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**Minutes of
The Lehman College Senate Meeting
Wednesday, April 15, 2026
Senate Meeting**

6 **Senators Present:** Abi-Hanna, R.; Adams, M.; Agyemang, C.; Aisemberg, G.; Barry, A.;
7 Barry, M.; Burton-Pye, B.; Castellano, S.; Cheng, S.; Coller, A.; Drame, S.; Dyantyi-Achi, G.
8 N.; Fajardo, J.; Fera, J.; García, M.; González, R.; Grant, B.; Harrison, E.; Henríquez-Castillo,
9 M.; Hurley, D.; Irvin, A.; Jiménez, M.; Kane, F.; Kendall, K.; Kim, N.; Locke, A.; López, K.
10 D.; López, N.; Lora, E. E.; Loscocco, P.; Machado, E.; Mahon, J.; Manier, D.; Marianetti, M.;
11 Markens, S.; McGovern, J.; McKenna, C.; Murphy, B.; O'Boy, D.; O'Neil, C.; Oberlin, D.;
12 Ohmer, S.; Ortega, B.; Owoaje, O. S.; Pitts, W.; Prince, P.; Quiñones, J.; Rosario, Y.; Ruiz, E.;
13 Sanford, V.; Schlesinger, K.; Shikder, S. U.; Silva-Purás, J.; Soto II, Robin T.; Stopler, M.;
14 Valentine, R.; Wang, E.; Waring, E.; Wright, J.; Zhong, M.

16 **Senators Absent:** Al Qarai, S.; Ali, T.; Ayalew, M.; Ayalew, Sadiya I.; Banks, R.; Bell, R.;
17 Brown, T.; Buenrostro Domínguez, L. A.; Campeanu, S.; Cotton, T. M.; Delgado, F.; Di
18 Raimo, S.; Finger, R.; Gerry, C.; González, T.; Hassan, M.; Hemphill, N.; Hsu, Sih-C.; Hyman,
19 D.; Jackson, G. S.; Lancaster, G.; Lee, H.; MacKenzie, J.; Marte, Genesis J.; Mohorcich, J.;
20 Nisa, Z.; Palmer, C.; Pantalone, D.; Qafleshi, D.; Rice, A.; Salami, F.; Shahzadi, M.; Sofianos,
21 E.; Stein Smith, S.; Sualah, R.; Toro, C.; White, A.; Williams, H.

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23
24 The meeting was called to order at 3:50 PM by the Chair of the Lehman College Senate,
25 Professor Joseph Fera.

26
27 1. **Action Items**

28 a. **Approval of the Minutes**

29 There was a motion to approve the minutes, which was seconded. The minutes of
30 the March 4, 2026, College Senate was approved by unanimous vote.

31
32 See Attachment I

33
34 b. **Undergraduate Curriculum Committee**

35 Professor Lynn Rosenberg presented a proposal for curriculum changes in the
36 following departments: Biological Sciences; Computer Science; Health Equity,
37 Administration, and Technology; Latin American and Latino Studies; and Music,
38 Multimedia, Theatre, and Dance. The floor was opened for questions and
39 comments. There were none. Professor Fera moved to vote on the presented

40 proposals. It was seconded. The proposals were approved by unanimous voice
41 vote.

42

43 See Attachment II

44

45 The next meeting was scheduled for Wednesday, May 6, 2026, at 1:00 PM via
46 Zoom.

47

48 **c. Graduate Curriculum Committee**

49 Professor Justine McGovern presented proposals for curriculum changes in the
50 following departments: Counseling, Leadership, Literacy, and Special Education;
51 Exercise Sciences and Recreation; and Middle and High School Education. The
52 floor was opened for questions and comments. There were none. Professor Fera
53 moved to vote on the presented proposals. It was seconded. The proposals were
54 approved by unanimous voice vote.

55

56 See Attachment III

57

58 The next meeting was scheduled for Wednesday, May 6, 2026, at 11:00 AM via
59 Zoom.

60

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

62 Ms. Lisa Moalem, Director of the Office of Academic Advisement, presented the
63 revised Writing Intensive Guidelines to the College Senate. The floor was opened
64 to questions and comments. There was one question—clarification on what was
65 to be voted on. Clarification was presented in a motion to vote to endorse the
66 Writing Intensive Guidelines as presented, which was seconded. Professor Fera
67 moved to vote to endorse the Writing Intensive guidelines as presented. The
68 Writing Intensive Guidelines were approved by unanimous voice vote.

69

70 Ms. Moalem presented the following information items: (1) two possible
71 interpretations of the current WU policy as guidance for faculty and (2) an update

72 on how to change the default grading scale on Brightspace. Ms. Moalem asked
73 Mr. Stephen Castellano to the floor for a demonstration, which he provided
74 accordingly.

75
76 See Attachment IV

77
78 The next meeting was scheduled for Monday, April 20, 2026, at 2:00 PM via
79 Zoom.

80
81 **e. Governance Committee**

82 Professor Joseph Fera noted that, due to expiring terms on the College Senate
83 Standing Committees, there would be faculty vacancies at the end of the academic
84 year. He also communicated that there would be a vote to elect new faculty
85 representatives at the May 6, 2026, College Senate to ensure that the vacancies
86 are filled.

87
88 Professor Fera presented a slate of student nominees from the Student
89 Government Association (SGA). He opened the floor to additional nominations.
90 There were none. Professor Fera moved to a vote. The slate of students was
91 approved by unanimous voice vote.

92
93 See Attachment V

94
95 The next meeting was scheduled for Monday, April 20, 2026, at 11:00 AM via
96 Zoom.

97
98 1. **Announcements and Communications**

99 **a. Report of the President—**

100 Professor Joseph Fera presented the report of President Fernando Delgado, who was
101 unable to attend the College Senate due to overlapping commitments.

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103 See Attachment VI

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b. Student Legislative Assembly—

Ms. Mariama Barry, Chair of the Student Legislative Assembly (SLA), presented highlights from the Student Government Association (SGA): (1) student representatives participated in a march alongside the University Student Senate (USS) at Brooklyn Borough Hall to advocate for free Omni cards—a powerful moment where students stood together and pushed for resources directly impacting the daily lives of students; and (2) SGA collaborated with the Office of Campus Life to host Leaders of Change—an inspiring event featuring accomplished female leaders, where students were able to network, gain insight, and explore potential pathways towards internships and careers post-graduation.

2. Reports of the Standing Committees—

a. Assessment

Professor Devrim Yavuz reported on the March 6, 2026, and March 27, 2026, meetings of the Committee on Assessment, which includes the committee’s actions and ongoing initiatives.

See Attachment VII

Future meetings of the Assessment Committee are TBD.

b. Budget and Long-Range Planning

Professor Alexander Núñez-Torres presented on the February 5, 2026, meeting of the Budget and Long-Range Planning Committee, which includes updates on enrollment and a mid-year financial report.

See Attachment VIII

The next meeting of the Budget and Long-Range Planning Committee was scheduled for Thursday, May 7, 2026, at 3:00 PM in APEX 251.

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c. Campus Life and Facilities

Professor Penny Prince reported on the April 15, 2026, meeting of the Campus Life and Facilities Committee, which was attended by the Director of the Office of Campus Life, Suzette Ramsundar. Professor Prince informed that the Office of Campus Life offers a variety of services, including orientations for up to two-thousand students as well as eighty-four clubs and student organizations; however, students are not often aware. Professor Prince informed that Director Ramsundar is working with fifteen student volunteers, all of whom are available to stop by classes—in-person and virtual—at the beginning of the semester to give a five-minute presentation. She urged all interested to email Director Ramsundar for further information.

Professor Penny Prince shared that the Reentry Committee is hosting a movie screening on April 22, 2025, at 5:30 PM in the East Dining Room, for the film “Beyond”—a film whose protagonist is wrongly incarcerated for thirty years. She shared that there would be pizza followed by a discussion. She urged faculty to share the details of the event with their students.

The next meeting was scheduled for Wednesday, May 6, 2026, at 2:00 PM via Zoom.

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

There was no report.

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

e. Library, Technology, and Telecommunications

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

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See Attachment IX

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The next meeting of the Library, Technology, and Telecommunications

172

Committee was scheduled for Tuesday, April 29, 2026, at 11 AM via Zoom.

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f. Academic Freedom

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Professor David Manier briefed that there were no complaints about academic

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freedom at Lehman College.

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Future meetings of the Academic Freedom Committee are TBD.

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g. University Faculty Senate Report

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There was no report.

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The next meeting was scheduled for Tuesday, May 5, 2026, at 6:30 PM.

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Unfinished Business

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There was no unfinished business to report.

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New Business:

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There was no new business to report.

193

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ADJOURNMENT

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

196

adjourned at 5:47 PM

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198

Respectfully submitted:

199

200

Cynthia Cessant

LEHMAN COLLEGE

The City University of New York

Lehman College Senate Meeting

Wednesday, April 15th at 3:45 P.M.

Carman, B04

1. Action Items
 - a. Approval of the minutes for the Senate Meeting of March 4, 2026.
 - b. Undergraduate Curriculum: Prof. Lynn Rosenberg
 - c. Graduate Studies: Ms. Takiyah Ali
 - d. Admissions, Evaluations, and Academic Standards: Prof. Sandra Campeanu
 - e. Governance Committee: Prof. Joseph Fera

2. Announcements and Communications:
 - a. President's Report: President Fernando Delgado
 - b. Student Legislative Assembly: Ms. Mariama Barry
 - c. Assessment: Prof. Devrim Yavuz
 - d. Budget and Long-Range Planning: Prof. Alexander Nunez-Torres
 - e. Campus Life and Facilities: Prof. Penny Prince
 - f. Equity, Inclusion, Accessibility, and Anti-Racism: Ms. Takiyah Ali
 - g. Library, Technology, and Telecommunications: Mr. Stephen Castellano
 - h. Academic Freedom: Prof. David Manier
 - i. University Faculty Senate: Prof. David Manier

3. Unfinished Business
 - a. None

4. New Business
 - a. None

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**Minutes of
The Lehman College Senate Meeting
Wednesday, March 4, 2026
Senate Meeting**

Senators Present: Abi-Hanna, R.; Agyemang, C.; Aisemberg, G.; Al Q. S.; Ali, T.; Barry, A.; Barry, M.; Buenrostro Domínguez, L. A.; Burton-Pye, B.; Campeanu, S.; Castellano, S.; Delgado, F.; Drame, S.; Dyantyi-Achi, N.; Fajardo, J.; Fera, J.; Finger, R.; García, M.; González, R.; González, T.; Grant, B.; Harrison, E.; Henríquez-Castillo, M.; Hurley, D.; Irvin, A.; Jiménez, M.; Kane, F.; Kim, N.; Locke, A.; López, K. D.; López, N.; Lora, E. E.; Loscocco, P.; Mahon, J.; Manier, D.; Marianetti, M.; Markens, S.; McGovern, J.; McKenna, C.; Mohorcich, J.; Murphy, B.; O’Neil, C.; Oberlin, D.; Ohmer, S.; Ortega, B.; Owoaje, O. S.; Pantalone, D.; Pitts, W.; Prince, P.; Qafleshi, D.; Rosario, Y.; Ruiz, E.; Sanford, V.; Schlesinger, K.; Shikder, S. U.; Silva-Puras, J.; Soto II, R. T.; Stopler, M.; Wang, E.; Waring, E.; Zhong, M.

Senators Absent: Adams, M.; Ayalew, M.; Ayalew, S. I.; Banks, R.; Bell, R.; Brown, T.; Cheng, S.; Coller, A.; Cotton, T. M.; Di R. S.; Gerry, C.; Hassan, M.; Hemphill, N.; Hsu, C.; Hyman, D.; Jackson, G. S.; Kendall, K.; Lancaster, G.; Lee, H.; Machado, E.; MacKenzie, J.; Marte, G. J.; Nisa, Z.; O’Boy, D.; Palmer, C.; Quiñones, J.; Rice, A.; Salami, F.; Shahzadi, M.; Sofianos, E.; Stein S. S.; Sualah, R.; Toro, C.; Valentine, R.; White, A.; Williams, H.; Wright, J.

The meeting was called to order at 3:52 PM by President Fernando Delgado.

1. Action Items

a. Approval of the Minutes

There was a motion to approve the minutes, which was seconded. The minutes of the February 4, 2026, College Senate was approved by unanimous vote.

See Attachment I

b. Undergraduate Curriculum Committee

Professor Douglas Oberlin presented a proposal for curriculum changes in the following departments: Accounting; Chemistry; English; Exercise Sciences and Recreation; Finance, Information Systems, and Economics; Languages and Literatures; Management and Business Innovation; and Music, Multimedia, Theatre, and Dance. The floor was opened for questions and comments. There was one—a motion to amend the rationale for the Languages and Literatures

41 proposal, specifically, to change “Comparative Literature” to “Comparative
42 Literature Teacher,” as the latter was the degree that would be discontinued. The
43 motion was seconded and Professor Fera moved to a vote. The motion was
44 approved by unanimous voice vote. Professor Fera then moved to vote on all of
45 the presented proposals, including the Languages and Literatures proposal as
46 amended. All of the proposals were approved by unanimous voice vote.

47

48 Professor Oberlin presented a proposal for curriculum changes in the Department
49 of Computer Science. He informed that although approved by the Undergraduate
50 Curriculum Committee, there were some clarification concerns that were raised
51 that the committee would like to correct and ensure are amenable to the Computer
52 Science Department. The suggested changes are as follows:

53

54 Amendment 1: change “should” to “must.”

Senate Meeting of March 4, 2026

Undergraduate Curriculum Committee

Completion requirement

Earn a minimum grade of C in all the required courses. Students should repeat
the course where they earn below C

- Students may obtain Credit by Examination for CMP 157 and CMP 158.
Students must earn a minimum of 80% in the exam to receive credit. See
the Computer Science department for details.

55

56 The amendment was seconded. There were no questions or comments. Professor
57 Fera moved to vote on the amendment. The amendment was approved by
58 unanimous voice vote.

59

60 Amendment 2: include the hidden pre-requisite course, Math 171 and Math 108
61 or Math 172, as a footnote to the list of courses that appear below.

3. To: Underline the changesComputer Science, B.A. (58-62 Credit Major)**Complete ALL of the following Courses:**

• MAT 175 - Calculus I	4
• MAT 176 - Calculus II	4
• MAT 313 - Elements of Linear Algebra	4
• <u>CMP 157 - Programming Methods I Lab 1</u>	1
• <u>CMP 158 - Programming Methods II Lab 1</u>	1
• CMP 167 - Programming Methods I	4
• CMP 168 - Programming Methods II	4
• CMP 232 - Discrete Mathematics	4
• <u>CMP 269 - Programming Methods III</u>	4
• CMP 334 - Computer Organization	4
• CMP 338 - Data Structures and Algorithms	4
• <u>CMP 426 - Operating Systems</u>	4
• <u>CMP 405 - Introduction to Networks</u>	4
• <u>CMP 420 - Database Systems</u>	4

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The amendment was seconded. There were several questions for clarification, which were addressed accordingly. Professor Fera moved to vote on the amendment. The amendment was approved by unanimous voice vote.

There was considerable discussion regarding the Computer Science proposal, in particular, the section attached below. Professor Fera made a motion to return the proposal to the UCC for further review and edits. It was seconded. There were no questions or comments. Professor Fera moved to vote on the motion. The motion was approved by unanimous voice vote.

Major Admission Requirements -

The B.A. in Computer Science is reserved for students who are completing a double major or a second degree in disciplines deemed complementary by the Department of Computer Science.

Type: Prerequisite

Applicants must have completed all requirements for their other major in order to declare the CS B.A. Students may initially declare their 2nd major as a CS B.S. (Bachelor of Science) since many of the requirements for the CS B.S. and CS B.A. degrees overlap. Upon completing the 1st major, students may change their declaration of 2nd major from CS B.S. to CS B.A.

Notes:

1. All students, particularly those considering graduate work, are advised to take more upper-level Computer Science courses. (The list above is only the minimum required for graduation.)
2. For Departmental honors, see one of the advisers in the Department of Computer Science.
3. Students who do not meet the admission requirements are encouraged to major in Bachelor of Science in Computer Science.

72

73 Professor Rosenberg presented the following informational items: Pathways
74 courses ARH 139, CMP 168, MAT 123, MAT 124, and MAT 125, and one
75 experimental course, PSY 351.

76

77 See Attachment II

78

79 The next meeting was scheduled for Wednesday, April 15, 2026, at 1:00 PM via
80 Zoom. Proceeding this date, Undergraduate Curriculum Committee meetings are
81 scheduled to occur on Wednesdays at 1:00 PM via Zoom on the following date(s):
82 May 6, 2026.

83

84 **a. Graduate Curriculum Committee**

85 Ms. Takiyah Ali presented proposals for curriculum changes in the Department
86 of Computer Science and the Department of Health, Promotion, and Nutrition
87 Sciences. The floor was opened for questions and comments. There were none.
88 Professor Fera moved to vote on the presented proposals. It was seconded. The
89 proposals were approved by unanimous voice vote.

90

91 Ms. Ali also presented one informational item from the Department of Middle
92 and High School Education: an experimental course, ESC 510.

93

94 See Attachment III

95

96 The next meeting was scheduled for Wednesday, March 25, 2026, at 11:00 AM
97 via Zoom. Proceeding this date, Graduate Curriculum Committee meetings are
98 scheduled to occur on Wednesdays at 11:00 AM via Zoom on the following
99 date(s): May 6, 2026.

100

101 **2. Announcements and Communications**

102 **a. Report of the President—**

103 President Fernando Delgado discussed institutional funding priorities and his
104 advocacy, in recent months, for institutional funding at the State and Federal levels.

105 He also shared that there would be additional opportunities to secure funding from
106 the City next month.

107

108 President Delgado made the following announcements: (1) a gubernatorial
109 allocation of \$1.5 million from Governor Kathy Hochul to the Mexican Studies
110 Institute; (2) a federal appropriation of \$820,000 from Congressman Adriano
111 Espaillat to enhance the College’s South Field with new bleachers and to expand
112 seating in support of the College’s athletic programs; and (3) \$15 million in funding
113 that has been greenlit for the College and will be used in a capital project to support
114 the spacing needs of the School of Business and the School of Natural and Social
115 Sciences.

116

117 President Delgado congratulated the Lehman College Lightning Men’s Basketball
118 Team for their win at the March 2, 2026, CUNY Athletic Conference—a first since
119 the College’s last victory in 2004.

120

121 There were several questions regarding body-worn cameras and concerns about their
122 use on campus. The VP of Administration and Finance, Bethania Ortega, informed
123 that there would be a demonstration and a Q&A on Wednesday, March 11, 2026, at
124 a meeting hosted by SGA leadership, to address the body-worn cameras. She urged
125 all students to attend.

126

127 **b. Student Legislative Assembly—**

128 Ms. Mariama Barry, Chair of the Student Legislative Assembly (SLA), presented
129 highlights from past and upcoming events from the Student Government Association
130 (SGA): (1) a club fair took place on February 18, 2026, which gave students a chance
131 to make new connections and get involved on campus; (2) a breakfast social was
132 scheduled for March 10, 2026, at 10:30 a.m., for students to connect and enjoy their
133 first meal of the day; and (3) a job and internship fair, hosted by the Career
134 Exploration and Development Center, was also scheduled for March 10, 2026, and
135 the event is scheduled to occur at 11:00 a.m.

136

137 Ms. Barry urged faculty and staff to encourage students to visit the Lehman
138 Lightning Connections website for access to activities and student organizations on
139 campus. She expressed that access to the events and resources provided are vital for
140 fostering community and for helping students find their place at Lehman. President
141 Delgado added that faculty and staff should spread the word about CUNY Cares,
142 which connects CUNY students to health care, mental health, food, housing, and
143 other essential services needed to improve their academic success and overall
144 wellbeing.

145

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

147

a. Academic Freedom

148 Professor David Manier reported on the February 20, 2026, Academic Freedom
149 Committee meeting and highlighted several concerns to academic freedom,
150 which are, as follows: (1) the U.S. Department of Justice’s demand for
151 demographic data on students who receive scholarships at CUNY and potential
152 use of this data to shape institutional and academic decisions; (2) potential
153 chilling effect at the presence of class recordings used for accommodation
154 purposes in compliance with the Americans with Disability Act (ADA); and (3)
155 potential misuse of the CUNY portal, if reports are used to violate academic
156 freedom if complaints are filed against protected academic expression.

157

158 See Attachment IV

159

160 Future meetings of the Academic Freedom Committee are TBD.

161

162 **b. University Faculty Senate Report**

163 Professor David Manier presented on the February 24, 2026, Plenary Session of
164 the University Faculty Senate.

165

166 See Attached V

167

168 The next meeting was scheduled for Tuesday, March 31, 2026, at 6:30 PM.
169 Proceeding this date, the meeting(s) of the University Faculty Senate was
170 scheduled for Tuesdays at 6:30 PM as follows: May 5, 2026.

171

172 **c. Governance Committee**

173 Professor Joseph Fera presented the following:

174 1) **Governance Documents Review:** Professor Fera informed that there
175 would be a review of the College Senate governance documents due to
176 changes in the College's governance structure. He noted that as the
177 number of departments have grown, the number of Faculty-at-Large seats
178 have decreased, and that the College Senate governance documents may
179 not accurately reflect the number of seats needed. He communicated that
180 the review is important as the current composition may affect the balance
181 of representation and College-wide interests.

182

183 2) **Brightspace Letter Grade Column Default:** Professor Fera informed
184 that the Governance Committee charged the Library, Technology, and
185 Telecommunications Committee with addressing several questions
186 regarding the default letter-grade column in Brightspace. The questions
187 are as follows:

188

189 1. Brightspace uses a default letter-grade column in the grade book.
190 Is there any way that this default can be turned off? Instructors can
191 then "choose" to make it visible.

192 2. If the default cannot be turned off, is there another option to select
193 as a default in lieu of the letter grades? Raw score or percentages,
194 perhaps?

195 3. If the default can be changed, could the faculty be surveyed on
196 what the default should be?

197 4. Can we educate faculty on how to change or disable the default?

198

199 3) Professor Fera reminded that March 9, 2026, would mark the start of the
200 solicitation process for nominations to fill faculty vacancies on College
201 Senate Standing Committees. He briefly recapped the process and asked
202 faculty and staff to keep an eye out for related email communications.
203

204 See Attachment VI
205

206 The next meeting of the Governance Committee was scheduled for Monday,
207 March 16, 2026, via Zoom. Proceeding this date, future meetings of the
208 Governance Committee are TBD.
209

210 **d. Assessment**

211 There was no report.
212

213 The next meeting was scheduled for Friday, March 6, 2026, at 10:00 AM via
214 Zoom. Proceeding this date, future meetings of the Assessment Committee are
215 TBD.
216

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

218 There was no report.
219

220 The next meeting of the Equity, Inclusion, Accessibility, and Anti-Racism
221 Committee was scheduled for Wednesday, March 18, 2026, at 2:00 PM via Zoom.
222 Proceeding this date, the meeting(s) of the Equity, Inclusion, Accessibility, and
223 Anti-Racism Committee was scheduled to occur on Wednesdays at 2:00 PM via
224 Zoom as follows: April 15, 2026.
225

226
227 **f. Library, Technology, and Telecommunications**

228 Mr. Steven Castellano reported on the following informational items: (1) the
229 Brightspace Gradebook Training, (2) Blackboard Ally, and (3) webinars offered
230 by CUNY CIS.

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See Attachment VII

President Fernando Delgado added another information item: he invited all to attend the 55th annual Lehman Lecture with guest speaker The Kid Mero, which was scheduled for March 31, 2026, at 12:00 p.m. in the Lovinger Theatre.

The next meeting of the Library, Technology, and Telecommunications Committee was scheduled for Tuesday, March 31, 2026, via Zoom. Future meetings of the Library, Technology, and Telecommunications Committee are TBD.

g. Campus Life and Facilities

There was no report.

Professor Penny Prince reminded all that there was a ribbon-cutting ceremony on Wednesday, March 11, 2026, at 2:00 p.m., to celebrate the grand opening of the Reentry Committee’s new office.

The next meeting was scheduled for Wednesday, April 15, 2026, at 2:00 PM via Zoom. Proceeding this date, the meeting(s) of the Campus Life and Facilities Committee are scheduled to occur on Wednesdays at 2:00 PM via Zoom as follows: May 6, 2026.

h. Admissions, Evaluation, and Academic Standards

There was no report.

The next meeting of the Admissions, Evaluation, and Academic Standards Committee was scheduled for Monday, March 16, 2026, at 2:30 PM via Zoom. Proceeding this date, future meetings of the Admissions, Evaluation, and Academic Standards Committee are TBD.

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i. Budget and Long-Range Planning

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There was no report.

266

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The next meeting of the Budget and Long-Range Planning Committee was scheduled for Thursday, May 7, 2026, at 3:00 PM in APEX 251. Proceeding this date, future meetings of Budget and Long-Range Planning Committee are TBD.

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Unfinished Business

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There was no unfinished business to report.

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New Business:

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• **Student Evaluation of Teaching and Learning (SETL)**

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- Mr. Donald Sutherland, the Director of Strategic Planning, Institutional Research, and Assessment, reported on the SETL survey—a survey used to improve teaching and learning. He informed that the Faculty, Personnel, and Budget Committee approved the new SETL questions and also shared some of the changes made to the new survey.

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See Attachment VIII

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ADJOURNMENT

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There was a motion to adjourn the meeting; it was seconded. The meeting was adjourned at 5:39 PM

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Respectfully submitted:

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292

Cynthia Cessant

Senate Meeting – 4/15/26

Undergraduate Curriculum Committee (UCC) Report

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

1. Biological Sciences Department
 - Health Careers Preparation Certificate-Degree requirements, Program department change, Addition of Concentration requirements
2. Health Equity, Administrations and Technology Department
 - Public Health B.S.-Grading Policy
3. Latin American and Latino Studies Department
 - LAC 200-Experimental Course Change-Cross Listing
4. Music, Multimedia, Theatre, And Dance Department
 - MSH 311-New Course
 - MSP 311-New Course
 - MSH 115-Title, Description
5. Computer Science Department
 - Computer Science BA-Degree Requirements
 - Computer Applications, Minor-Degree Requirements
 - CIS 247-Title, Description
 - CMP 409-Title and Description
 - CIS 333-Title, Description, Prerequisite

Informational items

Experimental Course – LEH 365

Next meeting: 5/06/26

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award:
Hegis Number: 4902.00
Program Code: 41251 – HTHCP-CERT
Effective Term:

1. Type of Change:

Department of Program (changed from Chemistry to Biology), Change in Degree Requirements, Addition of Concentration Requirements

**2. From: ~~Strikethrough the changes~~
Health Careers Preparation (36-73 credits)**

The Health Careers Preparation Post-Baccalaureate Certificate Program (HealthBridge) is aimed primarily at bachelor degree holders who decided to pursue a career in the health professions (medicine, dentistry, pharmacy, optometry, physical therapy, physician assistant studies, or veterinary medicine) while still undergraduates, but did not complete all of the required prerequisites. For some, this is because they have long had a dream of work in the health professions, but chose to defer it during their undergraduate work only to come back to it later in their lives. For others, they have made the decision to pursue a career in the health professions late in their undergraduate study, perhaps as seniors, leaving them insufficient time to complete their coursework. The program will also serve “career-changers,” that is, bachelor degree holders who did not pursue preparation for the health professions as undergraduates, but make the decision subsequent to graduation.

~~While this program will accept students from all backgrounds, we believe it is an especially important option for students who are underrepresented in the health professions, and may therefore be more likely to commit to a career in the health professions relatively late in their academic careers.~~

Students pursuing the HealthBridge certificate must choose one of ~~seven~~ tracks, based on their eventual career goal:

- Bridge to Medicine
- Bridge to Physician Assistant
- Bridge to Physical Therapy
- Bridge to Dental
- Bridge to Pharmacy
- Bridge to Optometry
- Bridge to Veterinary Medicine

Regardless of track, the HealthBridge certificate is divided into two phases, the Foundational phase and the In Depth phase. It is not necessary to complete the Foundational phase in order to apply for admission to the In Depth phase. Students admitted to the Foundational phase must apply for admission to the In Depth phase once they meet those requirements. The certificate is awarded following successful completion of the In Depth phase.

Requirements

Admission Requirements

Type: Prerequisite

Admissions to both the Foundational and In Depth phases are competitive.

