Option in Recreation Education (Option A Only)

Undergraduate students majoring in Recreation Education with 90 or more credits and a minimum of a (3.0) cumulative index and (3.0) index in the major may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S.Ed. in Recreation Education Option A: Recreation and Park Administration. The following graduate courses may be taken in place of these undergraduate courses: REC 702 (in place of REC 422), REC 706 (in place of REC 361), REC 680 (in place of REC 240), and REC

680 (in place of any other 300-level elective). The student must receive permission from both the academic undergraduate and graduate advisors.

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

Program Description: Moving the information about the program being 100% distance education from the bottom of the description to the top will provide immediate guidance to students about their required degree requirements in the program. REH 230: Since REH 330 is a requirement for students in the recreation management option, it would be appropriate for students to take REH 230 as an introductory core course. Replacing EXS 304 with EXS 316: EXS 304 is difficult to offer in the online modality, therefore EXS 316 is a suitable alternative and provides students knowledge about motor learning, which is an important aspect of the exercise and sport option. Change in Departmental Elective Courses: As these are departmental elective courses, this change reflects the programs that are currently a part of the Department of Exercise Sciences and Recreation. THR 400: Providing students with a 1-credit hour pre-internship course prior to their internship will better prepare them for their internship experience.

5. Date of departmental approval: 2/27/2024

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

Name of Program and Degree Award: Therapeutic Recreation, B.S.

Hegis Number: 2199.00

Program Code: 24873

Effective Term: Spring 2025

1. **Type of Change:** Degree requirements, Title, Credits

2. **From:**

~~Therapeutic Recreation, B.S.~~

The B.S. in ~~Therapeutic Recreation~~ is designed to prepare students for entry into the therapeutic recreation profession and meets the eligibility requirements for taking the national certification exam for Certified Therapeutic Recreation Specialist (CTRS), upon graduation. Certified Therapeutic Recreation Specialists are employed in a wide range of agencies servicing people of all ages with illnesses, disabilities, and related health concerns. The CTRS is responsible for assessing the needs of their clients, planning and implementing a variety of individual and group therapeutic recreation services in conjunction with a person-centered approach, and documenting and evaluating the efficacy of the services as a member of the interdisciplinary team.

About the CTRS:

The National Council for Therapeutic Recreation Certification (NCTRC) serves as a professional certification organization acting in the public interest by establishing and enforcing education, examination, experience, and ethics requirements for the therapeutic recreation profession. Currently, the CTRS designation is represented in all 50 states and throughout Canada and nine other countries.

Recreation therapists with the CTRS certification have demonstrated a unique set of competencies, abilities, and skills for practice in a wide variety of health care and human service settings.

Entry-level professionals who seek the CTRS designation need to complete a defined set of requirements that include:

- A Bachelor's degree or higher in the concentrated area of Recreation Therapy/ Therapeutic Recreation
- Completion of a minimum 14 week, 560-hour internship under the supervision of a CTRS
- Successful completion of the NCTRC Certification exam

Students who complete the B.S. in ~~Therapeutic Recreation~~ program meet the eligibility requirements to sit for the NCTRC Certification Exam.

~~Therapeutic Recreation~~, B.S. (53 Credit Major)

The required courses and credits are distributed as follows (53 credits):

12 credits Recreation Education:

REC 200 History and philosophy of Recreation 3
 REC 210 Recreation Leadership 3
 REC 302 Administration of Recreation Services 3
 REC 407 Research and Evaluation in Recreation Service 3

18 credits in ~~Therapeutic Recreation~~:

~~THR 221 Introduction to Therapeutic Recreation Service 3~~
~~THR 322 Assessment in Therapeutic Recreation 3~~
~~THR 324 Therapeutic Recreation for Children and Youth 3~~
~~THR 325 Therapeutic Recreation in Long Term Care 3~~
~~THR 421 Programs in Therapeutic Recreation Service 3~~
~~THR 425 Processes and Techniques of Therapeutic Recreation 3~~

~~40 credits in Recreation Internship:~~

~~THR 400 Pre-Internship Seminar 1~~
~~THR 471 Therapeutic Recreation Internship 1-9~~

13 credits in Supportive Coursework:

HIN 268 Growth and Development 3
 BIO 181 Anatomy and Physiology 4
 PSY 166 General Psychology 3
 PSY 234 Abnormal Psychology 3

3. **To:** Underline the changes
Recreational Therapy, B.S.

The B.S. in Recreational Therapy is designed to prepare students for entry into the therapeutic recreation profession and meets the eligibility requirements for taking the national certification exam for Certified Therapeutic Recreation Specialist (CTRS), upon graduation. Certified Therapeutic Recreation Specialists are employed in a wide range of agencies servicing people of all ages with illnesses, disabilities, and related health concerns. The CTRS is responsible for assessing the needs of their clients, planning, and implementing a variety of individual and group therapeutic recreation services in conjunction with a person-centered approach, and documenting and evaluating the efficacy of the services as a member of the interdisciplinary team.

About the CTRS:

The National Council for Therapeutic Recreation Certification (NCTRC) serves as a professional certification organization acting in the public interest by establishing and enforcing education, examination, experience, and ethics requirements for the therapeutic recreation profession. Currently, the CTRS designation is represented in all 50 states and throughout Canada and nine other countries.

Recreation therapists with the CTRS certification have demonstrated a unique set of competencies, abilities, and skills for practice in a wide variety of health care and human service settings.

Entry-level professionals who seek the CTRS designation need to complete a defined set of requirements that include:

- A Bachelor's degree or higher in the concentrated area of Recreation Therapy/Therapeutic Recreation
 - Completion of a minimum 14 week, 560-hour internship under the supervision of a CTRS
 - Successful completion of the NCTRC Certification exam
- Students who complete the B.S. in Recreational Therapy program meet the eligibility requirements to sit for the NCTRC Certification Exam.

Recreational Therapy, B.S. (56 Credit Major)

The required courses and credits are distributed as follows (53 credits):

12 credits Recreation Education:

REC 200 History and philosophy of Recreation 3
 REC 210 Recreation Leadership 3
 REC 302 Administration of Recreation Services 3
 REC 407 Research and Evaluation in Recreation Service 3

18 credits in Recreational Therapy:

THR 221 Introduction to Recreational Therapy 3
 THR 322 Assessment in Recreational Therapy 3
 THR 324 Recreational Therapy and Pediatrics 3
 THR 325 Recreational Therapy and Geriatrics 3
 THR 421 Program Planning in Recreational Therapy 3
 THR 425 Processes and Techniques of Recreational Therapy 3

13 credits in Recreational Therapy Practicum and Internship:

THR 300 Professional Preparation and Practicum in Recreational Therapy 3
 THR 400 Pre-Internship Seminar 1
 THR 471 Internship in Recreational Therapy 1-9

13 credits in Supportive Coursework:

HIN 268 Growth and Development 3
 BIO 181 Anatomy and Physiology 4

PSY 166 General Psychology 3
PSY 234 Abnormal Psychology 3

4. Rationale:

1. In general, the terminology of therapeutic recreation refers to "the field of recreational therapy," whereas the term recreational therapy denotes the practices or treatment services within healthcare settings. While these terms are often used interchangeably in the field, there's a current trend towards using "recreational therapy," which is more appropriate in academic curriculum. As this degree program aims to prepare students for careers as recreational therapists and emphasizes the outcomes of recreational therapy, "Recreational Therapy B.S." is a fitting terminology that underscores its focus on healthcare practices. Consequently, we intend to transition the degree title from "therapeutic recreation" to "recreational therapy," along with updating all course titles related to recreational therapy accordingly.
2. Students have limited opportunities to work with individuals with disabilities before their internship, which restricts their understanding of practical settings and populations relevant to their career preparation. Therefore, the field experiences offered in the practicum course enable students to observe and explore practical settings and the clients they aspire to serve in their careers. Additionally, this course serves not only as a practicum requiring field experience but also assists students in professional preparation, particularly for the NCTRC exam. Despite the NCTRC exam's significance in assessing the entry-level knowledge and skills necessary for providing recreational therapy, students have had no opportunity to learn about the NCTRC exam process, requirements, and content areas in the program curriculum. Hence, this course aims to prepare students for both the internship and the NCTRC exam.

5. Date of departmental approval: 2/27/2024

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

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

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 Sciences
Course Prefix & Number	EXS 366
Course Title	Prevention & Care of Athletic Injuries
Description	Recognizing of signs and symptoms of injuries that occur during exercise, physical activity, or athletic participation, and developing an understanding of the care of athletic injuries.
Pre/ Co Requisites	EXS 315 and 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

2. **Rationale:**

The increasing awareness of the specialized nature of athletic injuries, considerable emphasis is now being placed on the importance of this developing area

of sports medicine. The knowledge in injury prevention and immediate care of the most common sports injuries is valuable for students pursuing a career in almost any area related to athletic training, physical education, coaching, exercise science, recreation leadership, and physical therapy because it not only helps to achieve the training goals but also keeps healthy and safe. This course is one of three approved courses to meet the NYS Coaching Certification requirement and for different certification in Exercise Sciences.

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

- Describe basic components of functional anatomy commonly associated with exercise and physical activity.
- Identify the signs and symptoms of injuries/illnesses commonly associated with exercise and physical activity.
- Demonstrate the appropriate use of preventative and protective taping and wrapping skills
- Implement prevention strategies to minimize risk for athletic injuries or illness during exercise and physical activity.
- Describe the proper first aid and management of common sports-related injuries

4. **Date of Departmental Approval:** 2/27/2024

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

1. Type of change: New Course

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	Therapeutic Recreation
Course Prefix & Number	THR 300
Course Title	Professional Preparation and Practicum
Description	<p>Exploration and professional preparation for careers in Recreational Therapy by discussing topics aligned with the contents of the National Council for Therapeutic Recreation Certification job analysis. The job analysis encompasses the essential tasks and knowledge required for proficient performance as a Certified Therapeutic Recreation Specialist (CRTS).</p> <p>NOTE: 80 practicum hours are mandatory.</p>
Pre/ Co Requisites	Pre-requisites: THR 221
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p style="padding-left: 20px;"><input type="checkbox"/> English Composition</p> <p style="padding-left: 20px;"><input type="checkbox"/> Mathematics</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p style="padding-left: 20px;"><input type="checkbox"/> World Cultures</p> <p style="padding-left: 20px;"><input type="checkbox"/> US Experience in its Diversity</p> <p style="padding-left: 20px;"><input type="checkbox"/> Creative Expression</p> <p style="padding-left: 20px;"><input type="checkbox"/> Individual and Society</p>

3. Rationale:

Students have limited opportunities to work with individuals with disabilities before their internship, which restricts their understanding of practical settings and populations relevant to their career preparation. Therefore, the field experiences offered in the practicum course enable students to observe and explore practical settings and the clients they aspire to serve in their careers. Additionally, this course serves not only as a practicum requiring field experience but also assists students in professional preparation, particularly for the NCTRC exam. Despite the NCTRC exam's significance in assessing the entry-level knowledge and skills necessary for providing recreational therapy, students have had no opportunity to learn about the NCTRC exam process, requirements, and content areas in the program curriculum. Hence, this course aims to prepare students for both the internship and the NCTRC exam.

4. Learning outcomes (by the end of the course students will be expected to):

- Develop familiarity with professional eligibility and NCTRC Certification standards.
- Gain an understanding of the necessary level of competence required to enter the profession as a qualified provider of recreational therapy services.
- Acquire familiarity with the NCTRC exam process, requirements, and NCTRC job analysis areas.
- Gain field experience with people with disabilities or health conditions.
- Recognize the role and responsibilities of recreational therapist in various clinical and community settings.
- Demonstrate the ability to collaborate with supervisor(s) to enhance learning experiences, particularly in terms of communication and observation skills.
- Exhibit readiness for the internship (i.e., THR 400) by identifying practical settings they prefer for their internship placement.

5. Date of Departmental Approval: 2/27/2024

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

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

2. **From:** ~~Strike through~~ 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	Recreation Education
Course Prefix & Number	REC 470
Course Title	Recreation Education Internship
Description	Supervised placement in a recreation setting under supervision of both academic internship advisor and internship site. Supervisor Notes: Recreation Education students are required to complete a 400-hour internship. They may choose to complete 200 hours at two different internship sites over two semesters. Students must be registered for at least 3 credit hours of REC 470 each semester they are completing internship hours.1) Students who choose to complete 400 hours in one semester should enroll in REC 470 for 6 credit hours.2) Students who choose to complete 200 hours at two internship sites over two semesters should enroll in REC 470 for 3 credit hours each semester. PREREQ: 12 credits from Recreation Education core courses and 6 credits from the chosen concentration.
Pre/ Co Requisites	
Credits	3-6
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	ELO - INTERN (Internship)
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	Recreation Education
Course Prefix & Number	REC 470
Course Title	Recreation Education Internship
Description	Supervised placement in a recreation setting under supervision of both academic internship advisor and internship site. Supervisor Notes: Recreation Education students are required to complete a 400-hour internship. They may choose to complete 200 hours at two different internship sites over two semesters. Students must be registered for at least 3 credit hours of REC 470 each semester they are completing internship hours.1) Students who choose to complete 400 hours in one semester should enroll in REC 470 for 6 credit hours.2) Students who choose to complete 200 hours at two internship sites over two semesters should enroll in REC 470 for 3 credit hours each semester. PREREQ: 12 credits from Recreation Education core courses and 6 credits from the chosen concentration.
Pre/ Co Requisites	<u>THR 400</u>
Credits	3-6
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	ELO - INTERN (Internship)
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):**

Currently, Recreation Education majors do not require a pre-internship seminar course and internship sites require affiliation agreements and documentation prior to the internship. Therefore, it is necessary for REC students to participate in a pre-internship seminar the semester before their internship begins, which is THR 400.

5. **Date of departmental approval:** 2/27/2024

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

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

2. **From:** ~~Strike through~~ 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	Therapeutic Recreation
Course Prefix & Number	THR 221
Course Title	Introduction to Therapeutic Recreation Service
Description	Overview of special recreation programs provided in institutions or community settings for the physically, mentally, socially, or emotionally disabled. Examines basic concepts and models of service with field observations.
Pre/ Co Requisites	
Credits	3
Hours	3
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

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	Therapeutic Recreation
Course Prefix & Number	THR 221
Course Title	Introduction to <u>Recreational Therapy</u>
Description	Overview of <u>recreational therapy</u> provided in institutions or community settings for the physically, mentally, socially, or emotionally disabled. Examines basic concepts and models of service with field observations.
Pre/ Co Requisites	
Credits	3
Hours	3
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):**

Given that the name of the major has changed to recreational therapy, all THR course titles and description, including therapeutic recreation, has converted to recreational therapy.

5. **Date of departmental approval:** 2/27/2024

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

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

2. **From:** ~~Strike through~~ 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	Therapeutic Recreation
Course Prefix & Number	THR 322
Course Title	Assessment in Therapeutic Recreation
Description	Examination of assessment tools, techniques, terminology, and procedures utilized in therapeutic recreation programs.
Pre/ Co Requisites	COREQ: THR 221
Credits	3
Hours	3
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

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	Therapeutic Recreation
Course Prefix & Number	THR 322
Course Title	Assessment in <u>Recreational Therapy</u>
Description	Examination of assessment tools, techniques, terminology, and procedures utilized in <u>recreational therapy</u> .
Pre/ Co Requisites	COREQ: THR 221
Credits	3
Hours	3
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):

Given that the name of the major has changed to recreational therapy, all THR course titles and description, including therapeutic recreation, has converted to recreational therapy.

5. Date of departmental approval: 2/27/2024

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

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

2. **From:** ~~Strike through~~ 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	Therapeutic Recreation
Course Prefix & Number	THR 324
Course Title	Therapeutic Recreation for Children and Youth
Description	Examination of the role of play in typical and atypical child development. Health and social conditions that benefit from therapeutic recreation (T.R.) intervention. Treatment and inclusive settings, factors affecting participation, and T.R. program design and intervention for children and youth.
Pre/ Co Requisites	
Credits	3
Hours	3
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

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	Therapeutic Recreation
Course Prefix & Number	THR 324
Course Title	<u>Recreational Therapy and Pediatrics</u>
Description	Examination of the role of play in typical and atypical child development. Health and social conditions that benefit from <u>Recreational Therapy</u> . Treatment and inclusive settings, factors affecting participation, and <u>Recreational therapy</u> program design and intervention for children and youth.
Pre/ Co Requisites	
Credits	3
Hours	3
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):**

Given that the name of the major has changed to recreational therapy, all THR course titles and description, including therapeutic recreation, has converted to recreational therapy. Also, children and youth has changed to patiatrics.

5. **Date of departmental approval:** 2/27/2024

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

1. **Type of Change:** Title and description

2. **From:** ~~Strike through~~ 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	Therapeutic Recreation
Course Prefix & Number	THR 325
Course Title	Therapeutic Recreation in Long-Term Care
Description	Principles and practices of therapeutic recreation services in settings serving the elderly, with emphasis on the role of the therapeutic recreation professional in client assessment and design of appropriate interventions to address health care needs.
Pre/ Co Requisites	
Credits	3
Hours	3
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

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	Therapeutic Recreation
Course Prefix & Number	THR 325
Course Title	<u>Recreational Therapy and Geriatrics</u>
Description	Principles and practices of therapeutic recreation services in settings serving the elderly, with emphasis on the role of the <u>recreational therapist</u> in client assessment and design of appropriate interventions to address health care needs.
Pre/ Co Requisites	
Credits	3
Hours	3
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):**

Given that the name of the major has changed to recreational therapy, all THR course titles and description, including therapeutic recreation, has converted to recreational therapy. Also, long-term care has changed to geriatrics.

5. **Date of departmental approval:** 2/27/2024

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

1. **Type of Change:** Description, prerequisite/corequisite

2. **From:** ~~Strike through~~ 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	Therapeutic Recreation
Course Prefix & Number	THR 400
Course Title	Pre-Internship Seminar
Description	This course prepares students for the THR 471 Therapeutic Recreation Internship. Topics for the seminar include but not limited to the following: Internship site selection, application preparation, interviewing skills, and other professional and ethical issues. Note: Students should register for THR 400 in the semester immediately before they plan to begin their internship (THR 471)
Pre/ Co Requisites	Corequisite: THR 421
Credits	1
Hours	1
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
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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	Therapeutic Recreation
Course Prefix & Number	THR 400
Course Title	Pre-internship Seminar <u>in Recreational Therapy and Recreation Education</u>
Description	<p>This course prepares students for <u>either REC 470 Recreation Education Internship or THR 471 Recreational Therapy Internship</u>. Topics for the seminar include but not limited to the following: Internship site selection, application preparation, interviewing skills, and other professional and ethical issues.</p> <p>Note: Students should register for THR 400 in the semester immediately before they plan to begin their internship (THR 471 or REC 470)</p>
Pre/ Co Requisites	<u>departmental permission</u>
Credits	1
Hours	1
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):**

Given that the major name has changed to recreational therapy, all THR course titles and descriptions, including therapeutic recreation, have been converted to recreational therapy. Additionally, since internship sites require affiliation agreements and documentation prior to the internship, it is necessary for REC students to participate in a pre-internship seminar.

5. **Date of departmental approval:** 2/27/2024

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

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

2. **From:** ~~Strike through~~ 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	Therapeutic Recreation
Course Prefix & Number	THR 421
Course Title	Programs in Therapeutic Recreation Service
Description	Examines program services , leadership methods, and current trends and issues in therapeutic recreation service . Individual and group program planning, including assessment, activity analysis, evaluation, and documentation
Pre/ Co Requisites	Prerequisite: REC 200, REC 210, THR 221, and THR 322
Credits	3
Hours	3
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

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	Therapeutic Recreation
Course Prefix & Number	THR 421
Course Title	Program <u>Planning</u> in <u>Recreational Therapy</u>
Description	Examines <u>treatment modalities</u> , leadership methods, and current trends and issues in <u>recreational therapy</u> service. Individual and group program planning, including assessment, activity analysis, evaluation, and documentation
Pre/ Co Requisites	Prerequisite: REC 200, REC 210, THR 221, and THR 322
Credits	3
Hours	3
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):**

Given that the name of the major has changed to recreational therapy, all THR course titles and description, including therapeutic recreation, has converted to recreational therapy.

5. **Date of departmental approval:** 2/27/2024

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

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

2. **From:** ~~Strike through~~ 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	Therapeutic Recreation
Course Prefix & Number	THR 425
Course Title	Processes and Techniques of Therapeutic Recreation
Description	The application of therapeutic recreation principles to the clinical situation, including helping skills, therapeutic group process, intervention techniques and methods, and theoretical foundations of therapeutic recreation .
Pre/ Co Requisites	Prerequisite: THR 421, and either THR 324 or THR 325
Credits	3
Hours	3
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

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	Therapeutic Recreation
Course Prefix & Number	THR 425
Course Title	Processes and Techniques of <u>Recreational Therapy</u>
Description	The application of <u>recreational therapy</u> principles to the clinical situation, including helping skills, therapeutic group process, intervention techniques and methods, and theoretical foundations of <u>recreational therapy</u>
Pre/ Co Requisites	Prerequisite: THR 421, and either THR 324 or THR 325
Credits	3
Hours	3
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):**

Given that the name of the major has changed to recreational therapy, all THR course titles and description, including therapeutic recreation, has converted to recreational therapy.

5. **Date of departmental approval:** 2/27/2024

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

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

2. **From:** ~~Strikethrough~~ 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	Therapeutic Recreation
Course Prefix & Number	THR 471
Course Title	Therapeutic Recreation Internship
Description	Supervised placement in a therapeutic recreation setting under the supervision of a Certified Therapeutic Recreation Specialist in which the student will receive advanced training in therapeutic recreation . (Therapeutic Recreation students are required to complete a 560-hour internship under the supervision of a CTRS at an approved agency. Students must be registered for at least 1 credit hour of REC 471 each semester they are completing internship hours) Note: 1) Students who work as a full-time intern working 40 hours a week have to register 9 credits. 2) Students who work as a part-time intern working less than 40 hours a week can repeat REC 471 up to three semesters for a maximum of 9 credit hours. 3) Students are strongly recommended to complete supportive courses, HIN 268, BIO 181, PSY 166, and PSY 234 before enrolling REC 471.
Pre/ Co Requisites	Prerequisite: THR 400
Credits	3
Hours	3
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
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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	Therapeutic Recreation
Course Prefix & Number	THR 471
Course Title	<u>Recreational Therapy</u> Internship
Description	<p>Supervised placement in a <u>recreational therapy</u> setting under the supervision of a Certified Therapeutic Recreation Specialist in which the student will receive advanced training in <u>recreational therapy</u>. (<u>Recreational Therapy</u> students are required to complete a 560-hour internship under the supervision of a CTRS at an approved agency. Students must be registered for at least 1 credit hour of REC 471 each semester they are completing internship hours)</p> <p>Note: 1) Students who work as a full-time intern working 40 hours a week have to register 9 credits. 2) Students who work as a part-time intern working less than 40 hours a week can repeat REC 471 up to three semesters for a maximum of 9 credit hours. 3) Students are strongly recommended to complete supportive courses, HIN 268, BIO 181, PSY 166, and PSY 234 before enrolling REC 471.</p>
Pre/ Co Requisites	Prerequisite: THR 400
Credits	3
Hours	3
Liberal Arts	[] Yes [X] No

<p>Course Attribute (e.g. Writing Intensive, WAC, etc)</p>	
<p>General Education Component</p>	<p><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</p>

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

Given that the name of the major has changed to recreational therapy, all THR course titles and description, including therapeutic recreation, has converted to recreational therapy.

5. Date of departmental approval: 2/27/2024

**LEHMAN COLLEGE
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DEPARTMENT OF EXERCISE SCIENCE AND RECREATION

CURRICULUM CHANGE

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

2.

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 365
Course Title	Psychology of Sport
Description	Theories, concepts, and intervention techniques of sport psychology. Topics covered include motivation theory applied to sport, team dynamics, psychological skills training, the psychology of sport injury, and burnout in sport.
Pre/ Co Requisites	EXS 265 or Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<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 psychological aspects of sport can have a major influence on performance; as such, practitioners in the field of exercise who work with athletes must be aware of the underlying psychological factors and interventions that can be employed in this regard to optimize fitness-related outcomes.

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

- Identify and explain major theoretical frameworks used in sport psychology research.
- Describe causal mechanisms of the major psychological theories that have been employed to study human behavior in the context of sport.
- Demonstrate an ability to apply theoretical knowledge to encounter challenges commonly associated with sport and physical activity.
- Critically evaluate social and psychological research and discuss its application to practical settings.
- Discuss appropriate intervention strategies for sport performance enhancement.