The *minimum* standards for admission to the Foundational phase are:

- A bachelor's degree (or its equivalent) from an accredited college or university
- Cumulative undergraduate grade point average (GPA) dependent on track:
 - 2.6 for Bridge to Pharmacy
 - 2.7 for Bridge to ~~Dental~~ or Bridge to Veterinary Medicine
 - 2.9 for Bridge to Optometry, Bridge to Physical Therapy, or Bridge to Physician Assistant
 - 3.0 for Bridge to Medicine
- Placement in to MAT 171 (Elements of Precalculus) or higher
- Personal statement indicating suitability and motivation for the program
- Letter of recommendation
- Interview

The *minimum* standards for admission to the In Depth phase are:

- A bachelor's degree (or its equivalent) from an accredited college or university
- Cumulative undergraduate grade point average (GPA) dependent on track:
 - 2.8 for Bridge to Pharmacy
 - 2.9 for Bridge to Dentistry or Bridge to Veterinary Medicine
 - 3.0 for Bridge to Optometry, Bridge to Physical Therapy, or Bridge to Physician Assistant
 - 3.1 for Bridge to Medicine
- Placement in to calculus (this can be achieved by completion of MAT 171+108 or MAT 172 with a C or higher)
- Completion of ENG 111 (first semester English composition) or equivalent
- For Bridge to Medicine, Physician Assistant, Dentistry, Pharmacy, Optometry, and Veterinary Medicine: completion of CHE 168 and CHE 169 (second semester General Chemistry lecture and laboratory) or equivalent
- For Bridge to Physician Assistant Studies, Physical Therapy, and Pharmacy: completion of BIO 181 (first semester Anatomy and Physiology with laboratory) or equivalent
- For Bridge to Medicine, Physician Assistant, Physical Therapy, ~~Dental~~, Pharmacy, and Optometry: completion of PSY 166 (General Psychology) or equivalent
- Personal statement indicating suitability and motivation for the program

- Letter of recommendation
- Interview
- It is not necessary for a student to enroll in the Foundational phase in order to apply for the In Depth phase
- Students admitted to the Foundational phase are not guaranteed admission to the In Depth phase unless they meet the minimum standards specified above

Certificate Requirements – Overall

Type: Completion Requirement

Earn at least 36 credits

~~Exceptions to Grade Policy~~

Students must complete at least 18 credits of the certificate in residence at Lehman during the Foundational and/or In Depth phases. Credits earned prior to matriculation in the certificate cannot be applied to the 18-credit minimum, even if they were earned at Lehman College.

Students must also complete at least 50% of the minimum credits required for their track in residency at Lehman, but this requirement can be satisfied in part by courses taken prior to matriculation in to the Certificate.

Example: the Bridge to Optometry track is 39-61 credits, so at least 19.5 credits (50% of 39, the minimum for the track) must be taken in residency at Lehman. At least 18 of those must be taken after matriculation in to either the Foundational or In Depth phase of the certificate program. The remaining 1.5 credits for residency must have been taken at Lehman, but could have been taken prior to matriculation in to the certificate program; for example, during the course of completion of a first degree at Lehman College. The balance of the 39 credits required for the Bridge to Optometry track within the certificate could come from any combination of eligible transfer credits, eligible credits taken in residency prior to matriculation in to the certificate program, and credits taken during the certificate program.

~~Residency in the Certificate~~

If a student begins the In Depth phase and does not receive C's or greater in all of the courses required for the certificate, they may apply to the Program for a waiver for up to two courses with grades lower than C. If that is not sufficient to allow awarding of the certificate (e.g. they withdrew from one or more required courses), they have one year to take or retake up to 12 credits, paying appropriate tuition, in order to earn the certificate.

Change of Tracks

At any time, students have the option to apply for a change of track. Approval of changes is at the discretion of the program, but is more likely to be granted for a student requesting a change to a goal with lower minimum GPA requirements (e.g. Bridge to Optometry to Bridge to Dentistry) than for those requesting a

change to a goal with higher GPA requirements, even if they meet the higher requirements.

Certificate Requirements – Bridge to Medicine Track

Type: Completion Requirement

Fulfill ALL of the following requirements:

Prerequisites to the Track:

Earn at least 20 credits from the following:

		Credits
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
ENG 111	English Composition I	3
ENG 121	English Composition II	3
MAT 171	Elements of Precalculus	4
	AND	
MAT 108	Trigonometry	2
PSY 166	General Psychology	3

*MAT 171 and MAT 108, or MAT 172, or placement in to MAT 175

Certificate Requirements:

Earn at least 38 credits from the following:

		Credits
BIO 166	Principles of Biology: Cells and Genes	4
BIO 167	Principles of Biology: Organisms	4
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2
BIO 400	Biological Chemistry	4
	OR	
CHE 444	Biochemistry I	3

PHY 166	General Physics I	5
	OR	
PHY 168	Physics I for Scientists and Engineers	5
PHY 167	General Physics II	5
	OR	
PHY 169	Physics II for Scientists and Engineers	5
NSS 350	Pre-Professional Seminar	1
NSS 350	Pre-Professional Seminar	1
NSS 352	The Medical School Admissions Process	3

NSS 350 is taken in two semesters: fall and spring.

- To earn the Certificate in the Bridge to Medicine track, the following courses must be completed, with a grade of C or higher, by the end of the In Depth phase.

Additional Comments:

Completion of the following courses, or equivalents, are required for the Bridge to Medicine track of the Health Careers Preparation certificate. In many cases, students will have completed some or all of these courses prior to matriculation in to the certificate program; in such cases, those courses may fulfill this requirement but are not counted as credits toward completion of the certificate. Any courses from this list taken subsequent to matriculation in to the certificate program will be counted toward the credits earned for the certificate.

Certificate Requirements – Bridge to Physician Assistant Track

Type: Completion Requirement

Fulfill ALL of the following requirements:

Prerequisites to the Track:

Earn at least 28 credits from the following:

		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
ENG 111	English Composition I	3
ENG 121	English Composition II	3
MAT 171	Elements of Precalculus	4
	AND	
MAT 108	Trigonometry	2
PSY 166	General Psychology	3

*MAT 171 and MAT 108, or MAT 172, or placement in to MAT 175

**Certificate Requirements:
Earn at least 33 credits from the following:**

		Credits
BIO 166	Principles of Biology: Cells and Genes	4
BIO 167	Principles of Biology: Organisms	4
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2
BIO 400	Biological Chemistry	4
	OR	
CHE 444	Biochemistry I	3
BIO 238	Genetics	4
BIO 331	Experimental Microbiology	4
NSS 350	Pre-Professional Seminar (Fall)	1
NSS 350	Pre-Professional Seminar (Spring)	1

NSS 350 is taken in two semesters: fall and spring.

- To earn the Certificate in the Bridge to Physician Assistant track, the following courses must be completed, with a grade of C or higher, by the end of the In Depth phase.

Additional Comments:

Completion of the following courses, or equivalents, are required for the Bridge to Physician Assistant track of the Health Careers Preparation certificate. In many cases, students will have completed some or all of these courses prior to matriculation in to the certificate program; in such cases, those courses may fulfill this requirement but are not counted as credits toward completion of the certificate. Any courses from this list taken subsequent to matriculation in to the certificate program will be counted toward the credits earned for the certificate.

**Additional credits to bring the certificate total to at least 36 must be selected from the list of Additional Eligible Courses below.*

Certificate Requirements – Bridge to Physical Therapy Track

Type: Completion Requirement

Fulfill ALL of the following requirements:

Prerequisites to the Track:

Earn at least 25 credits from the following:

		Credits
BIO 166	Principles of Biology: Cells and Genes	4
BIO 167	Principles of Biology: Organisms	4
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4
ENG 111	English Composition I	3
ENG 121	English Composition II	3
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MAT 171	Elements of Precalculus	4
	AND	
MAT 108	Trigonometry	2
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PSY 166	General Psychology	3

*MAT 171 and MAT 108, or MAT 172, or placement in to MAT 175

Certificate Requirements:

Earn at least 23 credits from the following:

		Credits
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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
	OR	
PHY 168	Physics I for Scientists and Engineers	5
PHY 167	General Physics II	5
	OR	
PHY 169	Physics II for Scientists and Engineers	5
NSS 350	Pre-Professional Seminar (Fall)	1
NSS 350	Pre-Professional Seminar (Spring)	1

NSS 350 is taken in two semesters: fall and spring.

- To earn the Certificate in the Bridge to Physical Therapy track, the following courses must be completed, with a grade of C or higher, by the end of the In Depth phase.

Additional Comments:

Completion of the following courses, or equivalents, are required for the Bridge to Physical Therapy track of the Health Careers Preparation certificate. In many cases, students will have completed some or all of these courses prior to matriculation in to the certificate program; in such cases, those courses may fulfill this requirement but are not counted as credits toward completion of the certificate. Any courses from this list taken subsequent to matriculation in to the certificate program will be counted toward the credits earned for the certificate.

**Additional credits to bring the certificate total to at least 36 must be selected from the list of Additional Eligible Courses below.*

Certificate Requirements – Bridge to Dental Track

Type: Completion Requirement

Fulfill ALL of the following requirements:

Prerequisites to the Track:

Earn at least 20 credits from the following:

Credits

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
ENG 111	English Composition I	3
ENG 121	English Composition II	3
MAT 171	Elements of Precalculus	4
	AND	
MAT 108	Trigonometry	2
PSY 166	General Psychology	3

*MAT 171 and MAT 108, or MAT 172, or placement in to MAT 175

**Certificate Requirements:
Earn at least 35 credits from the following:**

		Credits
BIO 166	Principles of Biology: Cells and Genes	4
BIO 167	Principles of Biology: Organisms	4
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2
BIO 400	Biological Chemistry	4
	OR	
CHE 444	Biochemistry I	3
PHY 166	General Physics I	5
	OR	
PHY 168	Physics I for Scientists and Engineers	5
PHY 167	General Physics II	5
	OR	

PHY 169	Physics II for Scientists and Engineers	5
NSS 350	Pre-Professional Seminar (Fall)	1
NSS 350	Pre-Professional Seminar (Spring)	1

NSS 350 is taken in two semesters: fall and spring.

- To earn the Certificate in the Bridge to Dental track, the following courses must be completed, with a grade of C or higher, by the end of the In Depth phase.

Additional Comments:

Completion of the following courses, or equivalents, are required for the Bridge to Dental track of the Health Careers Preparation certificate. In many cases, students will have completed some or all of these courses prior to matriculation in to the certificate program; in such cases, those courses may fulfill this requirement but are not counted as credits toward completion of the certificate. Any courses from this list taken subsequent to matriculation in to the certificate program will be counted toward the credits earned for the certificate.

~~*Additional credits to bring the certificate total to at least 36 must be selected from the list of Additional Eligible Courses below.~~

Certificate Requirements – Bridge to Pharmacy Track

Type: Completion Requirement

Fulfill ALL of the following requirements:

Prerequisites to the Track:

Earn at least 32 credits from the following:

		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
ENG 111	English Composition I	3
ENG 121	English Composition II	3
MAT 171	Elements of Precalculus	4
	AND	

MAT 108	Trigonometry	2
MAT 175	Calculus I	4
PSY 166	General Psychology	3

*MAT 171 and MAT 108, or MAT 172, or placement in to MAT 175

**Certificate Requirements:
Earn at least 34 credits from the following:**

		Credits
BIO 166	Principles of Biology: Cells and Genes	4
BIO 167	Principles of Biology: Organisms	4
BIO 331	Experimental Microbiology	4
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2
BIO 400	Biological Chemistry	4
	OR	
CHE 444	Biochemistry I	3
PHY 166	General Physics I	5
	OR	
PHY 168	Physics I for Scientists and Engineers	5
NSS 350	Pre-Professional Seminar (Fall)	1
NSS 350	Pre-Professional Seminar (Spring)	1

NSS 350 is taken in two semesters: fall and spring.

- To earn the ~~Certificate~~ in the Bridge to Pharmacy track, the ~~following~~ courses must be completed, with a grade of C or higher, by the end of the In Depth phase.

Additional Comments:

Completion of the ~~following~~ courses, or equivalents, are required for the Bridge to Pharmacy track of the Health Careers Preparation certificate. In

many cases, students will have completed some or all of these courses prior to matriculation in to the certificate program; in such cases, those courses may fulfill this requirement but are not counted as credits toward completion of the certificate. Any courses from this list taken subsequent to matriculation in to the certificate program will be counted toward the credits earned for the certificate.

**Additional credits to bring the certificate total to at least 36 must be selected from the list of Additional Eligible Courses below.*

Certificate Requirements – Bridge to Optometry Track

Type: Completion Requirement

Fulfill ALL of the following requirements:

Prerequisites to the Track:

Earn at least 24 credits from the following:

		Credits
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
ENG 111	English Composition I	3
ENG 121	English Composition II	3
MAT 171	Elements of Precalculus	4
	AND	
MAT 108	Trigonometry	2
MAT 175	Calculus I	4
PSY 166	General Psychology	3

*MAT 171 and MAT 108, or MAT 172, or placement in to MAT 175

Certificate Requirements:

Earn at least 39 credits from the following:

		Credits
BIO 166	Principles of Biology: Cells and Genes	4
BIO 167	Principles of Biology: Organisms	4
BIO 331	Experimental Microbiology	4

CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2
BIO 400	Biological Chemistry	4
	OR	
CHE 444	Biochemistry I	3
PHY 166	General Physics I	5
	OR	
PHY 168	Physics I for Scientists and Engineers	5
PHY 167	General Physics II	5
	OR	
PHY 169	Physics II for Scientists and Engineers	5
NSS 350	Pre-Professional Seminar (Fall)	1
NSS 350	Pre-Professional Seminar (Spring)	1

NSS 350 is taken in two semesters: fall and spring.

- To earn the Certificate in the Bridge to Optometry track, the following courses must be completed, with a grade of C or higher, by the end of the In Depth phase.

Additional Comments:

Completion of the following courses, or equivalents, are required for the Bridge to Optometry track of the Health Careers Preparation certificate. In many cases, students will have completed some or all of these courses prior to matriculation in to the certificate program; in such cases, those courses may fulfill this requirement but are not counted as credits toward completion of the certificate. Any courses from this list taken subsequent to matriculation in to the certificate program will be counted toward the credits earned for the certificate.

Certificate Requirements – Bridge to Veterinary Medicine Track

Type: Completion Requirement

Fulfill ALL of the following requirements:

**Prerequisites to the Track:
Earn at least 21 credits from the following:**

		Credits
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
ENG 111	English Composition I	3
ENG 121	English Composition II	3
MAT 171	Elements of Precalculus	4
	AND	
MAT 108	Trigonometry	2
MAT 175	Calculus I	4

*MAT 171 and MAT 108, or MAT 172, or placement in to MAT 175

**Certificate Requirements:
Earn at least 35 credits from the following:**

		Credits
BIO 166	Principles of Biology: Cells and Genes	4
BIO 167	Principles of Biology: Organisms	4
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2
BIO 400	Biological Chemistry	4
	OR	
CHE 444	Biochemistry I	3
PHY 166	General Physics I	5
	OR	

PHY 168	Physics I for Scientists and Engineers	5
PHY 167	General Physics II	5
	OR	
PHY 169	Physics II for Scientists and Engineers	5
NSS 350	Pre-Professional Seminar (Fall)	1
NSS 350	Pre-Professional Seminar (Spring)	1

NSS 350 is taken in two semesters: fall and spring.

- To earn the Certificate in the Bridge to Veterinary Medicine track, the following courses must be completed, with a grade of C or higher, by the end of the In Depth phase.

Additional Comments:

Completion of the following courses, or equivalents, are required for the Bridge to Veterinary Medicine track of the Health Careers Preparation certificate. In many cases, students will have completed some or all of these courses prior to matriculation in to the certificate program; in such cases, those courses may fulfill this requirement but are not counted as credits toward completion of the certificate. Any courses from this list taken subsequent to matriculation in to the certificate program will be counted toward the credits earned for the certificate.

~~*Additional credits to bring the certificate total to at least 36 must be selected from the list of Additional Eligible Courses below.~~

Certificate Requirements – Additional Eligible Courses

Type: Completion Requirement

Complete ANY of the following Courses:

		Credits
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4
BIO 238	Genetics	4
BIO 331	Experimental Microbiology	4
BIO 400	Biological Chemistry	4
BIO 420	Molecular Biology	4
BIO 435	Neurophysiology	3
BIO 501	Topics in Genetics	4

CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	1.5
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	1.5
CHE 444	Biochemistry I	3
CHE 446	Biochemistry II	3
CHE 447	Biochemistry Laboratory	3
DST 311	Social Science Perspectives on Health and Disability	4
DST 336	Disability, Ethics & the Body	3
ECO 167	Introduction to Microeconomics	3
ENW 3070	Health and Science Writing	3
MAT 108	Trigonometry	2
MAT 128	Foundations of Data Science	3
MAT 132	Introduction to Statistics	4
MAT 155	Calculus I Laboratory	1
MAT 171	Elements of Precalculus	4
MAT 172	Precalculus	4
MAT 175	Calculus I	4
PHI 341	Medical Ethics	3
PHI 434	Neuroethics	3
PHY 166	General Physics I	5
PHY 167	General Physics II	5
PHY 168	Physics I for Scientists and Engineers	5
PHY 169	Physics II for Scientists and Engineers	5
POL 211	Public Policy	3
POL 318	The Politics of Health	3
PSY 166	General Psychology	3
PSY 217	Child Psychology	3
PSY 218	Psychology of Adolescence	3
PSY 219	Psychology of Adulthood and Aging	3
SOC 166	Fundamentals of Sociology	3

Regardless of track, it is necessary to earn no fewer than 36 credits within the certificate. For any track, additional credits to satisfy the certificate, or for purposes of establishing residency at Lehman or in the certificate, may be drawn from the above list of courses, under the guidance and with the approval of a program advisor.

3. **To:** Underline the changes

Health Careers Preparation Certificate (36-73 credits)

The Health Careers Preparation Post-Baccalaureate Certificate Program (HealthBridge) is aimed primarily at bachelor degree holders who decided to pursue a career in the health professions (medicine, dentistry, pharmacy, optometry, physical therapy, genetic counseling, physician assistant studies, or veterinary medicine) while still undergraduates, but did not complete all of the required prerequisites. For some, this is because they have long had a dream of work in the health professions, but chose to defer it during their undergraduate work only to come back to it later in their lives. For others, they have made the decision to pursue a career in the health professions late in their undergraduate study, perhaps as seniors, leaving them insufficient time to complete their coursework. The program will also serve “career-changers,” that is, bachelor degree holders who did not pursue preparation for the health professions as undergraduates, but make the decision subsequent to graduation.

Students pursuing the HealthBridge certificate must choose one of eight tracks, based on their eventual career goal:

- Bridge to Medicine
- Bridge to Physician Assistant
- Bridge to Physical Therapy
- Bridge to Dental
- Bridge to Pharmacy
- Bridge to Optometry
- Bridge to Veterinary Medicine
- Bridge to Genetic Counseling

Regardless of track, the HealthBridge certificate is divided into two phases, the Foundational phase and the In Depth phase. It is not necessary to complete the Foundational phase in order to apply for admission to the In Depth phase. Students admitted to the Foundational phase must apply for admission to the In Depth phase once they meet those requirements. The certificate is awarded following successful completion of the In Depth phase.

Requirements

Admission Requirements

Type: Prerequisite

Admissions to both the Foundational and In Depth phases are competitive.

The *minimum* standards for admission to the Foundational phase are:

- A bachelor’s degree (or its equivalent) from an accredited college or university
- Cumulative undergraduate grade point average (GPA) dependent on track:
 - 2.6 for Bridge to Pharmacy
 - 2.7 for Bridge to Dentistry or Bridge to Veterinary Medicine
 - 2.9 for Bridge to Optometry, Bridge to Physical Therapy, Bridge to Genetic Counseling, or Bridge to Physician Assistant
 - 3.0 for Bridge to Medicine

- Placement in to MAT 171 (Elements of Precalculus) or higher
- Personal statement indicating suitability and motivation for the program
- Letter of recommendation
- Interview

The *minimum* standards for admission to the In Depth phase are:

- A bachelor's degree (or its equivalent) from an accredited college or university
- Cumulative undergraduate grade point average (GPA) dependent on track:
 - 2.8 for Bridge to Pharmacy
 - 2.9 for Bridge to Dentistry or Bridge to Veterinary Medicine
 - 3.0 for Bridge to Optometry, Bridge to Physical Therapy, Bridge to Genetic Counseling, or Bridge to Physician Assistant
 - 3.1 for Bridge to Medicine
- Placement in to calculus (this can be achieved by completion of MAT 171+108 or MAT 172 with a C or higher)
- Completion of ENG 111 (first semester English composition) or equivalent
- For Bridge to Medicine, Physician Assistant, Dentistry, Genetic Counseling, Pharmacy, Optometry, and Veterinary Medicine: completion of CHE 168 and CHE 169 (second semester General Chemistry lecture and laboratory) or equivalent
- For Bridge to Physician Assistant Studies, Physical Therapy, and Pharmacy: completion of BIO 181 (first semester Anatomy and Physiology with laboratory) or equivalent
- For Bridge to Medicine, Physician Assistant, Physical Therapy, Dentistry, Genetic Counseling, Pharmacy, and Optometry: completion of PSY 166 (General Psychology) or equivalent
- Personal statement indicating suitability and motivation for the program
- Letter of recommendation
- Interview
- It is not necessary for a student to enroll in the Foundational phase in order to apply for the In Depth phase
- Students admitted to the Foundational phase are not guaranteed admission to the In Depth phase unless they meet the minimum standards specified above

Certificate Requirements – Overall

Type: Completion Requirement

Earn at least 36 credits

Residency in the Certificate

Students must complete at least 18 credits of the certificate in residence at Lehman during the Foundational and/or In Depth phases. Credits earned prior to matriculation in the certificate cannot be applied to the 18-credit minimum, even if they were earned at Lehman College.

Students must also complete at least 50% of the minimum credits required for their track in residency at Lehman, but this requirement can be satisfied in part

by courses taken prior to matriculation in to the Certificate.

Example: the Bridge to Optometry track is 39-61 credits, so at least 19.5 credits (50% of 39, the minimum for the track) must be taken in residency at Lehman. At least 18 of those must be taken after matriculation in to either the Foundational or In Depth phase of the certificate program. The remaining 1.5 credits for residency must have been taken at Lehman, but could have been taken prior to matriculation in to the certificate program; for example, during the course of completion of a first degree at Lehman College. The balance of the 39 credits required for the Bridge to Optometry track within the certificate could come from any combination of eligible transfer credits, eligible credits taken in residency prior to matriculation in to the certificate program, and credits taken during the certificate program.

Exceptions to Grade Policy

If a student begins the In Depth phase and does not receive C's or greater in all of the courses required for the certificate, they may apply to the Program for a waiver for up to two courses with grades lower than C. If that is not sufficient to allow awarding of the certificate (e.g. they withdrew from one or more required courses), they have one year to take or retake up to 12 credits, paying appropriate tuition, in order to earn the certificate.

Change of Tracks

At any time, students have the option to apply for a change of track. Approval of changes is at the discretion of the program, but is more likely to be granted for a student requesting a change to a goal with lower minimum GPA requirements (e.g. Bridge to Optometry to Bridge to Dentistry) than for those requesting a change to a goal with higher GPA requirements, even if they meet the higher requirements.

Certificate Requirements – Bridge to Medicine Track

Type: Completion Requirement

Fulfill ALL of the following requirements:

Prerequisites to the Track:

Earn at least 20 credits from the following:

		Credits
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
ENG 111	English Composition I	3
ENG 121	English Composition II	3

MAT 171	Elements of Precalculus	4
	AND	
MAT 108	Trigonometry	2
PSY 166	General Psychology	3

*MAT 171 and MAT 108, or MAT 172, or placement in to MAT 175

**Certificate Requirements:
Earn at least 39 credits from the following:**

		Credits
BIO 166	Principles of Biology: Cells and Genes	4
BIO 167	Principles of Biology: Organisms	4
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2
BIO 400	Biological Chemistry	4
	OR	
CHE 444	Biochemistry I	<u>4</u>
PHY 166	General Physics I	5
	OR	
PHY 168	Physics I for Scientists and Engineers	5
PHY 167	General Physics II	5
	OR	
PHY 169	Physics II for Scientists and Engineers	5
NSS 350	Pre-Professional Seminar	1
NSS 350	Pre-Professional Seminar	1
NSS 352	The Medical School Admissions Process	3

NSS 350 is taken in two semesters: fall and spring.

- To earn the certificate in the Bridge to Medicine track, the above courses must be completed, with a grade of C or higher, by the end of the In Depth phase.

Additional Comments:

Completion of the above courses, or equivalents, are required for the Bridge to Medicine track of the Health Careers Preparation certificate. In many cases, students will have completed some or all of these courses prior to matriculation in to the certificate program; in such cases, those courses may fulfill this requirement but are not counted as credits toward completion of the certificate. Any courses from this list taken subsequent to matriculation in to the certificate program will be counted toward the credits earned for the certificate.

Certificate Requirements – Bridge to Physician Assistant Track

Type: Completion Requirement

Fulfill ALL of the following requirements:

Prerequisites to the Track:

Earn at least 28 credits from the following:

		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
ENG 111	English Composition I	3
ENG 121	English Composition II	3
MAT 171	Elements of Precalculus	4
	AND	
MAT 108	Trigonometry	2
PSY 166	General Psychology	3

*MAT 171 and MAT 108, or MAT 172, or placement in to MAT 175

Certificate Requirements:

Earn at least 34 credits from the following:

		Credits
BIO 166	Principles of Biology: Cells and Genes	4
BIO 167	Principles of Biology: Organisms	4
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2
<hr/>		
BIO 400	Biological Chemistry	4
	OR	
CHE 444	Biochemistry I	<u>4</u>
<hr/>		
BIO 238	Genetics	<u>2</u>
<u>BIO 239</u>	<u>Genetics Laboratory</u>	<u>2</u>
<hr/>		
<u>BIO 230</u>	<u>Microbiology</u>	<u>4</u>
	<u>OR</u>	
BIO 331	Experimental Microbiology	4
<hr/>		
NSS 350	Pre-Professional Seminar	1
NSS 350	Pre-Professional Seminar	1

NSS 350 is taken in two semesters: fall and spring.

- To earn the certificate in the Bridge to Physician Assistant track, the above courses must be completed, with a grade of C or higher, by the end of the In Depth phase.

Additional Comments:

Completion of the ~~following~~ courses, or equivalents, are required for the Bridge to Physician Assistant track of the Health Careers Preparation certificate. In many cases, students will have completed some or all of these courses prior to matriculation in to the certificate program; in such cases, those courses may fulfill this requirement but are not counted as credits toward completion of the certificate. Any courses from this list taken subsequent to matriculation in to the certificate program will be counted toward the credits earned for the certificate.

**Additional credits to bring the certificate total to at least 36 must be selected from the list of Additional Eligible Courses below.*

Certificate Requirements – Bridge to Physical Therapy Track

Type: Completion Requirement

Fulfill ALL of the following requirements:

Prerequisites to the Track:

Earn at least 25 credits from the following:

		Credits
BIO 166	Principles of Biology: Cells and Genes	4
BIO 167	Principles of Biology: Organisms	4
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4
ENG 111	English Composition I	3
ENG 121	English Composition II	3
MAT 171	Elements of Precalculus	4
	AND	
MAT 108	Trigonometry	2
PSY 166	General Psychology	3

*MAT 171 and MAT 108, or MAT 172, or placement in to MAT 175

Certificate Requirements:

Earn at least 23 credits from the following:

		Credits
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
	OR	
PHY 168	Physics I for Scientists and Engineers	5

PHY 167	General Physics II	5
OR		
PHY 169	Physics II for Scientists and Engineers	5
NSS 350	Pre-Professional Seminar (Fall)	1
NSS 350	Pre-Professional Seminar (Spring)	1

NSS 350 is taken in two semesters: fall and spring.

- To earn the certificate in the Bridge to Physical Therapy track, the above courses must be completed, with a grade of C or higher, by the end of the In Depth phase.

Additional Comments:

Completion of the above courses, or equivalents, are required for the Bridge to Physical Therapy track of the Health Careers Preparation certificate. In many cases, students will have completed some or all of these courses prior to matriculation in to the certificate program; in such cases, those courses may fulfill this requirement but are not counted as credits toward completion of the certificate. Any courses from this list taken subsequent to matriculation in to the certificate program will be counted toward the credits earned for the certificate.

**Additional credits to bring the certificate total to at least 36 must be selected from the list of Additional Eligible Courses below.*

Certificate Requirements – Bridge to Dentistry Track

Type: Completion Requirement

Fulfill ALL of the following requirements:

Prerequisites to the Track:

Earn at least 20 credits from the following:

		Credits
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
ENG 111	English Composition I	3
ENG 121	English Composition II	3

MAT 171	Elements of Precalculus	4
	AND	
MAT 108	Trigonometry	2
PSY 166	General Psychology	3

*MAT 171 and MAT 108, or MAT 172, or placement in to MAT 175

**Certificate Requirements:
Earn at least 36 credits from the following:**

		Credits
BIO 166	Principles of Biology: Cells and Genes	4
BIO 167	Principles of Biology: Organisms	4
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2
BIO 400	Biological Chemistry	4
	OR	
CHE 444	Biochemistry I	<u>4</u>
PHY 166	General Physics I	5
	OR	
PHY 168	Physics I for Scientists and Engineers	5
PHY 167	General Physics II	5
	OR	
PHY 169	Physics II for Scientists and Engineers	5
NSS 350	Pre-Professional Seminar (Fall)	1
NSS 350	Pre-Professional Seminar (Spring)	1

NSS 350 is taken in two semesters: fall and spring.

- To earn the certificate in the Bridge to Dentistry track, the above courses must be completed, with a grade of C or higher, by the end of the In Depth phase.

Additional Comments:

Completion of the above courses, or equivalents, are required for the Bridge to Dentistry track of the Health Careers Preparation certificate. In many cases, students will have completed some or all of these courses prior to matriculation in to the certificate program; in such cases, those courses may fulfill this requirement but are not counted as credits toward completion of the certificate. Any courses from this list taken subsequent to matriculation in to the certificate program will be counted toward the credits earned for the certificate.

Certificate Requirements – Bridge to Pharmacy Track

Type: Completion Requirement

Fulfill ALL of the following requirements:

Prerequisites to the Track:

Earn at least 32 credits from the following:

		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
ENG 111	English Composition I	3
ENG 121	English Composition II	3
MAT 171	Elements of Precalculus	4
	AND	
MAT 108	Trigonometry	2
MAT 175	Calculus I	4
PSY 166	General Psychology	3

*MAT 171 and MAT 108, or MAT 172, or placement in to MAT 175

Certificate Requirements:

Earn at least 35 credits from the following:

		Credits
BIO 166	Principles of Biology: Cells and Genes	4
BIO 167	Principles of Biology: Organisms	4
<u>BIO 230</u>	<u>Microbiology</u>	<u>4</u>
	<u>OR</u>	
BIO 331	Experimental Microbiology	4
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2
BIO 400	Biological Chemistry	4
	OR	
CHE 444	Biochemistry I	<u>4</u>
PHY 166	General Physics I	5
	OR	
PHY 168	Physics I for Scientists and Engineers	5
NSS 350	Pre-Professional Seminar (Fall)	1
NSS 350	Pre-Professional Seminar (Spring)	1

NSS 350 is taken in two semesters: fall and spring.

- To earn the certificate in the Bridge to Pharmacy track, the above courses must be completed, with a grade of C or higher, by the end of the In Depth phase.

Additional Comments:

Completion of the above courses, or equivalents, are required for the Bridge to Pharmacy track of the Health Careers Preparation certificate. In many cases, students will have completed some or all of these courses prior to matriculation in to the certificate program; in such cases, those courses may fulfill this requirement but are not counted as credits toward completion of the certificate. Any courses from this list taken subsequent to matriculation in to the certificate program will be counted toward the credits earned for the certificate.

**Additional credits to bring the certificate total to at least 36 must be selected from the list of Additional Eligible Courses below.*

Certificate Requirements – Bridge to Optometry Track

Type: Completion Requirement

Fulfill ALL of the following requirements:

Prerequisites to the Track:

Earn at least 24 credits from the following:

		Credits
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
ENG 111	English Composition I	3
ENG 121	English Composition II	3
MAT 171	Elements of Precalculus	4
	AND	
MAT 108	Trigonometry	2
MAT 175	Calculus I	4
PSY 166	General Psychology	3

*MAT 171 and MAT 108, or MAT 172, or placement in to MAT 175

Certificate Requirements:

Earn at least 40 credits from the following:

		Credits
BIO 166	Principles of Biology: Cells and Genes	4
BIO 167	Principles of Biology: Organisms	4
<u>BIO 230</u>	<u>Microbiology</u>	<u>4</u>
	<u>OR</u>	
BIO 331	Experimental Microbiology	4
CHE 232	Organic Chemistry Lecture I	4

CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2
BIO 400	Biological Chemistry	4
	OR	
CHE 444	Biochemistry I	<u>4</u>
PHY 166	General Physics I	5
	OR	
PHY 168	Physics I for Scientists and Engineers	5
PHY 167	General Physics II	5
	OR	
PHY 169	Physics II for Scientists and Engineers	5
NSS 350	Pre-Professional Seminar (Fall)	1
NSS 350	Pre-Professional Seminar (Spring)	1

NSS 350 is taken in two semesters: fall and spring.

- To earn the certificate in the Bridge to Optometry track, the above courses must be completed, with a grade of C or higher, by the end of the In Depth phase.

Additional Comments:

Completion of the above courses, or equivalents, are required for the Bridge to Optometry track of the Health Careers Preparation certificate. In many cases, students will have completed some or all of these courses prior to matriculation in to the certificate program; in such cases, those courses may fulfill this requirement but are not counted as credits toward completion of the certificate. Any courses from this list taken subsequent to matriculation in to the certificate program will be counted toward the credits earned for the certificate.

Certificate Requirements – Bridge to Veterinary Medicine Track

Type: Completion Requirement

Fulfill ALL of the following requirements:

Prerequisites to the Track:

Earn at least 21 credits from the following:

		Credits
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
ENG 111	English Composition I	3
ENG 121	English Composition II	3
MAT 171	Elements of Precalculus	4
	AND	
MAT 108	Trigonometry	2
MAT 175	Calculus I	4

*MAT 171 and MAT 108, or MAT 172, or placement in to MAT 175

**Certificate Requirements:
Earn at least 36 credits from the following:**

		Credits
BIO 166	Principles of Biology: Cells and Genes	4
BIO 167	Principles of Biology: Organisms	4
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2
BIO 400	Biological Chemistry	4
	OR	
CHE 444	Biochemistry I	<u>4</u>
PHY 166	General Physics I	5
	OR	
PHY 168	Physics I for Scientists and Engineers	5
PHY 167	General Physics II	5

OR		
PHY 169	Physics II for Scientists and Engineers	5
NSS 350	Pre-Professional Seminar (Fall)	1
NSS 350	Pre-Professional Seminar (Spring)	1

NSS 350 is taken in two semesters: fall and spring.

- To earn the certificate in the Bridge to Veterinary Medicine track, the above courses must be completed, with a grade of C or higher, by the end of the In Depth phase.

Additional Comments:

Completion of the above courses, or equivalents, are required for the Bridge to Veterinary Medicine track of the Health Careers Preparation certificate. In many cases, students will have completed some or all of these courses prior to matriculation in to the certificate program; in such cases, those courses may fulfill this requirement but are not counted as credits toward completion of the certificate. Any courses from this list taken subsequent to matriculation in to the certificate program will be counted toward the credits earned for the certificate.

Certificate Requirements – Bridge to Genetic Counseling Track

Type: Completion Requirement

Fulfill ALL of the following requirements:

Prerequisites to the Track:

Earn at least 20 credits from the following:

		<u>Credits</u>
<u>CHE 166</u>	<u>General Chemistry I</u>	<u>4</u>
<u>CHE 167</u>	<u>General Chemistry Laboratory I</u>	<u>1.5</u>
<u>CHE 168</u>	<u>General Chemistry II</u>	<u>4</u>
<u>CHE 169</u>	<u>General Chemistry Laboratory II</u>	<u>1.5</u>
<u>ENG 111</u>	<u>English Composition I</u>	<u>3</u>
<u>ENG 121</u>	<u>English Composition II</u>	<u>3</u>
<u>MAT 171</u>	<u>Elements of Precalculus</u>	<u>4</u>
	<u>AND</u>	
<u>MAT 108</u>	<u>Trigonometry</u>	<u>2</u>

<u>PSY 166</u>	<u>General Psychology</u>	<u>3</u>
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*MAT 171 and MAT 108, or MAT 172, or placement in to MAT 175

Certificate Requirements:
Earn at least 30 credits from the following:

		<u>Credits</u>
<u>BIO 166</u>	<u>Principles of Biology: Cells and Genes</u>	<u>4</u>
<u>BIO 167</u>	<u>Principles of Biology: Organisms</u>	<u>4</u>
<u>CHE 232</u>	<u>Organic Chemistry Lecture I</u>	<u>4</u>
<u>CHE 233</u>	<u>Organic Chemistry Laboratory I</u>	<u>2</u>
<u>CHE 234</u>	<u>Organic Chemistry Lecture II</u>	<u>4</u>
<u>CHE 235</u>	<u>Organic Chemistry Laboratory II</u>	<u>2</u>
<u>BIO 400</u>	<u>Biological Chemistry</u>	<u>4</u>
	<u>OR</u>	
<u>CHE 444</u>	<u>Biochemistry I</u>	<u>4</u>
<u>BIO 238</u>	<u>Genetics</u>	<u>2</u>
<u>BIO 239</u>	<u>Genetics Laboratory</u>	<u>2</u>
<u>NSS 350</u>	<u>Pre-Professional Seminar (Fall)</u>	<u>1</u>
<u>NSS 350</u>	<u>Pre-Professional Seminar (Spring)</u>	<u>1</u>

NSS 350 is taken in two semesters: fall and spring.

- To earn the certificate in the Bridge to Genetic Counseling track, the above courses must be completed, with a grade of C or higher, by the end of the In Depth phase.

Additional Comments:

Completion of the above courses, or equivalents, are required for the Bridge to Genetic Counseling track of the Health Careers Preparation certificate. In many cases, students will have completed some or all of these courses prior to matriculation in to the certificate program; in such cases, those courses may fulfill this requirement but are not counted as credits toward completion of the certificate. Any courses from this list taken subsequent to matriculation in to the certificate program will be counted toward the credits earned for the certificate.

**Additional credits to bring the certificate total to at least 36 must be selected from the list of Additional Eligible Courses below.*

Certificate Requirements – Additional Eligible Courses

Type: Completion Requirement

Complete ANY of the following Courses:

		Credits
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4
<u>BIO 230</u>	<u>Microbiology</u>	<u>4</u>
<u>BIO 233</u>	<u>Human Physiology</u>	<u>4</u>
BIO 238	Genetics	<u>2</u>
<u>BIO 239</u>	<u>Genetics Laboratory</u>	<u>2</u>
<u>BIO 268</u>	<u>Vertebrate Embryology</u>	<u>4</u>
BIO 331	Experimental Microbiology	4
BIO 400	Biological Chemistry	4
BIO 420	Molecular Biology	4
BIO 435	Neurophysiology	3
BIO 501	Topics in Genetics	4
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	1.5
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	1.5
CHE 444	Biochemistry I	<u>4</u>
CHE 446	Biochemistry II	3
CHE 447	Biochemistry Laboratory	3
DST 311	Social Science Perspectives on Health and Disability	4
DST 336	Disability, Ethics & the Body	3
ECO 167	Introduction to Microeconomics	3
<u>ENG 228</u>	<u>Literature and Medicine</u>	<u>3</u>
<u>ENW 307</u>	<u>Health and Science Writing</u>	3
<u>ENW 345</u>	<u>Writing and Social Issues</u>	<u>3</u>
MAT 108	Trigonometry	2
MAT 128	Foundations of Data Science	3
MAT 132	Introduction to Statistics	4

MAT 155	Calculus I Laboratory	1
MAT 171	Elements of Precalculus	4
MAT 172	Precalculus	4
MAT 175	Calculus I	4
MCS 200	Oral Communication	3
PHI 341	Medical Ethics	3
PHI 434	Neuroethics	3
PHY 166	General Physics I	5
PHY 167	General Physics II	5
PHY 168	Physics I for Scientists and Engineers	5
PHY 169	Physics II for Scientists and Engineers	5
POL 211	Public Policy	3
POL 318	The Politics of Health	3
PSY 166	General Psychology	3
PSY 217	Child Psychology	3
PSY 218	Psychology of Adolescence	3
PSY 219	Psychology of Adulthood and Aging	3
SOC 166	Fundamentals of Sociology	3

Regardless of track, it is necessary to earn no fewer than 36 credits within the certificate. For any track, additional credits to satisfy the certificate, or for purposes of establishing residency at Lehman or in the certificate, may be drawn from the above list of courses, under the guidance and with the approval of a program advisor.

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

The plan for the HealthBridge certificate has always envisioned it rotating between Chemistry, Biology, and Physics departments every five years. It is hoped this will allow all three disciplines to continue to inform the pedagogy, curriculum, and development of the program. Thus, this proposal includes the change from the department being listed under Chemistry, as it has been for the past five years, to Biology.

Since the program was established, pre-genetic-counseling has been added to the pre-health tracks officially supported for undergraduates at Lehman. This proposal therefore adds a Bridge to Genetic Counseling track to the HealthBridge certificate so that it mirrors offerings for our first-degree students.

Several new, revived, or revised courses relevant to HealthBridge students have been developed in the past five years, including BIO 233, BIO 239, ENG 228, ENW 345, and

MCS 200. This proposal adds these, as well as BIO 268, which is relevant to the Bridge to Genetic Counseling track.

Schools of the health professions are increasingly accepting either BIO 230 or BIO 331 as satisfying their requirements for a microbiology course. To reflect that, this proposal adds BIO 230 as an alternative to BIO 331.

In recent years, CHE 444 and BIO 238 have each changed their associated credit hours; those changes are reflected in this proposal.

The other changes in this proposal reflect minor corrections to typography and formatting.

5. **Date of departmental approval:** February 17, 2026

A handwritten signature in blue ink, appearing to read 'E. Kennelly', is positioned above the typed name.

Edward Kennelly, Professor & Chair
Department of Biological Sciences
CUNY-Lehman College

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

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

Name of Program and Degree Award: Computer Science, BA
 Hegis Number: 0701.00
 Program Code: 80345
 Effective Term: Fall 2026

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

2. **From:**

~~Computer Science, B.A. (43-46 Credit Major)~~

Complete ALL of the following Courses:

MAT 175 - Calculus I	4
MAT 176 - Calculus II	4
MAT 313 - Elements of Linear Algebra	4
CMP 167 - Programming Methods I	4
CMP 168 - Programming Methods II	4
CMP 232 - Discrete Mathematics	4
CMP 334 - Computer Organization	4
CMP 338 - Data Structures and Algorithms	4
CMP 339 - Programming Languages	4
OR CMP 426 - Operating Systems	4
CMP 405 - Introduction to Networks	4
OR CMP 420 - Database Systems	4

Notes:

~~All students, particularly those considering graduate work, are advised to take more upper-level Computer Science courses. (The list above is only the minimum required for graduation.)~~

~~For Departmental honors, see one of the advisers in the Department of Mathematics and Computer Science.~~

Major Requirements – Electives

Complete at least 2 of the following:

~~Two advanced CMP electives: At 300- or 400-level. MAT 226 can be used as one of these electives.~~

3. **To:** Underline the changesComputer Science, B.A. (58-62 Credit Major)**Complete ALL of the following Courses:**

● MAT 175 - Calculus I *	4
● MAT 176 - Calculus II **	4
● MAT 313 - Elements of Linear Algebra	4
● <u>CMP 157 - Programming Methods I Lab 1</u>	<u>1</u>
● <u>CMP 158 - Programming Methods II Lab 1</u>	<u>1</u>
● CMP 167 - Programming Methods I	4
● CMP 168 - Programming Methods II	4
● CMP 232 - Discrete Mathematics	4
● <u>CMP 269 - Programming Methods III</u>	<u>4</u>
● CMP 334 - Computer Organization	4
● CMP 338 - Data Structures and Algorithms	4
● <u>CMP 426 - Operating Systems</u>	<u>4</u>
● <u>CMP 405 - Introduction to Networks</u>	<u>4</u>
● <u>CMP 420 - Database Systems</u>	<u>4</u>

*MAT 175 Prerequisite MAT 172 with a grade of C or better or MAT 171 and MAT 108 with a grade of C or better or placement by the Mathematics Department co-requisite MAT 155

**MAT 176 Co-requisite MAT 156 with a grade of C or better in MAT 175

Major Requirements – Electives

Complete at least 3 of the following:

Three advanced CMP electives: At 300- or 400-level.

Major Admission Requirements -

The B.A. in Computer Science is reserved for students completing a double major or pursuing a second bachelor's degree. Before students can declare the B.A. in Computer Science they must first consult an advisor in the Department of Computer Science to obtain permission to declare this major as well as receive important guidance concerning how to proceed. Students must not delay arranging for this consultation with the department advisor.

Notes:

1. All students interested in a Software Engineering career or considering graduate studies in Computer Science after completing their undergraduate education should enroll in the Computer Science B.S. Program.

2. For Departmental honors, see an adviser in the Department of Computer Science.
3. Students who do not meet the admission requirements are encouraged to major in Bachelor of Science in Computer Science.

Completion requirement

- Earn a minimum grade of C in all required courses. Students must repeat required courses in which they earn below C.
- Students may obtain Credit by Examination for CMP 157 and CMP 158. Students must earn a minimum of 80% on the exam to receive credit. See a Department of Computer Science advisor for details.

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

In the rapidly changing field of Computer Science, the current major is no longer serving our students' needs. The new major now increases the foundation courses they will need to complete their undergraduate studies and will prepare them for possible graduate studies going forward. Further, students may choose to add additional courses if they wish.

5. Date of departmental approval: 12/15/2025

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

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

Name of Program and Degree Award: Computer Applications, Minor
Effective Term: Fall 2026

1. **Type of Change:** (Change in Minor Requirements)

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

Minor Requirements – Overall
~~Computer Applications Minor (16 credit minor)
Earn a minimum grade of C-~~

Minor Requirements - Required Course

Complete ALL of the following Courses:

~~CIS 211 – Computer Information Systems~~ _____ 4
~~CIS Course~~

Two courses at the 200-level
~~CIS Course~~
One CIS course at the 300 level

3. **To:** Underline the changes
Minor Requirements – Overall
Computer Applications Minor (Earn at least 19 credits)

Minor Requirements - Required Course

Complete ALL of the following Courses:

- CMP 157 - Programming Methods I Lab _____ 1
- CMP 167 - Programming Methods I _____ 4
- CIS 212 - Microcomputer Architecture * _____ 4
- CIS 213 - Microcomputer Architecture Lab _____ 1

*MAT 104-College Algebra or higher is a prerequisite for CIS 212.

And
Two courses at the 200-level or above
And
One CIS course at the 300 level or above

Note:

CMP courses of equal level can be substituted for CIS courses at the department's discretion.

Grading Policy:

Students must earn a C or above in all courses for the minor. If the grade is lower, the student must repeat the course.

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

The Department of Computer Science is revising the Minor in Computer Applications by replacing CIS 211 with CIS 212 - Microcomputer Architecture and CIS 213 - Microcomputer Architecture Lab and introducing CMP 167 – Programming Methods I and CMP 157 – Programming Methods I Lab. This change is necessary due to the formal withdrawal of CIS 211 from the course catalog, as it no longer reflects the technical depth or relevance required in the evolving field of Computer Information Systems.

CIS 211 was a broad, survey-style course focused on business information systems. While once useful for general exposure, it lacks the technical rigor now expected of students entering advanced coursework or the workforce. In contrast, CIS 212 and CIS 213 introduce foundational knowledge in computer architecture, including CPU design, memory systems, and input/output mechanisms, along with a hands-on lab component that reinforces theoretical concepts through applied learning.

This update enhances the minor's alignment with the core Computer Science and CIS majors, supports improved course planning and advising, and better prepares students who may choose to transition into the major. It also reflects the department's commitment to offering a curriculum that is current, rigorous, and relevant to the tech industry.

This revision strengthens learning outcomes at both the program and departmental levels. For example, this helps to build a deeper technical understanding through focused instruction on computer systems.

For the Department, this change promotes curricular consistency across minors and majors and improves student readiness for both professional roles.

5. Date of departmental approval: 12/15/2025

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

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Change in course title and description

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

Department(s)	Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Computer Information Systems
Course Prefix & Number	CIS 247
Course Title	Practical Unix: Programming and System Administration
Description	Topics chosen from the following: text editors, file system, utility programs, pipe and filter paradigms, shell language programming; tools for maintenance of normal system operation, security, hardware and software configuration management and network connections
Pre/ Co Requisites	CMP 157, CMP 167
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Computer Information Systems
Course Prefix & Number	CIS 247
Course Title	<u>Practical Operating System Programming and Administration</u>
Description	Topics chosen from the following: text editors, file system, utility programs, pipe and filter paradigms, shell language programming; tools for maintenance of normal system operation, security, hardware and software configuration management and network connections. <u>For an operating system and tools such as Linux and PowerShell.</u>
Pre/ Co Requisites	Prerequisites: CMP 157, CMP 167
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The proposed change reflects the current industry standard and aligns more closely with the tools, environments, and systems used in today's IT infrastructure. While UNIX laid the foundation for many operating system concepts, Linux has become the

dominant platform in enterprise servers, cloud computing, DevOps, cybersecurity, and open-source development.

Most modern system administration, scripting, and system programming tasks, especially in the context of CIS careers, are performed on Linux distributions such as Ubuntu, CentOS, Debian, and Red Hat. This renaming better communicates course relevance to students and employers, and ensures alignment with contemporary technologies, and supports program goals in preparing students for real-world, in-demand IT roles.

The proposed renaming of the course does not change the content of the course.

5. **Date of departmental approval:** 12/15/2025

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

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** change in course title and description

2. **From:** ~~Strike through 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 409
Course Title	Security of Networks
Description	Introduction to attack and defense in network security. Basic tools for both attacking and defending networks and their use. NOTE: Students will be required to work with a variety of network attack and defense tools in a sandbox or virtual network.
Pre/ Co Requisites	Pre-requisite: CMP 405
Credits	4
Hours	4
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)	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 409
Course Title	<u>Cybersecurity for Networked Systems</u>
Description	Introduction to attack and defense in network security. Basic tools for both attacking and defending networks and their use. NOTE: Students will be required to work with a variety of network attack and defense tools in a sandbox or <u>virtual</u> network.
Pre/ Co Requisites	Pre-requisite: CMP 405
Credits	4
Hours	4
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The proposed new title, Cybersecurity for Networked Systems, more accurately reflects the evolving scope and depth of the course content while aligning with current terminology in academia, industry, and research. The original title, Security of Networks, suggests a narrow focus on just traditional computer networks. However, modern networked systems encompass a much broader range of technologies, including

distributed systems and cloud architecture, Internet of Things (IoT) devices, wireless and mobile networks, and industrial control systems and infrastructure. The new title better encompasses the full range of these networked environments that are addressed in the curriculum.

Also, cybersecurity has become the standard term in both professional and academic circles to describe the protection of systems, networks, and data from digital threats. Using this term ensures the course is immediately recognizable and relevant to students, employers, and other academic institutions. So, the new title is clearer and more engaging.

The other change corrects a typo in the description.

Renaming of the course maintains the learning outcomes of the course. However, the change broadens the scope of the course and modernizes it: As a result,

- Students will learn to secure diverse and interconnected systems beyond the traditional networks.
- Learners will develop system-level thinking for identifying and mitigating complex risks in networked systems.

5. **Date of departmental approval:** 12/15/2025

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

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Course title, description and prerequisite
2. **From:** ~~Strikethrough~~ the change

Department(s)	Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Computer Information System
Course Prefix & Number	CIS 333
Course Title	Network Security
Description	Introduction to securing networks, with emphasis on firewalls, intrusion detection, and monitoring tools. Monitoring and improving the security of an organizations network. Building firewalls and configuring intrusion detection systems. Detecting some well-known attacks.
Pre/ Co Requisites	
Credits	3
Hours	4
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)	Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Computer Information Systems
Course Prefix & Number	CIS 333
Course Title	<u>Cybersecurity for Networked Systems CIS</u>
Description	Introduction to securing networks, with emphasis on firewalls, intrusion detection, and monitoring tools. Monitoring and improving the security of an <u>organization's</u> network. Building firewalls and configuring intrusion detection systems. Detecting some well-known attacks.
Pre/ Co Requisites	<u>Prerequisite: CIS 331 or CMP 405</u>
Credits	3
Hours	4
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</p> <p><input type="checkbox"/> Required</p> <p style="padding-left: 40px;"><input type="checkbox"/> English Composition</p> <p style="padding-left: 40px;"><input type="checkbox"/> Mathematics</p> <p style="padding-left: 40px;"><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p style="padding-left: 40px;"><input type="checkbox"/> World Cultures</p> <p style="padding-left: 40px;"><input type="checkbox"/> US Experience in its Diversity</p> <p style="padding-left: 40px;"><input type="checkbox"/> Creative Expression</p> <p style="padding-left: 40px;"><input type="checkbox"/> Individual and Society</p> <p style="padding-left: 40px;"><input type="checkbox"/> Scientific World</p>

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

The proposed new title, Cybersecurity for Networked Systems, more accurately reflects the evolving scope and depth of the course content while aligning with current terminology in academia, industry, and research. The original title, Security of Networks, suggests a narrow focus on just traditional computer networks. However, modern networked systems encompass a much broader range of technologies, including distributed systems and cloud architecture, Internet of Things (IoT) devices, wireless and mobile networks, and industrial control systems and infrastructure. The new title better encompasses the full range of these networked environments that are addressed in the curriculum.

Also, cybersecurity has become the standard term in both professional and academic circles to describe the protection of systems, networks, and data from digital threats. Using this term ensures the course is immediately recognizable and relevant to students, employers, and other academic institutions. So, the new title is clearer and more engaging.

Renaming of the course maintains the learning outcomes of the course. However, the change broadens the scope of the course and modernizes it.

5. **Date of departmental approval:** 12/15/2025

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

DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY

CURRICULUM CHANGE

Name of Program and Degree Award: Public Health, BS

Hegis Number: 1214.00

Program Code: 37993; MHC-38643

1. **Type of Change:** Departmental Grading Policy Language Added to Public Health Bulletin

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

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

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

Dual Credit Option

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

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

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

Major Requirements – Overall

Type: Completion requirement

Earn at least 59 credits

Distribution of credits for the Public Health major.

Core Courses - 38

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

Practicum and Capstone - 6

Total Credits - 59-64

Major Requirements - Admission Requirements

Type: Completion requirement

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

Major Requirements – Core Courses

Type: Completion requirement

Foundational Core Courses

Complete ALL of the following Courses:

MAT 132 Introduction to Statistics

OR MAT 172

OR MAT 175

BIO 181 Anatomy and Physiology I

OR BIO 166 Principles of Biology: Cells and Genes

HSD 266 US Health Care System

PHE 301 Foundations of Public Health Knowledge

PHE 302 Social, Behavioral, and Commercial Determinants of Health

PHE 304 Fundamentals of Global Health

Advanced Core Courses

Complete ALL of the following Courses:

HSD 269 Fundamentals of Biostatistics for Health Professions

HSD 306 Epidemiology

PHE 303 Research Methods

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

PHE 306 Health Inequity in Global Disease Burden

PHE 402 Program Planning and Evaluation

PHE 403 Health Policy and Advocacy

Practicum and Capstone Courses

Complete ALL of the following Courses:

PHE 470 Public Health Practicum

PHE 472 Public Health Capstone

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

Major Requirement – Concentrations

Type: Completion requirements

Complete 1 of the concentrations below:

Public Health Science Concentration Courses:

Complete ALL of the following Courses:

BIO 182 Anatomy and Physiology II

OR BIO 183 Human Biology

OR BIO 167 Principles of Biology: Organisms

BIO 230 Microbiology

OR CHE 166/167 General Chemistry I/ Lab

CHE 114/115 Essentials General Chemistry Lecturer and Lab I

OR CHE 168/169 General Chemistry II/Lab

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

OR CHE 232/233 Organic Chemistry I/Lab

Major Requirements – Electives

Type: Completion Requirement

Fulfill any of the following requirements:

Earn at least 3 credits

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

HIN 268 Growth & Development

OR CHE 234/235 Organic Chemistry II/Lab

OR BIO 238 Genetics

OR BIO 400 Biochemistry

Social Justice & Global Health Concentration Courses

Complete ALL of the following Courses:

PHE 340 Food Security, Human Rights, and Global Health

PHE 401 Environmental and Occupational Health

PHE 404 Climate Change and Global Migration

PHE 405 Environmental Justice Applications

PHE 300 or 400-level elective

Urban Public Health Concentration Courses

Complete ALL of the following Courses:

PHE 410 Public Health Leadership and Management

PHE 411 Health Equity, Communication, and Advocacy

PHE 412 Designing and Evaluating Public Health Interventions

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

PHE 444 Global Maternal and Child Health

3. **To:** Underline the changes

Public Health, BS (59-64 credits)

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

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

Departmental Grading Policy

Students must earn a C- or above in all courses for the major and the minor. If the grade is lower, the student must repeat the course.