5. Date of Departmental Approval: 1/30/2024

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

DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES

CURRICULUM CHANGE

Name of Program and Degree Award: Latin American and Caribbean Studies, BA

Hegis Number: 0308.00

Program Code: 34018

Effective Term: Fall 2024

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

2. **From:**

Latin American and Caribbean Studies, BA

Major Requirements - Overall

Type: Completion requirement

Earn at least 36 credits

Additional Comments:

- **At least 50% of this program can be completed online.**

Major Requirements – Core Courses

Type: Completion requirement

Earn at least 6 credits from the following:

- LAC 266 - Introduction to Latin America and the Caribbean I
- LAC 267 - Introduction to Latin America and the Caribbean II

Socio-Cultural and Economic Processes

Complete at least 1 of the following Courses:

- LAC 210 - Women in Latin America
- LAC 224 - Dominicans in the United States
- LAC 231 - Latinos in the United States
- LAC 235 - Caribbean Societies
- LAC 238 - Selected Studies in Societies and Cultures (Latin America)
- LAC 289 - Latin America
- LAC 307 - Black Brazil
- LAC 312 - Latino Migrations
- LAC 313 - Religion in Hispaniola: from Catholicism to African Religions
- LAC 314 - Religions in Latin America, the Caribbean, and Latino U.S.
- LAC 317 - Early Civilization of South America and the Caribbean
- LAC 318 - Early Civilizations of Mexico and Central America
- LAC 323 - Economic Development in Latin America
- LAC 347 - Race and Ethnicity in Latin America and the Caribbean
- ~~LAC 143 - Introduction to the History of Latin American Art~~

Literature and the Arts**Complete at least 1 of the following Courses:**

- LAC 143 - Introduction to the History of Latin American Art
- LAC 214 - Literature of the Caribbean and the Caribbean Diaspora
- LAC 216 - Latin-American Cinema
- LAC 233 - Latin American Literature in Translation
- LAC 241 - Literature of the English & Francophone Caribbean
- LAC 247 - Brazilian Literature from the Colonial Period to the Twentieth Century
- LAC 250 - Contemporary Problems in the Hispanic World
- LAC 265 - Contemporary Literature of Spain and Spanish America
- LAC 300 - Literatures of the African Diaspora in Latin America
- LAC 301 - Puerto Rican Literature
- LAC 316 - Visual Culture of Latin America, the Caribbean and the Diaspora
- LAC 319 - Latinos in Film
- LAC 320 - Spanish American Literature of the 19th Century
- LAC 329 - Literature of the Dominican Republic
- LAC 333 - Spanish American Literature of the Conquest
- LAC 334 - The Musical Experience of Caribbean Cultures and Societies
- LAC 339 - Latinx Literature
- LAC 341 - Puerto Rican Music
- LAC 342 - Latin American Popular Music
- LAC 343 - Pre-Columbian Art
- LAC 344 - Twentieth-Century Latin American Poetry
- LAC 346 - Introduction to Mexican and Chicano/a Literatures
- LAC 352 - Special Topics in Hispanic Literature
- LAC 359 - Spanish American Civilization

History and Politics**Complete at least 1 of the following Courses:**

- LAC 225 - History of the Dominican Republic
- LAC 226 - Contemporary Dominican Politics and Society
- LAC 268 - History of Mexico
- LAC 304 - The Social History of Hispaniola
- LAC 306 - The Haitian-Dominican Border: Nation, State and Race
- LAC 315 - Comparative History of the Hispanic Caribbean
- LAC 321 - Latino New York
- LAC 324 - History of Cuba
- LAC 330 - From Colonialism to Neo-Colonialism: Latin America, 1492-1890
- LAC 331 - Modern Latin America
- LAC 332 - Political Systems in Latin America
- LAC 335 - The Afro-Caribbean in World Politics
- LAC 336 - Political Systems of Central America and the Caribbean
- LAC 337 - Latin America and the United States from 1823 to the Present
- LAC 338 - Colonial Latin America
- LAC 340 - Slavery in Latin America and the Caribbean
- LAC 345 - History of South America
- LAC 349 - Latino Political Economy
- LAC 351 - The Mexican Revolution

- ~~• LAC 345 - History of South America~~
- ~~• LAC 349 - Latino Political Economy~~
- ~~• LAC 351 - The Mexican Revolution~~
- LAC 364 - Through Foreign Eyes: Outsiders look at Mexico

~~LAC Electives~~

~~Earn at least 21 credits~~

- ~~• At least 12 credits must be at the 300 or 400 level.~~

~~Additional Comments:~~

~~Language requirement:~~

- ~~• In addition to the 36 credit major students must show competency in Spanish. Students must complete, or test out of, the intermediate Spanish sequence of 6 credits:~~
- ~~• For non-native speakers: SPA 201: Intermediate Spanish Grammar and SPA 202: Intermediate Spanish Reading.~~
- ~~• For heritage learners: SPA 203: Elements of Contemporary Spanish I and SPA 204: Elements of Contemporary Spanish II.~~

3. To:

Latin American and Caribbean Studies, BA

Major Requirements - Overall

Type: Completion requirement

Earn at least 27 credits

Additional Comments:

- **At least 50% of this program can be completed online.**

Major Requirements Core Courses

Type: Completion requirement

Earn at least 6 credits from the following:

- LAC 266 - Introduction to Latin America and the Caribbean I
- LAC 267 - Introduction to Latin America and the Caribbean II

Socio-Cultural and Economic Processes

Complete at least 1 of the following Courses:

- LAC 210 - Women in Latin America
- LAC 224 - Dominicans in the United States
- LAC 231 - Latinos in the United States
- LAC 232 - Latino Family and Gender
- LAC 235 - Caribbean Societies
- LAC 238 - Selected Studies in Societies and Cultures (Latin America)
- LAC 289 - Latin America
- LAC 307 - Black Brazil
- LAC 310 - Black Feminisms

- LAC 312 - Latino Migrations
- LAC 313 - Religions in Hispaniola: from Catholicism to African Religions
- LAC 314 - Religions in Latin America, the Caribbean, and Latino U.S.
- LAC 317 - Early Civilization of South America and the Caribbean
- LAC 318 - Early Civilizations of Mexico and Central America
- LAC 322 - Latino Education and Schooling
- LAC 323 - Economic Development in Latin America
- LAC 347 - Race and Ethnicity in Latin America and the Caribbean
- LAC 363 - Mexican Migration to the United States
- LAC 171 - Introduction to Ethnic Studies
- LAC 272 - Intersectional Approaches to Latin American and Latino Studies

Literature and the Arts

Complete at least 1 of the following Courses:

- LAC 143 - Introduction to the History of Latin American Art
- LAC 214 - Literature of the Caribbean and the Caribbean Diaspora
- LAC 216 - Latin-American Cinema
- LAC 233 - Latin American Literature in Translation
- LAC 241 - Literature of the English & Francophone Caribbean
- LAC 247 - Brazilian Literature from the Colonial Period to the Twentieth Century
- LAC 250 - Contemporary Problems in the Hispanic World
- LAC 265 - Contemporary Literature of Spain and Spanish America
- LAC 300 - Literatures of the African Diaspora in Latin America
- LAC 301 - Puerto Rican Literature
- LAC 316 - Visual Culture of Latin America, the Caribbean and the Diaspora
- LAC 319 - Latinos in Film
- LAC 320 - Spanish American Literature of the 19th Century
- LAC 329 - Literature of the Dominican Republic
- LAC 333 - Spanish American Literature of the Conquest
- LAC 334 - The Musical Experience of Caribbean Cultures and Societies
- LAC 339 - Latinx Literature
- LAC 341 - Puerto Rican Music
- LAC 342 - Latin American Popular Music
- LAC 343 - Pre-Columbian Art
- LAC 344 - Twentieth-Century Latin American Poetry
- LAC 346 - Introduction to Mexican and Chicano/a Literatures
- LAC 352 - Special Topics in Hispanic Literature
- LAC 359 - Spanish American Civilization

History and Politics

Complete at least 1 of the following Courses:

- LAC 225 - History of the Dominican Republic
- LAC 226 - Contemporary Dominican Politics and Society
- LAC 268 - History of Mexico
- LAC 304 - The Social History of Hispaniola
- LAC 306 - The Haitian-Dominican Border: Nation, State and Race
- LAC 315 - Comparative History of the Hispanic Caribbean
- LAC 321 - Latino New York

- LAC 324 - History of Cuba
- LAC 330 - From Colonialism to Neo-Colonialism: Latin America, 1492-1890
- LAC 331 - Modern Latin America
- LAC 332 - Political Systems in Latin America
- LAC 335 - The Afro-Caribbean in World Politics
- LAC 336 - Political Systems of Central America and the Caribbean
- LAC 337 - Latin America and the United States from 1823 to the Present
- LAC 338 - Colonial Latin America
- LAC 340 - Slavery in Latin America and the Caribbean
- LAC 345 - History of South America
- LAC 349 - Latino Political Economy
- LAC 351 - The Mexican Revolution
- LAC 364 - Through Foreign Eyes: Outsiders look at Mexico

LAC Electives

Earn at least 12 credits

- At least 9 credits must be at the 300- or 400- level.
- Courses that can be taken for electives include:
 - LAC courses
 - LTS courses
 - LAC/LTS 360 - Special Topics in Latin Am. and Caribbean Studies

Additional Comments:

Language requirement. Choose one of four options:

1. Pass one 300-level Spanish-language Literature course
2. Complete or test out of intermediate Spanish –
 - For non-native speakers: SPA 201: Intermediate Spanish Grammar and SPA 202: Intermediate Spanish Reading,
 - For heritage learners: SPA 203: Elements of Contemporary Spanish I and SPA 204: Elements of Contemporary Spanish II
3. Complete or test out of intermediate Spanish with an external exam:
 - Receive a grade level of B1 or above at Spanish language proficiency exam (SIELE)
4. Complete or test out of intermediate Portuguese with an external exam:
 - Receive a grade level of intermediate or above at Portuguese language proficiency exam (Celpe-Bras)

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

We are addressing previous changes to the major requirements that have created obstacles for currently enrolled students and prospective majors.

In 2018, we increased the number of credits for our major to 36. This change has not yielded the desired result, however. Rather than increase rigor, it has increased the hurdles for students, especially transfer students, for whom a lean major is more flexible and accommodating. While the number of majors has grown slightly in the intervening years, we believe our growth would have been higher if we had not increased the number of credits. Additionally, students are increasingly interested in double majors, which is easier to do with a lower-credit load major. Our proposal does not change the

distribution of courses or required courses, but instead decreases only the number of electives.

The new requirements allow for students to explore the discipline with more flexibility and make our major more accessible to students who wish to pursue complementary double majors. This helps us meet the needs of students interested in majoring in our program that are coming from various fields of study.

Over time, we envision this curricular change to meet campus needs for inclusion and equity as more students enrolled in the major will have access to a curriculum that will train them to be professionals with intercultural competency.

We are also making our language requirement both more flexible and more adapted to student needs. We offer 300-level advanced literature courses in Spanish, and a student's successful completion of those courses can serve as a satisfactory demonstration of proficiency for the purpose of our major. Additionally, students who wish for professional certification of language proficiency can take one of two available exams which will be a transferable credential useful to their professional and social mobility and job placement upon graduation. These options for our majors will offer more flexibility for them to graduate with Spanish proficiency that reflects the demands of professional training for intercultural competency.

Finally, offering an external examination for Portuguese proficiency will expand the language proficiency option for our majors to include Portuguese, and welcome students who have Portuguese proficiency to major in our program without having to take Spanish.

Offering more options aside from the proficiency exam offered by the Dept. of Languages and Literatures, will encourage students to complete the major with a language proficiency that will make them competitive in graduate school programs or the job market.

Rationale for other specific changes:

LAC 363: Course should have been listed under Socio-Cultural and Economic Processes.

LAC 360: Course should be listed as Acceptable Elective Option.

LAC 322: Newly approved course to be added to options under Socio-Cultural and Economic Processes options for the major.

LAC 310: Add course to list of options for History and Politics.

LAC 232: Course should have been listed under Socio-Cultural and Economic Processes.

LAC 143: Course is already listed under Literature and the Arts. Remove redundant/erroneous listing under Socio-Cultural and Economic Processes.

Remove duplicate listing of LAC 345, LAC 349 and LAC 351. Courses are listed twice, so please remove redundant/erroneous listing under History and Politics section.

LTS/LAC 171: New course proposed (see below)

LTS/LAC 272: New course proposed (see below)

5. **Date of departmental approval:** 1/10/2024

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

DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES

CURRICULUM CHANGE

Name of Program and Degree Award: Latino Studies, BA

Hegis Number: 0308.00

Program Code: 34019

Effective Term: Fall 2024

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

2. **From:**
Latino Studies, BA

Major requirements - Overall
Type: Completion requirement
Earn at least 36 credits

Additional Comments:

- **At least 50% of this program can be completed online.**

Major requirements - Core Courses
Type: Completion requirement

Earn at least 6 credits from the following:

- LTS 242 - Latinos in the United States
- LTS 269 - History of United States Latinos

Socio-Cultural and Economic Processes

Complete at least 1 of the following Courses:

- LTS 213 - Puerto Rican Culture: Global Identities
- LTS 224 - Dominicans in the United States
- LTS 232 - Family and Gender Relations among Latinos
- LTS 308 - The Economy of Puerto Rico
- LTS 311 - Migration and the Puerto Rican Community in the United States
- LTS 312 - Latino Migrations
- LTS 314 - Religions in Latin America, the Caribbean, and Latino U.S.
- LTS 348 - Latino Health
- LTS 349 - Latino Political Economy

Literature and the Arts

Complete at least 1 of the following Courses:

- LTS 214 - Literature of the Caribbean and the Caribbean Diaspora
- LTS 301 - Puerto Rican Literature

- LTS 302 - Dominican-American Literature
- LTS 313 - Latino Popular Culture
- LTS 316 - Visual Culture of Latin America, the Caribbean and the Diaspora
- LTS 319 - Latinos in Film
- LTS 320 - Puerto Rican Literature in English
- LTS 339 - Latino Literature
- LTS 341 - Puerto Rican Music
- LTS 346 - Introduction to Mexican and Chicano/a Literatures

History and Politics

Complete at least 1 of the following Courses:

- LTS 212 - History of Puerto Rico
- LTS 234 - Latino Politics
- LTS 300 - Social and Economic History of Puerto Rico from the Industrial Revolution to the Present
- LTS 307 - Contemporary Puerto Rican Politics and Society
- LTS 309 - Latino Social Movements and Civil Rights
- LTS 321 - Latino New York
- LTS 353 - Latino Media
- LTS 363 - Mexican Migration to the U.S.: History, Culture, and Civil Rights

Earn at least 15 credits

- Latino Studies (LTS) courses
- 12 credits in at the 300-level or above.

Electives

Fulfill ANY of the following requirements:

Earn at least 6 credits

- LAC courses

Complete ANY of the following Courses:

- HIS 244 - Modern United States History
- HIU 315 - Recent United States History, 1945 to the Present
- HIU 335 - Immigration in America
- SOC 338 - Race and Ethnicity in Society
- ESC 310 - The Spanish-Speaking American in the Urban School Setting
- POL 230 - Immigration and Citizenship

3. To:

Latino Studies, BA

Major requirements - Overall

Type: Completion requirement

Earn at least 27 credits

Additional Comments:

- **At least 50% of this program can be completed online.**

Major requirements - Core Courses**Type:** Completion requirement**Earn at least 6 credits from the following:**

- LTS 242 - Latinos in the United States
- LTS 269 - History of United States Latinos

Socio-Cultural and Economic Processes**Complete at least 1 of the following Courses:**

- LTS 213 - Puerto Rican Culture: Global Identities
- LTS 224 - Dominicans in the United States
- LTS 232 - Latino Family and Gender
- LTS 308 - The Economy of Puerto Rico
- LTS 311 - Migration and the Puerto Rican Community in the United States
- LTS 312 - Latino Migrations
- LTS 314 - Religions in Latin America, the Caribbean, and Latino U.S.
- LTS 322 - Latino Education and Schooling
- LTS 348 - Latino Health
- LTS 349 - Latino Political Economy

Literature and the Arts**Complete at least 1 of the following Courses:**

- LTS 214 - Literature of the Caribbean and the Caribbean Diaspora
- LTS 301 - Puerto Rican Literature
- LTS 302 - Dominican-American Literature
- LTS 313 - Latino Popular Culture
- LTS 316 - Visual Culture of Latin America, the Caribbean and the Diaspora
- LTS 319 - Latinos in Film
- LTS 320 - Puerto Rican Literature in English
- LTS 339 - Latino Literature
- LTS 341 - Puerto Rican Music
- LTS 346 - Introduction to Mexican and Chicano/a Literatures

History and Politics**Complete at least 1 of the following Courses:**

- LTS 212 - History of Puerto Rico
- LTS 234 - Latino Politics
- LTS 300 - Social and Economic History of Puerto Rico from the Industrial Revolution to the Present
- LTS 307 - Contemporary Puerto Rican Politics and Society
- LTS 309 - Latino Social Movements and Civil Rights
- LTS 310 - Black Feminisms
- LTS 321 - Latino New York
- LTS 353 - Latino Media
- LTS 363 - Mexican Migration to the U.S.: History, Culture, and Civil Rights

LTS Electives

Earn at least 12 credits

- At least 9 credits must be at the 300- or 400- level.
- Courses that can be taken for electives include:
 - Latino Studies (LTS) courses
 - LAC courses
 - LTS/LAC 360 - Special Topics in Latino Studies

Additionally ANY of the following courses can be counted as electives:

- HIS 244 - Modern United States History
- HIU 315 - Recent United States History, 1945 to the Present
- HIU 335 - Immigration in America
- SOC 338 - Race and Ethnicity in Society
- ESC 310 - The Spanish-Speaking American in the Urban School Setting
- POL 230 - Immigration and Citizenship

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

We are addressing previous changes to the major requirements that have created obstacles for currently enrolled students and prospective majors.

In 2018, we increased the number of credits for our major to 36. This change has not yielded the desired result, however. Rather than increase rigor, it has increased the hurdles for students, especially transfer students, for whom a lean major is more flexible. While the number of majors has grown slightly in the intervening years, we believe our growth would have been higher if we had not made the number of credits larger. Additionally, students are increasingly interested in double majors, which is easier to do with a lower-credit load major. Our proposal does not change the distribution of courses or required courses, but instead decreases only the number of electives.

The new requirements allow for students to explore the discipline with more flexibility and make our major more accessible to students who wish to pursue complementary double majors. This helps us meet the needs of students interested in majoring in our program that are coming from various fields of study.

Over time, we envision this curricular change to meet campus needs for inclusion and equity as more students enrolled in the major will have access to a curriculum that will train them to be professionals with intercultural competency.

Add LTS 360: Special Topics in Latino Studies to the list of acceptable electives for the major. Course should be listed as Electives option.

Add LTS 322: Add newly approved course to options under Socio-Cultural and Economic Processes options for the major.

Add LTS 310: Course should have been listed as an option under History and Politics when approved.

Add LTS/LAC 171: New course proposed (see below)

LTS/LAC 272: New course proposed (see below)

Correction to the title of LTS 232

5. **Date of departmental approval:** 1/10/2024

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

DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES

CURRICULUM CHANGE

Name of Program and Degree Award: Mexican and Mexican American Studies, Minor
Effective Term: Fall 2024

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

2. **From:** ~~Strike through the changes~~
Mexican and Mexican American Studies, Minor

This minor is designed to introduce students to a variety of topics and issues in the history, politics, arts, and migration of Mexicans and to give them the opportunity to study Mexico and its Diaspora in the United States. The program is offered as a minor field that complements a wide array of majors. It is particularly valuable for students who wish to combine an interest in Mexico with majors such as History, Education, Sociology, Anthropology, or Political Science.

Minor Requirements - Overall

Type: Completion requirement

Earn at least 12 credits

Minor Requirements - Required Course

Type: Completion requirement

Complete ALL of the following Courses:

- ~~• LAC 267 Introduction to Latin America and the Caribbean II~~
- ~~• LAC 268 History of Mexico~~
- ~~• Listed below the remaining two may be chosen from the list of courses in Mexican and Mexican American Studies and the list of relevant courses in the Humanities and Social Sciences.~~

~~**Courses in Mexican and Mexican American Studies**~~

~~**Complete at least 2 of the following Courses:**~~

- ~~• LAC 364 Through Foreign Eyes: Outsiders look at Mexico~~
- ~~• LAC 346 Introduction to Mexican and Chicano/a Literatures~~
- ~~• LAC 352 Special Topics in Hispanic Literature~~
- ~~• LAC 363 Mexican Migration to the U.S.: History, Culture, and Civil Rights~~

~~**Relevant Courses in the Humanities and Social Sciences**~~

~~**Complete at least 2 of the following Courses:**~~

- ~~• LAC 312 Latino Migrations~~
- ~~• LAC 318 Early Civilizations of Mexico and Central America~~
- ~~• LAC 319 Latinos in Film~~

- ~~LAC 332 - Political Systems in Latin America~~
- ~~LTS 346 - Mexican and Chicano/a Literature~~
- ~~LAC 347 - Race and Ethnicity in Latin America and the Caribbean~~

3. To: Underline the changes

Mexican and Mexican American Studies, Minor

This minor is designed to introduce students to a variety of topics and issues in the history, politics, arts, and migration of Mexicans and to give them the opportunity to study Mexico and its Diaspora in the United States. The program is offered as a minor field that complements a wide array of majors. It is particularly valuable for students who wish to combine an interest in Mexico with majors such as History, Education, Sociology, Anthropology, or Political Science.

Minor Requirements - Overall

Type: Completion requirement

Earn at least 12 credits, with 6 credits at 300 level or above

Minor Requirements - Required Course

Type: Completion requirement

Complete ONE of the following courses:

- LAC 267 - Introduction to Latin America and the Caribbean II
- LAC 268 - History of Mexico
- LAC 363 - Mexican Migration to the U.S.: History, Culture, and Civil Rights

Courses in Mexican and Mexican American Studies

Complete at least 3 more courses from the list below:

- LAC 267 - Introduction to Latin America and the Caribbean II
- LAC 268 - History of Mexico
- LAC 363 - Mexican Migration to the U.S.: History, Culture, and Civil Rights
- LAC 364 - Through Foreign Eyes: Outsiders look at Mexico
- LAC/LTS 346 - Introduction to Mexican and Chicano/a Literatures
- LAC 352 - Special Topics in Hispanic Literature
- LAC/LTS 363 - Mexican Migration to the U.S.: History, Culture, and Civil Rights
- LAC/LTS 312 - Latino Migrations
- LAC 318 - Early Civilizations of Mexico and Central America
- LTS 319 - Latinos in Film
- LAC 332 - Political Systems in Latin America
- LAC 347 - Race and Ethnicity in Latin America and the Caribbean

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

The new requirements allow for more flexibility and accessibility. This meets the needs of students interested in minoring in our program that are coming from various fields of study. Over time, we envision this curricular change to address campus-wide curricular gaps in terms of inclusive curricular offerings, and to address issues equity and access as more students can achieve intercultural competency and become more competitive in the professional realm.

LAC/LTS 346: Adds an existing course to list of acceptable courses to fulfill minor.

5. **Date of departmental approval:** 1/10/2024

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

DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES

PROGRAM CHANGE

Name of Program and Degree Award: Latin American and Caribbean Studies, Minor
Effective Term: Fall 2024

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

2. **From:** ~~Strike through the changes~~
Latin American and Caribbean Studies (LAC) Minor

Earn at least 12 credits

Complete ~~ALL~~ of the following Courses:

~~LAC 266 – Introduction to Latin America and the Caribbean I~~

~~LAC 267 – Introduction to Latin America and the Caribbean II~~

Earn at least 6 credits

LAC courses at the 300 level or above

3. **To:** Underline the changes

Latin American and Latino Studies (LAL) Minor

Complete ANY TWO of the following Courses:

LAC 266 - Introduction to Latin America and the Caribbean I

LAC 267- Introduction to Latin America and the Caribbean II

LTS 242 – Latinos in the United States

LTS 269 – History of Latinos in the United States

LTS 171 – Introduction to Ethnic Studies

Earn at least 6 credits

LAC or LTS courses at the 300 level or above

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

We propose to merge two of our minors (Latin American and Caribbean Studies (LAC) and Latino Studies (LTS)) into a single new minor that offers greater flexibility and ease of completion. The new requirements allow for more flexibility and accessibility by allowing more 200-level courses to count toward the minor and to allow mixing and matching in our two fields of study in ways that better match the choices students are making in course selection already. This meets the needs of students interested in minoring in our program that are coming from various fields of study. Overtime, we envision this curricular change to address campus-wide curricular gaps in terms of

inclusive curricular offerings, and to address issues equity and access as more students can achieve intercultural competency and become more competitive in the professional realm.

For students who choose to go on to pursue a major in either LAC or LTS, the merged minor will not negatively impact them as all of the course options in the newly revised minor can be taken as required or elective credits toward both majors.