Dual Credit Option

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

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

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

Major Requirements – Overall

Type: Completion requirement

Earn at least 59 credits

Distribution of credits for the Public Health major.

Core Courses - 38

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

Practicum and Capstone - 6

Total Credits - 59-64

Major Requirements - Admission Requirements

Type: Completion requirement

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

Major Requirements – Core Courses

Type: Completion requirement

Foundational Core Courses

Complete ALL of the following Courses:

MAT 132 Introduction to Statistics

OR MAT 172

OR MAT 175

BIO 181 Anatomy and Physiology I

OR BIO 166 Principles of Biology: Cells and Genes

HSD 266 US Health Care System

PHE 301 Foundations of Public Health Knowledge

PHE 302 Social, Behavioral, and Commercial Determinants of Health

PHE 304 Fundamentals of Global Health

Advanced Core Courses

Complete ALL of the following Courses:

HSD 269 Fundamentals of Biostatistics for Health Professions

HSD 306 Epidemiology

PHE 303 Research Methods

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

PHE 306 Health Inequity in Global Disease Burden

PHE 402 Program Planning and Evaluation

PHE 403 Health Policy and Advocacy

Practicum and Capstone Courses

Complete ALL of the following Courses:

PHE 470 Public Health Practicum

PHE 472 Public Health Capstone

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

Major Requirement – Concentrations

Type: Completion requirements

Complete 1 of the concentrations below:

Public Health Science Concentration Courses:

Complete ALL of the following Courses:

BIO 182 Anatomy and Physiology II

OR BIO 183 Human Biology

OR BIO 167 Principles of Biology: Organisms

BIO 230 Microbiology

OR CHE 166/167 General Chemistry I/ Lab

CHE 114/115 Essentials General Chemistry **Lecturer** and Lab I

OR CHE 168/169 General Chemistry II/Lab
CHE 120/121 Essentials of Organic Chemistry Lecturer/Lab II
OR CHE 232/233 Organic Chemistry I/Lab

Major Requirements – Electives

Type: Completion Requirement

Fulfill any of the following requirements:

Earn at least 3 credits

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

HIN 268 Growth & Development

OR CHE 234/235 Organic Chemistry II/Lab

OR BIO 238 Genetics

OR BIO 400 Biochemistry

Social Justice & Global Health Concentration Courses

Complete ALL of the following Courses:

PHE 340 Food Security, Human Rights, and Global Health

PHE 401 Environmental and Occupational Health

PHE 404 Climate Change and Global Migration

PHE 405 Environmental Justice Applications

PHE 300 or 400-level elective

Urban Public Health Concentration Courses

Complete ALL of the following Courses:

PHE 410 Public Health Leadership and Management

PHE 411 Health Equity, Communication, and Advocacy

PHE 412 Designing and Evaluating Public Health Interventions

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

PHE 444 Global Maternal and Child Health

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

This is a departmental grade policy. The language was accidentally left off of the Public Health bulletin during the last round of major changes. The language is verbatim from our policy documents and the Health Services Administration bulletin, our other major program of study.

5. Date of departmental approval: January 23, 2026

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

DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES

CURRICULUM CHANGE

1. **Type of change:** *Experimental Course with cross-listing*

2.

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	LAC/LTS
Course Prefix & Number	LAC/LTS 200
Course Title	Bronx Food Humanities
Description	Interdisciplinary research methods to investigate food, culture and social justice in the Bronx. NOTE: Students will complete assignments and participate at institutions and learning spaces outside of the classroom. At least 5 in-person sessions will be held at the NY Botanical Garden
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)	WRIC
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

____ Scientific World

3. Rationale:

The Bronx is abundant in culture, knowledge, practices, and networks that center food and social justice. The humanities are a dynamic way to holistically explore this abundance and elevate and inform narratives of the human experience that further principles of access and inclusion.

We have received a \$1.25 million grant from the Mellon Foundation for an arts and humanities and social justice-oriented Program in Bronx Food Humanities. This proposal is for a new course that would be the core course for students involved in the Bronx Food Humanities program. It would meet part of the time at Lehman and part of the time at NYBG, and building on research resources available at NYBG.

While the course would be housed in LALS, in the future, it is hoped that faculty across the Arts and Humanities departments would be able to teach it.

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

- Formulate original research questions
- Employ holistic, qualitative research methods to answer research questions
- (if applicable) Participate in internship opportunities
- (if applicable) Prepare for a senior research project

All students in the course will benefit from a holistic approach to developing qualitative research skills in which they will formulate their own original research questions and design an appropriate methodology to answer it, while supported by their peers and by me.

With the Mellon funding, students in this course would have the opportunity to participate in paid internship opportunities, further coursework, cohort-building opportunities with other students interested in food justice and food humanities, and more.

Additionally, research projects completed in this seminar could be developed in future courses into a senior thesis or other capstone.

5. Date of Departmental Approval: January 23, 2026

**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	Music History
Course Prefix & Number	MSH 311
Course Title	Introduction to Sound Studies
Description	Introduction to the interdisciplinary field of sound studies. Students will engage with a variety of approaches to study everyday sound, media, music, and experimental sonic arts. Students will develop a critical understanding of the role sound plays in society in musical and non-musical forms.
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 introduces students to the interdisciplinary field of sound studies, an area of growing importance across the humanities, arts, and social sciences. Sound is a fundamental dimension of human experience, yet its social, cultural, and political significance has only recently become the subject of sustained scholarly attention. By foregrounding sound as both an object of study and a method of inquiry, the course helps students develop critical awareness of how auditory practices shape and are shaped by the world around them.

While students may encounter music or media in other curricular contexts, few courses explicitly address sound as a category that bridges the arts, communication, cultural studies, and technology. This course responds to a growing body of scholarship and pedagogy that treats sound as central to understanding identity, space, power, and social relations.

In this course students will connect theory with practice. They will not only read and discuss key concepts in sound studies but also engage in hands-on work with sound recording, editing, and design. This dual emphasis ensures that students can both critically analyze sound and creatively experiment with it, reinforcing the importance of embodied, experiential learning.

Lastly, this course also builds from our institutional strengths, leveraging Lehman College's unique assets in music technology, community partnerships, and its location within a sonically rich and diverse urban environment. It also aligns with broader college and general education goals by sharpening students' critical thinking, research, and writing skills while exposing them to interdisciplinary and socially engaged perspectives.

Ultimately, the course is designed to empower students to listen more critically and engage more thoughtfully with the sonic dimensions of their everyday lives, equipping them with tools to navigate complex cultural, political, and artistic soundscapes.

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

- Describe the role of sound in society and the ways in which it intersects deep issues such as identity formation and shapes public and private spaces.
- Explain the diverse ways in which cultural, political, educational and social institutions mediate our relationships with sound.
- Develop a vocabulary to communicate ideas concerning music as a socio-cultural practice and sound as a system of social relations.
- Use sound studies as an avenue to get familiar with issues of interdisciplinary interest and to identify different methods and approaches to gain knowledge about sonic issues.

- Acquire tools to appreciate sonic arts and experimental music making.
- Apply concepts learned in this class to enable intentional and conscientious engagements with sonic environments.
- To engage in experiential and place-based learning.
- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically and be able to appraise their usefulness.
- Produce well-reasoned written or oral arguments using evidence to support conclusions and a piece of independent research or creative work in “scaffolded” stages.
- Improve writing skills at the college level, including learning how to properly cite, how to state claims and hypothesis, how to structure an essay and how to communicate findings.

5. **Date of Departmental Approval:** 10/10/2025

**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	Music Performance
Course Prefix & Number	MSP 311
Course Title	Junk Band: Orchestra without Instruments
Description	This course explores the art of creating music using found instruments and everyday objects. Students will develop an understanding of rhythm, meter, soundscapes, and improvisation. Emphasis will be placed on active listening, experimentation, and collaboration.
Pre/ Co Requisites	Department 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 Junk Band Class is an opportunity for non-majors to engage with making music without any experience playing an instrument or any musical knowledge as a prerequisite. In this course, the history of sounds -- the culture of and around certain sounds — how they came into existence, how they were accepted (and sometimes not) are all explored. We look at how sound impacts our cultures and vice versa. We explore Soundmarks and identify the areas and cultures where those are comforting and contrast them with areas where the same sounds may not be. We investigate Hi-fi and Lo-fi soundscapes. Basically, this class helps students to engage with all the sounds happening around them all the time. There is often nostalgia for many who are remembering sounds from past places they have lived in their journal writings.

In the process of the course, we collect sounds, we categorize them and then learn to manipulate them. There are active practices of sound walks, a la Pauline Oliveros, where students collect and record sound and journal on various questions and offer their own musings. From these sound walks, the students take these found recorded sounds and manipulate them in their DAW of choice (Garage Band and Soundtrap, as those are free applications) and the resulting projects are fun, creative, and musical in a way that would resonate with John Cage and others of his philosophy. We also record sounds they bring in from home (found objects from home) and cultivate each semester a library of sounds they can use and manipulate in their different assignments. Most projects are abstract in nature, which make them each unique, but some are more musical (usually coming from students who have worked in music before). But, all of the projects are deeply personal and creative.

In the class basic rhythms and meters are presented. We also talk about elements of sound, tempo, dynamics, and discuss how songs are built within their own playlists.

In all of these activities and discussions, I have seen that the students realize there is a difference between passive and active listening, both to music and all the sounds around us. They are taking in more of the sonic landscape that is surrounding us at all times.

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

- Understand basic musical concepts, including rhythm, meter, and dynamics.
- Create and perform music using found instruments and non-traditional sound sources.
- Engage in active listening and sound observation exercises.
- Explore the relationship between sound and psychology.
- Collaborate in group settings to create ensemble performances.
- Able to adding sounds to video clips, films, and games.

5. Date of Departmental Approval: 10/10/2025

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

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

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Music History
Course Prefix & Number	MSH 115
Course Title	World Music
Description	Ethnomusicology as the intersections of music and culture, with focus on non-Western music.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p> <input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input checked="" type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World </p>

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Music History
Course Prefix & Number	MSH 115
Course Title	<u>Global Music</u>
Description	<u>A global approach to the art of music, exploring intersections of music, history, and culture, with a focus on non-Western music. Students will study a variety of musical works and musical practices from around the world, familiarizing themselves with their structure, style, and cultural contexts</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p> <input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input checked="" 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):**

The new iteration of the course is more faithful to the nature of its subject matter: a global, universal, all-inclusive approach to music. The previous title, World Music, unintentionally conflated the course with both a generic approach to non-Western music and an anachronistic, marketing-based genre (the “World Music” bin in a record store).

The change is also meant to clarify the manifold potential role of the course in students' learning as a broad-minded, multi-disciplinary approach to history and culture.

5. **Date of departmental approval:** October 10, 2025

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

UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

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

2.

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

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

LEH 365 Transfer Seminar is being introduced as an experimental course to support a pilot program with a limited number of sections in Fall 2026. The pilot will allow the program to assess the course's effectiveness in supporting transfer student transition into the LEH curriculum and in advancing LEH learning outcomes. Assessment will include review of student work, instructor feedback, and student survey data, alongside consideration of existing information about transfer student experiences in the current LEH structure. The results of this pilot and its assessment will inform whether the course should become a permanent offering within the College Option curriculum and how it might be refined or expanded in the future.

LEH 365 is designed as a high-impact seminar for incoming transfer students that introduces them to the value of a liberal arts education while providing foundational orientation to Lehman College's academic and student support systems. Modeled after LEH 250, this course specifically serves transfer students who otherwise miss the college's first-year experience. In addition to introducing students to the institution's mission and values, LEH 365 will support students in developing the core transferable skills that define a liberal arts education—such as critical thinking, written and oral communication, information and media literacy, problem-solving, and ethical reasoning. By emphasizing reflection on the purpose and value of higher education, LEH 365 fosters intellectual curiosity and helps students articulate how their college experience connects to lifelong learning, civic engagement, and diverse career pathways. The course aims to equip students with frameworks for understanding academic inquiry and campus resources, while also helping them build a peer community during the crucial early stages of their Lehman journey.

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

LEH 365 will be considered part of the "College Option" requirements during the pilot period. In other words, students who complete LEH 365 during the pilot program will be

credited with having completed one class selected from LEH 351-355.

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

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

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically and appraise their usefulness in academic and real-world contexts.
- Produce well-reasoned written and oral arguments using evidence to support conclusions.
- Identify key principles of liberal arts education, including its value in fostering civic engagement, intellectual growth, and adaptability across careers.
- Demonstrate information and media literacy by locating, evaluating, and integrating sources, including digital content.
- Describe how higher education supports personal, social, and professional development, including the navigation of college resources.
- Practice college-level research and writing through scaffolded assignments that emphasize clarity, synthesis, and structure.
- Apply liberal arts perspectives to challenges or questions drawn from multiple disciplines.
- Plan their academic trajectory and articulate goals for their time at Lehman College and beyond.

5. **Date of UCC Approval:** April 15, 2026

Senate Meeting – April 15, 2026
Proposed Graduate Studies Report

Presenting proposals from the following departments for approval:

Department of Counseling, Leadership, Literacy, and Special Education

- Course changes: EDL 702, 703, 704, 708, 710, 711, 712, 714, 715, 716, and 717; EDG 700, 701, 702, 703, 705, 706, 707, 743, 744, 750, 751, 753, 754
- New courses: EDL 723, 724, and 725; EDG 762
- Change in degree requirements: Organizational Leadership, Development and Change, Ed.D.
- Change in degree requirements: Re-registration of Educational Leadership Programs to align with NYS new certification requirements.
- Change in degree requirements: Clinical Mental Health Counseling, MS
- Change in degree requirements: Counselor Education, School Counseling, MEd
- Change in certificate requirements: Clinical Mental Health Counseling, Advanced Certificate
- Change in certificate requirements: Bilingual Counselor Education, Advanced Certificate
- New program: School Counseling, Advanced Certificate

Department of Exercise Sciences and Recreation

- Change in degree requirements: Human Performance and Fitness, Ph.D.
- New course: EXS 980

Department of Middle and High School Education

- Course changes: ESC 540, 541, 597, and 613

Next meeting: **May 6, 2026, at 11 a.m.**

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

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

CURRICULUM CHANGE

Name of Program and Degree Award: Organizational Leadership, Development and Change, EdD

Hegis Number: 2299.00

Program Code: 42352

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

2. **From:**
Organizational Leadership, Development and Change

EDOL Program Overview

Lehman College's 52-credit Ed.D. in Organizational Leadership, Development and Change (EDOL) program seeks talented individuals who come from diverse backgrounds and want to lead change in their organizations and communities.

Throughout the three years of part-time study, Ed.D. candidates not only learn from instructors who possess both academic expertise and practical know-how but from peers in their cohort (a small group of highly qualified candidates who move through their course of study as a group).

Because candidates' lives are filled with work, family, and community, the program is offered in a low-residency format, with most of the coursework delivered online (asynchronous and synchronous). Prospective students can expect to come to campus no more than two or three days per academic year (either in the evening or on weekends).

In each cohort, Ed.D. candidates collaborate with other committed individuals from both the non-profit and profit sectors who are focused on the same goal-- strengthening their organizations. The curriculum reflects an interdisciplinary approach to leadership that integrates theory and best practices from education, business, health and human services, psychology, and public administration. The EDOL program is aligned with the Carnegie Project on the Education Doctorate's standard of "dissertation in practice, which employs an innovative framework that moves away from the traditional dissertation. As an alternative, candidates complete three articles that focus on a problem of practice within their workplace or their community. Through course work and guided dissertation seminars, candidates hone their writing and research skills and

become practitioner-scholars, prepared to contribute to the professional conversation on organizational development and change.

The EDOL program prepares candidates for advanced careers and develops their capacity for change-making, innovation, and leadership in a variety of organizational contexts.

Requirements

Collapse All

Major Requirements - Admission

Type: Prerequisite

Additional Comments:

1. A master's degree from an accredited college or university;
2. A minimum 3.3 (B) grade point average from a completed graduate degree program;
3. Currently working or hold a substantial leadership role in a community or service-related organization.
4. Two letters of recommendation:
 1. one must be from a current supervisor at the applicant's place of employment who can best evaluate the applicant's leadership potential; and
 2. one must be from a faculty member from prior studies who can best evaluate the applicant's potential for success as a graduate student or from an individual who has conducted training sessions/workshops that the applicant has attended professionally;
5. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships and service;
6. A 750-word essay describing a specific area of professional interest the applicant wants to research in the EDOL program and explain the ways this line of inquiry fits into his/her/their professional goals; and
7. Applicants who satisfy the preliminary admissions requirements will be invited to an individual interview with the EDOL program coordinator and faculty. (As part of this interview, applicants will provide a real-time writing sample in response to a case study presented to them during the interview.)

Notes:

- Applications for matriculation are due by March 1 (for the fall semester).
- 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 Requirement - Overall

Type: Completion requirement

Earn at least 52 credits

Major Requirements - Core Courses

Type: Completion requirement

Semester I: ~~(7 credits)~~

Complete ALL of the following Courses:

EDL 911 - Leaders as Scholars

EDL 930 - Research I: Introduction to Research Methods

Semester II

Complete ALL of the following Courses:

~~MSB 700 - Organizational Behavior~~

EDL 912 - Doctoral Studies Seminar

EDL 940 - Research II: Introduction to Applied Research

~~*Dissertation: Part One Due~~

Semester III

Complete ALL of the following Courses:

~~EDL 903 - Collaborative Leadership Through Communication~~

EDL 950 - Research III: Practice-based, Service and Action Research

Semester IV

Complete ALL of the following Courses:

~~EDL 902 - The Ethical Leader~~

EDL 913 - Guided Dissertation

~~EDL 960 - Leveraging Human and Financial Resources for Social Impact~~

Semester V

Complete ALL of the following Courses:

EDL 904 - Strategic Leadership

EDL 970 - Teaching and Learning

Semester VI

Complete ALL of the following Courses:

EDL 905 - Leadership Analytics and Grant Writing

EDL 980 - Systems Thinking Through a Social Justice Lens

Semester VII

Complete ALL of the following Courses:

EDL 913 - Guided Dissertation

~~*Dissertation: Part Two Due~~

Semester VIII

Complete ALL of the following Courses:

EDL 913 - Guided Dissertation

~~*Dissertation: Part Three Due~~

Semester IX

Complete ALL of the following Courses:

EDL 913 - Guided Dissertation

~~*Complete Dissertation Due~~

3. To:

Organizational Leadership, Development and Change

EDOL Program Overview

Lehman College's 52-credit Ed.D. in Organizational Leadership, Development and Change (EDOL) program seeks talented individuals who come from diverse backgrounds and want to lead change in their organizations and communities.

Throughout the three years of part-time study, Ed.D. candidates not only learn from instructors who possess both academic expertise and practical know-how but from peers in their cohort (a small group of highly qualified candidates who move through their course of study as a group).

Because candidates' lives are filled with work, family, and community, the program is offered in a low-residency format, with most of the coursework delivered online (asynchronous and synchronous). Prospective students can expect to come to campus no more than two or three days per academic year (either in the evening or on weekends).

In each cohort, Ed.D. candidates collaborate with other committed individuals from both the non-profit and profit sectors who are focused on the same goal-- strengthening their organizations. The curriculum reflects an interdisciplinary approach to leadership that integrates theory and best practices from education, business, health and human services, psychology, and public administration. The EDOL program is aligned with the Carnegie Project on the Education Doctorate's standard of "dissertation in practice, which employs an innovative framework that moves away from the traditional dissertation. As an alternative, candidates complete three articles that focus on a problem of practice within their workplace or their community. Through course work and guided dissertation seminars, candidates hone their writing and research skills and become practitioner-scholars, prepared to contribute to the professional conversation on organizational development and change.

The EDOL program prepares candidates for advanced careers and develops their capacity for change-making, innovation, and leadership in a variety of organizational contexts.

Requirements

Collapse All

Major Requirements - Admission

Type: Prerequisite

Additional Comments:

1. A master's degree from an accredited college or university;
2. A minimum 3.3 (B) grade point average from a completed graduate degree program;
3. Currently working or hold a substantial leadership role in a community or service-related organization.
4. Two letters of recommendation:
 1. one must be from a current supervisor at the applicant's place of employment who can best evaluate the applicant's leadership potential; and
 2. one must be from a faculty member from prior studies who can best evaluate the applicant's potential for success as a graduate student or from an individual who has conducted training sessions/workshops that the applicant has attended professionally;
5. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships and service;
6. A 750-word essay describing a specific area of professional interest the applicant wants to research in the EDOL program and explain the ways this line of inquiry fits into his/her/their professional goals; and
7. Applicants who satisfy the preliminary admissions requirements will be invited to an individual interview with the EDOL program coordinator and faculty. (As part of this interview, applicants will provide a real-time writing sample in response to a case study presented to them during the interview.)

Notes:

- Applications for matriculation are due by March 1 (for the fall semester).
- 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 Requirement - Overall

Type: Completion requirement

Earn at least 52 credits

Major Requirements - Core Courses

Type: Completion requirement

Semester I:

Complete ALL of the following Courses:

EDL 911 - Leaders as Scholars

EDL 930 - Research I: Introduction to Research Methods

Semester II

Complete ALL of the following Courses:

EDL 912 - Doctoral Studies Seminar

EDL 940 - Research II: Introduction to Applied Research

Semester III

Complete ALL of the following Courses:

MSB 700 - Organizational Behavior

EDL 950 - Research III: Practice-based, Service and Action Research

Semester IV

Complete ALL of the following Courses:

EDL 903 - Collaborative Leadership Through Communication

EDL 913 - Guided Dissertation

Semester V

Complete ALL of the following Courses:

EDL 904 - Strategic Leadership

EDL 970 - Teaching and Learning

Semester VI

Complete ALL of the following Courses:

EDL 905 - Leadership Analytics and Grant Writing

EDL 980 - Systems Thinking Through a Social Justice Lens

Semester VII

Complete ALL of the following Courses:

EDL 913 - Guided Dissertation

EDL 960 - Leveraging Human and Financial Resources for Social Impact

Semester VIII

Complete ALL of the following Courses:

EDL 902 - The Ethical Leader

EDL 913 - Guided Dissertation

Semester IX

Complete ALL of the following Courses:

EDL 913 - Guided Dissertation

4. Rationale:

- EDOL students have found it overwhelming to take 3 courses per semester, so we are moving some of the coursework to Year 3. This way, each semester requires a maximum of 2 courses. In addition, students can only apply for financial aid when they are taking a minimum of 2 courses, so this change will alleviate their financial burden, as well.
- We have also removed the deadlines for the dissertation chapters because students often work on them at their own pace and they must be submitted prior to the last semester. We believe that these changes in degree requirements will support retention efforts.
- No courses are being removed or added; only the sequence is being modified.
- These changes will not impact the learning outcomes of the department or program.

5. Date of departmental approval: February 25, 2026

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

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

CURRICULUM CHANGE

1. **Type of Change:** Description, title, and prerequisite

2. **From:**

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	Leadership Studies
Course Prefix & Number	EDL 702
Course Title	Ethics in School Leadership
Description	Examination of the ethical issues that P-12 principals and other school leaders commonly face in urban schools . Emphasis is on leadership strategies that embrace integrity, impartiality, honesty, respect, linguistic and cultural diversity, and a strong work ethic, as well as effecting change through ethical decision making.
Pre/ Co Requisites	PREREQ: Department consent required.
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

	____ Scientific World
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3. To:

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	Leadership Studies
Course Prefix & Number	EDL 702
Course Title	<u>Ethical and Legal Issues for Educational Leaders</u>
Description	Examination of the ethical <u>and legal</u> issues that school <u>and district</u> leaders commonly face. Emphasis is on leadership strategies that embrace integrity, impartiality, honesty, respect, linguistic and cultural diversity, and a strong work ethic, as well as effecting change through ethical decision making. <u>Also provides an overview of legal issues that impact education. Fieldwork hours required.</u>
Pre/ Co Requisites	PREREQ: <u>Permission of the Program Coordinator.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p style="text-align: center;">X Not Applicable</p> <p>____ Required</p> <p style="padding-left: 40px;">____ English Composition</p> <p style="padding-left: 40px;">____ Mathematics</p> <p style="padding-left: 40px;">____ Science</p> <p>____ Flexible</p> <p style="padding-left: 40px;">____ World Cultures</p> <p style="padding-left: 40px;">____ US Experience in its Diversity</p> <p style="padding-left: 40px;">____ Creative Expression</p> <p style="padding-left: 40px;">____ Individual and Society</p> <p style="padding-left: 40px;">____ Scientific World</p>

4. Rationale:

- New York State has developed a new Administrator certificate. The School Building Leader and District Leader certificates will be phased out by 2030. All current educational leadership programs are expected to re-register. As a result of this State mandate, we are revising certain courses to align with the requirements and integrate both school and district leadership content.
- Outdated prerequisites have been removed. Permission from the Program Coordinator is required to register for this course.
- These changes will not impact the learning outcomes of the department or program.

5. **Date of departmental approval:** February 25, 2026

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

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

CURRICULUM CHANGE

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

2. **From:**

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	Leadership Studies
Course Prefix & Number	EDL 703
Course Title	Collaborative and Community-Based Leadership
Description	Emphasis on collaborative strategies school-building leaders can use to build consensus with teachers, school counselors and other educational staff, parents, and the community. Focus on the role of the school-leader in creating programs that benefit both the school and the community. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
Pre/ Co Requisites	PREREQ: Department consent required.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

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	Leadership Studies
Course Prefix & Number	EDL 703
Course Title	Collaborative and Community-Based Leadership
Description	Emphasis on collaborative strategies school <u>and district</u> leaders can use to build consensus and strengthen partnerships with educational staff, parents, board members, and the community. Focus on the role of the <u>educational leader</u> in creating effective programs that benefit the <u>school, district, and community</u> . <u>Fieldwork hours required.</u>
Pre/ Co Requisites	PREREQ: <u>Permission of the Program Coordinator.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

- New York State has developed a new Administrator certificate. The School Building Leader and District Leader certificates will be phased out by 2030. All

current educational leadership programs are expected to re-register. As a result of this State mandate, we are revising certain courses to align with the requirements and integrate both school and district leadership content.

- Outdated prerequisites have been removed. Permission from the Program Coordinator is required to register for this course.
- These changes will not impact the learning outcomes of the department or program.

5. **Date of departmental approval:** February 25, 2026

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

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

CURRICULUM CHANGE

1. **Type of Change:** Description, title, and prerequisites

2. **From:**

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	Leadership Studies
Course Prefix & Number	EDL 704
Course Title	Instructional and Curriculum Leadership
Description	Considers structural and professional coordination and supervision of instruction and curriculum. Topics include, but are not limited to developing an instructional vision; clinical supervision; learning theories ; curriculum development and theories ; instructional and assessment strategies; in-service program design and implementation; and summative and formative evaluations. Students will participate in 6 hours of leadership experiences in the field over the course of the semester. PREREQ: EDL 701 and EDL 702 and/or permission of the Program Coordinator.
Pre/ Co Requisites	PREREQ: EDL 701 and EDL 702 and/or permission of the Program Coordinator.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

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

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	Leadership Studies
Course Prefix & Number	EDL 704
Course Title	Instructional and Curriculum Leadership
Description	Considers structural and professional coordination and supervision of instruction and curriculum. Topics include, developing an instructional vision; clinical supervision; <u>teaching, learning and curriculum development theories</u> ; instructional and assessment strategies; in-service program design and implementation; and summative and formative evaluations. <u>Fieldwork hours required.</u>
Pre/ Co Requisites	PREREQ: <u>Permission of the Program Coordinator.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

- New York State has developed a new Administrator certificate. The School Building Leader and District Leader certificates will be phased out by 2030. All current educational leadership programs are expected to re-register. As a result of this State mandate, we are revising certain courses to align with the requirements and integrate both school and district leadership content, including adding fieldwork where applicable.
- Outdated prerequisites have been removed. Permission from the Program Coordinator is required to register for this course.
- These changes will not impact the learning outcomes of the department or program.