5. **Date of departmental approval:** 4/5/2024

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

DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES

PROGRAM CHANGE

Name of Program and Degree Award: Latino Studies, Minor
Effective Term: Fall 2024

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

2. **Description:**
Latino Studies Minor (CIP Code 05.0203)

Minor Requirements – Overall
Earn at least 12 credits

Minor Requirements – Required Courses
Complete All of the following Courses:
LTS 242 - Latinos in the United States
LTS 269 - History of United States Latinos

Electives
6 credits—in Latino Studies (LTS) courses at the 300-level or above

3. **Rationale:**
We are merging our Latin American and Caribbean Studies Minor with our Latino Studies minor and withdrawing Latino Studies in order to make the minor more accessible and flexible for students. The purpose of the withdrawal form is to remove this from CUNYfirst.

4. **Date of departmental approval:** 1/10/2024

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

DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES

CURRICULUM CHANGE

1. **Type of change:** *New Course with Cross-listing*

2.

Department(s)	Latin American & Latino Studies
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	Ethnic Studies
Course Prefix & Number	LTS 171/LAC 171
Course Title	Introduction to Ethnic Studies
Description	A thematic and methodological introduction to the history of Ethnic Studies in the United States from diverse disciplinary perspectives, including critical race theory, history of ethnic studies departments, and intersectional approaches to ethnic studies.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

This course will offer foundational content for Lehman students interested in the legacy of ethnic studies at Lehman College and in the United States. This would be the first course with a generic focus on critical race theory and ethnic studies to offer background for students interested in a more generic course aside from the upper-level more focused Latino Studies courses.

This new course would be added to requirements for our majors and minors and in a forthcoming proposal for a Critical Race Studies Minor.

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

- List contributions to ethnic studies;
- Summarize the overarching moments in the history of the foundation of Ethnic Studies Departments;
- Define the significance of critical race theory and intersectional theory in ethnic studies
- Describe cultural production or history or philosophy or sociological or anthropological phenomena relevant to Ethnic Studies or Critical Race Theory.
- Analyze challenges faced by ethnic studies departments in a specific political climate

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

- List major intellectuals and activists from the United States who contributed to the birth of Ethnic Studies as fields
- Delineate the general chronology of the creation of Ethnic Studies programs
- Explain the historical, philosophical and social contexts of various moments in the history of Ethnic Studies
- Paraphrase perspectives related to tensions from the outside and within ethnic studies
- Demonstrate discussion and writing skills
- Write a synopsis.

5. Date of Departmental Approval: 1/10/2024

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

DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES

CURRICULUM CHANGE

1. **Type of change:** *New Course with Cross-listing*

2.

Department(s)	Latin American & Latino Studies
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	Intersectionality
Course Prefix & Number	LTS 272/LAC 272
Course Title	Intersectional Approaches to Latin American and Latino Studies
Description	A thematic and methodological introduction to intersectional theory and intersectional research methods to Latin American and Latino Studies from diverse disciplinary perspectives, including but not limited to gender and sexuality studies, disability studies, decolonial studies, anti-racism, and abolition.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

This course will offer foundational content for Lehman students interested in the intersection of race, gender, sexuality, and the effects of coloniality in Latin America, the Caribbean, and Latino communities in the United States. This would be the first course with a generic focus on intersectional approaches to offer background for students interested in intersectional studies and Latin American and Latino Studies. The understanding of race, gender and class in Latin America, the Caribbean, and Latino communities in the United States, requires an understanding of colonization and the relationship between the Iberian Peninsula region, Western Europe, and the United States, which can be best exposed and understood in a specific introductory course as this one. This course would offer students an option to further explore ethnic studies, critical race theory, gender and sexuality, and class, with a focus on Latin America, the Caribbean, and Latino communities in the United States. This course would prepare students for the kind of interdisciplinary and content-based work they will do as majors or minors in our department by giving them a more thematic introduction to interdisciplinary and intersectional ethnic studies and research.

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

- List contributions to the intersectional study of race, gender and sexuality, and class in Latin America, the Caribbean, and Latino Studies;
- Summarize the overarching moments in the history of intersectional research in Latin America and the Caribbean;
- Describe the significance of intersectional approaches to Latin American and Latino Studies;
- List examples of cultural production or history or philosophy or sociological or anthropological phenomena relevant to Ethnic Studies or Critical Race Theory.

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

- List major intellectuals and activists from the United States who contributed to the birth of Ethnic Studies as fields
- Delineate the general chronology of the creation of Ethnic Studies programs
- Explain the historical, philosophical and social contexts of various moments in the history of Ethnic Studies and how different periods relate to each other.
- Demonstrate discussion and writing skills
- Write a synopsis.
- Respect, accountability and self-confidence to cultivate professionalism and outstanding academic standing.

5. Date of Departmental Approval: 1/10/2024

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

DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES

CURRICULUM CHANGE

1. **Type of Change:** Cross listing

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

Department(s)	Latin American and Latino Studies
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	Latino Studies
Course Prefix & Number	LTS 269
Course Title	History of US Latinos
Description	History of Latinos in the United States from their seventeenth century beginnings to the present.
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 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 checked="" 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)	Latin American and Latino Studies <u>and History</u>
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	Latino Studies and History
Course Prefix & Number	LTS 269/HIS 269
Course Title	History of US Latinos
Description	History of Latinos in the United States from their seventeenth century beginnings to the present.
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 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 checked="" 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 seeking to add a cross listing in HIS to an already-existing class in LTS. This course is routinely taught by the Latin American and Latino Studies Department as LTS 269. When it is cross-listed with history (which it routinely is), it has been as a special topics course. This course revision will add a cross-listing for History, instead of it being taught as a special topics course.

5. Date of departmental approval:

LTS 3/19/2024

HIS 3/19/2024

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

DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES

CURRICULUM CHANGE

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

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

Department(s)	Latin American and Latino Studies
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	Latin American and Caribbean Studies
Course Prefix & Number	LAC 313
Course Title	Religion in Hispaniola: from Catholicism to African Religions
Description	Comparative history of Cuba, the Dominican Republic, and Puerto Rico in the nineteenth and twentieth centuries.
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)	Latin American and Latino Studies <u>and History</u>
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	Latin American and Caribbean Studies
Course Prefix & Number	LAC 313
Course Title	Religi <u>o</u> ns in Hispaniola: from Cathol <u>i</u> cism to African Religions
Description	<u>Social history and cultural and political impact of African religions on the island of Hispaniola.</u>
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):**

This course listing has multiple errors in the catalog. This proposal is designed to add the “s” to “Religions”, plural, correct the spelling of Catholicism in the title, and correct the description which was found to be erroneous upon recent inspection.

5. **Date of departmental approval:** 4/5/24

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Middle and High School 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	Middle and High School Education
Course Prefix & Number	ESC 050
Course Title	Sponsored Program Supervised Teaching in the Middle and High School Grades
Description	(May be repeated up to five times.) One semester of supervised teaching of adolescent education and TESOL P-12 candidates in sponsored alternative and provisional certification programs. Assigned in-school activities are required.
Pre/ Co Requisites	Departmental permission
Credits	0
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	ELO - CPP (Clinical Preparation Practicum), ELO - INTERN (Internship)
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. **Rationale:**

The proposed Adolescent Teacher Education major creates opportunities for grants and sponsored alternative certification programs at the undergraduate level. Oftentimes, these programs require a coaching and student teaching evaluation system outside of the course credit limits with the grant or sponsored program paying for non-teaching adjunct hours.

This course will address several issues that have surfaced over the years with similar programs like the New York City Teaching Fellows, including: (1) Enhancing the pedagogical experience by creating, formalized communities in seminar arrangements with individualized coaching; (2) Using electronic supervision techniques while reducing the cost of supervision by about 50% with a more efficient organization of time and resources (This translates into one-fourth of a credit per student; in our traditional teacher education programs, on-site school visits are programmed as one-half credit per student because of travel considerations); And (3) Ensuring that a student teaching experience is imprinted on the official transcripts. In sponsored programs, the field hours (i.e., student teaching experiences) may be conducted by the sponsoring agency like the NYCDOE and may not be part of a formal Lehman course. This limits the program graduates' opportunities to seek additional certifications and to teach in other states.

This class should be programmed to include the following attributes:

- 3.75 contact hours per student
- 0 credits
- 0 academic progress units
- 0 financial aid units
- Can be repeated up to 5 times.
- Pass/Fail Grading Modality

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

- a. Describe best practices related to the teaching of the subject matter.
- b. Construct detailed lesson plans incorporating culturally responsive and sustaining pedagogy.

- c. Videorecord themselves teaching the lessons to small and whole groups of adolescent or P-12 TESOL students.
- d. Critically analyze the videos through the lens of teaching and learning standards.
- e. Participate in pre-observation, observation, and post-observation coaching sessions.
- f. Provide evidence of pedagogical improvements based on coaching feedback.

5. **Date of Departmental Approval:** April 15, 2024

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)	LAC 225
Course Title	History of the Dominican Republic
Department(s)	Latin American and Latino Studies
Discipline	Latin American and Latino Studies
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	Dominican history from pre-Colombian times to the present. The different socio-economic trends involved in the formation of Dominican society, as well as the prominent role played by foreign powers.
Special Features (e.g., linked courses)	Cross-listed with HIS 225.
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

CUNY COMMON CORE Location

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

Required

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

Flexible

- World Cultures and Global Issues Individual and Society
- US Experience in its Diversity Scientific World
- Creative Expression

Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

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

If you would like to request a waiver please check here:

Waiver requested

If waiver requested:

Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.

If waiver requested:

Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.

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

C. Life and Physical Sciences: Three credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none"> Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none"> Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none"> Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none"> Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
II. Flexible Core (18 credits)	
Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
A. World Cultures and Global Issues	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Work with traditional sources of information and modern sources such as social networks, music, literature, comics, and AI (Chat GPT).	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
Developing and expanding the critical thinking through the class discussion, oral presentations, and writing exercises.	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
Assignments including weekly discussion board, Reflexive Journals and Final Project will present an opportunity for producing written and oral arguments with evidence to support them.	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
<ul style="list-style-type: none"> Gather knowledge about the Hispaniola and the Dominican Republic from the late 15th Century to the early 20th Century. 	<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"> Understand the historical, social, economic, and geo-political processes that have shaped modern-day Dominican Society and Culture. 	<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"> Students with appropriate language skills will discuss and/or read primary sources in Spanish 	<ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity

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

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

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

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

C. Creative Expression

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

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

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

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

D. Individual and Society

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

	<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.
	<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 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.E) 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 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.



Syllabus – Spring 2024
Course and Instructor Information

Course Title: LAC 225/HIS 225/LEH 354 **Dominican History I**

Format: Hybrid: Online & In Person

Professor: Glorimarie Peña Alicea

Email: glorimarie.pena_alicea@lehman.cuny.edu

Classroom:

Office Hours: Mon & Wed. 2:30-3:30pm
online by appointment

Course Description

The historian Frank Moya Pons introduces the third edition of his book *The Dominican Republic. A National History* (2010) proposing that the Dominican Republic is one of the least studied countries in the Latin America and Caribbean regions. This idea could be opposed to how in the present and in a globalized world, people consumes the Dominican culture through social media (Instagram and Tik Tok), sports (Baseball), and music (bachata and dembow). Although the Dominican Republic is now recognized across the world, do we really understand the complexities of the Dominican Republic, the first nation of the so called “New World”?

This course focuses on key historical events that conforms the history, culture and society of the country from the Taíno’s Society (1492) until the first occupation of the Dominican Republic and the Rise of Trujillo (1930).

Course Objectives

- Gather knowledge about the Hispaniola and the Dominican Republic from the late 15th Century to the early 20th Century.
- Understand the historical, social, economic, and geo-political processes that have shaped modern-day Dominican Society and Culture.
- Developing and expanding the critical thinking through the class discussion, oral presentations, and writing exercises.
- Work with traditional sources of information and modern sources such as social

networks, music, literature, comics, and AI (Chat GPT).

CUNY Policy on Plagiarism and Academic Integrity

The CUNY Academic Integrity Policy reads as follows:

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list: Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source. Presenting another person's ideas or theories in your own words without acknowledging the source. Using information that is not common knowledge without acknowledging the source. It is also plagiarism to copy the work of your peers in the Discussion Board.

The CUNY Policy on Academic Integrity also reads:

A faculty member who suspects that a student has committed a violation of the CUNY or the college Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever possible. The decision whether to seek an academic sanction only, rather than a disciplinary sanction or both types of sanctions, will rest with the faculty member in the first instance, but the college retains the right to bring disciplinary charges against the student.

For further information about CUNY Academic Integrity go to:

<http://www.lehman.edu/provost/documents/academic-integrity.pdf>

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

The Academic Center for Excellence (ACE) and the Science Learning Center (SLC) are two of the tutoring centers on campus. The ACE provides appointment-based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing and academic skills workshops. The SC provides drop-in tutoring for natural science courses. To obtain more information about the ACE and the SLC, please visit their website at <http://www.lehman.edu/issp>, or please call the ACE at 718-960-8175, and the SLC at 718-960-7707.

Course Requirements

We will be using my book *The Dominican Imaginary: Surveying the Landscape of Race and Nation in Hispaniola*, Rutgers University Press, 2016. You can purchase the book at the Lehman Bookstore. You can also check at Amazons for cheaper prices. There is also copies of the book at the Lehman Library Reserved Desk. If you have a New York Public Library Card, you can upload the book. Other reading materials will be posted in Blackboard.

Course Requirements and Evaluation Criteria

Course Components	Weight
Active Participation	15%
Weekly Discussion Board	15%
Reflexive Journals (x5)	10%
Presentation	10%
Midterm Exam	20%
Project Proposal	10%
Final Project	20%
100%	

Summary of Course Components:

Active Participation

Students are expected to participate in all class meetings (online and in person). Since this course only meets six times in person during the semester, after the third unexcused absence, the instructor will decide how this is affecting your participation and your final grade will be lowered.

Criteria for class participation are:

- Reading and preparing the work for class as determined by the instructor.
- Actively participating in class activities by making comments, asking questions, showing enthusiasm in activities.

Discussions will give you the tools to understand the texts we will work on, but also the tools to improve your writing skills and fulfill the written assignments.

Weekly Discussion Board

Each week (with the exception of the week of Midterm and the week of Finals), students are required to participate in online discussions related to the learning modules by responding to the questions posted in the Discussion Board by the instructor and commenting on 2 classmates' responses. Online Discussions aim to fulfill several objectives: help students improve analytical skills, learn from the ideas of others, broaden our understanding of the topics explored, and

create and foster an online community. **Please note that discussion responses are worth 15% of your final grade.**

Discussion Response Guidelines:

Individual responses should be **between 200- 250 words** (about 1 page double-spaced) and responses to classmates' posts should be around **50 words each**. Be sure to cite one of the weekly texts or films. Optionally, you may wish to cite other sources, such as press articles and academic journals to bolster your own ideas, make comparisons, question and/or relate a topic or idea to the ideas of others and current events. If you make use others' ideas, **you must refer to these source(s)**. Be sure to use the Chicago Manual of Style:

https://www.chicagomanualofstyle.org/home.html?_ga=2.67204564.499740680.1706036842-1225708622.1706036842 or other citation guides, such as MLA. Initial responses are on

Mondays and responses to classmates' posts are due on Fridays at 11:59pm.

Reflexive Journals

Students will complete a total of 5 reflexive journals (1 page). Students will be free to choose to write their reflection about the module of the preference. This reflection must be turned in on Friday before the module discussion.

Presentation

In pairs, students will give a 15 minutes oral presentation throughout the semester. This presentation will focus on the modules readings.

Midterm Exam

The midterm exam will consist of three questions. Students will choose one of them and will have one week to write an essay and complete the exam by themselves.

Final Project

Students will develop a final project (documentary, essay, podcast, Tik Tok, performance, play, etc.) addressing any topic related to the History of The Dominican Republic from the late 15th Century to the early 20th Century. The project proposal should include:

- Title (Main Topic)
- Proposal o Main Idea
- Abstract (100-200 words)
- Plan of action
- Bibliography (MLA)

Course Schedule

(Subject to change)

Week 1 (January 26th): Introduction to the Course **(In person)**

1. What is History? EH Carr
2. *The Dominican Republic. A National History* Frank Moya Pons (Introduction)

Discussion Board #1 What is History? 250-500 words
Course Expectations 100 words

Week 2 (February 2nd): Taínos and Europeans: The Beginnings of the “New World” **(In person)**

1. Frank Moya Pons, *The Dominican Republic: A National History*.
2. *Diario de Colón/ Christopher Columbus’ Journal*
3. “The People Who Greeted Columbus”, Irving Rouse in *The Dominican Republic Reader* pp.11-16.
4. Religion of the Taíno People, Ramón Pané in *The Dominican Republic Reader* pp.17-24.

Digital Intervention: Pueblo Arawako Karibeño (Instagram: Tainostudies)

Discussion Board #2 Discovery or Colonization? 250-500 words
Presentation #1

Week 3 (February 9th): Blackness and Slavery **(In person)**

1. Founding Santo Domingo in *The Dominican Republic Reader* pp.40-41.
2. Criminals as Kings in *The Dominican Republic Reader* pp.50-51
3. The Slave Problem in Santo Domingo in *The Dominican Republic Reader* pp.65
4. The Genesis of Blackness in *The Dominican Republic Reader* pp. 4-5
5. The Spreading of Blackness: The Fall of the Plantation in *The Dominican Republic Reader* pp. 8-10
6. Lemba and the Maroons of Hispaniola in *The Dominican Republic Reader* p.66-67

Digital Intervention: Junta de Prietas: 12 de octubre: Nada que Celebrar

Discussion Board #3
Presentation #2

Week 4 (February 16th): Pirates and Buccaneers **(Online)**

1. [Francis Drake Sails Around the World](#)
2. Francis Drake’s Sacking of Santo Domingo pp.68-72 in *The Dominican Republic Reader*
3. [Francis Drake’s Sack of Santo Domingo: A Case of Terrorism?](#)

Discussion Board #4
Presentation #3

Week 5 (February 23rd) The Haitian Revolution (Online)

1. The Haitian Revolution, *The Dominican Republic. A National History* pp.91-98.
2. The Haitian Revolution, *The Caribbean. A History of the Region and Its People* pp. 273-289.
3. Toussaint's Conquests in *The Dominican Republic Reader* pp. 118-121

Discussion Board #5

Presentation #4

Week 6 (March 1st) Haiti in the DR and Independence (Online)

1. The Haitian Domination, *The Dominican Republic. A National History* pp.117-138
2. Separation from Haiti and Independence, *The Dominican Republic. A National History* pp.143-143

Discussion Board #6

Presentation #5

Week 7 (March 8th) Caudillos and Annexation Desires (Online)

1. The Caudillo of the South, Buenaventura Báez in *The Dominican Republic Reader* pp.146
2. In the Army Camp at Bermejo, Pedro Francisco Bonó in *The Dominican Republic Reader* pp.149
3. The War of the Restoration, Carlos Vargas in *The Dominican Republic Reader* pp.154
4. Spanish Recolonization: A Postmortem, US Commission of Inquiry to Santo Domingo in *The Dominican Republic Reader* pp. 156
5. Making the Case for US Annexation, Ulysses S. Grant in *The Dominican Republic Reader* pp.158
6. Dominican Support for Annexation, US Commission of Inquiry to Santo Domingo in *The Dominican Republic Reader* pp.161
7. Opposition to US Annexation, Justin S. Morrill in *The Dominican Republic Reader* pp.169
8. Ulises "Lilis" Heureaux, Américo Lugo in *The Dominican Republic Reader* pp.183

Discussion Board #7

Presentation #6

Week 8 (March 15th) Midterm Exam and Proposal (Asynchronous)

Week 9 (March 22th) The Dominican Republic as an U.S. Protectorate? (Online)

1. Towards a US Protectorate, *The Dominican Republic. A National History* pp.279-295

Discussion Board #8

Presentation #7

Week 10 (March 29th) No Class

Week 11 (April 5th) Juan Isidro Jimenes and the USA

1. The Collapse of Sovereignty, *The Dominican Republic. A National History* pp. 305-312.

Discussion Board #9

Presentation #8

Week 12 (April 12th) The Idea of the Nation I

1. Street People and Godparents, Luis Emilio Gómez Alfau in *The Dominican Republic Reader* pp. 193
2. From Paris to Santo Domingo, Francisco Moscoso Puello in *The Dominican Republic Reader* pp. 195
3. Public Enemies: The Revolutionary and the Pig, Emiliano Tejera in *The Dominican Republic Reader* pp. 201
4. The "Master of Décimas," Juan Antonio Alix in *The Dominican Republic Reader* pp. 205
5. Barriers to Progress: Revolutions, Diseases, Holidays, and Cockfights, Pedro Francisco Bonó in *The Dominican Republic Reader* pp. 209

Discussion Board #10

Presentation #9

Week 13(April 19th) The Idea of the Nation II (In Person)

1. Food, Race, and Nation, Lauren Derby in *The Dominican Republic Reader* pp. 212
2. Tobacco to the Rescue, Pedro Francisco Bonó in *The Dominican Republic Reader* pp.215
3. Patrons, Peasants, and Tobacco, Michiel Baud in *The Dominican Republic Reader* pp 217
4. Salomé, Salomé Ureña de Henríquez in *The Dominican Republic Reader* pp. 225
5. The Case for Commerce, 1907, Dominican Department of Promotion
6. and Public Works in *The Dominican Republic Reader* pp. 231

Presentation #10

Week 14 April 26th) No Class

Week 15 (May 3rd) Final Projects Presentations (In person)

Week 16 (May 10th) Final Projects Presentations (In person)

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)	LTS 224
Course Title	Dominicans in the United States
Department(s)	Latin American and Latino Studies
Discipline	Latino Studies
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	The study of the migration, settlement, incorporation, labor market, culture, and identity of the Dominican community in the United States.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

CUNY COMMON CORE Location

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

Required

- English Composition
 Mathematical and Quantitative Reasoning
 Life and Physical Sciences

Flexible

- World Cultures and Global Issues Individual and Society
 US Experience in its Diversity Scientific World
 Creative Expression

Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

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

If you would like to request a waiver please check here:

Waiver requested

If waiver requested:

Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.

If waiver requested:

Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.

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

C. Life and Physical Sciences: Three credits

A course in this area 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 <u>must meet the three learning outcomes</u> in the right column.	
<ul style="list-style-type: none"> Students will read, discuss and analyze primary and secondary sources to understand the history, culture, political dynamics and social contexts of Dominicans in the United States. Gather, interpret, and assess information from a variety of sources and points of view via a comparative analysis of theoretical and interdisciplinary methodological approaches that are central to Latin American, Latinx, and Caribbean Studies. 	<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. Produce well-reasoned arguments to support a thesis in written and oral forms, and through multiple pedagogical tools available to them (i.e., Perusall, VoiceThread). 	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
<ul style="list-style-type: none"> Articulate ethical uses of data and other information resources to respond to problems and questions via the preparation of an oral history. 	<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"> Perusall required reading/annotation assignments and Voice Threads Examine how the Dominican community negotiates its presence in American society through culture, literature, art, and other forms of expression. 	<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"> Utilizing scholarly sources, arts, literature, new sources, and oral histories the students will understand the relationship between the United States and the Dominican Republic, and the Dominican diaspora Voice Threads and Oral History Project 	<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"> The course focuses on a significant migratory flow from Dominican Republic to the United States All materials and assignments in the course 	<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, discuss, and compare Dominicans in the U.S. within the broader Latinx society and how they influence or are influenced by race, ethnicity, class, gender, beliefs, or other forms of social differentiation from both historical and contemporary perspectives. 	<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.
<p>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:</p>	
	<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.
	<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 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.E) 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 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.

Lehman College
Department of Latin American and Latino Studies
Spring 2024

LAC 224 (47016): DOMINICANS IN THE UNITED STATES

LEH 354 (53917) / LTS 224 (47018)

Mondays, 6 – 8:40 PM

Room: Carman 231 | Hybrid

Instructor: Wilfredo José Burgos Matos

Emails: wjburgosmatos@gmail.com and wilfredo.burgos-matos19@login.cuny.edu

Office Hours: By appointment



Firelei Báez (Dominican-American artist). *How to Slip Out of Your Body Quietly*, 2018. Gouache on paper, 70 × 118 inches.

There is solid archival evidence that in the Spring of 1613 a Dutch merchant ship named Jonge Tobias arrived in the Hudson Harbor to explore the potential wealth of the area, especially the potential for trade with the local Native Americans for animal furs that could be resold in Europe's garment market. The ship's crew included a black or mulatto free man "born in Saint Domingo" (the Spanish colony-island in the Caribbean also known as La Española) and whose name appears spelled as Jan Rodrigues in the few pages of Dutch notary records that have survived on the matter, currently held in the City Archives of Amsterdam, the

Netherlands. After spending some time in the Hudson area, the sources state that the Dutch captain decided to return to the Netherlands with his crew, only to find out that Juan Rodríguez did not want to continue the trip to Europe and wanted to stay in the Hudson Harbor instead, and even threatening to jump overboard at the first opportunity if he was forced to go on the ship to the Netherlands. Ultimately, the captain agreed to leave Rodríguez behind and left for Europe.

“Juan Rodríguez: A Largely Unknown Historical Figure”
in *Juan Rodríguez and the Beginnings of New York City* (2013)

CATALOG DESCRIPTION: The study of the migration, settlement, incorporation, labor market, culture, and identity of the Dominican community in the United States.

COURSE DESCRIPTION

Credited as the first immigrant in New York City, Juan Rodríguez, a native of the island of Santo Domingo, set off a transformative episode for the Dominican people in 1613. An unsung representative of an island, Rodríguez was clear: if he were forced to leave the Hudson Harbor, he would jump overboard at the first opportunity. Unbeknownst to him, a couple of centuries later, Dominicans owned up to the urge to remain in place by making New York City theirs and now being the biggest minority group in the northeast. Spread all over the country, their journey has left an indelible imprint in the multiple manifestations of the contested monolithic term “Latinidad.” This course will map their presence with an intentional focus on music, literature, and social media as driving forces of expression for Dominican people globally. We will study the works of Angie Cruz, Elizabeth Acevedo, Aventura, Romeo Santos, André Veloz, Proyecto Uno, Sandy y Papo, Fulanito, Santiago Cerón, Las Chicas de Nueva York, LeJuan James, LaChikyBomBom, La Bella Chanel, among others. We will engage with the theoretical works of Silvio Torres Saillant, Ramona Hernández, Lorgia García Peña, Jossianna Arroyo, Omaris Zamora, Angelina Tallaj, and others. In all, we will create a sonic, literary, and relational map of the Dominican experience in the United States and the implications of their contributions to the country's society today. Moreover, departing from the United States as a diasporic epicenter, we will look at how an island culture becomes global in the neoliberal networks that bind all living beings together and their understandings of race and blackness, gender, class, and other social and political identities.

COURSE OBJECTIVES

Students will learn to:

- Gather, interpret, and assess information from a variety of sources and points of view via a comparative analysis of theoretical and interdisciplinary methodological approaches that are central to Latin American, Latinx, and Caribbean Studies.

- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned arguments to support a thesis in written and oral forms, and through multiple pedagogical tools available to them (i.e., Perusall, VoiceThread).
- Examine how the Dominican community negotiates its presence in American society through culture, literature, art, and other forms of expression.
- Analyze, discuss, and compare Dominicans in the U.S. within the broader Latinx society and how they influence or are influenced by race, ethnicity, class, gender, beliefs, or other forms of social differentiation from both historical and contemporary perspectives.
- Articulate ethical uses of data and other information resources to respond to problems and questions via the preparation of an oral history.

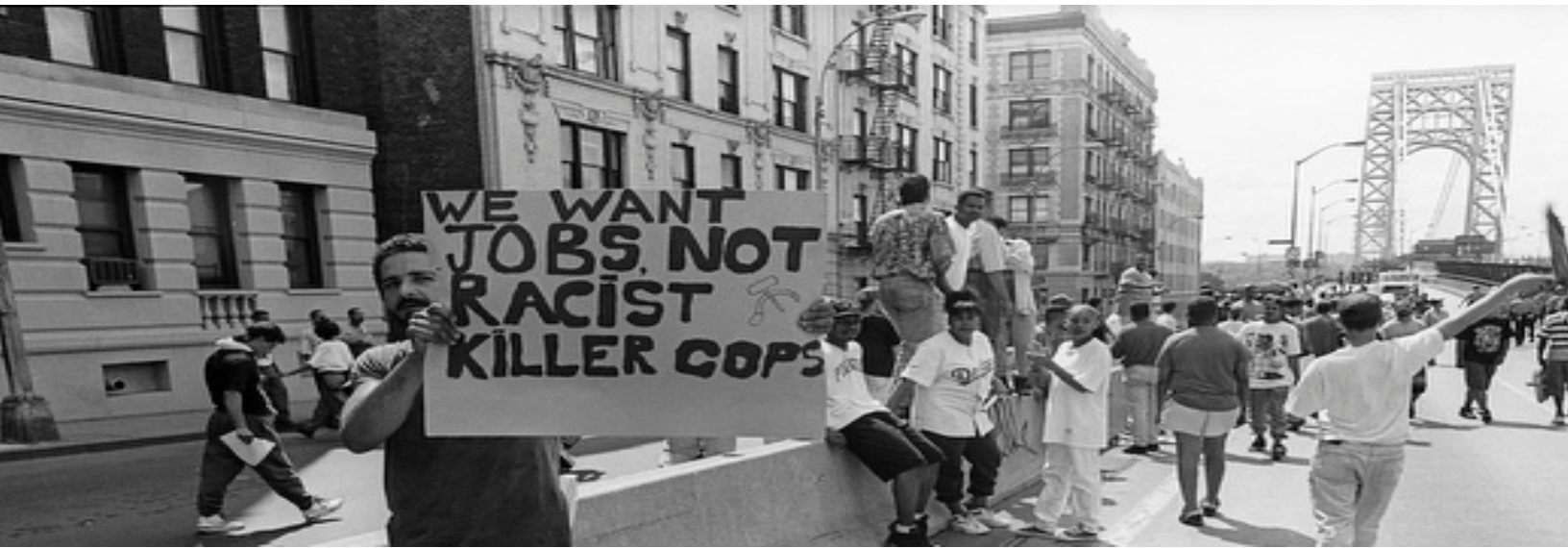


Photo by Ricky Flores. 1992 Washington Heights Riots.

MATERIALS

All materials are or will be available on Blackboard.

GRADE REQUIREMENTS

Attendance and Participation	20 %
VoiceThread Assignments	15 %
Perusall Assignments	15 %
VoiceThreads Assignments	15 %
Oral History Project	25 %
Final Reflection Essay	<u>10 %</u>
	100%

1. Attendance and Participation

Attendance and participation are always required, and they are a significant part of your grade. Only one absence is excused. If you will miss a class due to an emergency, an email to your instructor is highly appreciated. Your VoiceThread participation falls into this category as well.

2. VoiceThread Assignments

VoiceThread is a multimedia presentation tool that enables users to create and share interactive slideshows incorporating images, videos, documents, and audio. Its unique feature is the ability for viewers to leave comments on individual slides using voice, text, or video responses. This tool is widely used in educational settings for facilitating discussions, collaborative projects, and online classes. It supports diverse learning styles by allowing students and educators to engage with content and each other in a dynamic, accessible way. VoiceThread enhances online learning experiences by promoting active participation and fostering a sense of community among participants, regardless of their physical location.

VoiceThread will be embedded into Blackboard and will be used mostly to comment on audiovisual materials. At times, we do not get the opportunity to express all of our ideas in the classroom. VoiceThread will give us an opportunity to participate and engage further. Think of our use of VoiceThread as a way to continue our conversation outside of the classroom. Given that our course is hybrid, it will help us to strengthen our learning bond even if we are not meeting in person.

3. Perusall Assignments

Perusall is an online platform designed to enhance the learning experience through interactive reading. It allows students and educators to collaboratively annotate texts, facilitating discussions directly within the reading material. This platform is often used in educational settings to engage students, encourage a deeper understanding of the material, and foster a community of learning through shared annotations, questions, and insights. Perusall supports various document types and integrates with learning management systems, making it a versatile tool for modern, interactive education.

There will be three engagement assignments on Perusall. All will use close reading as the primary methodology for analysis.

You must have the following code and URL to get access to my course on the platform:

UNIQUE COURSE CODE: BURGOS-MATOS-HU762

UNIQUE COURSE URL: <https://app.perusall.com/join/burgos-matos-hu762>

For an introductory guide on how to use Perusall, please go [here](#).

4. Oral History Project (1)

Students will prepare an on-camera oral history. In one session that must not last more than 30 minutes (min. 20 minutes), they will interview a person of Dominican descent. Students will be trained in best practices and co-create a questionnaire from which a conversation will be had with the informant. The five guiding themes of the course will be considered to build an interconnected corpus. Students must accompany their oral history with a transcription. The oral history interview may be conducted in English, Spanish, or Spanglish.

5. Final Reflection Essay (1)

Upon completing the Oral History Project, you will write a final reflection essay using what you learned from your interviewee and relating it to all the materials discussed in class. You are expected to turn in a short essay of a minimum of 5 pages and a maximum of 8, excluding bibliography. You may use Chicago, MLA, or APA style guides to format your essay.

OTHER CONSIDERATIONS

Statement Against Discrimination

Each of you deserves an environment where you can learn, grow, and express yourselves without fear of judgment or bias. My commitment to you is to actively uphold these values and to address any behavior that contradicts them.

I want to make it unequivocally clear that our classroom is a place of inclusivity, respect, and safety. Discrimination of any form – whether based on race, ethnicity, gender or sexual identity, religion, disability, or any other characteristic – will not be tolerated under any circumstances.

Notice on Sensitive Topics

In our upcoming discussions, we will be addressing topics that may be sensitive or challenging for some, including subjects like abuse and violence. While I am committed to conducting these classes with the utmost care and respect, recognizing the potential impact these topics can have, it is important to prioritize your well-being.

If at any point you find the material distressing or triggering, please know that it is entirely acceptable and understandable to step out of the classroom for any duration that you need. Your mental and emotional health is of paramount importance.

Should you choose to leave, I encourage you to reach out to me via email. This will allow us to discuss any concerns or questions you might have, and to explore alternate ways for you to engage with the material in a manner that is comfortable for you.

Acceptable and Unacceptable Use of AI

The use of generative AI tools (e.g., ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited. Failure to comply with this policy will lower your class grade by a total of 5%.

Use of Electronic Devices

Although notebooks are preferred, electronic devices (only laptops and tablets) may be used for taking notes and must not interfere with the learning process. Cellphones are highly discouraged as note-taking devices in class. When using a laptop or tablet, you must turn the sound off so that you do not disrupt other students' learning. If you are doing anything other than taking notes on your laptop, please sit in the back row or exit the classroom so that other students are not distracted by your screen.

Urgent Needs

It is difficult to study if you are hungry, houseless, or unsafe. There is no shame in taking advantage of resources available to you and your family at Lehman College. Here are a few:

- [Emergency Resources at Lehman](#)
- [Lehman Student Emergency Fund](#)
- [On Campus Food Bank](#)
- [Student Life](#)

Academic integrity

All work in this course is your own. While I encourage you to form study groups, each person is graded individually and on the assumption that the work you submit is your own. Any use of artificial intelligence or outside sources in writing or assignments of any kind must be cited properly. You are responsible for completing all of the work of the class. It is your responsibility to keep track of your work: deadlines, assignments, group projects and more.

Cheating and plagiarism, including use of artificial intelligence to write papers—whether intentional or unintentional—will not be tolerated and the consequences will range from receiving no credit for an assignment or exam to receiving a failing grade in the course, depending on the severity of the act. This is true also of anyone who aids or abets cheating or plagiarism. Plagiarism means using any ideas that are not your own without proper citation. We will discuss citation formats and methods for proper use of primary and secondary source material in detail during the course.

Please review the CUNY-wide policy on academic integrity [here](#).

Accommodating Disabilities

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441 or disability.services@lehman.cuny.edu.

Instructional Support Service Program

The Instructional Support Services Program is one of the places where students can seek tutoring and other support on campus. The ISSP provides appointment-based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing and academic skills workshops.

The SLC offers support in the sciences. To obtain more information please visit their website at <http://www.lehman.edu/issp>, or please call the ISSP at 718-960-8175, and the SLC at 718-960-7707. Click here for this semester’s ISSP workshops and services.

COURSE CALENDAR

Subject to change.

P = In Person

HS = Zoom

HA = Asynchronous Activity

DAY	MATERIALS	ASSIGNMENT
Day 1 (P) 1/29	Introductions Syllabus DISCUSS <i>The Dominican-Americans</i> (Introduction, Chapters 1, 2, and 3)	
Day 2 (P) 2/5	READ <i>The Dominican Americans</i> (Chapters 3, 4, 5) Discuss ORAL HISTORY PROJECT	VoiceThread 1
Day 3 (P) 2/22 (Thurs)	WATCH AT HOME <i>My American Girls: A Dominican Story</i> READ <i>Making New York Dominican</i> (“From Quisqueya to New York City)	VoiceThread 2
Day 4 (HA) 2/28 (Thurs)	READ AT HOME <i>Islands Apart</i> by Jasmine Méndez	Perusall Assignment 1
Day 5 (HS) 3/4	READ HALF of <i>Undocumented</i> by Dan-el Padilla Peralta READ Undocumented Latinx Life-writing: Refusing Worth and Meritocracy by Stacey Alex	
Day 6 (HS) 3/11	FINISH READING <i>Undocumented</i> by Dan-el Padilla Peralta	Perusall Assignment 2
Day 7 (P) 3/18	WATCH TOGETHER <i>Nueba Yol 1</i> (1995)	VoiceThread 3 Inform about interviewee for

		oral history (Blackboard)
Day 8 (HA) 3/25	READ <i>Dominicana</i> by Angie Cruz and Translating Silence into Story: An Interview with Angie Cruz by Ylce Irizarry	
Day 9 (HS) 4/1	FINISH <i>Dominicana</i>	Perusall Assignment 3
Day 10 (HS) 4/8	<i>Dominican-American Art</i> WATCH TOGETHER WORKS BY MANY ARTISTS (special focus on Scherezade García) READ AT HOME Selections from Abigail Lapin Dardashti's work	
Day 11 (HS) 4/15	<i>Dominican Social Media Personalities</i> WATCH TOGETHER SELECTION OF La Bella Chanel, La ChikyBomBom, and LeJuan James READ AT HOME Respect My Ratchet: The Liberatory Consciousness of Ratchetness by Montinique Denice McEachern; selections from <i>Caribes 2.0</i> by Jossianna Arroyo	VoiceThread 4 Turn in Oral History Project via Google Drive folder.
Day 12 (HA) 5/6	<i>Language and Race in the Diaspora</i> READ AT HOME She Speaks Better than Jennifer López: Cardi B's Spanish and Afro-Latinidad	VoiceThread 5
Day 13 (HS) 5/13	<i>Migrating with Music</i> READ Dominican Bachata: Moving from El Campo to the Garden by Deborah Pacini Hernández <i>Preserving the Heritage</i> STUDY TOGETHER A History of Dominican Music in the U.S. and the CUNY Dominican Studies Institute – NEH Digital Humanities Project	
FINAL WORK	Final Reflection	Turn in Final Reflection Essay via Blackboard.

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

DEPARTMENT OF MATHEMATICS

CURRICULUM CHANGE

Name of Program and Degree Award: Mathematics Minor
Effective Term: Fall 2024

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

2. **From**: Strikethrough the changes
Mathematics Minor (14-24 credits)

Required courses:

8-16 credits

	Credits
MAT 175* Calculus I	4
MAT 176* Calculus II	4
MAT 226 Vector Calculus	4
MAT 313 Elements of Linear Algebra	4

6-8 credits in two additional MAT courses of which at least 3 credits must be at the 300-level or higher. The following courses cannot be used towards the Math minor:

	Credits
MAT 231 Statistics for Biologists	4
MAT 300 Mathematical Models in the Social Sciences	3
MAT 301 Applied Statistics and Computer Analysis for Social Scientists	3
MAT 348 Mathematical Methods for Management	4

All grades must be C- or better.

*MAT 175 and MAT 176 are prerequisites to all advanced MAT courses. They do not count against the total number of credits a student must take independent of their major.

3. **To**: Underline the changes
Mathematics Minor (14-24 credits)

Required courses:

8-16 credits

	Credits
MAT 175* Calculus I	4
MAT 176* Calculus II	4
MAT 226 Vector Calculus	4
MAT 313 Elements of Linear Algebra	4

6-8 credits in two additional MAT courses of which 3 of these credits must be at the 200-level or higher and at least 3 credits must be at the 300-level or higher. The following courses cannot be used towards the Math minor:

	Credits
MAT 231 Statistics for Biologists	4
MAT 300 Mathematical Models in the Social Sciences	3
MAT 301 Applied Statistics and Computer Analysis for Social Scientists	3
MAT 348 Mathematical Methods for Management	4

All grades must be C- or better.

*MAT 175 and MAT 176 are prerequisites to all advanced MAT courses. They do not count against the total number of credits a student must take independent of their major.

4. **Rationale:** This corrects an oversight of the Department; 100-level classes (outside of MAT 175 and MAT 176) are not appropriate for a minor in pure mathematics as they are introductory gateway courses geared more for the liberal arts. After completing MAT 176, all math electives are at the 200-level or higher.

5. **Date of departmental approval:** February 26, 2024

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

CURRICULUM CHANGE

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

2.

Department(s)	Mathematics
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	Mathematics
Course Prefix & Number	MAT 037
Course Title	Elementary Topics To Support Gateway Math Success
Description	Various elementary topics in mathematics to support student success in gateway mathematics courses. Consult with the department for specific topics and sections. (May be repeated up to five times.)
Pre/ Co Requisites	Departmental Permission
Credits	0
Hours	1
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 Math Department regularly offers 1-hour, 0-credit elementary-level workshops to help students complete their gateway Mathematics course requirements. These workshops support student success by providing structured review and enrichment on targeted topics which, depending on the workshop, include arithmetic; algebra, quantitative reasoning, statistics, precalculus, and calculus. Having a formal course for these workshops is needed for logistical matters such as the payment of instructors, tracking of student success, and coordination of student schedules.

This class should be programmed to include the following attributes:

- 1 total contact hour
- 0 credits
- 0 academic progress units
- 0 financial aid units
- Can be repeated up to 5 times.
- Pass/Fail Grading Modality

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

- a. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- b. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- c. Represent quantitative problems expressed in natural language in suitable mathematical format.
- d. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- e. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- f. Apply mathematical methods to problems in other fields of study.

5. **Date of Departmental Approval:** February 26, 2024

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

CURRICULUM CHANGE

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

2.

Department(s)	Mathematics
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	Mathematics
Course Prefix & Number	MAT 038
Course Title	Foundational Topics To Support Gateway Math Success
Description	(May be repeated up to five times.) Various foundational topics in mathematics to support student success in gateway mathematics courses. Consult with the department for specific topics and sections.
Pre/ Co Requisites	Departmental Permission
Credits	0
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:**

The Math Department regularly offers 2-hour, 0-credit foundational-level workshops to help students complete their gateway Mathematics course requirements. These workshops support student success by providing structured review and enrichment on targeted topics which, depending on the workshop, include arithmetic; algebra, quantitative reasoning, statistics, precalculus, and calculus. Having a formal course for these workshops is needed for logistical matters such as the payment of instructors, tracking of student success, and coordination of student schedules.

This class should be programmed to include the following attributes:

- 2 total contact hours
- 0 credits
- 0 academic progress units
- 0 financial aid units
- Can be repeated up to 5 times.
- Pass/Fail Grading Modality

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

- a. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- b. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- c. Represent quantitative problems expressed in natural language in suitable mathematical format.
- d. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- e. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- f. Apply mathematical methods to problems in other fields of study.

5. **Date of Departmental Approval:** February 26, 2024

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

CURRICULUM CHANGE

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

2.

Department(s)	Mathematics
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	Mathematics
Course Prefix & Number	MAT 039
Course Title	Topics For Intensive Support Of Gateway Math Success
Description	Various topics in mathematics to intensively support student success in gateway mathematics courses. Consult with the department for specific topics and sections. (May be repeated up to five times.)
Pre/ Co Requisites	Departmental Permission
Credits	0
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 Math Department regularly offers 3-hour, 0-credit workshops to help students complete their gateway Mathematics course requirements. These intensive workshops support student success by providing structured review and enrichment on targeted topics which, depending on the workshop, include arithmetic; algebra, quantitative reasoning, statistics, precalculus, and calculus. Having a formal course for these workshops is needed for logistical matters such as the payment of instructors, tracking of student success, and coordination of student schedules.

This class should be programmed to include the following attributes:

- 3 total contact hours
- 0 credits
- 0 academic progress units
- 0 financial aid units
- Can be repeated up to 5 times.
- Pass/Fail Grading Modality
- Experimental Course

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

- a. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- b. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- c. Represent quantitative problems expressed in natural language in suitable mathematical format.
- d. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- e. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- f. Apply mathematical methods to problems in other fields of study.

5. **Date of Departmental Approval:** February 26, 2024

**LEHMAN COLLEGE
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DEPARTMENT OF MATHEMATICS

CURRICULUM CHANGE

1. **Type of Change:** Change from experimental to permanent course.

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

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	MAT
Course Prefix & Number	MAT 179
Course Title	Mathematical Proofs
Description	An introduction to proof writing and quantitative reading comprehension in preparation for proof intensive math courses. Topics include direct proofs, set theory, induction, logic, contrapositive, contradiction, functions, and equivalence relations.
Pre/ Co Requisites	Prerequisite: MAT 176 or Department Permission
Credits	2
Hours	2
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Experimental Course
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)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	MAT
Course Prefix & Number	MAT 179
Course Title	Mathematical Proofs
Description	An introduction to proof writing and quantitative reading comprehension in preparation for proof intensive math courses. Topics include direct proofs, set theory, induction, logic, contrapositive, contradiction, functions, and equivalence relations.
Pre/ Co Requisites	Prerequisite: MAT 176 or Department Permission
Credits	2
Hours	2
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

Clear, effective communication of mathematical ideas is an essential, but challenging skill needed by students completing intermediate and advanced math courses. Especially in the age of AI-generated outputs from websites like ChatGPT, all students can benefit from developing their mathematical and quantitative reading comprehension.

The purpose of this class is to expose students to the tools and techniques utilized in mathematical proof writing and reading at an early stage in their studies. Students taking this class will be better prepared for more advanced Math courses; they will also encounter general skills in logical deduction and reasoning that can be applied across STEM disciplines.

Note that this is currently an experimental course. Once approved, the experimental course attribute should be removed.

5. **Date of departmental approval:** February 26, 2024

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

DEPARTMENT OF MATHEMATICS

CURRICULUM CHANGE

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

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

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	MAT
Course Prefix & Number	MAT 432
Course Title	Differential Geometry
Description	Metric spaces, Curves in Euclidian 3 space (E3): Curvature, torsion, fundamental theorem of ordinary differential equations, fundamental existence theorem for space curves. Surfaces in E3: geometry on a surface, Inverse Function Theorem, Implicit Function Theorem, and Gauss curvature. Coordinate charts, Fubini's Theorem, orientation and an introduction to Riemannian Geometry.
Pre/ Co Requisites	Prerequisite: MAT 313 and MAT 320
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. **To:** Underline the changes

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	MAT
Course Prefix & Number	MAT 432
Course Title	Differential Geometry
Description	Metric spaces, Curves in Euclidian 3 space (E3): Curvature, torsion, fundamental theorem of ordinary differential equations, fundamental existence theorem for space curves. Surfaces in E3: geometry on a surface, Inverse Function Theorem, Implicit Function Theorem, and Gauss curvature. Coordinate charts, Fubini's Theorem, orientation and an introduction to Riemannian Geometry.
Pre/ Co Requisites	Prerequisite: <u>MAT 226</u> , MAT 313, and MAT 320.
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

MAT 226 is a “hidden prerequisite” for MAT 432 currently as MAT 226 is a prerequisite for MAT 320 at Lehman. However, some students who complete MAT 320 at other schools have not completed MAT 226 and are unaware that the content covered in MAT 226 (ie. partial derivatives and gradients) are necessary for MAT 432. Adding MAT 226

as a prerequisite makes it clearer that the content covered in MAT 226 is necessary for MAT 432.

5. **Date of departmental approval:** February 26, 2024

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

2.

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	MST
Course Prefix & Number	MST 201
Course Title	Songwriting
Description	Exploration in modern composition and song structure.
Pre/ Co Requisites	
Credits	2
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This is a new course in order to provide students with modern popular music composition skills.

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

Students will be able to discuss song structure
Students will be able to craft chord progressions
Students will be able to write lyrics
Students will be able to collaborate with other writers.

5. **Date of Departmental Approval:** 03/08/2024

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

2.

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	MST
Course Prefix & Number	MST 301
Course Title	Advanced Music Production and Mixing
Description	Microphone recording editing, mixing and mastering techniques in modern recording.
Pre/ Co Requisites	MST 200
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:**

Hands on culmination of the Digital Music program focusing on modern techniques.

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

Take a song and fully produce, record, and mix a final product.

Be able to choose and place a microphone.

5. **Date of Departmental Approval:** 03/08/2024

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

SCHOOL OF BUSINESS

CURRICULUM CHANGE

1. **Type of change:** Experimental 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)	
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:** 3/19/2023

Senate Meeting – May 1, 2024
Proposed Graduate Studies Report

Presenting proposals from the following departments for approval:

Art

- Change in admission requirements: M.A., Art Education.

Counseling, Leadership, Literacy and Special Education

- Change to program description and addition of distance education format:
M.S., Counselor Education: Clinical Mental Health Counseling
- New courses: EDS 791, 792, 793, 794, 795
- Registration of Special Education program to include certification for
Students with Disabilities - All Grades as per NYSED
requirements
- Change in program name and description:
MSED - Literacy Studies
- Change in program name and description:
Advanced Certificate – Literacy for Early Childhood and
Childhood Education

Next meeting: **TBA, fall 2024.**

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

DEPARTMENT OF ART

CURRICULUM CHANGE

Name of Program and Degree Award: Art Education, M.A.