5. **Date of departmental approval:** February 25, 2026

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

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

CURRICULUM CHANGE

1. **Type of Change:** Description, title, and prerequisite

2. **From:**

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	Leadership Studies
Course Prefix & Number	EDL 708
Course Title	Research, Assessment & Data-Driven Decisions
Description	Identification, use, and interpretation of educational research to impact on school management, instruction, and student performance. Data collection methods for accountability and program evaluation. Action research methods emphasized. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
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
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3. To:

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	Leadership Studies
Course Prefix & Number	EDL 708
Course Title	Data-Driven Decision Making
Description	Identification, use, and interpretation of <u>data</u> to impact school <u>and</u> <u>district</u> management, instruction, and student performance. Data collection methods for accountability and program evaluation. <u>Humanizing data practices. Fieldwork hours required.</u>
Pre/ Co Requisites	PREREQ: <u>Permission of the Program Coordinator.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

- New York State has developed a new Administrator certificate. The School Building Leader and District Leader certificates will be phased out by 2030. All current educational leadership programs are expected to re-register. As a result

of this State mandate, we are revising certain courses to align with the requirements and integrate both school and district leadership content.

- Permission from the Program Coordinator is required to register for this course.
- These changes will not impact the learning outcomes of the department or program.

5. **Date of departmental approval:** February 25, 2026

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

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

CURRICULUM CHANGE

1. **Type of Change:** Description, title, and prerequisite

2. **From:**

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	Leadership Studies
Course Prefix & Number	EDL 710
Course Title	The Leadership Experience I-Building Level
Description	One of two required supervised internships for School Building Leader certification. Interns are required to complete 200 hours of school-based leadership experiences at approved school sites. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.
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

	____ Scientific World
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3. To:

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	Leadership Studies
Course Prefix & Number	EDL 710
Course Title	<u>Integrated Leadership Internship I</u>
Description	One of two required supervised internships for <u>NYS Administrator certification</u> . Interns are required to complete <u>guided school- and district-based leadership activities</u> at approved sites. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.
Pre/ Co Requisites	PREREQ: <u>Permission of the Program Coordinator.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

- New York State has developed a new Administrator certificate. The School Building Leader and District Leader certificates will be phased out by 2030. All current educational leadership programs are expected to re-register. As a result

of this State mandate, we are revising certain courses to align with the requirements and integrate both school and district leadership content.

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5. **Date of departmental approval:** February 25, 2026

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

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

CURRICULUM CHANGE

1. **Type of Change:** Description, title, and prerequisite

2. **From:**

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	Leadership Studies
Course Prefix & Number	EDL 711
Course Title	The Leadership Experience II-Building Level
Description	One of two required supervised internships for School Building Leader certification. Interns are required to complete 200 hours of school-based leadership experiences at approved school sites. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.
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

	____ Scientific World
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3. To:

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	Leadership Studies
Course Prefix & Number	EDL 711
Course Title	<u>Integrated Leadership Internship II</u>
Description	<u>The second of two required supervised internships for NYS Administrator certification. Interns are required to complete guided school- and district-based leadership activities at approved sites and develop an educational improvement plan. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.</u>
Pre/ Co Requisites	PREREQ: <u>Permission of the Program Coordinator.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p style="text-align: center;">X Not Applicable</p> <p>____ Required</p> <p style="padding-left: 40px;">____ English Composition</p> <p style="padding-left: 40px;">____ Mathematics</p> <p style="padding-left: 40px;">____ Science</p> <p>____ Flexible</p> <p style="padding-left: 40px;">____ World Cultures</p> <p style="padding-left: 40px;">____ US Experience in its Diversity</p> <p style="padding-left: 40px;">____ Creative Expression</p> <p style="padding-left: 40px;">____ Individual and Society</p> <p style="padding-left: 40px;">____ Scientific World</p>

4. Rationale:

- New York State has developed a new Administrator certificate. The School Building Leader and District Leader certificates will be phased out by 2030. All

current educational leadership programs are expected to re-register. As a result of this State mandate, we are revising certain courses to align with the requirements and integrate both school and district leadership content.

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- These changes will not impact the learning outcomes of the department or program.

5. **Date of departmental approval:** February 25, 2026

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

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

CURRICULUM CHANGE

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

2. **From:**

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	Leadership Studies
Course Prefix & Number	EDL 712
Course Title	Leading an Effective School District
Description	Examination of concepts, practices, and empirical research related to urban-district leadership . Emphasis on basic administrative theories of change, supervision, organizational structure, decision making, motivation, communication, and culture as applied to urban-district improvement and leadership . Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
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	<p style="text-align: center;">X Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science</p> <p style="text-align: center;"><input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression</p>

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

Department(s)	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	Leadership Studies
Course Prefix & Number	EDL 712
Course Title	Leading an Effective School District
Description	Examination of concepts, practices, and empirical research related to <u>the role of the superintendent</u> . Emphasis on <u>strategic leadership and advanced</u> administrative theories of change, supervision, organizational structure, decision making, <u>motivation, and</u> communication as applied to <u>system-level</u> district improvement. <u>Fieldwork hours required.</u>
Pre/ Co Requisites	PREREQ: <u>Permission of the Program Coordinator.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

- New York State has developed a new Superintendent extension with new requirements. As a result of the State changes, we are revising certain courses to align with the new requirements.
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5. **Date of departmental approval:** February 25, 2026

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

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

CURRICULUM CHANGE

1. **Type of Change:** Description and prerequisites

2. **From:**

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	Leadership Studies
Course Prefix & Number	EDL 714
Course Title	Educational Vision, Strategic Planning, and Systematic Evaluation
Description	Examination of the definitions and processes inherent in creating an educational vision, planning to implement the vision, and evaluating progress toward achieving the vision. Emphasis on the fundamentals of educational strategic planning, including mission, beliefs, objectives, policies, SWOT analyses, action plans, and benchmarking. Students will participate in 6 hours of leadership experiences in the field over the course of the semester. PREREQ: EDL 712 and EDL 713 and/or permission of the Program Coordinator.
Pre/ Co Requisites	PREREQ: EDL 712 & 713 and Department Consent Required
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

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

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	Leadership Studies
Course Prefix & Number	EDL 714
Course Title	Educational Vision, Strategic Planning, and Systematic Evaluation
Description	Examination of the definitions and processes inherent in creating an educational vision, planning to implement the vision, and evaluating progress toward achieving the vision. Emphasis on the fundamentals of educational strategic planning, including mission, beliefs, objectives, policies, SWOT analyses, action plans, and benchmarking. Fieldwork hours required.
Pre/ Co Requisites	PREREQ: <u>Permission of the Program Coordinator</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

- New York State has developed a new Administrator certificate. The School Building Leader and District Leader certificates will be phased out by 2030. All current educational leadership programs are expected to re-register. As a result of this State mandate, we are revising certain courses to align with the requirements and integrate both school and district leadership content.
- Outdated prerequisites have been removed. Permission from the Program Coordinator is required to register for this course.
- These changes will not impact the learning outcomes of the department or program.

5. **Date of departmental approval:** February 25, 2026

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

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

CURRICULUM CHANGE

1. **Type of Change:** Description and prerequisites

2. **From:**

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	Leadership Studies
Course Prefix & Number	EDL 715
Course Title	Diversity and Educational Leadership
Description	Explores the role of the school district leader in the development, implementation, and supervision of special education, bilingual, and at-risk programs that are culturally and ethnically sensitive. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
Pre/ Co Requisites	PREREQ: EDL 712 & 713 and Department Consent Required
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

	____ Scientific World
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3. To:

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	Leadership Studies
Course Prefix & Number	EDL 715
Course Title	Diversity and Educational Leadership
Description	<u>Explores the role of educational leaders in developing, implementing, supervising, and evaluating programs that serve diverse student populations, including students with disabilities and multilingual learners. Examines the ways race, ethnicity, culture, language, socioeconomic status, and ability shape educational experiences and outcomes, and explores strategies for increasing equity and access. Addresses leaders' responsibilities in ensuring compliance with federal and state mandates while moving beyond compliance to build genuinely inclusive school communities. Fieldwork hours required.</u>
Pre/ Co Requisites	PREREQ: <u>Permission of the Program Coordinator</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p style="text-align: center;">X Not Applicable</p> <p style="text-align: center;">____ Required</p> <p style="text-align: center;">____ English Composition</p> <p style="text-align: center;">____ Mathematics</p> <p style="text-align: center;">____ Science</p> <p style="text-align: center;">____ Flexible</p> <p style="text-align: center;">____ World Cultures</p> <p style="text-align: center;">____ US Experience in its Diversity</p> <p style="text-align: center;">____ Creative Expression</p> <p style="text-align: center;">____ Individual and Society</p> <p style="text-align: center;">____ Scientific World</p>

4. **Rationale:**

- New York State has developed a new Administrator certificate. The School Building Leader and District Leader certificates will be phased out by 2030. All current educational leadership programs are expected to re-register. As a result of this State mandate, we are revising certain courses to align with the requirements and integrate both school and district leadership content. These changes will not impact the learning outcomes of the department or program.
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5. **Date of departmental approval:** February 25, 2026

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

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

CURRICULUM CHANGE

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

2. **From:**

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	Leadership Studies
Course Prefix & Number	EDL 716
Course Title	Educational Policy, Government and Law
Description	Analysis of the ways in which political and legal powers and authority impact the structure and function of individual schools and districts. Examines the role of school-district leaders in setting policy. Topics include, but are not limited to, high-stakes testing and accountability issues; pressure groups; and local school policies. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
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	<p style="text-align: center;">X Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science</p> <p style="text-align: center;"><input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity</p>

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

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	Leadership Studies
Course Prefix & Number	EDL 716
Course Title	Educational Policy, Government and Law
Description	Analysis of the ways in which political and legal powers and authority impact the structure and function of individual schools and districts. Examines the role of <u>educational</u> leaders in setting policy. Topics include, but are not limited to, high-stakes testing and accountability issues; pressure groups; and local <u>district</u> policies. <u>Fieldwork hours required.</u>
Pre/ Co Requisites	PREREQ: <u>Permission of the Program Coordinator.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

- New York State has developed a new Superintendent extension with new requirements. As a result of the State changes, we are revising certain courses to align with the new requirements.
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- These changes will not impact the learning outcomes of the department or program.

5. **Date of departmental approval:** February 25, 2026

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

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

CURRICULUM CHANGE

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

2. **From:**

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	Leadership Studies
Course Prefix & Number	EDL 717
Course Title	Finance, Operations, and HR Management
Description	Examines the role of the school district leader in long-range financial planning, facility development, and human resource management. Topics include, but are not limited to, financial, human, and general resource allocation; budgeting and accounting procedures and legal requirements; the recruitment, training, retention, assignment, evaluation, and mentoring of personnel; purchasing procedures; building and grounds management; and benefits analysis and cost controls. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
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. To:

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	Leadership Studies
Course Prefix & Number	EDL 717
Course Title	Finance, Operations, and HR Management
Description	Examines the role of the <u>educational leader</u> in long-range financial planning, facility development, and human resource management. Topics include financial, human, <u>technological</u> , and general resource allocation; budgeting and accounting procedures and legal requirements; the recruitment, training, retention, assignment, evaluation, and mentoring of personnel; purchasing procedures; building and grounds management; and benefits analysis and cost controls. <u>Fieldwork hours required.</u>
Pre/ Co Requisites	PREREQ: <u>Permission of the Program Coordinator.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	____ Scientific World
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4. **Rationale:**

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**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	Leadership Studies
Course Prefix & Number	EDL 723
Course Title	Action Research for Educational Leaders
Description	Exploration of action research as a district-, school-, and classroom-based form of systematic inquiry connected to professional growth and school improvement. Principles, methodologies, and diverse approaches to action research, with particular emphasis on participatory models that engage multiple stakeholders in the inquiry process. Students will develop the skills to design and conduct practitioner-driven research in educational settings. Fieldwork hours required.
Pre/ Co Requisites	PREREQ: Permission of the Program Coordinator.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

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

New York State has developed a new Administrator certificate. The School Building Leader and District Leader certificates will be phased out by 2030. All current educational leadership programs are expected to re-register. As a result of this State mandate, we must create select new courses to align with the requirements and integrate both school and district leadership content. These changes will not impact the learning outcomes of the department or program.

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

1. Students will gain a comprehensive understanding of the action research process, including its stages, principles, and ethical considerations relevant to educational settings.
2. Students will develop skills to identify and articulate specific problems or areas for improvement within their educational institutions that can be addressed through action research.
3. Students will identify a variety of qualitative and quantitative data collection methods, including surveys, interviews, observations, and document analysis, enabling them to gather relevant information to inform their research.
4. Students will be trained to analyze data effectively, using appropriate techniques to gain meaningful insights that inform decision-making and teaching/learning practices.
5. Students will learn to create actionable plans based on their research findings to implement changes that improve teaching and learning outcomes.
6. Students will understand how to assess the effectiveness of their action plans and interventions through ongoing evaluation, enabling adjustments and continued improvement based on feedback and outcomes.
7. Students will develop skills to effectively communicate their research findings to diverse stakeholders, emphasizing the importance of transparency and accountability in educational leadership.

5. **Date of Departmental Approval:** February 25, 2026

**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	Leadership Studies
Course Prefix & Number	EDL 724
Course Title	District Curriculum, Assessment & Accountability Systems
Description	Emphasis on leading the design, implementation, and evaluation of coherent, district-wide systems of curriculum, instruction, and assessment, with a focus on issues of equity. Topics include approaches to district-wide program evaluation; using quantitative and qualitative methods to assess effectiveness, monitor student progress, and inform strategic decision making; and strategies for information flow to support continuous improvement. Fieldwork hours required.
Pre/ Co Requisites	PREREQ: Permission of the Program Coordinator.
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

	<p>_____ US Experience in its Diversity</p> <p>_____ Creative Expression</p> <p>_____ Individual and Society</p> <p>_____ Scientific World</p>
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3. Rationale:

New York State has developed a new Superintendent extension with new requirements. As a result of the State changes, we are revising certain courses to align with the new requirements. These changes will not impact the learning outcomes of the department or program.

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

1. Students will be trained to design and implement accountability systems that align curriculum, assessment, and instructional practices with district goals and standards.
2. Students will develop the skills to evaluate district-wide programs using both qualitative and quantitative methods, assessing their effectiveness in meeting educational goals.
3. Students will learn how to design and utilize various assessment tools and strategies to monitor student progress and inform instructional practices.
4. Students will critically analyze issues of equity regarding curriculum and assessment, learning how to implement strategies that promote equitable access to educational opportunities.
5. Students will develop strategies for effective communication and information flow regarding curriculum and assessment practices among stakeholders to support continuous improvement.
6. Students will cultivate leadership skills necessary to guide teams in the areas of curriculum development, assessment design, and program evaluation within the district context.

5. Date of Departmental Approval: February 25, 2026

**LEHMAN COLLEGE
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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	Leadership Studies
Course Prefix & Number	EDL 725
Course Title	Practicum in Superintendency
Description	This is a required supervised internship for all students pursuing the NYS Superintendent Extension. Interns are required to complete district-based leadership activities focused on the superintendent's role at approved sites. Students will engage in field experiences that enhance their understanding of the superintendency's role within the context of P-12 education. Includes seminars devoted to reflection, discussion, role playing, and journaling.
Pre/ Co Requisites	PREREQ: Permission of the Program Coordinator.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **Rationale:**

New York State has developed a new Superintendent extension with new requirements. As a result of the State changes, we must develop a new internship course to align with the new requirements. These changes will not impact the learning outcomes of the department or program.

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

1. Students will apply leadership knowledge and skills through a variety of activities that were learned throughout the course of the program
2. Students will apply leadership skills and knowledge articulated in state and local standards for superintendents

5. **Date of Departmental Approval:** February 25, 2026

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

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

CURRICULUM CHANGE

Name of Program and Degree Award: Educational Leadership, Master of Science in Education

Hegis Number: 0828.00

Program Code: TBD

Effective Term: Fall 2027

1. **Type of Change:** Re-registered Master of Science in Education Program in Educational Leadership as per New York State mandate

2. **From:** N/A

3. **To:**

The purpose of the 30-credit Master of Science in Education Program (M.S.Ed.) in Educational Leadership is to prepare candidates for positions as school and district leaders, with an emphasis on social justice and racial equity in urban leadership, and to fulfill the New York State licensure requirements for Professional Administrator certification. The program prepares individuals to be catalysts for P-12 educational change and improved student performance and to assume school and district positions such as principal, assistant principal, department chair, director, etc.) in urban schools with diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to Professional Administrator certification. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with schools, districts, and community agencies, are a central component throughout the program. Candidates develop their skills and capacities as educational leaders through school- and district-level experiences with current educational leaders, teachers, counselors, other educational staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.

Students wishing to do so may complete the degree program entirely online. Please see Options One and Two listed below. The fully online option provides greater flexibility for candidates while maintaining the same rigorous academic standards as our hybrid/campus-based program. Both options of the M.S.Ed. program can be completed in approximately 5 semesters.

Admission Requirements

Note: Students admitted every fall semester.

- A baccalaureate degree in a related field (e.g., teaching, school counseling, etc.) from an accredited college or university;
- A minimum 3.0 (B) grade point average from a completed undergraduate degree program;
- New York State permanent or professional certification in classroom teaching, school counseling, school psychology, school social work, or the equivalent;
- A minimum of three years of successful teaching service, pupil personnel service, and/or educational leadership service in public or non-public schools (P-12) or will have such experience prior to completion of the program;
- Two letters of recommendation: one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a P-12 educational leader; the second letter must be from either a faculty member from prior studies or a supervisor who can best evaluate the candidate's potential for success as a graduate student;
- A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
- A 1,000-word essay that discusses the following: a) reasons for wanting to pursue a degree in Educational Leadership; b) candidate's philosophy on excellence in urban educational leadership, including the specific characteristics that contribute to effective leadership; and c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges.
- *Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.*

Continuation Requirements

- Earn a minimum 3.0 (B) grade point average;
- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 6 credits;
- 24 credits in Educational Leadership courses with a minimum 3.0 (B) grade point average, a completed internship supervision agreement signed by the P-12 Internship Site Supervisor, and permission of the Program Coordinator are required prior to placement in EDL 710 and EDL 711; and
- Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through projects and fieldwork.

Graduation Requirements

Fulfill ALL of the following requirements:

- Completion of 30 approved graduate credits of study in educational leadership
- Earn a minimum 3.0 (B) grade point average
- Successful completion of all fieldwork requirements

Additional Comments:

- In order to receive institutional recommendation by Lehman College for New York State Administrator certification, students must complete all program

requirements and confirm that all New York State Education-mandated workshops have been completed.

- New York State requires passing scores on specific exams to be eligible for Administrator certification. To view the exam requirements, please visit the New York State Education Department (NYSED) website at <https://eservices.nysed.gov/teach/certhelp/search-cert-reqs>.
- NYSED will not issue certificates in the School Building Leader (SBL) and School District Leader (SDL) titles, other than the Professional certificate and reissuance of an Initial SBL certificate, with an effective date that begins after September 1, 2031. However, the Professional certificate and Initial Reissuance will continue to be issued to candidates who continue to pursue the Professional SBL and/or SDL certificate or have a valid or expired Initial SBL certificate. Candidates must apply and qualify for such certificates on or before January 1, 2031, including the SBL and SDL Internship certificates, SBL Initial and Conditional Initial certificates, and Transitional D certificates. NYSED may extend the effective date of such certificates, as applicable, after September 1, 2031, pursuant to the time extension requirements in section 80-1.6 of the Commissioner's regulations.

Option One: Hybrid/Campus Program

Complete ALL of the following courses:

Semester I (Fall)

- EDL 708: Data-Driven Decision Making (3 credits)
- EDL 714: Educational Vision, Strategic Planning, and Systematic Evaluation (3 credits)

Semester II (Spring)

- EDL 702: Ethical and Legal Issues for Educational Leaders (3 credits)
- EDL 704: Instructional and Curriculum Leadership (3 credits)

Semester III (Summer)

- EDL 703: Collaborative and Community-Based Leadership (3 credits)
- EDL 717: Finance, Operations, and HR Management (3 credits)

Semester IV (Fall)

- EDL 710: Integrated Leadership Internship I (3 credits)
- EDL 723: Action Research for Educational Leaders (3 credits)

Semester V (Spring)

- EDL 711: Integrated Leadership Internship II (3 credits)
- EDL 715: Diversity and Educational Leadership (3 credits)

Additional Comments:

- All courses require fieldwork over the course of the semester. This is in addition to the internship courses.

Option Two: Online Program (*Courses offered as asynchronous or synchronous via video instruction except for required fieldwork.*)

Complete ALL of the following courses:

Semester I (Fall)

- EDL 708: Data-Driven Decision Making (3 credits)
- EDL 714: Educational Vision, Strategic Planning, and Systematic Evaluation (3 credits)

Semester II (Spring)

- EDL 702: Ethical and Legal Issues for Educational Leaders (3 credits)
- EDL 704: Instructional and Curriculum Leadership (3 credits)

Semester III (Summer)

- EDL 703: Collaborative and Community-Based Leadership (3 credits)
- EDL 717: Finance, Operations, and HR Management (3 credits)

Semester IV (Fall)

- EDL 710: Integrated Leadership Internship I (3 credits)
- EDL 723: Action Research for Educational Leaders (3 credits)

Semester V (Spring)

- EDL 711: Integrated Leadership Internship II (3 credits)
- EDL 715: Diversity and Educational Leadership (3 credits)

Additional Comments:

- All courses require fieldwork over the course of the semester. This is in addition to the internship courses.

4. Rationale:

New York State has developed a new Administrator certificate. The School Building Leader (SBL) and School District Leader (SDL) certificates will be phased out by 2030. All current educational leadership programs are expected to re-register. As a result of this State mandate, we created new courses and revised existing courses to align with the requirements and integrate both school and district leadership content. We also created a new program description and course sequence for the re-registered program that also follows the new requirements, but must retain the current SBL and SDL descriptions in the bulletin since students are currently enrolled and will be allowed to still graduate from them. These changes will not impact the learning outcomes of the department or program.

5. Date of departmental approval: February 25, 2026

**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: Educational Leadership, Advanced Certificate

Hegis Number: 0827.00

Program Code: TBD

Effective Term: Fall 2027

1. **Type of Change:** Re-registered Advanced Certificate Program in Educational Leadership as per New York State mandate

2. **From:** N/A

3. **To:**

The purpose of the 24-credit Advanced Certificate Program in Educational Leadership is to prepare candidates for positions as school and district leaders, with an emphasis on social justice and racial equity in urban leadership, and to fulfill the New York State licensure requirements for Professional Administrator certification. The program prepares individuals to be catalysts for P-12 educational change and improved student performance and to assume school and district positions such as principal, assistant principal, department chair, director, etc.) in urban schools with diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to Professional Administrator certification. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with schools, districts, and community agencies, are a central component throughout this program. Candidates develop their skills and capacities as educational leaders through school- and district-level experiences with current educational leaders, teachers, counselors, other educational staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.

Students wishing to do so may complete the degree program entirely online. Please see Options One and Two listed below. The fully online option provides greater flexibility for candidates while maintaining the same rigorous academic standards as our hybrid/campus-based program. Both options of the Advanced Certificate program can be completed in approximately 4 semesters.

Admission Requirements

Note: Students admitted every fall semester.

- A Master's degree in education or a related field (e.g., teaching, school counseling, etc.) from an accredited college or university with a minimum 3.0 (B) Grade Point Average;
- New York State permanent or professional certification in classroom teaching, school counseling, school psychology, school social work, or the equivalent;
- A minimum of three years of successful teaching service, pupil personnel service, and/or educational leadership service in public or non-public schools (P-12) or will have such experience prior to completion of the program;
- Two letters of recommendation: one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a P-12 educational leader; the second letter must be from either a faculty member from prior studies or a supervisor who can best evaluate the candidate's potential for success as a graduate student;
- A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
- A 1,000-word essay that discusses the following: a) reasons for wanting to pursue a degree in Educational Leadership; b) candidate's philosophy on excellence in urban educational leadership, including the specific characteristics that contribute to effective leadership; and c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges.
- *Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.*

Continuation Requirements

- Earn a minimum 3.0 (B) grade point average;
- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 6 credits;
- 18 credits in Educational Leadership courses with a minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the P-12 Internship Site Supervisor, and permission of the Program Coordinator are required prior to placement in EDL 710 and EDL 711; and
- Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through projects and fieldwork.

Graduation Requirements

Fulfill ALL of the following requirements:

- Completion of 24 approved graduate credits of study in educational leadership
- Earn a minimum 3.0 (B) grade point average
- Successful completion of all fieldwork requirements

Additional Comments:

- In order to receive institutional recommendation by Lehman College for New York State Administrator certification, students must complete all program

requirements and confirm that all New York State Education-mandated workshops have been completed.

- New York State requires passing scores on specific exams to be eligible for Administrator certification. To view the exam requirements, please visit the the New York State Education Department (NYSED) website at <https://eservices.nysed.gov/teach/certhelp/search-cert-reqs>.
- NYSED will not issue certificates in the School Building Leader (SBL) and School District Leader (SDL) titles, other than the Professional certificate and reissuance of an Initial SBL certificate, with an effective date that begins after September 1, 2031. However, the Professional certificate and Initial Reissuance will continue to be issued to candidates who continue to pursue the Professional SBL and/or SDL certificate or have a valid or expired Initial SBL certificate. Candidates must apply and qualify for such certificates on or before January 1, 2031, including the SBL and SDL Internship certificates, SBL Initial and Conditional Initial certificates, and Transitional D certificates. NYSED may extend the effective date of such certificates, as applicable, after September 1, 2031, pursuant to the time extension requirements in section 80-1.6 of the Commissioner's regulations.

Option One: Hybrid/Campus Program

Complete ALL of the following courses:

Semester I (Fall)

- EDL 708: Data-Driven Decision Making (3 credits)
- EDL 714: Educational Vision, Strategic Planning, and Systematic Evaluation (3 credits)

Semester II (Spring)

- EDL 704: Instructional and Curriculum Leadership (3 credits)
- EDL 715: Diversity and Educational Leadership (3 credits)

Semester III (Summer)

- EDL 703: Collaborative and Community-Based Leadership (3 credits)
- EDL 710: Integrated Leadership Internship I (3 credits)

Semester IV (Fall)

- EDL 711: Integrated Leadership Internship II (3 credits)
- EDL 717: Finance, Operations, and HR Management (3 credits)

Additional Comments:

- All courses require fieldwork over the course of the semester. This is in addition to the internship courses.

Option Two: Online Program (*Courses offered as asynchronous or synchronous via video instruction except for required fieldwork.*)

Complete ALL of the following courses:

Semester I (Fall)

- EDL 708: Data-Driven Decision Making (3 credits)
- EDL 714: Educational Vision, Strategic Planning, and Systematic Evaluation (3 credits)

Semester II (Spring)

- EDL 704: Instructional and Curriculum Leadership (3 credits)
- EDL 715: Diversity and Educational Leadership (3 credits)

Semester III (Summer)

- EDL 703: Collaborative and Community-Based Leadership (3 credits)
- EDL 710: Integrated Leadership Internship I (3 credits)

Semester IV (Fall)

- EDL 711: Integrated Leadership Internship II (3 credits)
- EDL 717: Finance, Operations, and HR Management (3 credits)

Additional Comments:

- All courses require fieldwork over the course of the semester. This is in addition to the internship courses.

4. Rationale:

New York State has developed a new Administrator certificate. The School Building Leader (SBL) and School District Leader (SDL) certificates will be phased out by 2030. All current educational leadership programs are expected to re-register. As a result of this State mandate, we created new courses and revised existing courses to align with the requirements and integrate both school and district leadership content. We also created a new program description and course sequence for the re-registered program that also follows the new requirements, but must retain the current SBL and SDL descriptions in the bulletin since students are currently enrolled and will be allowed to still graduate from them. These changes will not impact the learning outcomes of the department or program.

5. Date of departmental approval: February 25, 2026

**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: Superintendent Extension, Advanced Certificate,

Hegis Number: 2299.00

Program Code: TBD

Effective Term: Fall 2027

1. **Type of Change:** Re-registered Advanced Certificate Program in Superintendency as per New York State mandate

2. **From:** N/A

3. **To:**

The purpose of the 12-credit Advanced Certificate in Superintendency is to prepare candidates for positions such as superintendent, deputy superintendent, associate superintendent, assistant superintendent, or other equivalent titles, and to fulfill the New York State licensure requirements for the Superintendent Professional Extension. The Superintendent Extension is offered in an online (synchronous and asynchronous) format only except for any required fieldwork.

Admission Requirements

Note: Students admitted every spring semester.