Hegis Number: 0831.00

Program Code: 25953

Effective Term: Fall 2024

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

2. **From:** ~~Strikethrough~~ the changes
Art Education, M.A.

This program is designed for students who seek a Master's degree leading to initial New York State certification in teaching Art, Pre-K-12. (Previously certified students interested in professional certification should seek the M.A. in Studio Art.) Candidates have two advisers: the Graduate Adviser in the Art Department and the Art Education adviser in the School of Education. Candidates are required to enroll in the Education sequence of courses immediately upon entry into the program.

Requirements

Masters Requirements - Admission Requirements

Type: Completion requirement

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the ability to successfully pursue graduate study by having attained a minimum grade average of B in the undergraduate record as a whole and an average of B in courses most relevant to the graduate discipline.
- Have earned at least 33 undergraduate credits in Art. This total must include one 3-credit survey course in Art History and 6 additional credits in Art History.
- Each applicant must submit a graduate-level portfolio of recent work consisting of 15-20 digital images in JPEG format that is accompanied by an image script, which details the Title, Size, Medium and Date of each image. The portfolio should demonstrate an area of focus.
- Submit two letters of recommendation from college instructors.
- If conditionally admitted, students must make up not more than 12 credits of specified undergraduate coursework, starting in the first semester and finishing in no more than three consecutive semesters.
- ~~Submit scores on the appropriate New York State teacher certification examinations.~~

Masters Requirements – Master of Arts

Type: Completion requirement

Earn a minimum GPA of 3.0

Earn at least 44 credits

Students are required to finish 44-45 credits (18 credits in Art / Art History and 26-27 credits Education / Art Education)

Masters Requirements – Required Studio Art and Art History Courses

Type: Completion requirement

Fulfill ALL of the following requirements:

Earn at least 9 credits from the following:

- Graduate Studio Art Electives
- Three ART courses in Studio Art: At the 700-level chosen in conjunction with the Graduate Art Adviser.

Complete ALL of the following Courses:

- ART 746 - Masters Project

Earn at least 6 credits from the following:

- Graduate Art History Courses
- Two ARH courses in Art History: Chosen in conjunction with the Graduate Art Adviser.

Masters Requirements – Required Education Courses

Complete ALL of the following Courses:

- EDE 716 - Learning and Teaching Art in Childhood Settings: Grades 1 to 6
- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- ESC 596 - Student Teaching in the Middle and High School Grades
OR ESC 595 - Internship in Classroom Teaching
- ESC 612 - Seminar in Secondary Student Teaching
- ESC 714 - Teaching Art in Middle and High School

- ESC 735 - Curriculum, Research and Current Issues in Art Education
- ESC 506: Or Equivalent.
- EDE 716: Prereqs/coreqs waived.
- Students who are in-service teachers of record will enroll in ESC 595 (for 2 credits only) instead of ESC 596.

3. **To:** Underline the changes
Art Education, M.A.

This program is designed for students who seek a Master's degree leading to initial New York State certification in teaching Art, Pre-K-12. (Previously certified students interested in professional certification should seek the M.A. in Studio Art.) Candidates have two advisers: the Graduate Adviser in the Art Department and the Art Education adviser in the School of Education. Candidates are required to enroll in the Education sequence of courses immediately upon entry into the program.

Requirements

Masters Requirements - Admission Requirements

Type: Completion requirement

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the ability to successfully pursue graduate study by having attained a minimum grade average of B in the undergraduate record as a whole and an average of B in courses most relevant to the graduate discipline.
- Have earned at least 33 undergraduate credits in Art. This total must include one 3-credit survey course in Art History and 6 additional credits in Art History.
- Each applicant must submit a graduate-level portfolio of recent work consisting of 15-20 digital images in JPEG format that is accompanied by an image script, which details the Title, Size, Medium and Date of each image. The portfolio should demonstrate an area of focus.
- Submit two letters of recommendation from college instructors.
- If conditionally admitted, students must make up not more than 12 credits of specified undergraduate coursework, starting in the first semester and finishing in no more than three consecutive semesters.

Masters Requirements – Master of Arts

Type: Completion requirement

Earn a minimum GPA of 3.0

Earn at least 44 credits

Students are required to finish 44-45 credits (18 credits in Art / Art History and 26-27 credits Education / Art Education)

Masters Requirements – Required Studio Art and Art History Courses

Type: Completion requirement

Fulfill ALL of the following requirements:

Earn at least 9 credits from the following:

- Graduate Studio Art Electives
- Three ART courses in Studio Art: At the 700-level chosen in conjunction with the Graduate Art Adviser.

Complete ALL of the following Courses:

- ART 746 - Masters Project

Earn at least 6 credits from the following:

- Graduate Art History Courses
- Two ARH courses in Art History: Chosen in conjunction with the Graduate Art Adviser.

Masters Requirements – Required Education Courses

Complete ALL of the following Courses:

- EDE 716 - Learning and Teaching Art in Childhood Settings: Grades 1 to 6
- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- ESC 596 - Student Teaching in the Middle and High School Grades
OR ESC 595 - Internship in Classroom Teaching
- ESC 612 - Seminar in Secondary Student Teaching
- ESC 714 - Teaching Art in Middle and High School
- ESC 735 - Curriculum, Research and Current Issues in Art Education
- ESC 506: Or Equivalent.
- EDE 716: Prereqs/coreqs waived.
- Students who are in-service teachers of record will enroll in ESC 595 (for 2 credits only) instead of ESC 596.

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

The M.A. in Art Education prepares students to take New York State teacher certification examinations, which are typically taken toward the end of the penultimate semester or the final semester of the program. It is nonsensical to require applicants to have already taken them before entering the program; this application requirement must have crept in as an error and may be discouraging potential applicants from applying.

5. Date of departmental approval: 2/7/24

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

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

CURRICULUM CHANGE

Name of Program and Degree Award: Clinical Mental Health Counseling, MS
Hegis Number: 2104.10
Program Code: 42368
Effective Term: Fall 2024

1. **Type of Change:** Change to program description; addition of distance education format

2. **From:**
Clinical Mental Health Counseling, MS

Overview

Lehman College of the City University of New York offers a full-time, cohort-based, 60-credit, Master's degree program in Clinical Mental Health Counseling. Students will attend the program full-time, year-round for two years and upon completion, they will be eligible to pursue New York State licensure in Clinical Mental Health Counseling. The program is intended to prepare students to work in varied environments such as private practice, substance misuse counseling, not-for-profits, community-based organizations, business, government agencies, and healthcare. It will provide opportunities for high-quality, accessible, and affordable graduate education in mental health counseling for residents in the Bronx and surrounding areas.

The program provides a unique experience for the adult learner. Using a project-based learning framework, ~~students~~ will acquire the knowledge and skills essential for navigating the complexity of issues and systems impacting the emotional well-being of individuals, families, and communities. ~~Students~~ will choose an area of specialization and develop skills for promoting advocacy, leadership, and equity for social justice through a series of projects in specific courses. The program's multimodal pedagogical approach includes synchronous, asynchronous, and in-person instruction where ~~students~~ engage in varied experiences such as self-directed, experiential learning activities and clinical intensives.

Program Plan

~~The following is a listing by term of the courses that comprise the 60-credit CE: CMHC program, which can be completed in two years (24 months). The program is delivered on a full-year schedule.~~

Major Requirements - Admission Requirements:

Type: Completion requirement

1. A bachelor's degree from an accredited college or university.
2. A minimum 3.0 G.P.A. from a completed undergraduate or graduate degree program.
3. Two letters of recommendation evaluating the applicant's potential as a professional counselor in areas of leadership, advocacy, collaboration, counseling, technology, and skills in affirming culturally diverse clients. These letters should be from persons such as college or university faculty and community mental health agency personnel.
4. A current resume including: all degrees and GPAs, professional employment and counseling-related positions, service, languages, awards/honors, memberships.
5. A completed application, including ~~a 1,000-word essay~~ consisting of responses to questions found in the graduate admission on-line application for Counselor Education: Clinical Mental Health Counseling MS program.
6. Candidates who satisfy the preliminary admission requirements will be invited to a group interview and provide a writing assessment.
7. Prospective students whose native language is not English, or who have completed all or part of their post-secondary education in a country where English is not the first language, are required to submit TOEFL scores.

Major Requirements – Overall

Type: Completion requirement

Earn at least 60 credits

Major Requirements – Required Courses

Type: Completion requirement

Semester I: Fall

Complete ALL of the following Courses:

- EDG 755 - Seminar 1:Anti-Racist, Anti-Oppression Advocacy and Leadership in Clinical Mental Health Counseling
- EDG 701 - Counseling Theories and Techniques
- EDG 750 - Foundations of Mental Health Counseling
- EDG 751 - Psychopathology in Counseling

Semester II: Winter

Complete ALL of the following Courses:

- EDG 704 - Career Counseling

Semester III: Spring

Complete ALL of the following Courses:

- EDG 756 - Seminar 2: Cognitive Behavior Therapy
- EDG 703 - Human Development in Counseling
- EDG 705 - Group Counseling
- EDG 702 - Multicultural and Social Justice Counseling

Semester IV: Summer

Complete ALL of the following Courses:

- EDG 757 - Seminar 3: Abilities, Disabilities, and Neurodiversity in Mental Health Counseling.
- EDG 736 - Parenting within Diverse Family Structures
- EDG 752 - Clinical Assessment and Treatment Planning in Mental Health Counseling

Semester V: Fall

Complete ALL of the following Courses:

- EDG 758 - Seminar 4: Supervision and Consultation in Mental Health Counseling.
- EDG 761 - Practicum in Clinical Mental Health Counseling
- EDG 708 - Counseling Research, Program Development, and Evaluation I
- EDG 732 - Crisis, Substance Misuse, and Trauma Counseling

Semester VI: Winter

Complete ALL of the following Courses:

- EDG 731 - Sexuality Counseling in Schools and Families

Semester VII: Spring

Complete ALL of the following Courses:

- EDG 759 - Seminar 5: Dialectical Behavior Therapy.
- EDG 753 - Internship in Clinical Mental Health Counseling I
- EDG 738 - Brief Counseling of Children and Adolescents
- EDG 735 - Family Counseling and School/Community Partnerships

Semester VIII: Summer

Complete ALL of the following Courses:

- EDG 760 - Seminar 6: The Business of Managing a Clinical Mental Health Counseling Practice.
- EDG 754 - Internship in Clinical Mental Health Counseling II

- EDG 737 - Couples Counseling: Theories and Techniques

3. To:

Counselor Education: Clinical Mental Health Counseling M.S. Program

Overview

Lehman College of the City University of New York offers a full-time, cohort-based, 60-credit, Master's degree program in Counselor Education: Clinical Mental Health Counseling. Students will attend the program full-time, year-round for two years and upon completion, they will be eligible to pursue New York State licensure in Counselor Education: Clinical Mental Health Counseling. Graduates are eligible for a limited permit in New York State. The program is intended to prepare students to work in varied environments such as private practice, substance misuse counseling, not-for-profits, community-based organizations, business, government agencies, and healthcare. It will provide opportunities for high-quality, accessible, and affordable graduate education in mental health counseling for residents in the Bronx and surrounding areas.

The program provides a unique experience for the adult learner. Using a project-based learning framework, candidates will acquire the knowledge and skills essential for navigating the complexity of issues and systems impacting the emotional well-being of individuals, families, and communities. Candidates will choose an area of specialization and develop skills for promoting advocacy, leadership, and equity for social justice through a series of projects in specific courses. The program's multimodal pedagogical approach includes synchronous, asynchronous, and in-person instruction where candidates engage in varied experiences such as self-directed, experiential learning activities and clinical intensives.

ACCREDITATION: The program is aligned with the Council for the Accreditation of Counseling and Related Educational Programs (www.cacrep.org) standards and readying a self-study to apply for CACREP accreditation.

MISSION:

The Lehman College Counselor Education program develops culturally affirming, ethical, caring, data-informed school and clinical mental health counselors with intersectional expertise in urban, economically and linguistically diverse settings. Counselor candidates promote social justice advocacy and leadership in their scholarly, clinical, assessment, evaluation, and counseling program implementation. School Counselors develop academic, social-emotional, and career/college competencies for all K-12 students to help close opportunity and attainment gaps. Clinical Mental Health Counselors develop social-emotional, career, and mental health competencies for individuals, groups, couples, and families of all ages and close affordability and access gaps. The Counselor Education program emphasizes collaboration, kindness, reflection,

self- and group- awareness, and mutual respect centering anti-racist and anti-oppression practices.

PROGRAM OBJECTIVES:

1. Candidates conceptualize the historical, philosophical, and organizational aspects of the counseling profession including, concepts related to legislation and governmental policies and apply advocacy skills for addressing institutional and social barriers and promoting access, equity, and wellness.

2. Candidates recognize issues related to power, privilege and race and engage in culturally responsive treatment planning and therapeutic decision-making practices.

3. Candidates integrate human development theory into case conceptualization and treatment planning, including the biological, psychological, systemic, and cultural factors that influence personality and overall development.

4. Candidates employ strategies for examining the personal characteristics, interests, aptitudes, work-related values, resources and culture, related to career development and utilize research-based methods for career planning.

5. Candidates demonstrate essential counselor characteristics, leadership, interviewing and case conceptualization skills and utilize counseling theories, models, and strategies for understanding and engaging with clients.

6. Candidates conceptualize and use theoretical foundations of group counseling and group work and apply ethical and culturally relevant strategies for recruiting and screening members and organizing and facilitating groups.

7. Candidates use assessments for diagnostic purposes and for identifying trauma, abuse, and intervention planning purposed and will engage in standard procedures for reporting abuse or potential harm.

8. Candidates analyze and use data in counseling and engage in practices that are ethical and culturally relevant when conducting, interpreting and reporting results in program evaluation.

9. Candidates apply the etiology, nomenclature, treatment, referral, and prevention of mental, emotional and substance use disorders and apply knowledge and skills for navigating the Diagnostic and Statistical Manual of Mental Disorders and identifying diagnosis.

10. Candidates apply knowledge and understanding of professional counseling credentialing, including certification and licensure, accreditation practices and policies around record keeping, third-party reimbursements and HIPAA.

11. Candidates conduct comprehensive intake interviews for treatment planning and employ techniques and interventions for prevention and treatment of a broad range of mental health issues.

EMPLOYMENT :

Graduates perform individual, group, couple, and family counseling in non-profit, government, community-based agencies, healthcare, substance misuse, employee assistance, business, college, and group or individual private practice settings.

Major Requirements- Admission Requirements

Note: The admission deadline is March 15 for students who wish to begin attending classes during the fall term. (CE:CMHC does not admit students for the spring term.)

1. A bachelor's degree from an accredited college or university.
2. A minimum 3.0 G.P.A. from a completed undergraduate or graduate degree program.
3. Two letters of recommendation evaluating the applicant's potential as a professional counselor in areas of leadership, advocacy, collaboration, counseling, technology, and skills in affirming culturally diverse clients. These letters should be from persons such as college or university faculty and community mental health agency personnel.
4. A current resume including: all degrees and GPAs, professional employment and counseling-related positions, service, languages, awards/honors, memberships.
5. A completed application, including two essays for a total of 1,100-words consisting of responses to questions found in the graduate admission on-line application for Counselor Education: Clinical Mental Health Counseling MS program.
6. Candidates who satisfy the preliminary admission requirements will be invited to an online group interview and provide a writing assessment.
7. Prospective students whose native language is not English, or who have completed all or part of their post-secondary education in a country where English is not the first language, are required to submit TOEFL scores.

Major Requirements- Continuation Requirements

- Meet with a faculty adviser to plan courses and receive course approvals prior to registration each semester.
- Maintain liability insurance through student membership in the American Counseling Association for coverage during all practicum and internship experiences.
- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credit hours.

- 30 credits in counseling courses with a minimum 3.0 GPA, a completed practicum supervision agreement form, and Clinical Coordinator permission prior to practicum placement.
- 43 credits in counseling courses with a minimum 3.0 GPA, a minimum B in EDG 761, Practicum in Clinical Mental Health Counseling, a completed internship supervision agreement form, and Clinical Coordinator permission prior to internship placement.
- Demonstration of counseling, advocacy, leadership, consultation, multicultural competencies, and additional professional dispositions in all coursework and fieldwork.

Major Requirements – Overall

Type: Completion requirement

Earn at least 60 credits

Major Requirements – Required Courses

Type: Completion requirement

Program Plan

The following is a listing by term of the courses that comprise the 60-credit CE: CMHC program, which is completed in two years (24 months). The program is delivered on a full-year schedule.

Semester I: Fall

Complete ALL of the following Courses:

- EDG 755 - Seminar 1: Anti-Racist, Anti-Oppression Advocacy and Leadership in Clinical Mental Health Counseling
- EDG 701 - Counseling Theories and Techniques
- EDG 750 - Foundations of Mental Health Counseling
- EDG 751 - Psychopathology in Counseling

Semester II: Winter

Complete ALL of the following Courses:

- EDG 704 - Career Counseling

Semester III: Spring

Complete ALL of the following Courses:

- EDG 756 - Seminar 2: Cognitive Behavior Therapy
- EDG 703 - Human Development in Counseling
- EDG 705 - Group Counseling
- EDG 702 - Multicultural and Social Justice Counseling

Semester IV: Summer

Complete ALL of the following Courses:

- EDG 757 - Seminar 3: Abilities, Disabilities, and Neurodiversity in Mental Health Counseling.
- EDG 736 - Parenting within Diverse Family Structures
- EDG 752 - Clinical Assessment and Treatment Planning in Mental Health Counseling

Semester V: Fall

Complete ALL of the following Courses:

- EDG 758 - Seminar 4: Supervision and Consultation in Mental Health Counseling.
- EDG 761 - Practicum in Clinical Mental Health Counseling
- EDG 708 - Counseling Research, Program Development, and Evaluation I
- EDG 732 - Crisis, Substance Misuse, and Trauma Counseling

Semester VI: Winter

Complete ALL of the following Courses:

- EDG 731 - Sexuality Counseling in Schools and Families

Semester VII: Spring

Complete ALL of the following Courses:

- EDG 759 - Seminar 5: Dialectical Behavior Therapy.
- EDG 753 - Internship in Clinical Mental Health Counseling I
- EDG 738 - Brief Counseling of Children and Adolescents
- EDG 735 - Family Counseling and School/Community Partnerships

Semester VIII: Summer

Complete ALL of the following Courses:

- EDG 760 - Seminar 6: The Business of Managing a Clinical Mental Health Counseling Practice.
- EDG 754 - Internship in Clinical Mental Health Counseling II
- EDG 737 - Couples Counseling: Theories and Techniques

Major Requirements – Required Courses

Type: Completion requirement

Students wishing to do so, may complete the degree program entirely online. Please see subplans One and Two listed below. The fully online option (subplan two) provides greater flexibility for candidates while maintaining the same rigorous academic standards as our hybrid/campus-based program. Both subplans can be completed in approximately 2 years.

SUBPLAN ONE: Hybrid/Campus ProgramRequired Courses (total 60 credits):

<u>EDG 755 Seminar 1: Anti-Racist, Anti-Oppression Advocacy and Leadership</u>	<u>1</u>
<u>in Mental Health Counseling</u>	
<u>EDG 736 Parenting in Diverse Family Structures</u>	<u>3</u>
<u>EDG 750 Foundations of Mental Health Counseling</u>	<u>3</u>
<u>EDG 756 Seminar 2: Cognitive Behavior Therapy</u>	<u>1</u>
<u>EDG 701 Counseling Theories and Techniques</u>	<u>3</u>
<u>EDG 751 Psychopathology in Counseling</u>	<u>3</u>
<u>EDG 703 Human Development in Counseling</u>	<u>3</u>
<u>EDG 704 Career Counseling</u>	<u>3</u>
<u>EDG 757 Seminar 3: Abilities, Disabilities, and Neurodiversity in Mental</u>	<u>1</u>
<u>Health Counseling</u>	
<u>EDG 705 Group Counseling</u>	<u>3</u>
<u>EDG 702 Multicultural and Social Justice Counseling</u>	<u>3</u>
<u>EDG 752 Clinical(s)Assessment and Treatment Planning in Mental Health</u>	<u>3</u>
<u>Counseling</u>	
<u>EDG 758 Seminar 4: Supervision and Consultation in Mental Health</u>	<u>1</u>
<u>Counseling</u>	
<u>EDG 761 Practicum in Clinical Mental Health Counseling</u>	<u>3</u>
<u>EDG 708 Counseling Research, Program Development, and Evaluation</u>	<u>3</u>
<u>EDG 759 Seminar 5: Dialectical Behavior Therapy</u>	<u>1</u>
<u>EDG 732 Crisis, Substance Misuse, and Trauma Counseling</u>	<u>3</u>
<u>EDG 753 Internship in Clinical Mental Health Counseling I</u>	<u>3</u>
<u>EDG 738 Brief Counseling of Children and Adolescents</u>	<u>3</u>
<u>EDG 731 Sexuality Counseling in Schools and Families</u>	<u>3</u>
<u>EDG 760 Seminar 6: The Business of Managing a Clinical Mental Health</u>	<u>1</u>
<u>Counseling Practice</u>	
<u>EDG 735 Family Counseling School/Community Partnerships</u>	<u>3</u>
<u>EDG 754 Internship in Clinical Mental Health Counseling II</u>	<u>3</u>
<u>EDG 737 Couples Counseling</u>	<u>3</u>

SUBPLAN TWO: Online ProgramRequired Courses (total 60/60 credits):

<u>EDG 755 Seminar 1: Anti-Racist, Anti-Oppression Advocacy and</u>	<u>1</u>
<u>Leadership in Mental Health Counseling</u>	
<u>EDG 736 Parenting in Diverse Family Structures</u>	<u>3</u>
<u>EDG 750 Foundations of Mental Health Counseling</u>	<u>3</u>
<u>EDG 756 Seminar 2: Cognitive Behavior Therapy</u>	<u>1</u>
<u>EDG 701 Counseling Theories and Techniques</u>	<u>3</u>
<u>EDG 751 Psychopathology in Counseling</u>	<u>3</u>
<u>EDG 703 Human Development in Counseling</u>	<u>3</u>

<u>EDG 704</u>	<u>Career Counseling</u>	<u>3</u>
<u>EDG 757</u>	<u>Seminar 3: Abilities, Disabilities, and Neurodiversity in Mental Health Counseling</u>	<u>1</u>
<u>EDG 705</u>	<u>Group Counseling</u>	<u>3</u>
<u>EDG 702</u>	<u>Multicultural and Social Justice Counseling</u>	<u>3</u>
<u>EDG 752</u>	<u>Clinical(s) Assessment and Treatment Planning in Mental Health Counseling</u>	<u>3</u>
<u>EDG 758</u>	<u>Seminar 4: Supervision and Consultation in Mental Health Counseling</u>	<u>1</u>
<u>EDG 761</u>	<u>Practicum in Clinical Mental Health Counseling</u>	<u>3</u>
<u>EDG 708</u>	<u>Counseling Research, Program Development, and Evaluation</u>	<u>3</u>
<u>EDG 759</u>	<u>Seminar 5: Dialectical Behavior Therapy</u>	<u>1</u>
<u>EDG 732</u>	<u>Crisis, Substance Misuse, and Trauma Counseling</u>	<u>3</u>
<u>EDG 753</u>	<u>Internship in Clinical Mental Health Counseling I</u>	<u>3</u>
<u>EDG 738</u>	<u>Brief Counseling of Children and Adolescents</u>	<u>3</u>
<u>EDG 731</u>	<u>Sexuality Counseling in Schools and Families</u>	<u>3</u>
<u>EDG 760</u>	<u>Seminar 6: The Business of Managing a Clinical Mental Health Counseling Practice</u>	<u>1</u>
<u>EDG 735</u>	<u>Family Counseling School/Community Partnerships</u>	<u>3</u>
<u>EDG 754</u>	<u>Internship in Clinical Mental Health Counseling II</u>	<u>3</u>
<u>EDG 737</u>	<u>Couples Counseling</u>	<u>3</u>

4. Rationale:

- The program title has been changed from Clinical Mental Health Counseling, MS to Counselor Education: Clinical Mental Health Counseling M.S. Program (60 Credits), as the the original NYSED approved program title is: Counselor Education: Clinical Mental Health Counseling M.S. Program. Thus will also ensure that students understand that this is an additional counselor education program, different from the current school counseling program.
- In order to emphasize that the program prepares students for licensure in the State of New York as this leads to career options as a clinical mental health counselor, and is a requirement to serve in this role, we have added this line in the program overview: "Graduates are eligible for a limited permit in New York State"
- Addition of online subplan: The additional distance learning program in CE:CMHC provides greater flexibility for our candidates who hold full-time positions, working in a school or other professional environment. The CE:CMHC online candidates are expected to adhere to the same academic standards and requirements as our campus-based candidates. The curriculum for Lehman College's Online 60-credit MS in Counselor Education: Clinical Mental Health Counseling (CE:CMHC) does not differ from the on-campus program. The same course descriptions, credit and hour requirements, learning objectives, pre-requisites, and any other curricular requirements apply to our online CE:CMHC program to ensure that this online program meets the same rigorous academic standards as our on-campus one. The mode of delivery differs, with the new

delivery format being mainly synchronous with asynchronous online learning options.