- A master's degree in Educational Leadership or Administration from an accredited college or university with a minimum 3.0 grade point average;
- A minimum of 48 graduate credits, which includes the earned master's degree; (Applicants may be required to take additional leadership courses pending transcript evaluation.)
- A valid New York State Professional Administrator certificate or equivalent;
- A minimum of three years of successful teaching service, pupil personnel service, and/or educational leadership service in public or non-public schools (P-12) or will have such experience prior to completion of the program;
- Two letters of recommendation: one must be from the proposed district-site supervisor (for the candidate's required fieldwork throughout the program) who can best evaluate the candidate's potential as a superintendent, and one must be from either a faculty member from prior studies or a another current or former supervisor who can best evaluate the candidate's potential for success as a graduate student;
- A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and

- A 1000-word essay that discusses the following: a) reasons for wanting to pursue an extension as a superintendent; b) candidate's philosophy on outstanding urban educational leadership, including the specific characteristics that contribute to effective leadership; c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges; and d) brief analysis of a current educational policy, discussing its pros/cons and its impact on urban districts.

Continuation Requirements

- A minimum 3.0 grade point average
- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 6 credits;
- Verification of any outstanding credits to fulfill the 60-graduate credit requirement by the New York State Education Department, a completed internship supervision agreement signed by the region/district Internship Site Supervisor, and permission of the Program Coordinator are required prior to placement in EDL 725; and
- Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based and region/district-based projects.

Graduation Requirements

Fulfill ALL of the following requirements:

- Completion of 12 approved graduate credits of study in educational leadership.
- Earn a minimum 3.0 grade point average
- Successful completion of required fieldwork hours.
- The New York State Education Department requires that an applicant for the Superintendent Extension has a total of 60 graduate credits to be eligible for the extension.

Course Requirements

(Courses offered as asynchronous or synchronous via video instruction except for required fieldwork.)

Complete ALL of the following courses:

Semester I

- EDL 712 - Leading an Effective School District (3 credits)
- EDL 716: Educational Policy, Government and Law (3 credits)

Semester II

- EDL 724: District Curriculum, Assessment & Accountability Systems (3 credits)
- EDL 725: Practicum in Superintendency (3 credits)

Additional Comments:

- All courses require fieldwork over the course of the semester. This is in addition to EDL 725.

4. **Rationale:**

New York State has developed a new Superintendent extension with new requirements. As a result of the State changes, we must create a new program description, admission requirements and course sequence. These changes will not impact the learning outcomes of the department or program.

5. **Date of departmental approval:** February 25, 2026

**LEHMAN COLLEGE
OF THE
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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, Literacy 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	Counselor Education
Course Prefix & Number	EDG 762
Course Title	Grief and Loss Counseling
Description	This course provides an in-depth exploration of grief, loss, and bereavement. Candidates will examine theoretical foundations, evidence-based models, and culturally responsive approaches to supporting individuals, families, and groups through various forms of loss. Emphasis is placed on understanding the multifaceted nature of grief, developing counseling skills for diverse grief experiences, grief assessment and intervention, and integrating theory with practice in diverse settings.
Pre/ Co Requisites	PREREQ: Advisor permission.
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:

Research indicates that most counselor education programs provide limited coursework focused on grief and loss, leaving counseling professionals underprepared to address related issues in clinical and school settings. Offering a dedicated course in grief and loss counseling addresses this gap, providing candidates with the theoretical, cultural, and clinical competencies necessary for effective grief work. Additionally, there has been an increase in the interest of counselor education candidates in learning more about grief counseling. Although not required for the counselor education master's degrees, this course, offered as an elective, fulfills the need our counseling candidates have for understanding the basic tenets of grief and loss counseling before they enter the field.

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

1. Analyze major theories and models of grief and loss, including historical and contemporary frameworks, and apply them to diverse counseling contexts.
2. Differentiate among various types of grief (e.g., anticipatory, complicated, disenfranchised, ambiguous, etc.).
3. Demonstrate core grief counseling skills and interventions appropriate for those experiencing grief and loss.
4. Apply assessment tools to evaluate grief responses and identify complicated or prolonged grief reactions.
5. Integrate cultural, spiritual, and developmental factors into grief counseling practice.
6. Formulate grief counseling strategies appropriate for specialized populations and contexts.
7. Explore ethical and professional issues related to grief counseling, including counselor self-care and boundaries.
8. Reflect on personal beliefs about loss and develop self-awareness and resilience.

5. Date of Departmental Approval: 10/29/2025

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

CURRICULUM CHANGE

1. **Type of Change:** Course Description; Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 700
Course Title	Professional Identity in School Counseling
Description	History, philosophy, and appropriate current professional roles of the school counselor using advocacy, leadership, and collaboration to implement a comprehensive, developmental, multi-tiered school counseling program with academic, career, college access/affordability, and social-emotional competencies for every K-12 student including legal, ethical, and equity issues in urban schools and families. A 10-hour pre-practicum in a K-12 school is required. PREREQ: Matriculation in the program.
Pre/ Co Requisites	PREREQ: Matriculation in the program.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

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

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 700
Course Title	Professional Identity in School Counseling
Description	History, philosophy, and appropriate current professional roles of the school counselor using advocacy, leadership, and collaboration to implement a comprehensive, developmental, multi-tiered school counseling program with academic, career, college access/affordability, and social-emotional competencies for every K-12 student including legal, ethical, and equity issues in urban schools and families.
Pre/ Co Requisites	PREREQ: <u>Advisor permission.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

The course no longer requires a 10-hour fieldwork component. Also, we removed the prerequisite information from the description because it should not be listed in the description and added “advisor permission” because it is required for courses. These changes will not impact the learning outcomes of the program.

5. **Date of departmental approval:** 12/10/2025

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

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

CURRICULUM CHANGE

1. **Type of Change:** Course Description; Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 701
Course Title	Counseling Theories and Techniques
Description	Systemic and individual theories and techniques of counseling and collaboration with children, adolescents, families, educators, and administrators in K-12 schools, community, and mental health settings. A 10-hour pre-practicum in a K-12 school or mental health setting is required. PREREQ: Matriculation in the program.
Pre/ Co Requisites	PREREQ: Matriculation in the program.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 701
Course Title	Counseling Theories and Techniques
Description	Systemic and individual theories and techniques of counseling and collaboration with children, adolescents, families, educators, and administrators in K-12 schools, community, and mental health settings.
Pre/ Co Requisites	PREREQ: <u>Advisor permission.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The 10-hour pre-practicum requirement is being removed from the course as students complete their fieldwork during practicum and internship classes. Also, we removed the prerequisite information from the description because it should not be listed in the description and added “advisor permission” because it is required for courses. These changes will not impact the learning outcomes of the program.

5. Date of departmental approval: 12/10/2025

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

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

CURRICULUM CHANGE

1. **Type of Change:** Course Description; Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 702
Course Title	Multicultural and Social Justice Counseling
Description	Examines theories of multicultural counseling in diverse urban school, community, and mental health settings focused on ethnic/racial identity development, world view, anti-racism, anti-oppression, intersectionality, and social justice models in counseling. A 10-hour pre-practicum in a K-12 school or mental health setting is required. PREREQ: Matriculation in the program.
Pre/ Co Requisites	PREREQ: Matriculation in the program.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 702
Course Title	Multicultural and Social Justice Counseling
Description	Examines theories of multicultural counseling in diverse urban school, community, and mental health settings focused on ethnic/racial identity development, world view, anti-racism, anti-oppression, intersectionality, and social justice models in counseling
Pre/ Co Requisites	PREREQ: <u>Advisor permission.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	x___ Not Applicable ___ Required ___ English Composition ___ Mathematics ___ Science ___ Flexible ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World

4. Rationale:

The 10-hour pre-practicum requirement is being removed from the course as students complete their fieldwork during practicum and internship classes. Also, we removed the prerequisite information from the description because it should not be listed in the

description and added “advisor permission” because it is required for courses. These changes will not impact the learning outcomes of the program.

5. **Date of departmental approval:** 12/10/2025

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

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

CURRICULUM CHANGE

1. **Type of Change:** Course Description; Prerequisite

2. **From:**

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 703
Course Title	Human Development in Counseling
Description	Examination of child, adolescent, and family development theories in diverse urban school, including the application of lifespan developmental theory in counseling practice.
Pre/ Co Requisites	PREREQ: Matriculation in the program.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 703
Course Title	Human Development in Counseling
Description	Examination of child, adolescent, and family development theories in diverse urban school <u>and mental health settings</u> , including the application of lifespan developmental theory in counseling practice.
Pre/ Co Requisites	PREREQ: <u>Advisor permission.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

The course is a core course in counselor education for both school counseling and clinical mental health counseling candidates; therefore, the description needed to be updated to reflect that. Also, we modified the prerequisite information to be consistent with the other courses in the program. These changes will not impact the learning outcomes of the program.

5. **Date of departmental approval:** 12/10/2025

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

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

CURRICULUM CHANGE

1. **Type of Change** Course Description; Prerequisite

2. **From:**

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 705
Course Title	Group Counseling
Description	Examination of group counseling theories and experiential understanding of group practice with children, adolescents, and families in urban school and mental health settings. Major themes include group dynamics, group process, leadership styles, group stages, group counseling methods, and direct experience. A 10-hour pre-practicum in a K-12 school or mental health setting is required. PREREQ: Matriculation in the program.
Pre/ Co Requisites	PREREQ: Matriculation in the program.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

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

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 705
Course Title	Group Counseling
Description	Examination of group counseling theories and experiential understanding of group practice with children, adolescents, and families in urban school and mental health settings. Major themes include group dynamics, group process, leadership styles, group stages, group counseling methods, and direct experience.
Pre/ Co Requisites	PREREQ: <u>Advisor permission.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The 10-hour pre-practicum requirement is being removed from the course as students complete their fieldwork during practicum and internship classes. Also, we removed the prerequisite information from the description because it should not be listed in the description and added “advisor permission” because it is required for courses. These changes will not impact the learning outcomes of the program.

5. **Date of departmental approval:** 12/10/2025

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

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

CURRICULUM CHANGE

1. **Type of Change:** Course Description; Prerequisite

2. **From:**

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 706
Course Title	Assessment in Counseling
Description	Examination of assessment theory and practice in urban school and clinical counseling settings, including culturally competent assessment and diagnosis; types of academic psychological, behavioral and interpersonal assessment instruments; use of statistics; and application of assessment data to promote academic, career, and interpersonal success and improvements in overall functioning. A 10-hour pre-practicum experience in a K-12 school is required. Pre-requisite: Permission of program advisor.
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
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3. To:

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 706
Course Title	Assessment in Counseling
Description	Examination of assessment theory and practice in urban school and/or clinical counseling settings, including culturally competent assessment and diagnosis; types of academic psychological, behavioral and interpersonal assessment instruments; use of statistics; and application of assessment data to promote academic, career, and interpersonal success and improvements in overall functioning.
Pre/ Co Requisites	<u>PREREQ: Advisor permission.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The 10-hour pre-practicum requirement is being removed from the course as students complete their fieldwork during practicum and internship classes. As EDG 706 is a core counseling course across the school and clinical mental health counseling, the description needed to be updated to reflect this. Also, we removed the prerequisite information from the description because it should not be listed in the description and modified the prerequisite information to be consistent with the other courses in the program. These changes will not impact the learning outcomes of the program.

5. Date of departmental approval: 12/10/2025

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

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

CURRICULUM CHANGE

1. **Type of Change:** Course Description; Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 707
Course Title	Practicum in Counseling
Description	Application of counseling theories and techniques to practice in an urban K-12 school or mental health setting. 40 hours of direct counseling/consultation services and 60 hours of indirect services with students/clients are required at the site. Supervision is provided in class by faculty, and on-site by a certified/licensed counselor. Digital individual and group counseling sessions are recorded for feedback. PREREQ: Matriculation in the program; 18 graduate counseling credits, and permission of the Clinical Coordinator
Pre/ Co Requisites	PREREQ: Matriculation in the program.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

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

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 707
Course Title	Practicum in Counseling
Description	Application of counseling theories and techniques to practice in an urban K-12 school setting. 40 hours of direct counseling services and 60 hours of indirect services with students are required at the site. Supervision is provided in class by faculty, and on-site by a certified school counselor. Sessions are recorded for feedback.
Pre/ Co Requisites	PREREQ: <u>Advisor permission.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	x <input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The course is only for the school counseling specialty; the mental health setting requirements are not required for the school counseling candidates and are being removed. Also, we removed the prerequisite information from the description because it should not be listed in the description and modified the prerequisite information to be consistent with the other courses in the program. These changes will not impact the learning outcomes of the program.

5. **Date of departmental approval:** 12/10/2025

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

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

CURRICULUM CHANGE

1. **Type of Change:** Course Description; Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 743
Course Title	Internship in K-12 School Counseling I
Description	First of two internships in urban school counseling and consultation . Advanced application of school counseling theories and techniques to practice in an urban K-12 school setting. Interns provide 120 hours of direct counseling/ consultation service with students (equal amounts of individual counseling, group counseling, and school counseling classroom lessons), and 180 hours of indirect service (consultation, program development, implementation and evaluation of ASCA Model artifacts) in an elementary/middle or high school. Supervision is provided in class by faculty and on-site by a certified school counselor. Digital individual and group counseling and classroom lesson sessions are recorded for feedback and evaluation. PREREQ: Matriculation in the program and 36 hours of credit in school counseling, including EDG 707 and permission of the Clinical Coordinator.
Pre/ Co Requisites	PREREQ: Matriculation in the program.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

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

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 743
Course Title	Internship in K-12 School Counseling I
Description	First of two internships in urban school counseling. Advanced application of school counseling theories and techniques to practice in an urban K-12 school setting. <u>School Counseling</u> interns provide 120 hours of direct counseling service with students (individual counseling, group counseling, and school counseling classroom lessons), and 180 hours of indirect service (consultation, program development, implementation and evaluation of ASCA Model artifacts) in an elementary/middle or high school. Supervision is provided in class by faculty and on-site by a certified school counselor. <u>Sessions</u> are recorded for feedback and evaluation.
Pre/ Co Requisites	PREREQ: <u>Advisor permission.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

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

The course requirements have been updated to reflect the 2024 CACREP standards, which state that professional practice (standard 4) is about the development of counseling competencies/skills under supervision. Site supervisors evaluate students using a survey that specifically focuses on these competencies. Also, we removed the prerequisite information from the description because it should not be listed in the description and modified the prerequisite information to be consistent with the other courses in the program. These changes will not impact the learning outcomes of the program.

5. Date of departmental approval: 12/10/2025

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

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

CURRICULUM CHANGE

1. **Type of Change:** Course Description; Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 744
Course Title	Internship in K-12 School Counseling II
Description	Second of two internships in urban school counseling and consultation . Advanced application of school counseling theories and techniques to practice in an urban K-12 school setting. Interns provide 120 hours of direct counseling/ consultation service with students (equal amounts of individual counseling, group counseling, and school counseling classroom lessons), and 180 hours of indirect service (consultation, program development, implementation and evaluation of ASCA Model artifacts) in an elementary/middle or high school. Supervision is provided in class by faculty and on-site by a certified school counselor. Digital individual and group counseling and classroom lesson sessions are recorded for feedback and evaluation. PREREQ: Matriculation in the program, EDG 743, and permission of the Clinical Coordinator.
Pre/ Co Requisites	PREREQ: Matriculation in the program.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition

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

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 744
Course Title	Internship in K-12 School Counseling II
Description	Second of two internships in urban school counseling. Advanced application of school counseling theories and techniques to practice in an urban K-12 school setting. Interns provide 120 hours of direct counseling service with students (individual counseling, group counseling, and school counseling classroom lessons), and 180 hours of indirect service (consultation, program development, implementation and evaluation of ASCA Model artifacts) in an elementary/middle or high school. Supervision is provided in class by faculty and on-site by a certified school counselor. Sessions are recorded for feedback and evaluation.
Pre/ Co Requisites	PREREQ: <u>Completion of EDG 743 and advisor permission.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

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

The course requirements have been updated to reflect the 2024 CACREP standards, which state that professional practice (standard 4) is about the development of counseling competencies/skills under supervision. Site supervisors evaluate students using a survey that specifically focuses on these competencies. Also, we removed the prerequisite information from the description because it should not be listed in the description and modified the prerequisite information to be consistent with the other courses in the program. We also added EDG 743 as a prerequisite because it is the first internship course, which must be completed before taking the second internship course. These changes will not impact the learning outcomes of the program.

5. Date of departmental approval: 12/10/2025

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

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

CURRICULUM CHANGE

1. **Type of Change:** Course Description; Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 750
Course Title	Foundations in Clinical Mental Health Counseling
Description	Orientation to mental health counseling; overview of the historical, philosophical, legislative, and organizational perspectives of the mental health counseling profession; professional identity, evidence-based practice, research, and the role of the clinical mental health counselor in serving culturally diverse populations emphasizing ethical and legal standards; private and public sectors and facilities; and the professional and membership organizations representing consumers and practitioners. (10 fieldwork hours required.) Pre-requisite: EDG 707.
Pre/ Co Requisites	Pre-requisite: EDG 707.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

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

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 750
Course Title	Foundations in Clinical Mental Health Counseling
Description	Orientation to mental health counseling; overview of the historical, philosophical, legislative, and organizational perspectives of the mental health counseling profession; professional identity, evidence-based practice, research, and the role of the clinical mental health counselor in serving culturally diverse populations emphasizing ethical and legal standards; private and public sectors and facilities; and the professional and membership organizations representing consumers and practitioners.
Pre/ Co Requisites	PREREQ: <u>Advisor permission.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	x___ Not Applicable ___ Required ___ English Composition ___ Mathematics ___ Science ___ Flexible ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society

	____ Scientific World
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4. Rationale:

The 10-hour pre-practicum requirement is being removed from the course as students complete their fieldwork during practicum and internship classes. Also, we removed the prerequisite information from the description because it should not be listed in the description and modified the prerequisite information to be consistent with the other courses in the program. Additionally, EDG 707 is not a prerequisite for this course and has been removed from the description and the prerequisites. These changes will not impact the learning outcomes of the program.

5. Date of departmental approval: 12/10/2025

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

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

CURRICULUM CHANGE

1. **Type of Change:** Course Description; Title, Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 751
Course Title	Psychopathology in Counseling
Description	In-depth overview of the signs, symptoms, etiology, and prevalence of categories of mental illness as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM- V); emphasis on learning diagnostic criteria and understanding the role of biological, psychological, and social factors in maladaptive cognitions and behaviors; cultural and ethical issues, research, and limitations are discussed. Pre-requisite: EDG 707
Pre/ Co Requisites	Pre-requisite: EDG 707
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

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

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 751
Course Title	<u>Diagnosing and Treatment Planning in Counseling</u>
Description	In-depth overview of the signs, symptoms, etiology, and prevalence of categories of mental illness as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR); emphasis on learning diagnostic criteria, <u>creating treatment plans</u> , and understanding the role of biological, psychological, and social factors in maladaptive cognitions and behaviors; cultural and ethical issues, research, and limitations are discussed. <u>Exploration of psychopharmacology will also be provided.</u>
Pre/ Co Requisites	PREREQ: <u>Advisor permission.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

Per accreditation standards, the topics of psychopharmacology and treatment planning are required, which are being added to this course. The new title is a more accurate reflection of the revised course content. Also, we removed the prerequisite information from the description because it should not be listed in the description and modified the prerequisite information to be consistent with the other courses in the program. Additionally, EDG 707 is not a prerequisite for this course and has been removed from the description and the prerequisites. These changes will not impact the learning outcomes of the program.

5. Date of departmental approval: 12/10/2025

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

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

CURRICULUM CHANGE

1. **Type of Change:** Course Description, Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 753
Course Title	Internship in Clinical Mental Health Counseling I
Description	First of two required supervised internships in clinical mental health counseling and consultation . Mental health counseling interns are required to provide 120 hours of direct counseling/ consultation service to child/adolescent and adult clients and 180 hours of indirect collateral counseling/ consultation (including staff meetings, on-site supervision, and program development) at a New York State -approved mental health counseling internship site. Students also participate in weekly, in-class group supervision devoted to evaluation of evidence-based counseling, consultation, assessment, diagnosis, treatment, advocacy and leadership skills using self-report, journals, videotaped -counseling sessions, and selected advanced mental health counseling topics. Pre-requisite: 48 hours of graduate counseling program credits; EDG 753 and program coordinator permission.
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
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3. To:

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 753
Course Title	Internship in Clinical Mental Health Counseling I
Description	First of two required supervised internships in clinical mental health counseling. <u>Advanced application of counseling theories and techniques to practice in a clinical mental health counseling setting.</u> Mental health counseling interns are required to provide 120 hours of direct counseling services to child/adolescent and adult clients and 180 hours of indirect collateral counseling (including staff meetings, on-site supervision, and program development) at <u>an</u> approved mental health counseling internship site. Students also participate in weekly, in-class group supervision devoted to evaluation of evidence-based counseling, consultation, assessment, diagnosis, treatment, advocacy and leadership skills using self-report, journals, <u>recorded</u> counseling sessions, and selected advanced mental health counseling topics.
Pre/ Co Requisites	PREREQ: <u>Advisor permission.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing)	

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

4. Rationale:

These course requirements are also being updated to reflect the 2024 CACREP standards, which state that professional practice (standard 4) is about the development of counseling competencies/skills under supervision. Site supervisors evaluate students using a survey that specifically focuses on these competencies. Also, we removed the prerequisite information from the description because it should not be listed in the description and modified the prerequisite information to be consistent with the other courses in the program. Additionally, EDG 707 is not a prerequisite for this course and has been removed from the description and the prerequisites. Additionally, a prerequisite is listed as EDG 753, which is the course number for this course, so it is being omitted. These changes will not impact the learning outcomes of the program.

5. Date of departmental approval: 12/10/2025

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

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

CURRICULUM CHANGE

1. **Type of Change:** Course Description; Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 754
Course Title	Internship in Clinical Mental Health Counseling II
Description	Second of two required supervised internships in clinical mental health counseling and consultation . Mental health counseling interns are required to provide 120 hours of direct counseling/ consultation service to child/adolescent and adult clients and 180 hours of indirect collateral counseling/ consultation (including staff meetings, on-site supervision, and program development) at a New York State- approved mental health counseling internship site. Students also participate in weekly, in-class group supervision devoted to evaluation of evidence-based counseling, consultation, assessment, diagnosis, treatment, advocacy and leadership skills using self-report, journals, and videotaped counseling sessions, and selected advanced mental health counseling topics. Pre-requisite: EDG 750, EDG 751, EDG 752, EDG 753 and program coordinator permission.
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
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3. To:

Department(s)	Counseling, Leadership, Literacy 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	Counselor Education
Course Prefix & Number	EDG 754
Course Title	Internship in Clinical Mental Health Counseling II
Description	Second of two required supervised internships in clinical mental health counseling. Mental health counseling interns are required to provide 120 hours of direct counseling services to child/adolescent and adult clients and 180 hours of indirect collateral counseling (including staff meetings, on-site supervision, and program development) at <u>an</u> approved mental health counseling internship site. Students also participate in weekly, in-class group supervision devoted to evaluation of evidence-based counseling, consultation, assessment, diagnosis, treatment, advocacy and leadership skills using self-report, journals, and <u>recorded</u> counseling sessions, and selected advanced mental health counseling topics.
Pre/ Co Requisites	PREREQ: <u>EDG 753 and advisor permission.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics

	<input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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4. Rationale :

These course requirements are also being updated to reflect the 2024 CACREP standards, which state that professional practice (standard 4) is about the development of counseling competencies/skills under supervision. Site supervisors evaluate students using a survey that specifically focuses on these competencies. Also, we removed the prerequisite information from the description because it should not be listed in the description and modified the prerequisite information to be consistent with the other courses in the program. Additionally, EDG 750, 751 and 752 are not prerequisites for this course and have been removed from the description and the prerequisites. These changes will not impact the learning outcomes of the program.

5. Date of departmental approval: 12/10/2025

**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: Spring 2027

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

2. **From:**

Clinical Mental Health Counseling

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. 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 Clinical Mental Health Counseling 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 Clinical Mental Health Counseling 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

Type: Completion requirement

Note: The admission deadline is March 15 for students who wish to begin attending classes during the fall term. (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 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.

Type: Completion requirement

- 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

Program Plan

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

~~Major Requirements—Required Courses~~

~~Type: Completion Requirement~~

~~Fulfill ALL of the following requirements:~~

~~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~~

~~Additional Comments:~~

~~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.~~

Major Requirements - Required Courses (SUBPLAN ONE: Hybrid/Campus Program)

Type: Completion Requirement

Complete ALL of the following Courses:

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

Additional Comments:

Major Requirements - Required Courses (SUBPLAN TWO: Online Program)

Type: Completion Requirement

Complete ALL of the following Courses:

- EDG 755 - Seminar 1: Anti-Racist, Anti-Oppression Advocacy and Leadership in Clinical Mental Health Counseling
- EDG 736 - Parenting within Diverse Family Structures
- EDG 750 - Foundations of Mental Health Counseling
- EDG 756 - Seminar 2: Cognitive Behavior Therapy
- EDG 701 - Counseling Theories and Techniques
- EDG 751 - ~~Psychopathology in Counseling~~
- EDG 703 - Human Development in Counseling
- EDG 704 - Career Counseling
- EDG 757 - Seminar 3: Abilities, Disabilities, and Neurodiversity in Mental Health Counseling.
- EDG 705 - Group Counseling
- EDG 702 - Multicultural and Social Justice Counseling

~~EDG 752 – Clinical Assessment and Treatment Planning in Mental Health Counseling~~

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 759 - Seminar 5: Dialectical Behavior Therapy.

EDG 732 - Crisis, Substance Misuse, and Trauma Counseling

EDG 753 - Internship in Clinical Mental Health Counseling-I

EDG 738 - Brief Counseling of Children and Adolescents

EDG 731 - Sexuality Counseling in Schools and Families

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

EDG 735 - Family Counseling and School/Community Partnerships

EDG 754 - Internship in Clinical Mental Health Counseling II

EDG 737 - Couples Counseling: Theories and Techniques

Additional Comments:

3. To:

Clinical Mental Health Counseling

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. 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 Clinical Mental Health Counseling 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 Clinical Mental Health Counseling 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.

Requirements

Major Requirements – Admission Requirements

Type: Completion requirement

Note: The admission deadline is March 15 for students who wish to begin attending classes during the fall term. (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 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.

Type: Completion requirement

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.

Type: Completion requirement

- 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

Earn an average Grade Point Average of 3.0

Successful completion of two semesters of internship.

Program Plan

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.

Major Requirements: Required Courses (SUBPLAN ONE: Hybrid/Campus Program)

Type: Completion Requirement

Complete ALL of the following Courses:

EDG 755 - Seminar 1: Anti-Racist, Anti-Oppression Advocacy and Leadership in Clinical Mental Health Counseling
EDG 736 - Parenting within Diverse Family Structures
EDG 750 - Foundations of Mental Health Counseling
EDG 756 - Seminar 2: Cognitive Behavior Therapy
EDG 701 - Counseling Theories and Techniques
EDG 751 - Diagnosing and Treatment Planning in Counseling
EDG 703 - Human Development in Counseling
EDG 704 - Career Counseling
EDG 757 - Seminar 3: Abilities, Disabilities, and Neurodiversity in Mental Health Counseling.
EDG 705 - Group Counseling
EDG 702 - Multicultural and Social Justice Counseling
EDG 706 - Assessment in Counseling
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 759 - Seminar 5: Dialectical Behavior Therapy.
EDG 732 - Crisis, Substance Misuse, and Trauma Counseling
EDG 753 - Internship in Clinical Mental Health Counseling
EDG 738 - Brief Counseling of Children and Adolescents
EDG 731 - Sexuality Counseling in Schools and Families
EDG 760 - Seminar 6: The Business of Managing a Clinical Mental Health Counseling Practice.
EDG 735 - Family Counseling and School/Community Partnerships
EDG 753 - Internship in Clinical Mental Health Counseling I
EDG 754 - Internship in Clinical Mental Health Counseling II
EDG 737 - Couples Counseling: Theories and Techniques

Additional Comments:
Major Requirements - Required Courses (SUBPLAN TWO: Online Program)
Completion Requirement
Complete ALL of the following Courses:
EDG 755 - Seminar 1: Anti-Racist, Anti-Oppression Advocacy and Leadership in Clinical Mental Health Counseling
EDG 736 - Parenting within Diverse Family Structures
EDG 750 - Foundations of Mental Health Counseling
EDG 756 - Seminar 2: Cognitive Behavior Therapy
EDG 701 - Counseling Theories and Techniques
EDG 751 - Diagnosing and Treatment Planning in Counseling
EDG 703 - Human Development in Counseling
EDG 704 - Career Counseling
EDG 757 - Seminar 3: Abilities, Disabilities, and Neurodiversity in Mental Health Counseling.
EDG 705 - Group Counseling
EDG 702 - Multicultural and Social Justice Counseling
EDG 706 - Assessment in Counseling

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 759 - Seminar 5: Dialectical Behavior Therapy.
EDG 732 - Crisis, Substance Misuse, and Trauma Counseling
EDG 753 - Internship in Clinical Mental Health Counseling
EDG 738 - Brief Counseling of Children and Adolescents
EDG 731 - Sexuality Counseling in Schools and Families
EDG 760 - Seminar 6: The Business of Managing a Clinical Mental Health Counseling Practice.
EDG 735 - Family Counseling and School/Community Partnerships
EDG 753 - Internship in Clinical Mental Health Counseling I
EDG 754 - Internship in Clinical Mental Health Counseling II
EDG 737 - Couples Counseling: Theories and Techniques
Additional Comments:

4. **Rationale:**

- EDG 751 – course title change: per 2024 CACREP accreditation standards, the topic of psychopharmacology and treatment planning is required, which is being added to this course.
- Further, to align with accreditation standards and learning outcomes for this course, the title of the course was changed from Psychopathology in Counseling to Diagnosing and Treatment Planning in Counseling. EDG 752 shifting to EDG 706: the original course number, title, and description created an additional class in the counselor education program, when another one already existed (that covered the same content area). To minimize redundancy, the course number, title, and description were revised to align with the counselor education course already being offered. EDG 753 was missing from the required courses list and was added back in as it is a required course.
- The course sequence list was removed as we do not necessarily offer the classes in the sequence that is listed here.
- These changes will not impact the learning outcomes of the program.