5. Date of departmental approval: 02/07/2024

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

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY, AND SPECIAL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Literacy Studies, MSED

Hegis Number: 0830.00

Program Code: 25809

Effective Term: Spring 2025

1. **Type of Change**: Name of Registered Degree Program and description
2. **From**: ~~Strike through the changes~~

Literacy Studies, MSED

~~The 36-credit Program in Literacy Studies leads to a Master of Science in Education degree. Registered in New York State, the program leads to professional certification in teaching literacy in two different concentrations: Birth-Grade 6 and Grades 5-12.~~

Admission Requirements

Type: Prerequisite

Earn a minimum Grade of B

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

Certification

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

Recommendation, Essay & Interview

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

Masters Requirements-Master of Science in Education

Type: Completion requirement

Earn a minimum GPA of 3.0

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

Earn at least 36 credits

~~Masters Requirements-Professional Certification in Teaching Literacy Birth-6th Grade~~

Type: Completion requirement

Complete ALL of the following Courses

~~EDR 702 Language and Literacy Acquisition and Development of Children~~

~~EDR 712 Instructional Approaches for Language and Literacy Development in Childhood Education~~

~~EDR 722 Assessing and Evaluating Language and Literacy Development in Childhood Education~~

EDR 765 Literacy in the Content Areas

~~EDR 731 Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education~~

EDR 767 Project Seminar: Research on Literacy I and II

~~EDR 752 Teaching Comprehension Strategies through Children's Literature for Diverse Learners in Early Childhood and Childhood Education~~

EDR 768 Project Seminar: Research on Literacy I and II

EDR 529 Language, Literacy, and Educational Technology

~~EDS 701 Understanding Individuals with Disabilities~~

EDR 605 Professional Writing for Educators

3. **To:** Underline the changes

Literacy Education, MSED

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

Admission Requirements

Type: Prerequisite

Earn a minimum Grade of B

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

Certification

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

Recommendation, Essay & Interview

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

Masters Requirements-Master of Science in Education

Type: Completion requirement

Earn a minimum GPA of 3.0

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

Earn at least 33 credits

Masters Requirements-Professional Certification in Literacy Education (All Grades)

Type: Completion requirement

Complete ALL of the following Courses

EDR 701 Language and Literacy Acquisition and Development Across the Lifespan

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

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

EDR 765 Literacy in the Content Areas

EDR 743 Practicum in Literacy Assessment, Teaching, and Learning

EDR 767 Project Seminar: Research on Literacy I and II

EDR 751 Developing Literacy through Literature

EDR 768 Project Seminar: Research on Literacy I and II

EDR 529 Language, Literacy, and Educational Technology

EDR 605 Professional Writing for Educators

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

The New York State Board of Regents established the Literacy (All Grades) certificate effective September 28, 2022. The current program leading to professional certificate must be re-registered as a new certificate that permits individuals to teach literacy in pre-Kindergarten through grade 12 in New York State public schools. This modified program will also replace the Literacy Studies Grades 5-12 MSED program (program code: 25806), which will be eventually deactivated as the state confirmed as their process by email.

5. **Date of departmental approval:** 02/07/2024

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

CURRICULUM CHANGE

Name of Program and Degree Award: Literacy for Early Childhood and Childhood Education, Advanced Certificate

Hegis Number: 0830.00

Program Code: 41932

Effective Term: Spring 2025

1. **Type of Change**: Name of Registered Certificate Program and description

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

Literacy for ~~Early Childhood and Childhood Education~~, Advanced Certificate

Overview

~~This program will be offered to students who already possess a Master's degree and a New York State (NYS) initial or professional certification in any subject area. The Advanced Certificate will enable them to become certified to teach Literacy birth-6 grades in NYS in addition to their base certificate. This program requires 12 credits in Literacy core content and 6 credits applying content and pedagogical knowledge in a clinical/ practicum experience.~~

Requirements

Certificate Requirements-Admission Requirements

Type: Prerequisite

- A master's degree from an accredited college or university.
- A minimum 3.0 grade point average in graduate study.
- An initial or Professional teaching certification.
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.

Certificate Requirements-Required Courses

Core Literacy Courses

Complete ALL of the following Courses:

~~EDR 702 Language and Literacy Acquisition and Development of Children~~

~~EDR 712 Instructional Approaches for Language and Literacy Development in Childhood Education~~

~~EDR 722 Assessing and Evaluating Language and Literacy Development in Childhood Education~~

~~EDR 752 Teaching Comprehension Strategies through Children's Literature for Diverse Learners in Early Childhood and Childhood Education~~

Clinical/Practicum Experience

Complete ALL of the following Courses:

~~EDR 731 Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education~~

~~Prereq: EDR 702, EDR 712, EDR 722, EDR 752~~

3. **To:** Underline the changes

Literacy Education (All Grades), Advanced Certificate

Overview

The Advanced Certificate Program in Literacy Education is designed for candidates who already possess a Master's degree and an initial or professional teaching certification in any subject area. This 18-credit Advanced Certificate program engages candidates in four courses that address literacy teaching and learning and one course applying content and pedagogical knowledge in a clinical/practicum experience. The program enables candidates to become certified to teach Literacy (All Grades) in New York State, in addition to their base certificate.

Requirements

Certificate Requirements-Admission Requirements

Type: Prerequisite

- A master's degree from an accredited college or university.
- A minimum 3.0 grade point average in graduate study.
- An initial or Professional teaching certification.
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.

Certificate Requirements-Required Courses

Core Literacy Courses

Complete ALL of the following Courses:

EDR 701 Language and Literacy Acquisition and Development Across the Lifespan

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

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

EDR 751 Developing Literacy through Literature

Clinical/Practicum Experience

Complete ALL of the following Courses:

EDR 743 Practicum in Literacy Assessment, Teaching, and Learning

Prereq: EDR 701, EDR 721, EDR 711

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

The New York State Board of Regents established the Literacy (All Grades) certificate effective September 28, 2022. The current program leading to advanced certificate must be re-registered as a new certificate that permits individuals to teach literacy in pre-Kindergarten through grade 12 in New York State public schools. This modified program will also replace the Literacy Education Grades 5-12 Advanced Certificate program (program code: 41930), which will be eventually deactivated as the state confirmed as their process by email.

5. Date of departmental approval: 02/07/2024

**LEHMAN COLLEGE
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**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY & SPECIAL
EDUCATION**

CURRICULUM CHANGE

Name of Program and Degree Award: Special Education, Students with Disabilities – All Grades

Hegis Number: 0808.00

Program Code: **TBD**

Effective Term:

1. Type of Change: Registration of Special Education program to include certification for Students with Disabilities - All Grades as per NYSED requirements

2. Description:

Overview

The purpose of the Special Education Masters program, Students with Disabilities – All Grades is to prepare candidates who already hold a Bachelors degree in education or related fields for positions as special education teachers, and to fulfill the New York State licensure requirements for certification as a special education teacher. The program focuses on preparing teacher candidates for teaching in inclusive P-12 settings, providing an emphasis on accommodating the needs of all learner and providing access to high quality instruction in the general education curriculum for all learners. Additionally, the program prepares teacher candidates for teaching in self-contained special education settings, through differentiation for all students in order to meet individual educational needs, as per students' IEP (Individualized Educational Plan) or IFSP (Individualized Family Service Plan).

The program prepares teacher candidates for special education positions, as well as co-teaching opportunities, in urban schools and community based organizations with culturally and linguistically diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing special educators. The pedagogical content of the courses integrates current evidence-based pedagogical practices for diverse student populations with theory. Extensive field-based experiences, in collaboration and partnership with Bronx-based schools and community based organizations are a central component throughout this program. Candidates develop their skills and capacities as special educators through both school-based experiences with mentor teachers, college supervisors, educational staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.

The new special education program is committed to preparing teacher candidates who demonstrate understanding of students' varied social-emotional, instructional, and linguistic needs, a willingness to collaborate within the school team and community, and a conviction that all children can learn. The program is also aligned with the School of Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring, and qualified educators who are well prepared for teaching in diverse urban settings.

The program offers two subplans: Subplan one can be completed in the hybrid modality, while subplan two can be completed fully online. Both subplans have the identical program and completion requirements. The fully online option (subplan 2) provides greater flexibility for candidates while maintaining the same rigorous academic standards as the hybrid program (subplan 1). Both programs of study can be completed in approximately 3 years.

Special Education Students with Disabilities – All Grades Admission Requirements

Note: Students admitted every fall semester.

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade point average of 3.0.
3. An essay outlining career goals.

Write a 3-page essay (one page per question) that includes references/citations to something you have read in the newspapers/literature/journals. Choose 3 of the 4 questions listed below:

- a) What motivates you to become a special education teacher? (Include your academic and personal skills and interests and how your career and college experiences have prepared you and discuss any anomalies in your undergraduate record).
- b) As a special education teacher, how will you use your leadership skills in order to promote positive student outcomes and collaboration among stakeholders. What are those leadership skills and what specific ways will you promote positive student outcomes and collaboration?
- c) As a special education teacher, how will you advocate for your students and their families? What specific ideas do you have for advocacy, including your philosophy of inclusion and differentiation in the classroom.
- d) As a special education teacher, how will you promote cultural competency and linguistic diversity within your classroom environment, including specific ideas for incorporating cultural competency within your curriculum.

4. Two letters of recommendation.

Special Education Students with Disabilities – All Grades Graduation Requirements

- Complete a minimum of 36 graduate credits of study in Special Education
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Complete a New York State Approved Teacher Preparation Program:
- Must successfully complete a supervised student teaching or internship course with a grade of B or better, if seeking an institutional recommendation.
- Meet all state certification liberal arts and sciences requirements:
 - New York State certification requires specific credits in each of the following subjects: Social Studies, English, Math and Science.
- Take the New York State Teacher Certification Exams (NYSTCE)
 - For exams schedules, registration and other testing information please visit the NYSTCE at <http://www.nystce.nesinc.com/>
- Content Specialty Tests (CSTs)
 - The CSTs (except those for languages other than English) consist of multiple-choice questions and a written assignment. CSTs measure knowledge and skills in the content area of the candidate's field of certification.
 - Visit <http://www.nystce.nesinc.com/>. Refer to "Test Selection" for information about specific CST that you are required to take and pass.
- Complete the following mandated workshops
 - Child Abuse
 - School Violence
 - Autism (Only candidates who are applying for certification in Speech and Language Disabilities and Students with Disabilities)
 - Bullying and Discrimination Prevention and Intervention workshop
- All applicants must create a NYSED TEACH account to apply for certification. Visit the NYSED at <http://www.highered.nysed.gov/tcert/teach/> for more information.

Subplan ONE: Hybrid/Campus Program

Semester I (fall): (6 credits)

EDS 701: Understanding Individuals with Disabilities (3)

EDS 791: Learners with Disabilities (3)

Semester II (spring): (6 credits)

EDS 792: Curriculum and Instructional Practices for Culturally and Linguistically Diverse Learners with Disabilities (3)

EDS 793: Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Learners with Disabilities (3)

Semester III (fall) (6 credits)

EDS 743: Behavior Assessment, Management, and Change (3)

EDS 794: Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Learners with Disabilities (3)

Semester IV (spring) (6 credits)

EDS 741: Psycho-educational Evaluation of Children with Learning Problems (3)

EDS 795: Practicum in Assessment for Culturally and Linguistically Diverse Learners with Disabilities (3)

Semester V (fall) (6 credits)

EDS 715: Research in Special Education (3)

EDS 718: Culminating Masters' Project (3)

Semester VI (spring) (6 credits)

EDS 719: Supervised Student Teaching of Diverse Learners with Disabilities in Inclusive Specialized Settings (3)

EDS 720: Student Teaching Seminar (3)

Program Requirements:

For registered programs with candidates who first enroll for the Spring 2025

The combination of clinical experiences must:

- Meet or exceed the specific requirements for the Students with Disabilities (All Grades) certificate and,
- Address the full range of student developmental levels, Pre-kindergarten through grade 6 and grades 7-12 at least 100 clock hours of field experiences related to coursework prior to student teaching or practica, provided that at least 15 of the 100 clock hours of field experiences shall include a focus on understanding the needs of students with disabilities.

Subplan TWO: Online Instruction

Semester I (fall): (6 credits)

EDS 701: Understanding Individuals with Disabilities (3)

EDS 791: Learners with Disabilities (3)

Semester II (spring): (6 credits)

EDS 792: Curriculum and Instructional Practices for Culturally and Linguistically Diverse Learners with Disabilities (3)

EDS 793: Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Learners with Disabilities (3)

Semester III (fall) (6 credits)

EDS 743: Behavior Assessment, Management, and Change (3)

EDS 794: Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Learners with Disabilities (3)

Semester IV (spring) (6 credits)

EDS 741: Psycho-educational Evaluation of Children with Learning Problems (3)

EDS 795: Practicum in Assessment for Culturally and Linguistically Diverse Learners with Disabilities (3)

Semester V (fall) (6 credits)

EDS 715: Research in Special Education (3)

EDS 718: Culminating Masters' Project (3)

Semester VI (spring) (6 credits)

EDS 719: Supervised Student Teaching of Diverse Learners with Disabilities in Inclusive Specialized Settings (3)

EDS 720: Student Teaching Seminar (3)

*Program Requirements:***For registered programs with candidates who first enroll for the Spring 2025 semester and thereafter:**

The combination of clinical experiences must:

- Meet or exceed the specific requirements for the Students with Disabilities (All Grades) certificate and,
- Address the full range of student developmental levels, Pre-kindergarten through grade 6 and grades 7-12 at least 100 clock hours of field experiences related to coursework prior to student teaching or practica, provided that at least 15 of the 100 clock hours of field experiences shall include a focus on understanding the needs of students with disabilities.

3. Rationale:

- This new program adheres to New York State certification guidelines, and is a state mandate as all programs must now include a P-12 certification program. The New York State Board of Regents voted to establish the Students with Disabilities (All Grades) certificate effective September 28, 2022. The new certificate permits individuals to teach students with disabilities in pre-Kindergarten through grade 12 in New York State public schools.
- The current childhood, 1-6, and adolescent 7-12 programs, will become obsolete as they will no longer be tied to an existing certification. All students who are already in existing programs will be able to finish, but all new admits will be admitted into this inclusive program. This 36 credit program will be for applicants that currently hold an initial certification, and are looking to become fully certified in Special Education.
- Addition of distance format (subplan two) provides greater flexibility for candidates who hold full-time positions as teachers or paraprofessionals in P-12 schools. Our online candidates are expected to adhere to the same academic standards and requirements as our campus-based candidates. Both Subplans one and two have the same course titles, descriptions, credits and hour requirements, learning objectives, pre-requisites and all other curricular requirements. This consistency ensures that our online program meets the same rigorous academic standards as our on-campus one, with only the mode of delivery being different.

4. Date of departmental approval: 02/07/2024

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

CURRICULUM CHANGE

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

2.

Department(s)	CLLSE
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Special Education
Course Prefix & Number	EDS 791
Course Title	Learners With Disabilities
Description	Nature and needs of culturally and linguistically diverse individuals (birth to 21 years) with a wide range of developmental delays and disability conditions. Pertinent legislation, intervention with families, development of Individualized Family Service Plans, Individual Education Plans, Transition Plans, and postsecondary training opportunities. Issues of advocacy will be studied within the context of the continuum of service delivery within home-based, center-based, and school-based interventions (inclusive, collaborative, and specialized settings). (15 fieldwork hours required.)
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

<p>Course Attribute (e.g. Writing Intensive, WAC, etc.)</p>	
<p>General Education Component</p>	<p><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</p>

3. Rationale:

This is a required course for the new Master of Education in Special Education for all grades (P-12TH grade). This is a foundational course for teacher candidates to understand the historical, social, and legal foundations of special education, employment and independence for individuals with disabilities, characteristics of learners with disabilities, and collaborative partnerships for the benefit of students with disabilities, including family strengthening partnerships.

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

1. Discuss historical and current legislation, that affects these populations and interventions with families,
2. Discuss the major principles of IDEA and No Child Left Behind, including issues of assessment, Least Restrictive Environment, and Inclusion.
3. Discuss unique characteristics and needs of individuals with disabilities and positive dispositions about competence in meeting diverse student needs.
4. Discuss the development of Individualized Programs and issues of advocacy within the context of the continuum of service delivery settings.
5. Develop, adapt, and enhance curricula and strategies for successful accommodation of learning and behaviorally disabled students in the classroom environment.

5. Date of Departmental Approval: 2/7/2024

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

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

CURRICULUM CHANGE

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

2.

Department(s)	CLLSE
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Special Education
Course Prefix & Number	EDS 792
Course Title	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Learners with Disabilities
Description	Curriculum and instructional practices for use with students with disabilities (birth to 21 years), including curriculum standards; designing appropriate learning programs and environments; developing strategies for teaching content area skills; developing social skills programs; collaborative teaching techniques; and the use of informal checklists in the development of the I.F.S.P. I.E.P. and Transition Plan. Emphasis will be placed on the impact of cultural and linguistic diversity on program planning and skill acquisition. Use of technology for instruction and for monitoring student progress will be incorporated throughout the course. (15 hours practicum teaching: birth-12 th is required.)
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.)	N/A
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 is a required course for the new Master of Education in Special Education for all grades (PK-12TH grade). This is a foundational course for teacher candidates to learn curriculum development, use of assistive and instructional technology, and research-validated methods of instructing students with disabilities, including methods of teaching content area skills, and development of the I.F.S.P., I.E.P. and Transition Plan. This course focuses on the theoretical aspects of curriculum development in the special education classroom.

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

1. Understand how students with disabilities can be involved with and demonstrate progress in the general education curriculum.
2. Understand instruction that addresses varied needs of students (i.e. culturally and linguistically diverse students, students with disabilities and the full range of “typical” learners) including basic principles of universal design, content enhancement tools and routines, and learning strategies.
3. Discuss individual, class, and school-wide behavior management strategies and programs to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
4. Understand assessment strategies and accommodations that facilitate data-driven decision-making and enable students to participate in district and state assessments.
5. Discuss how technology can be used to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity

and communication, and in turn, how to help students with disabilities use instructional technology effectively.

6. Discuss how to collaborate effectively with other educators, paraeducators, related services personnel, families, and community resource personnel to provide effective educational programs for students with disabilities.

5. **Date of Departmental Approval:** 2/7/2024

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

CURRICULUM CHANGE

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

2.

Department(s)	CLLSE
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Special Education
Course Prefix & Number	EDS 793
Course Title	Practicum in Curriculum & Instruction for Culturally & Linguistically Diverse Learners with Disabilities
Description	Focusing on the selection, adaptation, design, modification, and evaluation of curriculum and instruction for culturally and linguistically diverse students with disabilities (birth to 21 years). The development of appropriate IFSP, IEP, and transition plans with goals, instructional objectives, and lesson plans in relation to the child's levels of functioning and cultural and linguistic background. Also addressing the selection of instructional materials and technologies; individualization and group service delivery; collaborative teaching; training of parents as reinforcers of acquired skills; adaptive and social skill acquisition; and the evaluation of students and programs. Course requires the submission of a videotaped lesson for evaluation. (45 hours Supervised Practicum Teaching: Birth-12th is required.)
Pre/ Co Requisites	
Credits	3

Hours	3
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	N/A
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 is a required course for the new Master of Education in Special Education for all grades (PK-12TH grade). This is a foundational course for teacher candidates to apply curriculum development into practice through the use of assistive and instructional technology, and research-validated methods of instructing students with disabilities, including methods of teaching content area skills, and development of the I.F.S.P., I.E.P. and Transition Plan. This course works simultaneously with EDS 792, to put the theory they are learning into practice by analyzing their teaching practice with a focus on curriculum and differentiation, with a focus on special education curriculum practices.

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

1. Apply knowledge about instruction that addresses varied needs of students (i.e. culturally and linguistically diverse students, students with disabilities and the full range of “typical” learners) including basic principles of universal design, content enhancement tools and routines, and learning strategies.
2. Use individual, class, and school-wide behavior management strategies and programs to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
3. Use assessment strategies and accommodations that facilitate data-driven decision-making and enable students to participate in district and state assessments.
4. Use technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication,

and in turn, how to help students with disabilities use instructional technology effectively.

5. Collaborate effectively with other educators, paraeducators, related services personnel, families, and community resource personnel to provide effective educational programs for students with disabilities.

5. **Date of Departmental Approval:** 2/7/2024

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

CURRICULUM CHANGE

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

2.

Department(s)	Counseling, Leadership, and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Special Education
Course Prefix & Number	EDS 794
Course Title	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Learners with Disabilities
Description	This supervised practicum focuses on the use of formal and informal behavior assessment practices with culturally and linguistically diverse students with disabilities in multiple settings, the development of appropriate I.F.S.P. and I.E.P. goals in relation to behavioral assessment, the application of behavioral principles of classroom management to inclusive classrooms, and the specific steps and data collection procedures needed to implement a behavior change process with students. (45 hours Supervised Practicum Teaching: Birth-12 th is required.)
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

<p>Course Attribute (e.g. Writing Intensive, WAC, etc)</p>	
<p>General Education Component</p>	<p><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</p>

3. Rationale:

This is a required course for the new Master of Education in Special Education for all grades (PK-12TH grade). This is a foundational course for teacher candidates to learn and apply theories, methods, and techniques to assess and manage behavior of students with disabilities and promoting development of positive social interaction skills, with a focus on developing comprehensive knowledge, understanding, and skills for teaching students with disabilities who are culturally and linguistically diverse.

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

1. Understand basic classroom management theories, methods, and techniques for individuals with disabilities.
2. Understand applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of management of behaviors of individuals with disabilities.
3. Discuss ethical considerations inherent in behavior management.
4. Discuss social skills needed for educational and functional living environments and effective instruction in the development of social skills.
5. Discuss strategies for preparing individuals to live harmoniously and productively in a multiclass, multiethnic, multicultural, and multinational world.
6. Discuss Issues, resources, and techniques used to integrate students with disabilities into and out of alternative environments, including special centers, psychiatric hospitals, and residential treatment centers.

5. Date of Departmental Approval: 2/7/2024

**LEHMAN COLLEGE
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CURRICULUM CHANGE

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2.

Department(s)	CLLSE
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Special Education
Course Prefix & Number	EDS 795
Course Title	Practicum in Assessment for Culturally and Linguistically Diverse Learners with Disabilities
Description	Selection, adaptation, design, and modification of a test battery for culturally and linguistically students with disabilities. The development of appropriate IFSP and IEP goals, instructional objectives, and lesson plans in relation to the students' needs. Emphasis will be placed on the impact of cultural and linguistic diversity on program planning and skill acquisition. (45 hours Supervised Practicum Teaching: Birth-12th is required.)
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.)	N/A
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 is a required course for the new Master of Education in Special Education for all grades (PK-12TH grade). This is a foundational course for teacher candidates to learn and apply techniques to assessment, diagnosis, and evaluation of students with disabilities, with a focus on developing comprehensive knowledge, understanding, and skills for assessing students with disabilities who are culturally and linguistically diverse.

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

1. Understand applicable laws, rules and regulations, and procedural safeguards regarding the assessment of individuals with disabilities.
2. Apply ethical considerations in the assessment of students with disabilities.
3. Discuss Issues, resources, and techniques used to assess culturally and linguistically students with disabilities.
4. Articulate rationale for selecting specific assessment for individuals with disabilities.
5. Design, implement, and analyze assessment that inform of the student’s learning progress and the development of IEP/IFSP learning goals.
6. Research evidence-based assessment for effective management of teaching and learning.

5. Date of Departmental Approval: 02/07/2024

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

Senate Meeting: May 1, 2024

The CAEAS committee met via Zoom on April 2, 2024 and had a quorum present.

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

Committee on Campus Life & Facilities (CL&F) Report

Senate Meeting: May 1, 2024

These issues came up at the March 27 and May 1 committee meetings.

1. Problems with elevator access in the Music Building and the possibility of a second elevator.
2. Concerns about the cafeteria and current vendor and the possibility of getting a new vendor.