5. **Date of departmental approval:** 12/10/2025

**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: Counselor Education: School Counseling, MSED

Hegis Number: 0826.01

Program Code: 41528 - CESC-MSED

Effective Term: Spring 2027

1. **Type of Change:** Change in degree requirements; adding new concentration;
program title change

2. **From:**

Official Name of the Program: ~~Counselor Education~~: School Counseling

OVERVIEW

Lehman offers two options for earning a 60-credit graduate program in ~~Counselor Education~~: School Counseling (~~CE:SC~~). Graduates are eligible for initial and professional School Counselor Certification in New York State.

ACCREDITATIONS:

Council for the Accreditation of Counseling and Related Educational Programs (www.cacrep.org) and CAEP, the Council for the Accreditation of Educator Preparation (www.caepnet.org).

MISSION:

The Lehman College Counselor Education program develops culturally competent, ethical, caring, data-informed professional school counselors in an urban educational framework. School counselor candidates promote social justice and human rights advocacy in their scholarly, clinical, assessment, evaluation, and school counseling program implementation practices. They develop academic, social-emotional, and career/college competencies for all students. School counselors help close achievement, opportunity, and attainment gaps. The Counselor Education program climate emphasizes collaboration, leadership, self-awareness, and mutual respect among diverse groups and includes anti-racist and anti-oppression practices in coursework and fieldwork.

PROGRAM OBJECTIVES

1. Candidates demonstrate knowledge of professional school counseling interventions in the following: identity/ethics, counseling theories and techniques, group work, multicultural counseling, career counseling, human development, assessment,

research and program evaluation, leadership/advocacy/consultation, college access, and trauma/violence/chemical dependency skills with course artifacts.

2. Candidates demonstrate the ability to assess and implement American School Counselor Association (ASCA) National Model Framework for School Counseling Programs using artifacts including School Counseling Program Assessment, Action Plans, Results Reports, and Lesson Plan Outlines in practicum, internship, and school counseling program action research projects.
3. Candidates know and use evidence-based and data-informed practices in delivering, implementing, and evaluating school counseling programs and interventions to help close achievement, opportunity, and attainment gaps.
4. Candidates demonstrate excellent individual counseling, group counseling, school counseling core curriculum lesson plan development and implementation, and planning/advising for all students in pre-practicum, practicum, and internship experiences.
5. Candidates complete 50 hours of supervised pre-practicum, 100 hours of practicum and 600 hours of internship in K-12 schools.
6. Candidates demonstrate 11 appropriate dispositions for school counseling in culturally and linguistically diverse K-12 schools and in the graduate program: Respectful interactions; engaged and enthusiastic learning; effective listening and speaking skills; support peers; give meaningful and constructive feedback; receive feedback non-defensively; trustworthiness; warmth; kindness; affirm differences; professionalism.

EMPLOYMENT:

Graduates work as school counselors in K-12 public, private, and charter schools in metro New York City, nationwide, and internationally as well as in college access, affordability, and admission counseling; career counseling; and student affairs counseling positions.

Requirements

Type: Prerequisite

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

- A completed bachelor's or master's degree from an accredited institution of higher education and original transcripts from all prior undergraduate and/or graduate institutions.
- A minimum 3.0 G.P.A. from a completed undergraduate or graduate degree program.
- Two letters of recommendation evaluating the applicant's potential as a professional counselor in areas of leadership, advocacy, collaboration, coordination, counseling, technology, and skills in affirming culturally diverse

student populations. These letters should be from persons such as college or university faculty, K-12 school personnel, and community and family agency personnel.

- A completed application, including a 1,000-word essay consisting of responses to questions found in the graduate admissions on-line application, for the Counselor Education program.
- Currently certified New York State teachers may submit a copy of their teaching certificate. (Note: A teaching certificate is NOT required to become a school counselor in New York State.)
- A résumé.

Candidates who satisfy the preliminary admissions requirements will be invited to a group interview and provide a writing assessment

Additional Comments:

Major Requirements - Continuation Requirements

Type: Completion Requirement

- 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 School Counselor Association or the American Counseling Association for coverage during all pre-practicum, practicum, internship, and fieldwork experiences.
- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credit hours.
- Completion in the first year of study mandated training workshops in: Child Abuse Identification & Reporting, School Violence Prevention, and DASA (Dignity for All Students Act): Prevention and Intervention of Harassment, Bullying, Cyberbullying & Discrimination in Schools.
- 18 credits in counseling courses with a minimum 3.0 GPA, a completed practicum supervision agreement form, and Clinical Coordinator permission prior to practicum placement.
- 36 credits in counseling courses with a minimum 3.0 GPA, a minimum B in EDG707 Practicum in Counseling, Practicum in 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.

Additional Comments:

Major Requirements - Overall

Type: Completion Requirement

Fulfill ALL of the following requirements:

Earn at least 60 credits and

Earn an average Grade Point Average of 3.0 and

Successful completion of two semesters of internship.

Students wishing to do so may complete the degree program entirely online. Please see Options One and Two listed below. The fully online option provides greater flexibility for candidates while maintaining the same rigorous academic standards as our hybrid/campus-based program. Both options of the M.S. Ed. program can be completed in approximately 3 years.

Major Requirements - OPTION ONE: Hybrid/Campus Program

Type: Completion Requirement

Combination of synchronous and asynchronous instruction with some campus meetings.

Fulfill ALL of the following requirements:

19 Required Courses (total 57/60 credits):

Complete ALL of the following Courses:

EDG 700 - Professional Identity in School Counseling

EDG 701 - Counseling Theories and Techniques

EDS 701 - Understanding Individuals with Disabilities

EDG 702 - Multicultural and Social Justice Counseling

EDG 703 - Human Development in Counseling

EDG 704 - Career Counseling

EDG 705 - Group Counseling

EDG 706 - Assessment in Counseling

EDG 707 - Practicum in Counseling

EDG 708 - Counseling Research, Program Development, and Evaluation I

EDG 709 - School/Community Leadership, Advocacy, Collaboration, and Consultation

EDG 731 - Sexuality Counseling in Schools and Families

EDG 732 - Crisis, Substance Misuse, and Trauma Counseling

EDG 734 - Bilingual Counseling in Schools and Communities

EDG 735 - Family Counseling and School/Community Partnerships

EDG 738 - Brief Counseling of Children and Adolescents

EDG 739 - College Access Counseling

EDG 743 - Internship in K-12 School Counseling I

EDG 744 - Internship in K-12 School Counseling II

AND

ONE Elective Course required for 3/60 credits (all 3-credit courses):

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

EBS 701 - Issues in Bilingualism

EBS 760 - The Bilingual Child with Mild to Moderate Learning and Behavior Problems

EDG 736 - Parenting within Diverse Family Structures

EDG 737 - Couples Counseling: Theories and Techniques

EDR 605 - Professional Writing for Educators

Major Requirements - OPTION TWO: Online Program

Type: Completion Requirement

Courses offered as asynchronous and/or synchronous via video instruction.

Fulfill ALL of the following requirements:

19 Required Courses (total 57/60 credits):

Complete ALL of the following Courses:

EDG 700 - Professional Identity in School Counseling
EDG 701 - Counseling Theories and Techniques
EDS 701 - Understanding Individuals with Disabilities
EDG 702 - Multicultural and Social Justice Counseling
EDG 703 - Human Development in Counseling
EDG 704 - Career Counseling
EDG 705 - Group Counseling
EDG 706 - Assessment in Counseling
EDG 707 - Practicum in Counseling
EDG 708 - Counseling Research, Program Development, and Evaluation I
EDG 709 - School/Community Leadership, Advocacy, Collaboration, and Consultation
EDG 731 - Sexuality Counseling in Schools and Families
EDG 732 - Crisis, Substance Misuse, and Trauma Counseling
EDG 734 - Bilingual Counseling in Schools and Communities
EDG 735 - Family Counseling and School/Community Partnerships
EDG 738 - Brief Counseling of Children and Adolescents
EDG 739 - College Access Counseling
EDG 743 - Internship in K-12 School Counseling I
EDG 744 - Internship in K-12 School Counseling II

ONE Elective Course required for 3/60 credits (all 3-credit courses):

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

EBS 701 - Issues in Bilingualism
EBS 760 - The Bilingual Child with Mild to Moderate Learning and Behavior Problems
EDG 736 - Parenting within Diverse Family Structures
EDG 737 - Couples Counseling: Theories and Techniques
EDR 605 - Professional Writing for Educators

Additional Comments:

**3. To:
School Counseling**

OVERVIEW

Lehman offers two options for earning a 60-credit graduate program in School Counseling. Graduates are eligible for initial and professional School Counselor Certification in New York State.

ACCREDITATIONS:

Council for the Accreditation of Counseling and Related Educational Programs (www.cacrep.org) and CAEP, the Council for the Accreditation of Educator Preparation (www.caepnet.org).

MISSION:

The Lehman College Counselor Education program develops culturally competent, ethical, caring, data-informed professional school counselors in an urban educational framework. School counselor candidates promote social justice and human rights advocacy in their scholarly, clinical, assessment, evaluation, and school counseling program implementation practices. They develop academic, social-emotional, and career/college competencies for all students. School counselors help close achievement, opportunity, and attainment gaps. The Counselor Education program climate emphasizes collaboration, leadership, self-awareness, and mutual respect among diverse groups and includes anti-racist and anti-oppression practices in coursework and fieldwork.

PROGRAM OBJECTIVES

1. Candidates demonstrate knowledge of professional school counseling interventions in the following: identity/ethics, counseling theories and techniques, group work, multicultural counseling, career counseling, human development, assessment, research and program evaluation, leadership/advocacy/consultation, college access, and trauma/violence/chemical dependency skills with course artifacts.
2. Candidates demonstrate the ability to assess and implement American School Counselor Association (ASCA) National Model Framework for School Counseling Programs using artifacts including School Counseling Program Assessment, Action Plans, Results Reports, and Lesson Plan Outlines in practicum, internship, and school counseling program action research projects.
3. Candidates know and use evidence-based and data-informed practices in delivering, implementing, and evaluating school counseling programs and interventions to help close achievement, opportunity, and attainment gaps.
4. Candidates demonstrate excellent individual counseling, group counseling, school counseling core curriculum lesson plan development and implementation, and planning/advising for all students in pre-practicum, practicum, and internship experiences.
5. Candidates complete 50 hours of supervised pre-practicum, 100 hours of practicum and 600 hours of internship in K-12 schools.
6. Candidates demonstrate 11 appropriate dispositions for school counseling in culturally and linguistically diverse K-12 schools and in the graduate program: Respectful interactions; engaged and enthusiastic learning; effective listening

and speaking skills; support peers; give meaningful and constructive feedback; receive feedback non-defensively; trustworthiness; warmth; kindness; affirm differences; professionalism.

EMPLOYMENT:

Graduates work as school counselors in K-12 public, private, and charter schools in metro New York City, nationwide, and internationally as well as in college access, affordability, and admission counseling; career counseling; and student affairs counseling positions.

Requirements

Type: Prerequisite

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

- A completed bachelor's or master's degree from an accredited institution of higher education and original transcripts from all prior undergraduate and/or graduate institutions.
- A minimum 3.0 G.P.A. from a completed undergraduate or graduate degree program.
- Two letters of recommendation evaluating the applicant's potential as a professional counselor in areas of leadership, advocacy, collaboration, coordination, counseling, technology, and skills in affirming culturally diverse student populations. These letters should be from persons such as college or university faculty, K-12 school personnel, and community and family agency personnel.
- A completed application, including a 1,000-word essay consisting of responses to questions found in the graduate admissions on-line application, for the Counselor Education program.
- Currently certified New York State teachers may submit a copy of their teaching certificate. (Note: A teaching certificate is NOT required to become a school counselor in New York State.)
- A résumé.

Candidates who satisfy the preliminary admissions requirements will be invited to a group interview and provide a writing assessment

Major Requirements - Continuation Requirements

Type: Completion Requirement

- 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 School Counselor Association or the American Counseling Association for coverage during all pre-practicum, practicum, internship, and fieldwork experiences.
- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credit hours.
- Completion in the first year of study mandated training workshops in: Child Abuse Identification & Reporting, School Violence Prevention, and DASA (Dignity for All Students Act): Prevention and Intervention of Harassment, Bullying, Cyberbullying & Discrimination in Schools.
- 18 credits in counseling courses with a minimum 3.0 GPA, a completed practicum supervision agreement form, and Clinical Coordinator permission prior to practicum placement.
- 36 credits in counseling courses with a minimum 3.0 GPA,
- a minimum B in EDG 707 Practicum in Counseling, Practicum in 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

Fulfill ALL of the following requirements:

Earn at least 60 credits and

Earn an average Grade Point Average of 3.0 and

Major Requirements - Overall

Type

Completion Requirement

Fulfill ALL of the following requirements:

Earn at least 60 credits AND

Earn an average Grade Point Average of 3.0 AND

Successful completion of two semesters of internship.

Students wishing to do so may complete the degree program entirely online. Please see Options One and Two listed below. The fully online option provides greater flexibility for candidates while maintaining the same rigorous academic standards as our hybrid/campus-based program. Both options of the M.S. Ed. program can be completed in approximately 3 years.

Additional Comments:

Major Requirements - OPTION ONE: Hybrid/Campus Program

Type

Completion Requirement

Combination of synchronous and asynchronous instruction with some campus meetings.

Fulfill ALL of the following requirements:

19 Required Courses (total 57/60 credits):

Complete ALL of the following Courses:

EDG 700 - Professional Identity in School Counseling

EDG 701 - Counseling Theories and Techniques

EDS 701 - Understanding Individuals with Disabilities

EDG 702 - Multicultural and Social Justice Counseling

EDG 703 - Human Development in Counseling

EDG 704 - Career Counseling

EDG 705 - Group Counseling

EDG 706 - Assessment in Counseling

EDG 707 - Practicum in Counseling

EDG 708 - Counseling Research, Program Development, and Evaluation I

EDG 709 - School/Community Leadership, Advocacy, Collaboration, and Consultation

EDG 731 - Sexuality Counseling in Schools and Families

EDG 732 - Crisis, Substance Misuse, and Trauma Counseling

EDG 734 - Bilingual Counseling in Schools and Communities

EDG 735 - Family Counseling and School/Community Partnerships

EDG 738 - Brief Counseling of Children and Adolescents

EDG 739 - College Access Counseling

EDG 743 - Internship in K-12 School Counseling I

EDG 744 - Internship in K-12 School Counseling II

ONE Elective Course required for 3/60 credits (all 3-credit courses):

Candidates can select one of the following courses, OR a graduate course approved by their academic advisor, to complete the elective course requirement

EBS 701 - Issues in Bilingualism

EBS 760 - The Bilingual Child with Mild to Moderate Learning and Behavior Problems

EDG 736 - Parenting within Diverse Family Structures

EDG 737 - Couples Counseling: Theories and Techniques

EDR 605 - Professional Writing for Educators

EDG 762 – Grief and Loss Counseling

Bilingual School Counselor Extension Option:

Candidates interested in pursuing the bilingual school counselor extension option and under advisement must take the following required electives (6 credits) instead of the elective requirement listed above.

EBS 701 Issues in Bilingualism

EBS 760 The Bilingual Child with Mild to Moderate Learning & Behavior Problems

Major Requirements - OPTION TWO: Online Program

Type

Completion Requirement

Courses offered as asynchronous and/or synchronous via video instruction.

Fulfill ALL of the following requirements:

19 Required Courses (total 57/60 credits):

Complete ALL of the following Courses:

EDG 700 - Professional Identity in School Counseling

EDG 701 - Counseling Theories and Techniques

EDS 701 - Understanding Individuals with Disabilities

EDG 702 - Multicultural and Social Justice Counseling

EDG 703 - Human Development in Counseling

EDG 704 - Career Counseling

EDG 705 - Group Counseling

EDG 706 - Assessment in Counseling

EDG 707 - Practicum in Counseling

EDG 708 - Counseling Research, Program Development, and Evaluation I

EDG 709 - School/Community Leadership, Advocacy, Collaboration, and Consultation

EDG 731 - Sexuality Counseling in Schools and Families

EDG 732 - Crisis, Substance Misuse, and Trauma Counseling

EDG 734 - Bilingual Counseling in Schools and Communities

EDG 735 - Family Counseling and School/Community Partnerships

EDG 738 - Brief Counseling of Children and Adolescents

EDG 739 - College Access Counseling

EDG 743 - Internship in K-12 School Counseling I

EDG 744 - Internship in K-12 School Counseling II

ONE Elective Course required for 3/60 credits (all 3-credit courses):

Candidates can select one of the following courses OR a graduate course approved by their academic advisor to complete the elective course requirement

EBS 701 - Issues in Bilingualism

EBS 760 - The Bilingual Child with Mild to Moderate Learning and Behavior Problems

EDG 736 - Parenting within Diverse Family Structures

EDG 737 - Couples Counseling: Theories and Techniques

EDR 605 - Professional Writing for Educators

EDG 762 – Grief and Loss Counseling

Bilingual School Counselor Extension Option:

Candidates interested in pursuing the bilingual school counselor extension option and under advisement must take the following required electives (6 credits) instead of the elective requirement listed above.

EBS 701 Issues in Bilingualism

EBS 760 The Bilingual Child with Mild to Moderate Learning & Behavior Problems

Additional Comments:

4. **Rationale:**

- This revision allows students more flexibility and additional options for completing their elective requirement.
- Additionally, the bilingual school counselor extension option has been added as a concentration for those candidates interested in pursuing the bilingual school counseling extension certification with New York State.
- Finally, the program title is being revised to school counselor as counselor education is an umbrella term for many counseling specialty areas that fall within it (such as, school counseling, clinical mental health counseling, rehab counseling, etc.).
- These changes will not impact the learning outcomes of the program.

5. **Date of departmental approval:** 12/10/2025

**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: Advanced Certificate

Hegis Number: 2104.10

Program Code: 44831 - CMHC-ADVCR

Effective Term: Spring 2027

1. **Type of Change:** Change in certificate and admission requirements

2. **From:**

~~Advanced Certificate Program in Clinical Mental Health Counseling (16 credits)~~

~~This advanced certificate program is designed for Individuals who have earned a Master's degree (of 60 credits) in Counselor Education: School Counseling from Lehman College or another accredited institution or for those who are currently enrolled in the Lehman College Counselor Education: School Counseling program and have completed 36 credits and the practicum requirement.~~

Individuals who complete the advanced certificate will meet the educational requirements for licensure as a clinical mental health counselor in New York State and be eligible to apply for a limited permit and take the National Clinical Mental Health Counselor Examination. These requirements are 6 graduate courses, totaling 16 credits, and 600 hours of clinical internship. ~~Individuals with a limited permit are eligible to begin the process of completing the 3,000 hours of supervised experience requirement.~~

Admissions Requirements:

Applicants ~~will provide:~~

1. ~~A master's degree in Counselor Education: School Counseling OR be a current matriculated student in the Lehman College Counselor Education: School Counseling program, who has successfully completed the first two years of required courses, including EDG 707 Practicum in Counseling;~~
2. Official transcripts from all undergraduate and graduate coursework. Graduate transcript must show a minimum 3.0 GPA;
3. One letter of recommendation from an employer ~~as a reference outlining why the applicant would be an effective and ethical Clinical Mental Health Counselor;~~
4. ~~Two essay questions from the Clinical Mental Health Counselor application supplement (1100 words); and~~

5. Application fee of \$75 (waived for Lehman students/alums).

~~Applicants who are current Lehman Counselor Education: School Counseling students or Lehman Counselor Education: School Counseling alumni will provide:~~

1. All the supporting documents from their prior ~~Counselor Education: School Counseling~~ application will be transferred by graduation admission except the essay unless the application is no longer in the CUNY system to access. If so, the applicant will need to submit all the required documents above.
2. Two essay questions from the ~~Clinical Mental Health Counselor~~ application supplement (1100 words).

Program of Study:

Required Courses

~~**EDG 750 Foundations of Mental Health Counseling:** Orientation to mental health counseling; overview of the historical, philosophical, legislative, and organizational perspectives of the mental health counseling profession; professional identity, evidence-based practice, research, and the role of the clinical mental health counselor in serving culturally diverse populations emphasizing ethical and legal standards; private and public sectors and facilities; and the professional and membership organizations representing consumers and practitioners. PREREQ: EDG 707~~

~~**EDG 751 Psychopathology in Counseling:** In-depth overview of the signs, symptoms, etiology, and prevalence of categories of mental illness as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM-V); emphasis on learning diagnostic criteria and understanding the role of biological, psychological, and social factors in maladaptive cognitions and behaviors; cultural and ethical issues, research, and limitations are discussed. PREREQ: EDG 707~~

~~**EDG 752 Clinical Assessment and Treatment Planning in Mental Health Counseling:** Focus on the role of assessment in mental health counseling; students learn case conceptualization, clinical intake interviews, and treatment planning. Emphasis on person-centered, strengths-based practices in treatment planning that addresses systemic factors, engages natural supports, and promotes improvements in cognitive, affective, behavioral, and physical functioning in diverse client populations. Includes the role of psychopharmacology in counseling treatment. PREREQ: EDG 707, EDG 750 and EDG 751~~

~~**EDG 760: Seminar 6: The business of managing a clinical mental health counseling practice**~~

~~Overview of managing a private practice in Clinical Mental Health Counseling; developing a business plan, ethical and legal considerations, navigating insurance companies, billing practices, marketing, setting up an office, teletherapy, common pitfalls. Prerequisite: Program matriculation and advisor permission.~~

~~**EDG 753 Internship in Clinical Mental Health Counseling I:** First of two required supervised internships in clinical mental health counseling and consultation. Mental health counseling interns are required to provide 120 hours of direct counseling/consultation service to child/adolescent and adult clients and 180 hours of indirect collateral counseling/consultation (including staff meetings, on-site supervision, and program development) at a New York State-approved mental health counseling internship site. Students also participate in weekly, in-class group supervision devoted to evaluation of evidence-based counseling, consultation, assessment, diagnosis, treatment, advocacy and leadership skills using self-report, journals, videotaped counseling sessions, and selected advanced mental health counseling topics. Prerequisites: 48 hours of graduate counseling program credits, EDG 750, EDG 751, EDG 752, and program coordinator permission.~~

~~**EDG 754 Internship in Clinical Mental Health Counseling II:** Second of two required supervised internships in clinical mental health counseling and consultation. Mental health counseling interns are required to provide 120 hours of direct counseling/consultation service to child/adolescent and adult clients and 180 hours of indirect collateral counseling/consultation (including staff meetings, on-site supervision, and program development) at a New York State-approved mental health counseling internship site. Students also participate in weekly, in-class group supervision devoted to evaluation of evidence-based counseling, consultation, assessment, diagnosis, treatment, advocacy and leadership skills using self-report, journals, and videotaped counseling sessions, and selected advanced mental health counseling topics. Prerequisites: 48 hours of graduate counseling program credits, EDG 750, EDG 751, EDG 752, EDG 753 and program coordinator permission.~~

3. To:

Clinical Mental Health Counseling: Advanced Certificate

This advanced certificate program is designed for Individuals who have met the requirements for a Master's degree (of 60 credits) in School Counseling from Lehman College or another accredited institution. Individuals who complete the advanced certificate will meet the educational requirements for licensure as a clinical mental health counselor in New York State and be eligible to apply for a limited permit and take the National Clinical Mental Health Counselor Examination (NCMHCE). These requirements include 6 graduate courses, totaling 16 credits, and 600 hours of internship.

Admission RequirementsApplicants not from Lehman:

1. Master's degree in School Counseling from an accredited 60-credit School Counseling program;
2. Official transcripts from all undergraduate and graduate coursework. Graduate transcript must show a minimum 3.0 GPA;
3. One letter of recommendation from an employer or faculty to serve as an academic and/or character reference;
4. An essay that explains interest in pursuing this area of study and future career plans.
5. Application fee of \$75 (waived for Lehman students/alums)

Applicants from Lehman College's School Counseling program (students and alumni):

1. All the supporting documents from their previous application will be transferred, except for the essay.
 - a. Please note: If the application is no longer in the CUNY system to access, the applicant will need to submit all the required documents.
2. Applicant will submit an essay that explains interest in pursuing this area of study and future career plans.

Program Requirements - OverallType - Completion RequirementEarn at least 16 creditsEarn an average Grade Point Average of 3.0Successful completion of two semesters of internship.Program Requirements - CoreType - Completion RequirementComplete ALL of the following Courses:EDG 750 – Foundations in Clinical Mental Health CounselingEDG 751 – Diagnosing and Treatment Planning in CounselingEDG 753 – Internship in Clinical Mental Health Counseling IEDG 754 – Internship in Clinical Mental Health Counseling IIEDG 756 – Seminar 2: Cognitive Behavior TherapyEDG 758 – Seminar 4: Supervision and Consultation in Mental Health CounselingEDG 759 – Seminar 5: Dialectical Behavior TherapyEDG 760 – Seminar 6: The Business of Managing a Clinical Mental Health Counseling Practice**4. Rationale:**

- Minor changes were made to the admission requirements to clarify them for applicants and for better readability.
- EDG 751 – course title change: per 2024 CACREP accreditation standards, the topic of psychopharmacology and treatment planning is required, which is being added to this course.

- The course descriptions were removed as we do not necessarily include this in the program description, and we reformatted the way courses are listed for better readability.
- Two additional seminars were added since they are now required.
- These changes will not impact the learning outcomes of the program.

5. **Date of departmental approval:** 12/10/2025

**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: School Counseling: Advanced Certificate

Hegis Number: 0826.01

Program Code:

Effective Term: Spring 2027

1. **Type of Change:** New Advanced Certificate Program

2. **From:** N/A

3. **To:**
School Counseling: Advanced Certificate

This advanced certificate program is designed for individuals who have met the requirements of a master's degree (of 60 credits) in Clinical Mental Health Counseling from Lehman College or in counseling from another accredited institution. Individuals who complete the advanced certificate will meet the educational requirements for certification as a school counselor in New York State. These requirements include 6 graduate courses, totaling 18 credits, with 600 hours of internship.

Admissions Requirements:

Applicants not from Lehman will provide:

1. Master's degree from a 60-credit accredited Counseling program;
2. Official transcripts from all undergraduate and graduate coursework. Graduate transcript must show a minimum 3.0 GPA;
3. One letter of recommendation from an employer or faculty to serve as an academic and/or character reference;
4. An essay that explains interest in pursuing this area of study and future career plans.
5. Application fee of \$75 (waived for Lehman students/alums)

Applicants from Lehman College's Clinical Mental Health Counseling program (students and alumni):

1. All supporting documents from their previous application will be transferred, except for the essay.

- a. Please note: If the application is no longer in the CUNY system to access, the applicant will need to submit all the required documents.
2. Applicant will submit an essay that explains interest in pursuing this area of study and future career plans.

Program Requirements - Overall

Type - Completion Requirement

Earn at least 18 credits

Earn an average Grade Point Average of 3.0

Successful completion of two semesters of internship.