Joint Budget and Long-Range Planning Committee

Meeting called to order at 1:05 pm on April 18th, 2024



FY 2024 Third Quarter Financial Plan Update (DRAFT): Budget Director Ortega

- Projected Resources: \$211 million
- Projected Expenditures: \$187 million
- CUTRA: \$23.7 million

In Attendance:

SENATE REPRESENTATIVES

RAFAEL GONZALEZ
BRIAN MURPHY
ALEXANDER NUNEZ-TORRES
BETHANIA ORTEGA

STUDENT REPRESENTATIVES

SERGIO HERNANDEZ

FP&B REPRESENTATIVES

NING CHEN
NANCY DEBETZ
ELHUM HAGIGHAT
MARIE MARIANETTI
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ADMINISTRATION

RENE ROTOLO
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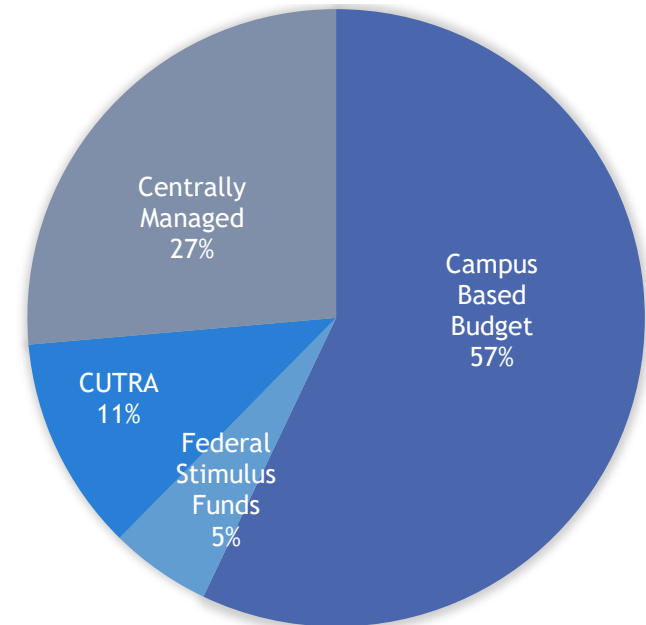
ADMINISTRATION

RENE ROTOLO
JORGE SILVA-PURAS

FY 2024 Projected Resources (Q3) *(\$000)*

- ❖ Projected resources for Lehman College amount to **\$155.5** million, or \$211.2 million including the Centrally managed funds of \$55.7 million.
 - ❖ A net decrease of **\$1.2** million or 0.6% from the Financial Plan projection.

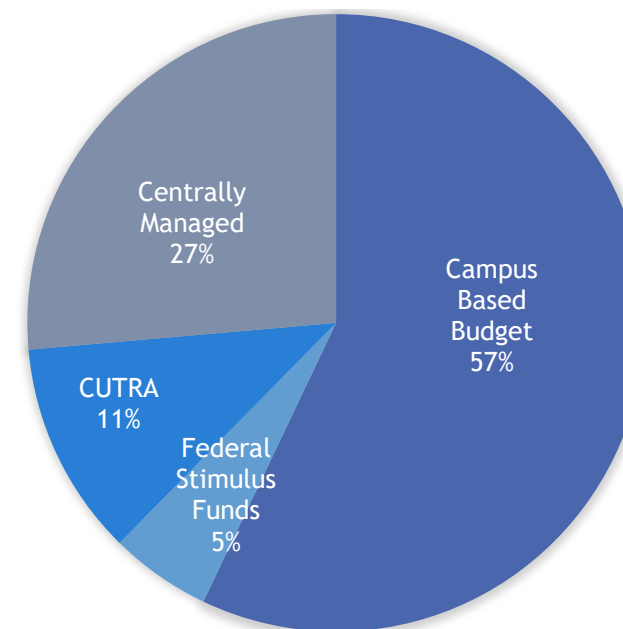
	Fin Plan	Third Quarter	I/(D)	%
Based Budget	\$111,993	\$119,850	\$7,857	7.02%
Add'l Allocations & LS	\$3,951	868	(\$3,083)	-78.03%
Revenue Collections	\$2,158	(\$178)	(\$2,336)	-108.23%
Campus Based Budget	\$118,102	\$120,541	\$2,439	2.06%
Federal Stimulus Funds	\$12,128	\$11,187	(\$941)	-7.76%
CUTRA	\$23,754	\$23,754	\$0	0.00%
Total Resources	\$153,984	\$155,482	\$1,498	0.97%
Centrally Managed	\$58,455	\$55,723	(\$2,732)	-4.67%
Grand Total Resources	\$212,439	\$211,205	(\$1,234)	-0.6%



FY 2024 Projected Resources (Q3) *(\$000)*

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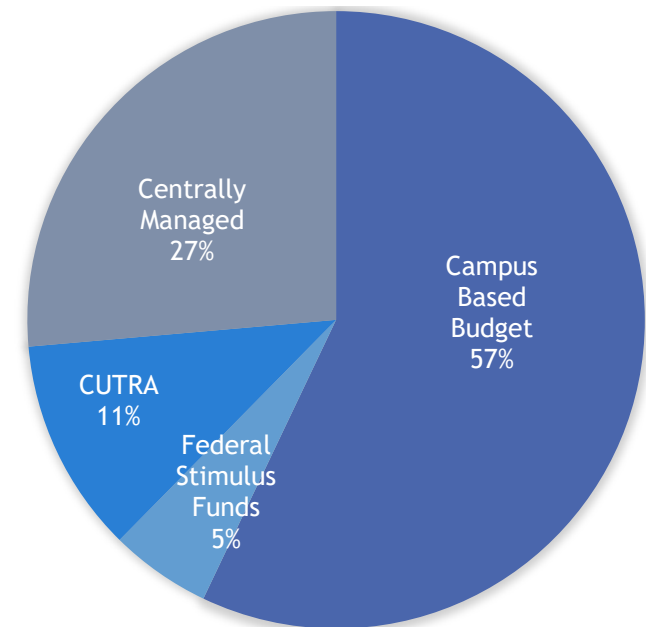
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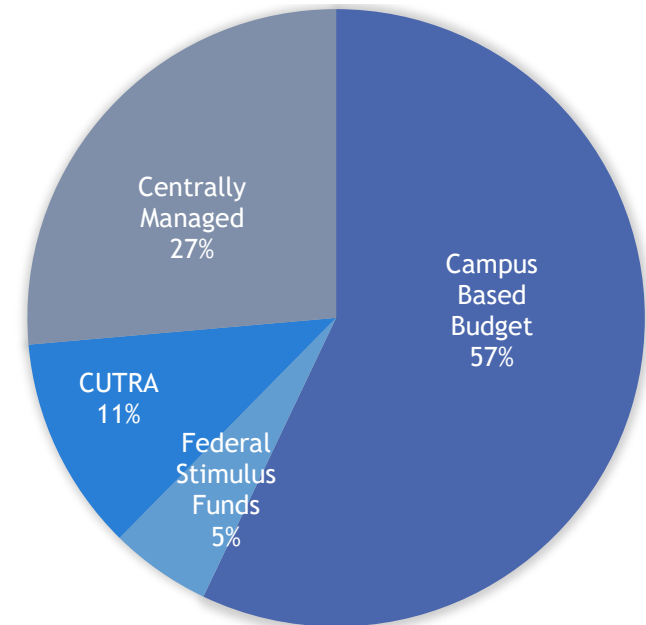
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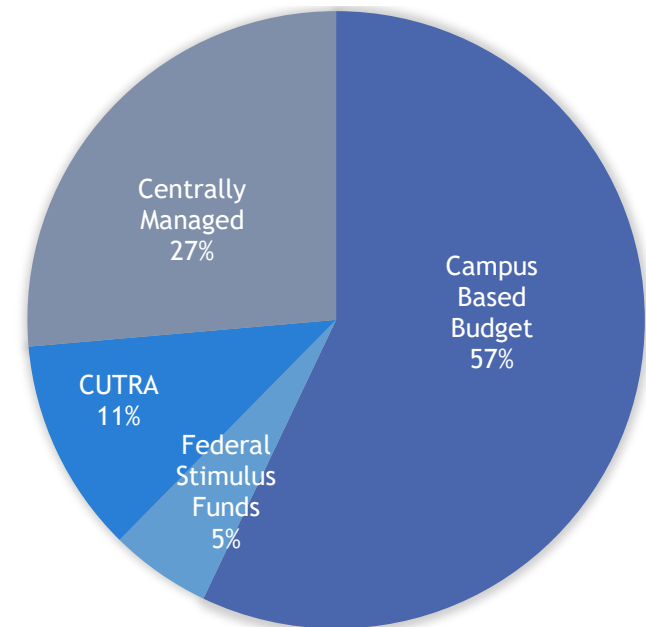
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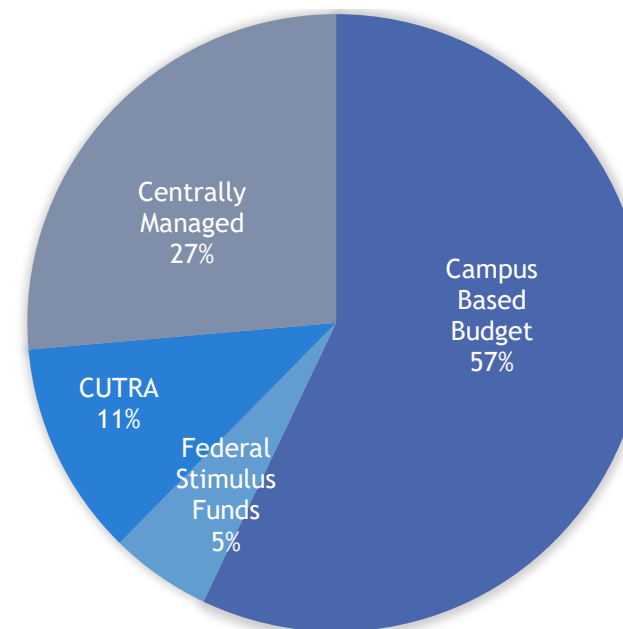
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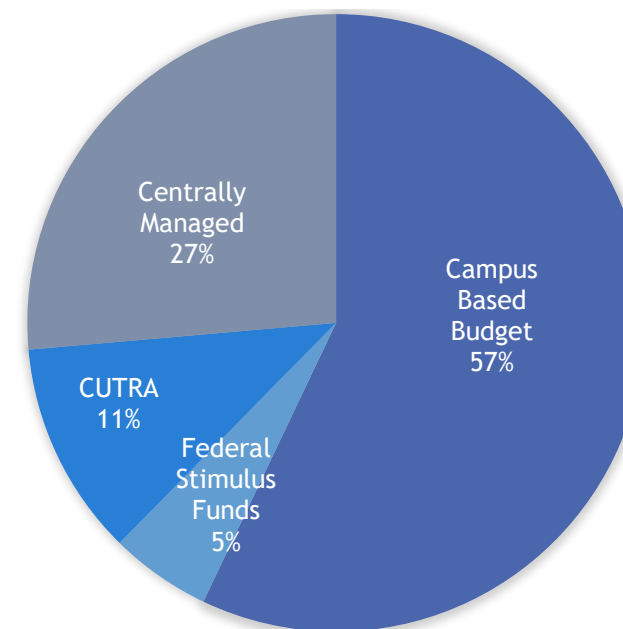
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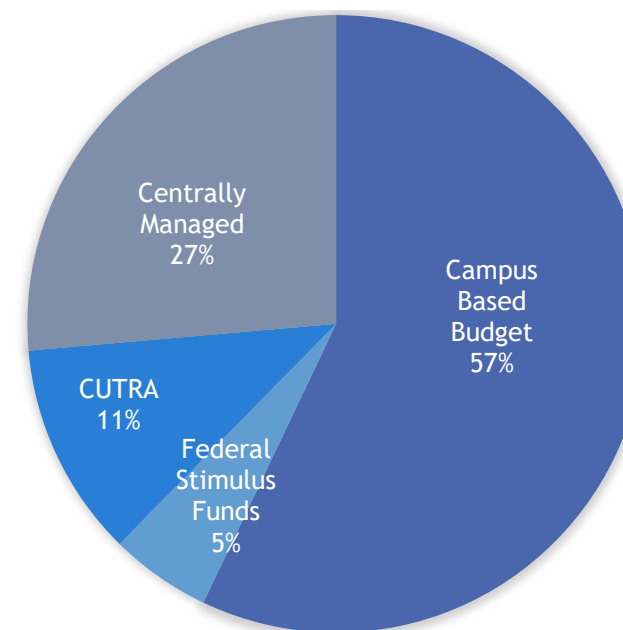
	Fin Plan	Third Quarter	I/(D)	%
Based Budget	\$111,993	\$119,850	\$7,857	7.02%
Add'l Allocations & LS	\$3,951	868	(\$3,083)	-78.03%
Revenue Collections	\$2,158	(\$178)	(\$2,336)	-108.23%
Campus Based Budget	\$118,102	\$120,541	\$2,439	2.06%
Federal Stimulus Funds	\$12,128	\$11,187	(\$941)	-7.76%
CUTRA	\$23,754	\$23,754	\$0	0.00%
Total Resources	\$153,984	\$155,482	\$1,498	0.97%
Centrally Managed	\$58,455	\$55,723	(\$2,732)	-4.67%
Grand Total Resources	\$212,439	\$211,205	(\$1,234)	-0.6%



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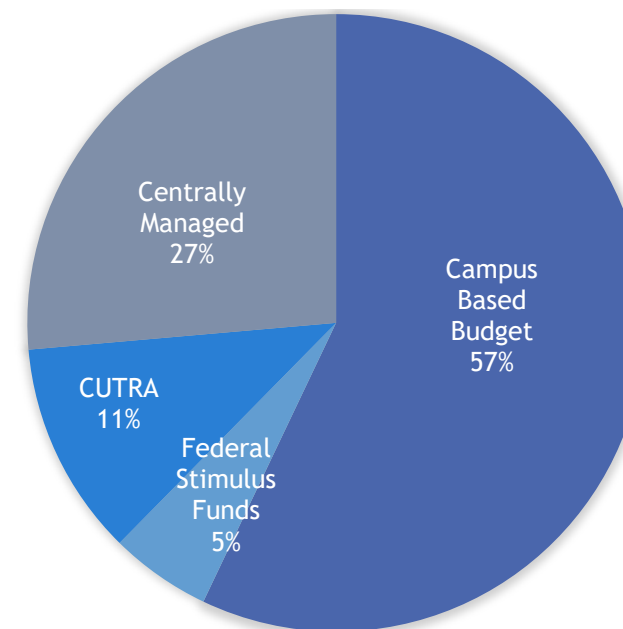
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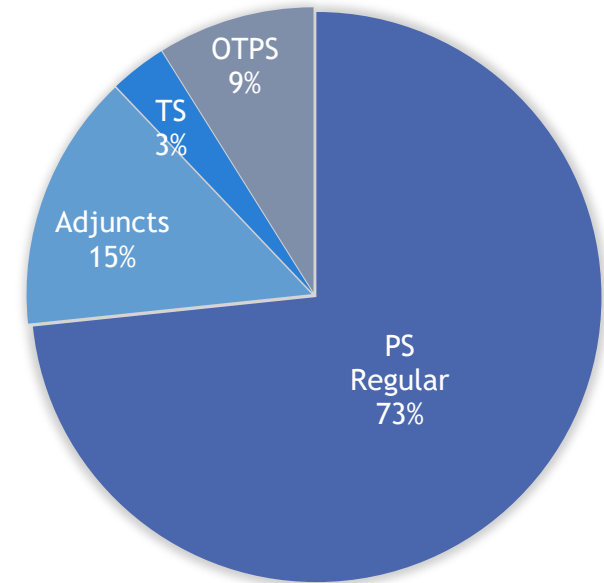


FY 2024 Projected Expenditures (Q3) *(\$000)*

❖ Campus managed expenditures are projected at **\$131.5** million, or \$187.2 million including Centrally managed expenses of \$55.7 million.

❖ a net increase of \$0.649 million or 0.35% from the Financial Plan projection.

	Fin Plan	Third Quarter	I/(D)	%
PS Regular	\$93,070	\$96,416	\$3,346	3.60%
Adjuncts	\$19,452	19,130	(\$322)	-1.65%
Temporary Service	\$4,550	4,206	(\$344)	-7.55%
OTPS	\$11,000	\$11,700	\$700	6.36%
Campus Expenditures	\$128,072	\$131,453	\$3,381	2.64%
Centrally Managed	\$58,455	\$55,723	(\$2,732)	-4.67%
Total Expenditures	\$186,527	\$187,176	\$649	0.35%

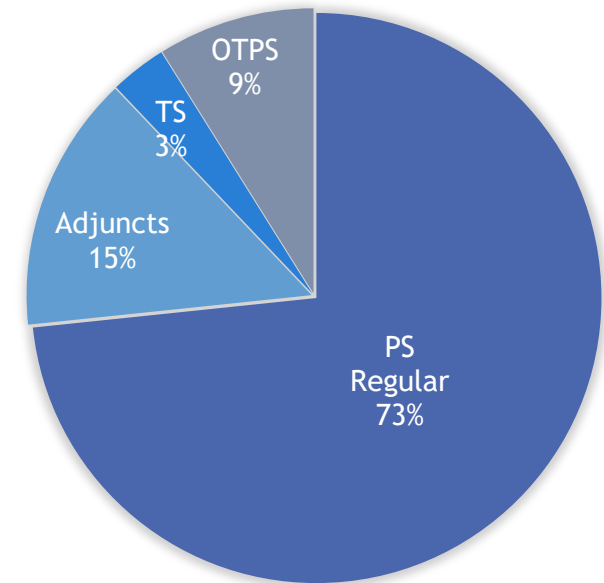


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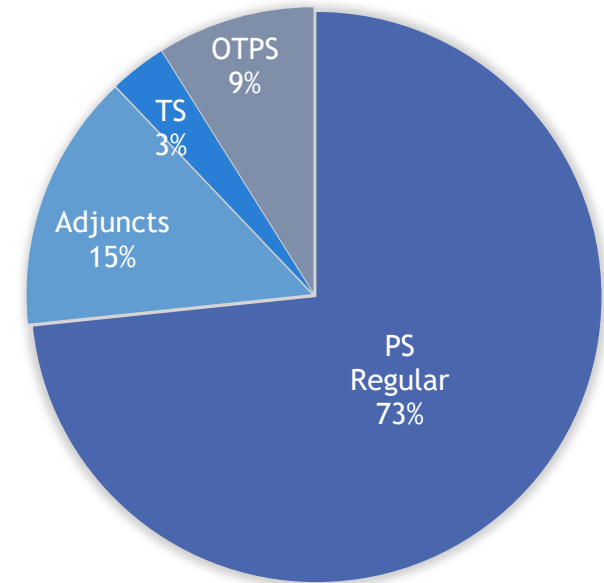
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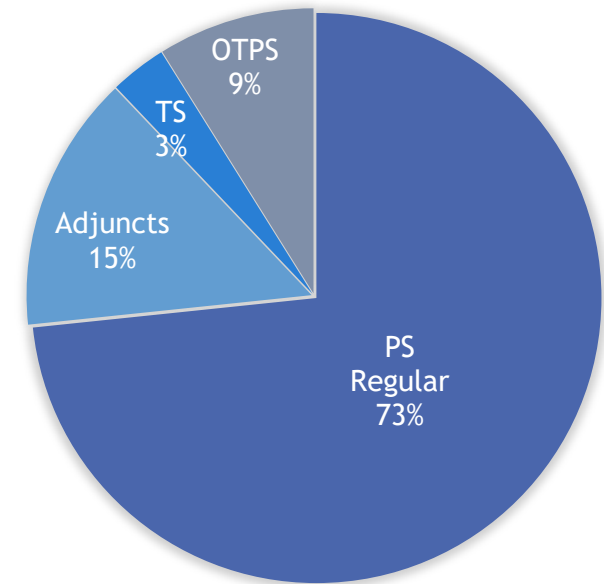
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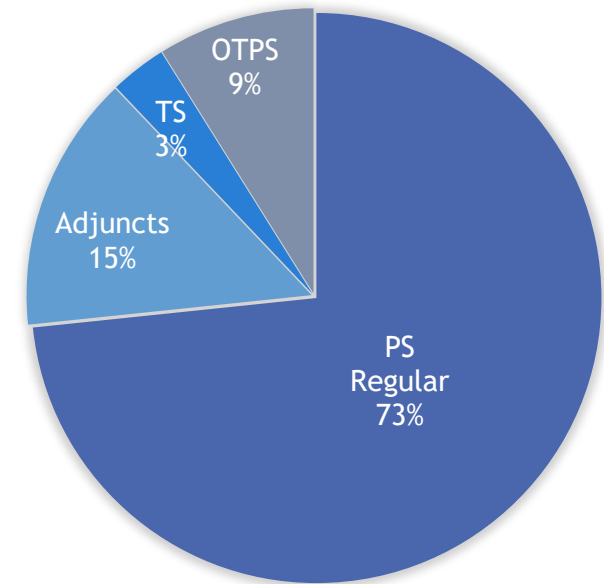
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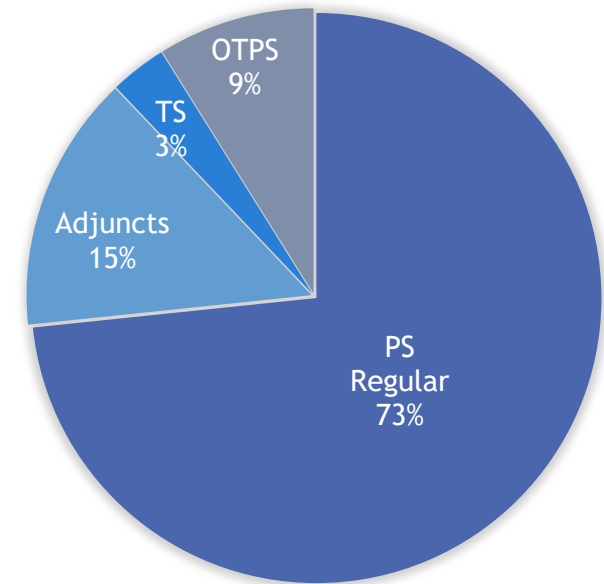
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	<u>FY2020</u>	<u>FY2021</u>	<u>FY2022</u>	<u>FY2023</u>	<u>F23</u>	<u>SP24</u>	<u>Subtotal</u>	<u>Summ</u>	<u>FY2024</u>		
										<u>PROJECTION</u>	
Gross Revenue	100,872	106,823	95,383	88,871	39,666	40,002	79,669	8,677	88,345		
Less Waivers	(11,794)	(9,449)	(6,915)	(6,345)	(3,271)	(3,198)	(6,469)	(161)	(6,631)		
Fees	474	444	350	260	153	108	260	8	268		<u>2024</u>
Net Revenue (billable)	89,552	97,817	88,819	82,786	36,548	36,912	73,459	8,523	81,983	<u>YTD</u>	<u>%</u>
Revenue Collections	79,731	85,542	77,287	72,258	33,606	32,400	66,006	8,020	74,026	67,621	91%
<i>Collection Rate (net revenue)</i>	<i>89.0%</i>	<i>87.5%</i>	<i>87.0%</i>	<i>87.3%</i>	<i>92.0%</i>	<i>87.8%</i>	<i>89.9%</i>	<i>94.1%</i>	<i>90.3%</i>	<i>82.5%</i>	
Prior-Year Cash Collections	5,903	\$8,736	\$6,666	\$6,947	3.1%	2.6%	2.9%		\$5,340	\$4,340	81%
Total Cash Collections (Actual + Prior Year)	85,671	94,277	83,952	79,205					79,365	71,960	91%
Tuition Revenue Target	84,371	85,928	88,088	86,160					79,543	79,543	
Revised Actual Collections vs Revenue Target	1,300	8,349	(4,136)	(6,955)					(178)	(7,583)	

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FY 2024 Third Quarter Financial Update (Draft)

(\$000)

	Prior Year	Financial Plan	Q1 Projection	MY Projection	Q3 Projection	Latest Quarter	Latest Quarter	Latest	Latest Quarter
	Actuals					vs Prior Year	vs Prior Year	Quarter	vs MY
						Actuals [\$]	Actuals [%]	Projection [\$]	Projection [%]
Campus based Allocation	122,570	111,993	116,357	117,332	119,850	(2,720)	-2%	2,518	2%
Pending Allocations	-	3,951	1,551	2,868	868	868	0%	(2,000)	-70%
Current Budget	122,570	115,944	117,908	120,200	120,718	(1,852)	-2%	518	0%
Tuition Revenue Above Target	(6,955)	2,158	2,158	1,983	(178)	6,778	-97%	(2,160)	-109%
Total Campus Based Resources	115,615	118,102	120,066	122,183	120,541	4,926	4%	(1,642)	-1%
Centrally Administered Resources	58,296	58,455	58,415	57,222	55,723	(2,573)	-4%	(1,499)	-3%
Total Resources (\$000)	173,911	176,558	178,481	179,405	176,264	2,353	1%	(3,141)	-2%
PS Regular	88,486	93,070	93,336	96,336	96,416	7,930	9%	81	0%
Adjuncts	19,833	19,452	19,328	19,137	19,130	(703)	-4%	(7)	-0%
Temporary Services	5,614	4,550	4,696	4,365	4,206	(1,408)	-25%	(159)	-4%
Total PS	113,933	117,072	117,360	119,838	119,753	5,820	5%	(85)	-0%
OTPS	15,194	11,000	11,000	12,000	11,700	(3,494)	-23%	(300)	-3%
*Total Campus Based Expenditures	129,127	128,072	128,360	131,838	131,453	2,326	2%	(385)	-0%
Centrally Administered Expenditures	58,296	58,455	58,415	57,222	55,723	(2,573)	-4%	(1,499)	-3%
Total Expenditures (\$000)	187,423	186,527	186,775	189,060	187,176	(247)	-0%	(1,884)	-1%
Fringes	50,106	50,059	50,018	49,559	48,540	(1,565)	-3%	(1,019)	-2%
Energy	5,696	5,821	5,821	5,088	4,608	(1,089)	-19%	(480)	-9%
Building Rentals	1,020	1,101	1,101	1,101	1,101	81	8%	-	0%
Financial Aid	1,475	1,475	1,475	1,475	1,475	-	0%	-	0%
Total Centrally Administered Funds (\$000)	58,296	58,455	58,415	57,222	55,723	(2,573)	-4%	(1,499)	-3%
Balance (\$000)	(13,512)	(9,970)	(8,294)	(9,655)	(10,912)	2,600	-19%	(1,257)	13%
Other Reserves	13,512	12,128	10,452	11,638	11,187	(2,326)	-17%	(451)	-4%
Projected CUTRA and Reserve Balance	23,754	23,754	23,754	23,754	23,754	-	0%	-	0%
Projected Year-End Balance (\$000)	23,754	25,912	25,912	25,737	24,028	275	1%	(1,708)	-7%



No Meeting in May

Thank You



Some Topics

Computer Architecture
Data Structures
Algorithms
Neural Networks
Polynomial Computation
Structure Matrix Computations
Parallel Algorithms
GPU Programming
More

Some More Topics





Library Technology and Telecommunications Committee Report

Next Meeting: Fall, 2024

Location: ZOOM

Library

** Library respectfully reminds students to present-swipe their Lehman College ID when entering Library. Please cooperate with Security Guard on duty.

** Library – in cooperation with Public Safety and Administration-Finance – are pleased to announce that Library will remain **Open until Midnight** during Final Exam period: **May 16-21**. Only First Floor will be available for study. Circulation-Reserves. Reference, and access to stacks will **NOT** be available beyond regular Library Hours. Virtual Chat always accessible 24-7 to support student research.

** Only Gates 5 and 8 will be open to exit campus after Midnight. If you need an escort to closest subway or parking lot – please contact Public Safety, x8228.

** Library invites College community to a workshop – *Open Educational Resources for Good* – on Thursday, May 9th from 12:00-2:00 PM in Library Periodicals Room on Concourse level. Keynote speaker is International scholar Catherine Cronin. Please register on Library homepage. For more information – please contact Stacy Katz. Event is co-sponsored by: Library, Office of Online Education, School of Education, and CUNY Office of Library Service

Information Technology

** Work continues on the Lehman College website redesign. Admissions (including both Undergraduate and Graduate) and Public Safety websites are now complete. With Collaboration with Communications and Marketing, these sites will be released early May. As mentioned earlier, we are following the student journey framework, the next areas the team is working on are: Registrar, Financial Aid, Bursar and IT. While we continue to work on new sites, we are also working with the campus community and making changes based on feedback.

** IT is working with a vendor to replace our current Password Management system for the Lehman Login which has reached its end of life. The new password manager, once deployed,

will reduce the number of visits to the Help Desk for password resets and streamline the way the college community resets their password.

** Networking continues to replace network switches that are at their end of life. The replacement of the switches will increase the bandwidth to the desktop and also enhance the user experience.

** We urge members of the college community to complete the Cyber Security Training on Bb. There is much useful information in the training and once completed, you will have a much better understanding of how internet scammers work and how they can harm us. The student program takes about 30 minutes to complete. Staff Faculty will take about 45 minutes to complete.

** Remember to continue to be vigilant with your email. Please don't click on any links that appear to be suspicious. Know your sender! If it sounds too good to be true, it is!

Blackboard/Learning Management System

- Please join us for the 2024 Bronx EdTech Showcase *“Let’s Talk: Rethinking Authentic Learning & Assessment In The Age Of AI”* on Friday, May 3, 2024 at Hostos Community College. Registration is still open.
- Summer 2024 Courses will be available for faculty to begin preparation for the summer semester. The new course template for summer includes a wealth of information for faculty on how to make your courses more accessible. We hope that this new module on accessibility helps faculty and students.

Online Education

- Enhancing your Online or Hybrid Course Through the Use of Open Educational Resources (OER) two-week workshop will be held from **May 6 - 17, 2024**. If you are interested in integrating OER into your courses for any modality (online, blended, or in-person).
- Please join Lehman’s Celebration of Faculty Excellence in Research, Scholarship, and Creative Activity on May 2, 2024, 3:00-5:00 pm in the Performing Arts Center
- The Center for Teaching and Learning at Lehman College subscribed to the Magna 20-Minute Mentor Program, a series where respected academic peers concisely cover timely and relevant topics. The final session for the spring semester is next week.
 - May 6, 2024, How Can You Become More Intentional About Culturally Responsive Teaching?
- The Center for Teaching and Learning invites faculty to take part in the Teaching and Learning Showcase coming up on Wednesday, May 8th from 8:30-3:30 pm. Please contact Online Education for more information and to register.

PROPOSED AGENDA
The 442nd Plenary Session
of The University Faculty Senate
of The City University of New York
Rooms 0818/0819
Tuesday, May 7, 2024
6:30 – 8:00 p.m.

1. Approval of the Agenda
2. Approval of the Minutes of April 2, 2024
3. Nominations and Elections for Chair, Vice-Chair, and Members-At-Large of the Executive Committee – Matthew J. Cotter – 6:35 – 7:10 p.m.
4. Update From the Ad Hoc Committee on Bylaws Revision – Laura Keating – 7:10 – 7:25 p.m.
5. Chair’s Report – John Verzani – 7:25 – 7:35 p.m.
6. Resolution on Freedom of Expression – Douglas Medina
7. Resolution on Financial Support for Student Use of MTA Mass Transit – Enid Stubin
8. Announcement of Provisional Election Results – Matthew J. Cotter 7:35 – 7:40 p.m.
9. New Business – 7:40 – 8:00 p.m.

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

Committee meetings:

Academic Affairs – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 1179
Academic Freedom – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 0963
Community Colleges – 4:00 - 5:00 p.m., 42nd Street, Room 1179
Inclusion, Diversity, Equity, and Access – 4:00 p.m. – 5:00 p.m., 42nd Street, Room 1002
Library and Information Technology – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 1002
Status of the Faculty – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 1102
Student Affairs – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 962

PROPOSED MINUTES

The 441st Plenary Session
of The University Faculty Senate
of The City University of New York
Rooms 0818/0819
Tuesday, April 2, 2024
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. 76 of the 139 voting members were present.

Baruch: Present – Dsouza, Ellis, Harel, Lee, Martell and Wine. Absent – Frank and Wymbs. Vacancies – 1. **BMCC:** Present – Belknap, Danison, Glaser, McCarthy, Oram, Rose and Wiseman. Absent – Comeau-Kirschner, Gonzalez-Urbina, Lomask and Matarese. **Bronx CC:** Present – Culkun, Fisher, Kaighobadi and Rothenberg. Absent – Ayikoye. Vacancies – 1. **Brooklyn:** Present – Cohen, Evans, Levy and Alternate Klein. Absent – Arnow, Bassell, Belyayeva, Hainline and Okome. Vacancies – 1. **CCNY:** Present – Binz-Scharf, Jeruzalmi, Kornhauser and Li. Absent – Peele and Stemberg. Vacancies – 3. **CSI:** Present – Gold, Gruber and Verzani. Absent – Feola, Vachadze, Wong and Yuan. **CUNY Law School:** Present – Sokkar Harker. Absent – Capulong. **Graduate Center:** Present – Burke, Gorman and Shirazi. Absent – Riobó and Tournaki. **Guttman CC:** Present – Medina. Absent – Tesser. **Hostos CC:** Present – August, Griffin, Trachman and Worrell. **Hunter:** Present – Chinn, Dahbour, Keating, Kenigsberg and Young. Absent – Chito-Childs, Dudek, Kuhn-Osius, Lazreg, Nicolai and Soyer. **John Jay:** Present – Carbonell, Grant, Kimora, Narkunas and Thompson. Absent – Benton and Kaplowitz. Vacancies – 1. **Kingsborough CC:** Present – Eaton, Navarro, Stubin and Alternate Segal. Absent – Acosta, Aranoff, Corby and Mattia. **LaGuardia CC:** Present – Albrecht, Fernandez, Klein and Sokolski. Absent – Feldman, Fess and Mann. **Lehman:** Present – Campeanu, Castellano and Zack. Absent – Alexander-Street, Castillo-Planas, Johnson and Vann. **Medgar Evers:** Present – Barker, Chevalier, Huggins and Toure. **NYCCT:** Present – Coughlin, Grijicic-Alatriste and Rodriguez. Absent – Bennett and Gelman. Vacancies – 3. **Queens:** Present – Naughton, Pai, Swedell and Yearwood. Absent – Lowry, McElwaine and Newman. Vacancies – 4. **Queensborough CC:** Present – Akpinar, Cornick, Puri, Srivastava and Tai. Absent – Adair, Anderst and Kuszai. **York:** Present – Chirico and Costley. Absent – Abbott and Barnes.

Governance Leaders present were: Barker (Medgar Evers), Bruns (LaGuardia), Burke (Graduate Center), Chinn (Hunter), Chirico (York), Gold (CSI), Grein (Baruch), Ialongo (Hostos) and Jeruzalmi (City). Guests participated via Zoom were: Faculty Council of Community Colleges President – Christy Woods, SUNY Faculty Senate President Keith Landa and Professional Staff Conference President James Davis. Guests present were Jonathan Hanon (Doctoral and Graduate Students' Council) and Karen Sullivan (Queens). Senators observing via Zoom were Ayikoye (Bronx), Bassell (Brooklyn), Cohen (Brooklyn), Hainline (Brooklyn), Okome (Brooklyn), Peele (City), Feola (CSI), Tournaki (Graduate Center), Vachadze (CSI), Muñoz (Hostos), Dahbour (Hunter), Benton (John Jay), Kaplowitz (John Jay), Mattia (Kingsborough), Feldman (LaGuardia), Castillo-Planas (Lehman), Johnson (Lehman), Newman (Queens) Anderst (Queensborough) and Abbott (York). Guests Observing via Zoom were Renata Budny

(NYCCT), Sandi Cooper (CSI), Amy Jeu (Hunter), Concettina Pagano (Queens), Linda Paradiso (SPS) and Philip Pecorino (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 20, 2024 – Adopted as Proposed
3. Report from Faculty Council of Community Colleges President – Christy Woods – 6:35 – 6:45 p.m. – President Woods apprised the body of those issues affecting SUNY’s community colleges and the ways they might intersect with those at CUNY, especially about the budget, presidential searches, enrollment challenges, retrenchment, transfer, and prior learning assessment. She then took questions.
4. Report from SUNY Faculty Senate President Keith Landa – 6:45 – 6:55 p.m. – President Landa amplified President Woods’ remarks on transfer within SUNY, emphasizing his role on the Transfer Steering Committee in the process. He then outlined SUNY’s recent academic optimization efforts and their relationship to the ongoing budget deficits, outlining the role the SUNY UFS has played in the process. He then briefly outlined how the state budget might favorably impact the University’s operations as well. He then took questions.
5. Remarks by Professional Staff Conference President James Davis/Secretary Penny Lewis – 6:55 – 7:05 p.m. – President Davis briefly noted his concerns over the proposed changes by the Administration to the CUNY Bylaws, thanking governance for their recent efforts responding to them thus far. He then provided an update on the status of the collective bargaining agreement, connecting some of its features to the proposed Bylaws changes. He then took questions.
6. Nominations for Members-At-Large of the Executive Committee and for UFS Chair and Vice-Chair – Matthew J. Cotter – 7:05 – 7:15 p.m. – After outlining the protocols for elections, Executive Director Cotter opened the floor to nominations. Current Chair John Verzani was nominated for Chair. Victoria Chevalier was nominated for Vice Chair. The following members were nominated for the Executive Committee At-Large: Kathleen Barker (MEC; via email), Ned Benton (JJ; via email), Donna Chirico (York), Kerin Coughlin (NYCCT), Hugo Fernandez (LaGCC), Douglas A. Medina (GCC), Mojúbàolú Olúfúnké Okome (Brooklyn College; via email), Enid Stubin (KBCC), Jason Young (HC; via email), and Cynthia Wiseman (BMCC).
7. Discussion of Letter to the Chancellor on the Freedom of Expression – Douglas Medina – 7:15 – 7:25 p.m. – Prof. Medina briefly outlined the rationale behind drafting the letter, and the body reviewed its contents and consented to its being forwarded to the Chancellor’s Office, which Chair Verzani noted he would do.

8. Discussion of Academic Affairs Committee Resolution – Kenneth Gold – 7:25 – 7:35 p.m. – Prof. Gold outlined his committee’s rationale and intentions with the resolution, and after the body reviewed its contents the motion was not adopted.
9. Report From the Ad Hoc Committee on Bylaws Revision – Laura Keating – 7:35 – 7:45 p.m. – This item was postponed until the May Plenary.
10. Chair’s Report – John Verzani – 7:45 – 7:55 p.m. – Chair Verzani updated the body on the creation of the Ad Hoc Committee on Bylaws Revision and its recent and upcoming engagements with the architects of the proposed changes to the CUNY Bylaws and Manual of General Policy. He noted that the entire body will have an opportunity to offer feedback, which he will outline and solicit in a follow-up email. He then announced that the UFS will now have up to four representatives on the CAP Committee, and outlined some of the issues the committee has been engaging and outlined a few matters they will discuss in the fall. He then updated the body on the ongoing changes to CUNY’s Learning Management System and the formative role members of the UFS have played in the process and the changes to LMS policy it effectuated. He also noted some of the discussions at a recent borough hearing of the Board of Trustees, especially those related to the Bylaws changes and students’ freedom of expression. He closed with an acknowledgement of a recent grant to LaGuardia Community College from the Steve and Alexandra Cohen Foundation and an invitation for the body to participate in an upcoming conversation on AI at CUNY.
11. New Business – 7:55 – 8:00 p.m. – restrictions of time precluded raising any new business.

There being no further business the meeting adjourned at 8:10 p.m.

Respectfully submitted,

Matthew J. Cotter

2023 COACHE

Faculty Job Satisfaction Survey

Taskforce Report

Taskforce Faculty Members

Jin Pyone
MBI

Collin O'Neil
Philosophy

William Suárez Gómez
HEAT

Co-Chairs

Rabab Abi-Hanna
MHSE

Jeannette Graulau
Political Science

Administrators

Alison Abreu
Provost-Acad. Affairs

Don Sutherland
Assessment & EE

Overview and Summary

The Collaborative on Academic Careers in Higher Education is a research-practice partnership with Harvard Graduate School of Education that studies Faculty job satisfaction. It is a tool used by universities interested in building Faculty-driven action plans that enhance Faculty leadership and retention. COACHE results rank Faculty job satisfaction in comparison to five similar institutions or peers, and 86 COACHE partners or cohort identified as generally similar. Lehman participated in COACHE survey in 2015 and 2019, leading to identification of key areas for improvement and successful intervention in specific areas of concern.

The COACHE Taskforce was formed in early Fall 2022, with representation of Faculty and Administrators from across schools and divisions. It designed and implemented an internal communications strategy about the *why*, *when* and *what* of the survey. The Taskforce met on a bi-weekly basis to discuss survey implementation, progress, and results. The survey was launched in early Spring 2023.

Overall, 52% of Faculty participated in the survey, or 175 responders of a population of 335. 130 responders were tenured; 36 were pre-tenured; and 9 were non-tenured Faculty. Responders fell into the following categories: Full Professors, Associate Professors, Men, Women, White, Faculty of Color (FOC), Asian, and Under-represented Minorities (URM). The survey contained 165 Likert scale questions, and 31 related questions. The survey results compared Faculty's mean scores relative to mean scores of 2019 survey; ranks Faculty's mean scores relative to those at our peer institutions; and ranks Faculty's mean scores relative to all participating COACHE institutions.

The Report summarizes the areas of concern and recommendations identified by Taskforce Faculty members based upon survey results. We are confident our Report will be useful to Administrators and CAOs in developing and implementing a Faculty-driven action plan that addresses Faculty's concerns and enhances Faculty's strengths.

Areas of Concern

- 1 Compensation
- 2 Teaching
- 3 Research
- 4 Service

Key Highlights

22% of Faculty said compensation is worst aspect of the job

Women are less satisfied than men in all aspects of the job.

Faculty of Color have lowest level of satisfaction than all other groups in compensation and research.

Compensation

All survey questions on compensation consistently revealed that Faculty does not underplay poor pay. Compensation was identified as "worst aspect of working at Lehman" by 22% of the faculty surveyed across all categories: 33% of pre-tenure Faculty surveyed; 18% of Associate Professors surveyed; 20% of Women Faculty surveyed; and 27% of Faculty of Color. Only 2% of Faculty surveyed responded that compensation was one of the "best aspects of working at Lehman." The low percentage was the tendency across all categories, as follows: 6% of pre-tenure Faculty surveyed; 2% of Associate Professors surveyed; 1% of Women Faculty surveyed; and 0% of Faculty of Color surveyed.

The survey results revealed that compensation was the motivation for searching for outside job offers. In the last five years, 20.2% of surveyed Faculty "actively sought an outside job offer," with 69.4% seeking to leave the institution and not just use outside job offer for leverage in salary negotiations.

Teaching

Balancing Teaching/Research/Service

Mean Score = 2.98

Faculty satisfaction with balancing teaching/research/service declined from the 3.05 mean score for 2019 survey. Faculty satisfaction with teaching ranks 3rd among peers, and in the bottom 30% of our cohort group. Faculty satisfaction is very low in all areas of teaching, namely: support for assessing student learning; support for teaching diverse learning styles; quality of graduate students to support teaching; level of courses taught; quality of students taught; and number of courses taught. Women and Faculty of Color satisfaction with "ability to balance teaching/research/service" ranks very low when compared to other groups, and in the bottom of our cohort group for Faculty of Color.

Overall, 19% of Faculty surveyed cited teaching load as "one of the worst aspects of working at Lehman," including 22% of tenured and 6% pre-tenured Faculty.

Research

Mean score = 2.85

Faculty satisfaction with research declined from the 2.95 mean score for 2019 survey. Faculty satisfaction with research ranks 3rd among peers, and in the bottom 30% of our cohort group. Faculty satisfaction is very low in all surveyed areas of research, namely: support for securing graduate student assistance; availability of course release for research; support for research; support for grants, obtaining and maintaining; and support for travel to present/conduct research.

Overall, 19% of surveyed Faculty responded that research was "one of the worst aspects of the job."

Service

Mean Score = 3.20

Faculty satisfaction with service declined from the 3.22 mean score for 2019 survey. Faculty satisfaction with service ranks 3rd among peers, and in the bottom 30% of our cohort group. Faculty satisfaction is very low in all areas of service, namely: number of student advisees; support for being a good advisor; support for Faculty in leadership roles; time spent on service; time spent on administrative tasks.

Overall, 21% of surveyed Faculty responded that "too much service/too many assignments" was "one of the worst aspects of the job." The disparity by gender is striking. 27% of Women and 11% of Men cited this aspect as the worst aspect of the job.

Additional Areas of Low Faculty Job Satisfaction

Taskforce Faculty members focused on four areas of concern that directly impact Faculty job satisfaction, retention and leadership. However, the 2023 survey results indicate that the Senior Leadership and Governance are aspects that also require attention.

- 1 Faculty satisfaction with senior leadership, defined as President/Chancellor and CAO, declined from 2019 survey. Faculty satisfaction with senior leadership ranks 5th among peers, and in the bottom 30% of our cohort group. Faculty dissatisfaction is alarmingly high in all surveyed areas of Senior Leadership, namely: President/Chancellor pace of decision making; President/Chancellor stated priorities; President/Chancellor communication of priorities; CAO pace of decision making; CAO stated priorities; CAO: communication of priorities.
- 2 Faculty satisfaction with Governance, defined as Administrators and other stakeholders and excluding Faculty Senate, declined from 2019 survey. Faculty satisfaction with governance/trust ranks 5th among peers; and in the bottom 30% of our cohort group. Faculty satisfaction is low in all areas of governance. Faculty members expressed dissatisfaction with "bureaucratic," "top-down decision-making process." Faculty expressed their wish to have their voices heard and be actively involved in the decision-making process.

In Faculty's Own Words

The following commentaries summarize how Faculty feel about the job:

"Improve our salaries!"

"Overall, increase salaries for Faculty, ask for Faculty participation and opinion, value Faculty, know your Faculty, support Faculty."

"At all CUNY colleges, more funding needs to be allotted for released time from teaching. Since junior and senior Faculty are expected to produce a significant number of publications, and serve on several committees towards promotion, the administration needs to institute a facile means of obtaining course release that doesn't necessary involve applying for grants -especially because the CUNY teaching load is particularly heavy. Faculty with prolific publications and/or award-winning publications should be granted course release as form of institutional recognition."

"Faculty are completely overworked. they need to hire more people or provide more course releases if they want us to do so much administrative work, it is getting completely out of hand."

"We need to decide what we want to be. A teaching college? An aspiring R1? An online institution? There seem to be too many competing visions for our future, and without some degree of consensus it is difficult for us to prioritize the allocation of scarce resources."

"I love Lehman, but my main complaint is it tries to be everything- we have high expectations for tenure and promotion, a high teaching load, advisement, service on committees and administrative roles...It's wonderful that we have such a high bar set, but the service, teaching and advisement loads are so high that it leaves little time for research or community outreach."

"Streamline administrative decision-making processes. Too much valuable faculty time is spent on forms and resubmissions to bureaucratic offices with unclear decision systems."

"Administrators should better share governance with tenured faculty and better include senior faculty in decisions about academic programs and structures."

"Listen to department chairs rather than maintain the top-down administrative structure of decision-making that is implemented without chair input."



Recommendations for Action in Areas of Concern

The following Taskforce Faculty members' recommendations seek to support Lehman Administrators and CAOs in the design of measurable policies that: effectively allocate institutional resources to support changes in Faculty work; strike the right balance between boosting Faculty job satisfaction and managing institutional costs and budget; and establish innovative, evidence-driven, long-term strategies for enhancing Faculty job satisfaction.

1 Design and implement monetary compensation opportunities that progressively address the current Faculty salary compression and inflation and cost of living, and strategically brings Lehman Faculty pay rate closer to innovative compensation practices of comparable institutions. Compensation opportunities can include bonuses for publications, organization of conferences and related events, and Faculty leadership and retention bonuses.

2 Design and implement teaching-load reduction program that closes the gap between current Lehman teaching load and teaching load in comparable institutions. This program can include grants for pedagogical development and innovation, and substantive awards that recognize excellence in the classroom in cooperation with the *Center for Teaching Excellence*.

3 Design and implement divisional course-release incentives to support ongoing Faculty research, in coordination with the current *Faculty Fellowship Publication Program*, as well course-release incentives to support Faculty service and administrative work.

4 Design, implement and evaluate a pilot "First Year Faculty Experience" program for newly hired Faculty that includes seminars, workshops, and information sessions on all aspects of the Lehman Faculty job, namely: CUNY and Lehman Governance; Faculty Senate; Faculty evaluation process; Lehman Foundation; student demographics; and all aspects related to "getting to know Lehman in the Bronx." The results of the "First Year Faculty Experience" program can inform CAOs about how best to foster and nurture Faculty skills, expertise, and leadership talents, build mechanisms for diverse Faculty to contribute to institutional development; adopt governance practices based upon Faculty participation; and build internal Faculty leadership. For this purpose, Lehman can identify and provide compensation to prospective "Faculty Mentors" in each School to work collaboratively with CAOs towards this program.



Conclusion

The results of the 2023 COACHE survey allowed us an in-depth assessment of where we are as an institution compared to our peers and cohort. In general, Faculty satisfaction declined from the 2019 COACHE results. The lowest ratings and largest effect size are among pre-tenure, not tenure-track, Women, Faculty of Color, and Underrepresented Minorities.

The results are significant and should inform how we move forward as a community, and how we engage all groups to participate in this Lehman community in an equitable way. As such, we recommend creating a faculty led task force who will collect qualitative data to get a better understanding of the challenges and offer evidence-driven solutions that will address Faculty job satisfaction.



Final Reflections

Taskforce Faculty members wish to express gratitude to the Taskforce Administrator members who provided unconditional support for our deliberations and discussions and fostered a Faculty-driven endeavor. We recognize that creating a competitive Lehman Faculty job market in a time when institutions of higher education are increasingly under fire is indeed a big challenge. We are aware that financial pressures decisively impact institutional expectations. However, we believe we must seize opportunities for evidence-driven change afforded by COACHE survey. We hope our Report is useful for Administrators and CAOs to address Faculty's concerns, enhance Faculty's strengths, and implement a Faculty-driven Action Plan.