Program Requirements - Core

Type - Completion Requirement

Complete ALL of the following Courses:

EDG 700 – Professional Identity in School Counseling

EDG 709 – School/Community Leadership, Advocacy, Collaboration, and Consultation

EDG 739 – College Access Counseling

EDS 701 – Understanding Individuals with Disabilities

EDG 743 – Internship in K-12 School Counseling I

EDG 744 – Internship in K-12 School Counseling II

4. Rationale:

The proposed Advanced Certificate provides a direct pathway for individuals with a 60-credit master's degree in clinical Mental Health Counseling to meet the New York State educational requirements for school counselor certification. By completing six foundational courses in the school counseling (18 credits) program, graduates will be eligible to add the additional credential upon passing the School Counseling exam. This program is open to both Lehman College's clinical mental health counseling program graduates/alumni as well as external applicants. This program will address the ongoing regional need for qualified school counselors in New York State, particularly in urban school districts where student needs related to mental health, academic engagement, college and career readiness, and postsecondary planning are significant. Schools increasingly seek counselors with strong clinical training who are prepared to deliver comprehensive school counseling services and collaborate with educators, families, and community partners. Furthermore, it will provide additional career options for counseling professionals in multiple areas of practice, providing opportunities for upward mobility.

5. Date of departmental approval: 12/10/2025

**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: Bilingual Counselor Education, Advanced Certificate

Hegis Number: 0899.0

Program Code: 33773 - BCE-ADVCRT

Effective Term: Spring 2027

1. **Type of Change:** Change in certificate requirements and title

2. **From:**
Bilingual Counselor Education

Requirements

Simple Requisites

Program Requirements - Overall

Type

Completion Requirement

Earn at least 12 credits

Program Requirements - Core

Type

Completion Requirement

Complete ALL of the following Courses:

EBS 701 - Issues in Bilingualism

EDG 702 - Multicultural and Social Justice Counseling

EDG 734 - Bilingual Counseling in Schools and Communities

EBS 760 - The Bilingual Child with Mild to Moderate Learning and Behavior Problems

NOTE: New York State Education Department requires candidates for the bilingual certificate to pass the Bilingual Education Assessment (BEA). ~~Lehman expects students to pass this exam before completing twelve (12) program credits or during the first year of matriculation.~~

3. **To:**
Bilingual School Counseling

Requirements

Simple Requisites

Program Requirements - Overall

Type

Completion Requirement

Earn at least 15 credits

Program Requirements - Core

Type

Completion Requirement

Complete ALL of the following Courses:

EBS 701 - Issues in Bilingualism

EDG 702 - Multicultural and Social Justice Counseling

EDG 734 - Bilingual Counseling in Schools and Communities

EBS 760 - The Bilingual Child with Mild to Moderate Learning and Behavior Problems

EDG 707 – Practicum in Counseling

NOTE: New York State Education Department requires candidates for the bilingual certificate to pass the Bilingual Education Assessment (BEA). All Bilingual School Counseling Candidates are expected to pass the BEA exam prior to completing their advanced certificate.

4. Rationale:

- The above-listed updates are required for the advanced certificate in bilingual school counseling by NYS.
- The program is 15 credits, not 12.
- The title reflects the correct certification that candidates obtain from NYS.
- The practicum course has required fieldwork hours for the bilingual certification in school counseling.
- These changes will not impact the learning outcomes of the program.

5. Date of departmental approval: 12/10/2025

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

Name of Program and Degree Award: Human Performance and Fitness, PhD

Hegis Number: 1299.00

Program Code: 44097

1. **Type of Change:** Change in Elective Courses

2. **From:**
Human Performance and Fitness, PhD

Admission Requirements

- Official transcripts from all post-secondary institutions attended
- A master's degree (or its equivalent) from an accredited college or university in an exercise-related field
- Demonstrated capability of independent research, such as completion of a thesis, presentation of a poster at a scientific conference and/or publication of a research paper.
- Approval of a faculty member willing to supervise the student's doctoral work. It is advisable for students to contact the professor that they are interested in working with prior to applying to the program.
- Submission of 2 letters of recommendation, at least one of which must be from a university professor who has directly taught and/or supervised the student.
- Submission of a personal statement of approximately 500 words discussing the applicant's preparation for doctoral work and interest in pursuing a scholarly career

Degree Requirements – Doctor of Philosophy

Type: Completion requirement

Earn 63 credits

Degree Requirements – Program Overview

The PhD degree in Human Performance and Fitness is a 63-credit on-campus program designed to prepare students in the areas of kinesiology, physiology, sports nutrition, and related exercise sciences for careers in research, education, and sport. Lehman College is the only public institution in NYC to offer a PhD degree program with an exercise-related focus. Moreover, it is the only PhD degree program in the greater New York metropolitan area specifically developed with a focus on enhancing human performance and fitness. This degree program is designed to equip students with the necessary skills and competencies required to become scholars in human health, fitness, and performance, and ultimately pursue practical, educational- and research-related opportunities in this realm. The program is a research-intensive degree where

students complete a large interventional study for fulfillment of their dissertation. Students will be encouraged to publish preliminary studies throughout their time in the program, with their dissertation study published following conference of the degree. To graduate from the program, students must complete a minimum of 51 doctoral credits pre-candidacy (beyond the master's level) and an additional 12 credits candidacy work, with an expected graduation in 4 to 5 years depending on the research topic and complexity of the study design(s).

Degree Requirements - Coursework

Type: Completion requirement

The following is a listing by terms of courses that comprise the Doctor of Philosophy in Human Performance and Fitness program. Coursework must include at least 6 credits in statistical-related coursework and 12 credits in research-based coursework for a total of 63 credits.

Core Courses (15 credits)		Credits
EXS 903	Research Design in Human Performance	3
EXS 920	Statistical Modeling for Research in Exercise Science	3
EXS 970	Research Practicum in Human Performance	3
EXS 975	Meta-Analysis Practicum	3
EXS 990	Doctoral Seminar	3
Elective Courses (36 credits)		Credits
EXS 901	Physical Activity, Exercise and Fitness in Research	3
EXS 902	Applied Exercise Physiology in Human Performance	3
EXS 904	Assessments for Exercise Research and Prescription.	3
EXS 905	Research in Sports Nutrition	3
EXS 906	Applied Training Methodologies in Human Performance	3
EXS 915	Methods in Biomechanical Analysis	3
EXS 916	Applied Concepts in Motor Learning and Performance	3
EXS 917	Evidence-Based Principles in Strength and Hypertrophy	3
EXS 921	Measurement in Sport & Exercise Science	3
EXS 940	Pedagogy in Exercise Science	3
EXS 965	Advanced Sport Psychology	3
MAT 582	Statistics for Students in Biological, Health, and Social Sciences	3
MAT 782	Mathematical Statistics	3
Dissertation (12 credits)		Credits
EXS 991	Dissertation 1	6
EXS 992	Dissertation 2	6

3. **To:**
Human Performance and Fitness, PhD

Admission Requirements

- Official transcripts from all post-secondary institutions attended
- A master's degree (or its equivalent) from an accredited college or university in an exercise-related field
- Demonstrated capability of independent research, such as completion of a thesis, presentation of a poster at a scientific conference and/or publication of a research paper.
- Approval of a faculty member willing to supervise the student's doctoral work. It is advisable for students to contact the professor that they are interested in working with prior to applying to the program.
- Submission of 2 letters of recommendation, at least one of which must be from a university professor who has directly taught and/or supervised the student.
- Submission of a personal statement of approximately 500 words discussing the applicant's preparation for doctoral work and interest in pursuing a scholarly career

Degree Requirements – Doctor of Philosophy

Type: Completion requirement

Earn 63 credits

Degree Requirements – Program Overview

The PhD degree in Human Performance and Fitness is a 63-credit on-campus program designed to prepare students in the areas of kinesiology, physiology, sports nutrition, and related exercise sciences for careers in research, education, and sport. Lehman College is the only public institution in NYC to offer a PhD degree program with an exercise-related focus. Moreover, it is the only PhD degree program in the greater New York metropolitan area specifically developed with a focus on enhancing human performance and fitness. This degree program is designed to equip students with the necessary skills and competencies required to become scholars in human health, fitness, and performance, and ultimately pursue practical, educational- and research-related opportunities in this realm. The program is a research-intensive degree where students complete a large interventional study for fulfillment of their dissertation. Students will be encouraged to publish preliminary studies throughout their time in the program, with their dissertation study published following conference of the degree. To graduate from the program, students must complete a minimum of 51 doctoral credits pre-candidacy (beyond the master's level) and an additional 12 credits candidacy work, with an expected graduation in 4 to 5 years depending on the research topic and complexity of the study design(s).

Degree Requirements - Coursework

Type: Completion requirement

The following is a listing by terms of courses that comprise the Doctor of Philosophy in Human Performance and Fitness program. Coursework must include at least 6 credits in statistical-related coursework and 12 credits in research-based coursework for a total of 63 credits.

Core Courses (15 credits)		Credits
EXS 903	Research Design in Human Performance	3
EXS 920	Statistical Modeling for Research in Exercise Science	3
EXS 970	Research Practicum in Human Performance	3
EXS 975	Meta-Analysis Practicum	3
EXS 990	Doctoral Seminar	3
Elective Courses (36 credits)		Credits
EXS 901	Physical Activity, Exercise and Fitness in Research	3
EXS 902	Applied Exercise Physiology in Human Performance	3
EXS 904	Assessments for Exercise Research and Prescription.	3
EXS 905	Research in Sports Nutrition	3
EXS 906	Applied Training Methodologies in Human Performance	3
EXS 915	Methods in Biomechanical Analysis	3
EXS 916	Applied Concepts in Motor Learning and Performance	3
EXS 917	Evidence-Based Principles in Strength and Hypertrophy	3
EXS 921	Measurement in Sport & Exercise Science	3
EXS 940	Pedagogy in Exercise Science	3
EXS 965	Advanced Sport Psychology	3
<u>EXS 980</u>	<u>Leadership in Research</u>	<u>3</u>
MAT 582	Statistics for Students in Biological, Health, and Social Sciences	3
MAT 782	Mathematical Statistics	3
Dissertation (12 credits)		Credits
EXS 991	Dissertation 1	6
EXS 992	Dissertation 2	6

4. **Rationale:**

Developing competency in conducting research studies is critical for aspiring scholars in the PhD program. While students must complete a dissertation at the conclusion of the program, there is currently no course in the program that prepares students for the skills required to carry out a research study from inception to completion. This elective course will help provide students with the skills and competencies necessary to design a study of interest, lead a research team through the data collection process, analyze and interpret findings, and prepare the resulting manuscript for journal submission.

5. **Date of departmental approval:** 2/3/2026

**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 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	Human Performance and Fitness
Course Prefix & Number	EXS 980
Course Title	Leadership in Research
Description	Design and conduct original research for publication in a scholarly journal. May be repeated for a maximum of 6 credits.
Pre/ Co Requisites	EXS 970
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:**

Developing competency in the design and execution of research is essential for doctoral training in the PhD program. Although completion of a dissertation is a required culminating component, the current curriculum does not include a course specifically

dedicated to preparing students with the skills necessary to conduct an independent research study from inception through completion. While a Research Practicum (EXS 970) is offered, this experience is limited in scope, as students primarily serve in a research assistant role rather than assuming responsibility for leading a study.

This proposed elective course is intended to address this curricular gap by providing structured training in developing and executing a research project. Students will acquire competencies in study design, navigation of the Institutional Review Board (IRB) process, leadership of a research team during data collection, statistical analysis and interpretation of findings, and preparation of a manuscript suitable for submission to a peer-reviewed journal.

EXS 980 can be repeated up to six credits to accommodate students who need additional time to complete their research.

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

1. Develop a proposal for an original research study and design its methods.
2. Navigate the IRB submission process to obtain approval for the study
3. Supervise a team of research assistants to carry out data collection.
4. Perform testing assessments on primary outcomes.
5. Analyze and interpret collected data.
6. Write a draft of the manuscript suitable for submission to a scholarly journal.

5. Date of Departmental Approval: 2/3/2026

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Middle and High School 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	Middle and High School Education
Course Prefix & Number	ESC 540
Course Title	Teaching ELA and Social Studies to Diverse Students in Secondary Schools
Description	An interdisciplinary approach to developing academic literacy through English language arts and literature combined with the theory and practice of social studies and effective citizenship. Curriculum development; use of relevant technology; current standards; instructional strategies; inclusion of students from diverse language backgrounds and students with disabilities. Includes field experience in middle and high school.
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
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3. To:

Department(s)	Middle and High School 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	Middle and High School Education
Course Prefix & Number	ESC 540
Course Title	Teaching ELA and Social Studies to Diverse Students in Secondary Schools
Description	An interdisciplinary approach to developing academic literacy through English language arts and literature combined with the theory and practice of social studies and effective citizenship. Curriculum development; use of relevant technology; current standards; instructional strategies; inclusion of students from diverse language backgrounds and students with disabilities. Includes field experience in middle and high school.
Pre/Co Requisites	<u>Departmental Permission</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input 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:

This course requires departmental permission because it is only intended for teacher candidates who have applied and been approved for this content area.

5. **Date of departmental approval:** February 5, 2026

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Middle and High School 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	Middle and High School Education
Course Prefix & Number	ESC 541
Course Title	Teaching Math and Science to Diverse Students in Middle and High School
Description	An interdisciplinary approach to the methods and materials of teaching mathematics combined with the theory and practice of teaching science. Curriculum development; use of relevant technology; current standards; instructional strategies; inclusion of students from diverse language backgrounds and students with disabilities. Includes field experience in middle and high school.
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
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3. To:

Department(s)	Middle and High School 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	Middle and High School Education
Course Prefix & Number	ESC 541
Course Title	Teaching Math and Science to Diverse Students in Middle and High School
Description	An interdisciplinary approach to the methods and materials of teaching mathematics combined with the theory and practice of teaching science. Curriculum development; use of relevant technology; current standards; instructional strategies; inclusion of students from diverse language backgrounds and students with disabilities. Includes field experience in middle and high school.
Pre/Co Requisites	<u>Departmental Permission.</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input 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:

This course requires departmental permission because it is only intended for teacher candidates who have applied and been approved for this content area.

5. **Date of departmental approval:** February 5, 2026

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Middle and High School 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	Middle and High School Education
Course Prefix & Number	ESC 597
Course Title	Student Teaching in Inclusive Secondary Classrooms
Description	Supervised student teaching in middle and high school of culturally and linguistically diverse adolescents in collaborative and/or specialized educational settings.
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. To:

Department(s)	Middle and High School 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	Middle and High School Education
Course Prefix & Number	ESC 597
Course Title	Student Teaching in Inclusive Secondary Classrooms
Description	Supervised student teaching in middle and high school of culturally and linguistically diverse adolescents in collaborative and/or specialized educational settings.
Pre/Co Requisites	<u>Departmental Permission</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

This course requires departmental permission because it is only intended for teacher candidates who have applied and been approved for student or internship teaching.

5. Date of departmental approval: February 5, 2026

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Middle and High School 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	Middle and High School Education
Course Prefix & Number	ESC 613
Course Title	Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms
Description	Seminar supporting the analysis, discussion, and reflection on the student teaching of culturally and linguistically diverse adolescents with disabilities in inclusive and/or specialized educational settings with an emphasis on the teaching and acquisition of language and literacies. Required state certification student teaching assessments supported through the seminar. Development of a culminating curriculum project in candidates' field that includes an analysis of contextual factors; integration of prior coursework and research; theoretical foundations of the discipline; learning goals; assessment plan; design of instruction; technology; analysis of student learning and reflection on teaching practice.
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 checked="" type="checkbox"/> Scientific World
--	--

3. To:

Department(s)	Middle and High School 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	Middle and High School Education
Course Prefix & Number	ESC 613
Course Title	Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms
Description	Seminar supporting the analysis, discussion, and reflection on the student teaching of culturally and linguistically diverse adolescents with disabilities in inclusive and/or specialized educational settings with an emphasis on the teaching and acquisition of language and literacies. Required state certification student teaching assessments supported through the seminar. Development of a culminating curriculum project in candidates' field that includes an analysis of contextual factors; integration of prior coursework and research; theoretical foundations of the discipline; learning goals; assessment plan; design of instruction; technology; analysis of student learning and reflection on teaching practice.
Pre/Co Requisites	<u>Departmental Permission</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

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

4. **Rationale:**

This course requires departmental permission because it is only intended for teacher candidates who have applied and been approved for student or internship teaching.

5. **Date of departmental approval:** February 5, 2026

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

Senate Meeting: April 15, 2026

The CAEAS committee met via Zoom on March 16, 2026 and there was a quorum present.

The committee voted on revised Writing-Intensive guidelines. The second part of the guidelines were approved with a unanimous, quorum vote. The first part of the guidelines were also approved with a unanimous, quorum vote but with the understanding that the Writing Council would - as their first priority - review data on transfer and e-permit rules and review the tiered structure for transfer students. It is understood that the WI guidelines - which reflect current transfer policy as stated in our Bulletin - will reflect Lehman WI course transfer policy updates as they arise. The guidelines are now brought to the Senate floor for a vote.

CAEAS also presents two informational items:

- 1) First, confusion and multiple interpretations of the WU policy remain – we have received no clarification from CUNY Central, despite clarification being requested on multiple occasions. CAEAS presents two possible interpretations of the current WU policy, as outlined and discussed in a University Faculty Senate blog post from 2025 (co-authored by Professor Campeanu and John Verzani, Chair of the UFS; <https://www1.cuny.edu/sites/cunyufs/2025/03/05/the-wu-f-and-inc-grades/>).
- 2) Brightspace requires a uniform grading scale to be set as a default but the scale can be easily modified (and there is no requirement to use the default provided). Steve Castellano will provide a demonstration on how to change the default grading scale, if a professor chooses to do so.

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Purpose of This Document

This document is meant to serve several, related purposes:

- Provide background on the Writing-intensive (WI) requirement at Lehman College
- Clarify Lehman's policy and practice for Writing-intensive sections of courses
- Provide guidance and resources for departments and faculty interested in developing Writing-intensive sections
- Align WI sections across Lehman College
- Support faculty across the curriculum to adopt similar learning outcomes
- Create a more accessible learning environment for the retention and timely graduation of Lehman students.

The first part of this document will focus on institutional context and policy, while the second part will provide guidance and resources.

Please note:

*Any and all amendments to the WI Guidelines policies (**Part I**) must be approved by the Lehman College Senate's Undergraduate Curriculum Committee, Lehman College Senate's Committee on Undergraduate Admissions, Evaluation, and Academic Standards (CAEAS) and the Lehman College Senate.*

Once approved by the UCC, the document is passed on to CAEAS. Once approved by CAEAS, the document becomes part of the committee's report, and has a place on the Senate agenda. No action is needed by the Governance Committee Chair.

*Any and all amendments to the WI Guidelines regarding WI course design and resources (**Part II**) can be made via the Writing Council,¹ with an update to Lehman Senate as an informational item. (see: Writing-Intensive Guidelines Approval Process)*

¹ Made up of faculty members from each School, staff and students willing to serve on the Council, and the annual Council meeting will be open to the Lehman College community. Student Government Association will also appoint a minimum of four student senators to the Writing Council each year.

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Part I: Institutional Context and Overview**A. The Development Process for the Writing-Intensive Guidelines**

The original set of Lehman College Writing-Intensive Guidelines came out of the Undergraduate Curriculum Committee, which created a Writing-Intensive subcommittee, headed by Vinny Prohaska (Psychology and then director of General Education). The task of the subcommittee was to revise WI guidelines for use in WI courses. The subcommittee consisted of Vinny Prohaska, Tyler Schmidt (English, WAC Co-Coordinator), Jessica Yood (English, WAC Co-Coordinator), Amod Choudhary (Economics, Business), and Janette Tilley (Music). The Guidelines were finalized in May 2014, and approved by the UCC and Senate in Fall 2014.

In December 2024, the Writing-Intensive Guidelines were revised by a subcommittee of the Undergraduate Curriculum Committee (UCC), tasked by Associate Provost Karin Beck, which included members from departments throughout Lehman College. The committee was co-chaired by the Writing Across the Curriculum (WAC) program co-coordinator Sarah Soanirina Ohmer & Associate Professor in School of Education Sherry Deckman. Institute of Literacy Studies (ILS) Director Jane Kehoe-Higgins, Freshman Year Composition Director Maeve Adams, co-coordinator WAC program Sophia Hsu, and Writing and Literacy Coordinator at the Instructional Support Services Program Lisa Estreich, also participated. Lehman College Registrar Yvette Rosario and representative from the Office of Undergraduate Academic Advising Scott Calvin also participated in drafting the guidelines and aligning the information on the Lehman College website with the policy and practice as outlined in the guidelines.

The drafting process was collective and included several feedback loops with presentations in Spring 2024 to: the Undergraduate Curriculum Committee (UCC), the Faculty Personnel and Budget (FP&B) Committee, Lehman Senate, CAEAS, General Faculty, Student Government Association.

B. The Writing-Intensive Guidelines Approval Process

The Writing-Intensive Guidelines were originally encapsulated in a document that was approved by the Senate in 2014. The revised 2025 guidelines are proposed to serve as a “living document,” which will be *revised as needed, based on feedback from campus constituents, and ongoing research on best practices for WI courses.*

Going forward, some changes will need approval from entities such as Senate and its committees if, for example, they change the policy (Part I). Other changes and additions, such as those related to resources and evidence-based best practices (Part II), can be made without formal changes to the underlying policies.

Please note: *Any and all amendments to Part I will be **approved** by the Lehman College Senate's Undergraduate Curriculum Committee, the Lehman College Senate's CAEAS Committee, **presented** at the Senate, the General Faculty meeting, and the Student Government Association meeting, and **approved** by the Lehman College Senate.* Once approved by CAEAS, the document becomes part of the committee's report, and has a place on the Senate agenda. No action is needed by the Governance Committee Chair.

i. Changes to Part I for approval:

- 1) A WI Council will convene annually to review the guidelines policies (Part I) and assess the function of WI courses at Lehman College, across departments, and propose changes to the policies as needed. Changes to the guidelines policies (Part I) will go through the same feedback loop as the 2025 draft: Undergraduate Curriculum Committee, Faculty

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Personnel and Budget, Senate, Advising Council. The WI Council meeting will be open to the public and serve as a forum for feedback on WI policies and guidelines.

- 2) After implementing feedback from all, the guidelines will be turned into UCC for a vote, to CAEAS for approval, presented at the General Faculty meeting, then to Senate for a vote.
- 3) For UCC review:
 - a) send the Guidelines revisions to Academic Affairs Manager who will submit to the Undergraduate Curriculum Committee (UCC) as new business for UCC.
 - b) With UCC approval, WI Guidelines will be included into the UCC agenda for Senate vote, and posted on the Senate website.
 - c) The WI Guidelines will fall under the UCC Committee report, and during UCC committee report, the WI Guidelines will be presented for a vote on the Senate floor for approval of the changes.
- 4) For CAEAS review:
 - a) send the Guidelines revisions to CAEAS Committee chair who will submit to the CAEAS Committee as new business.
 - b) With CAEAS approval, WI Guidelines will be included into the committee's agenda for Senate vote, and posted on the Senate website.
 - c) The WI Guidelines will fall under the CAEAS Committee report, and during the committee report, the WI Guidelines will be presented for a vote on the Senate floor for approval of the changes.

a. Changes to Part II for approval:

Amendments to the WI Guidelines regarding information on WI course design and resources (Part II) can be made via the Writing Council, and presented as an update to Lehman Senate as an informational item.

The Writing Council meeting will take place once a year and be open to the Lehman community.

C. Writing-Intensive Requirement for Graduation

From the Lehman College Undergraduate Bulletin:

Students must complete four courses designated as writing-intensive, three prior to earning the 60th credit and one following. Individual sections of courses will be designated as writing-intensive, and students may take writing-intensive sections of courses in General Education, major, minor, and elective courses.

Transfer students who have completed less than 30 college credits must complete four courses designated as writing-intensive; those who have completed at least 30 but less than 60 college credits must complete three courses designated as writing-intensive; those who have completed 60 or more college credits must complete two courses designated as writing-intensive.²

D. Writing-Intensive Courses and Writing-Intensive Class Sections

WI Course Level Designation and UCC Approval

At Lehman College, the Undergraduate Curriculum Committee does not oversee the designation of classes as WI *at the section level*. However, the UCC *does* oversee WI designations *at the course level*.

² <https://lehman-undergraduate.catalog.cuny.edu/baccalaureate-programs/undergraduate-general-education-curriculum/2013-general-education-program-pathways>

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Departments and Programs may submit proposals to the UCC for courses to be considered WI at the course level. When a WI course is accepted at UCC, every section of the course that is offered is a WI-designated class. For such course proposals, the UCC may refer to the WI guidelines to assess the WI components of the course.

WI Section Level Designation and Department Chair or Department P&B Approval

Outside of this process, any section of any course can be designated as WI, *as decided by the department chair*, department curriculum committee, P&B committee, or instructor with chair approval. These guidelines are a reference to design WI class sections and by chairs, department curriculum committees, or P&B committees, to assess whether classes fulfill the WI requirements for students.

Individual sections of courses can be designated as WI, and students may take WI sections of courses in General Education, major, minor, and elective courses. For undergraduate majors, all departments are encouraged to offer at least one WI course at the 300-level or above.

Enrollment Cap Recommendation

Sections of courses that are designated as WI should have a student cap of no more than 22 students.³

Syllabus Checklist Self-Assessment Form

Before scheduling the section, department chairs, department P&B committees, or department curriculum committees, will remind instructors to [fill out a "syllabus checklist self-assessment" form](#). The data will inform professional development training and may assist campus-wide assessment efforts.

E. Guidelines for Departments and Programs:

Departments and programs will:

- *Establish* the measurable learning outcomes to use for WI courses, as needed (see p. 9 for examples)
- *Use* the guidelines to review and assess WI courses, as needed
- *Consider* offering WI classes within their discipline as part of the minor or major requirement

³ In 2014, Lehman Senate voted to cap students in WI sections to 22.

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Part II: Guidance and Resources

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

- Rosenwasser & Stephen, *Writing Analytically*

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

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

This section of the WI guidelines is to help align WI sections across Lehman College, to support faculty across the curriculum to adopt similar learning outcomes, and to create a more accessible learning environment for the retention and timely graduation of Lehman students.

A. The Role of the WI Guidelines

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

B. Writing in the Discipline and Writing Across the Curriculum

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

C. Writing-Intensive Courses and WI Intensive Class Sections

At Lehman College, the Undergraduate Curriculum Committee does not oversee the designation of classes as WI *at the section level*. However, the UCC *does* oversee WI designations *at the course level*. Departments and Programs may submit proposals to the UCC for courses to be considered WI at the *course level*, in which case every section of the course that is offered would be a WI-designated-class. For such course proposals, the UCC may refer to the WI guidelines to assess the Writing-Intensive components of the course.

Outside of this process, *any section of any course can be designated as writing intensive*, as decided by the department chair, department curriculum committee, department P&B committee, or instructor with chair approval. The guidelines will be used as a reference to design WI class sections and by chairs, department curriculum committees, or department P&B committees, to assess whether classes fulfill the Writing-Intensive requirements for students.

Each instructor who teaches a WI class will be asked to fill out a self-assessment form prior to scheduling the class (sample form [here](#)). The forms will be collected by the Associate Provost's office for data and assessment, and to instruct professional development training.

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D. Writing-Intensive Classes

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

Instructors can determine different modes of expression according to their discipline, students' learning modalities and needs: multimodal writing, podcasts, presentations, discussion, audiovisual recordings— with accompanying scripts, lab reports, etc.⁴

1. A WI syllabus

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

2. A WI instructor

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

E. Assessment in WI classes

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

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

F. The Syllabus for Writing-Intensive Classes

To meet the learning outcomes of a WI class, a syllabus will *reflect* the following ideas:

1. **Writing is comprehensively integrated into the course.** Writing assignments in a WI class serve as a means to achieving mastery of class content. They can also serve to develop professional output, though that is not required – it may be required to meet program or department learning outcomes.
2. **Writing is a significant part of the coursework.** It is not recommended to assign a single major assignment. Instead, distribute the writing over a variety of assignments. The genres and mode of production should be appropriate for the course and discipline.

⁴ The use of multimodal text, podcast, presentation, would be accompanied with a process that includes writing.

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Note: The finished writing will vary depending on the discipline.

3. **Writing is a significant part of the course grade.** Though it is not required to put the majority of the weighted grade on a single major assignment, a WI class will include writing as 30% or more of the class grade, for example, discussion board posts, “think pieces” or reflection papers, in-class writing assignments, etc. The grading can also be based on completion, and/or collective rubrics, for example, completing lecture notes, or completing a peer-reflection exercise.

4. **Writing is learned through revision.** Feedback, peer-reflection, and/or revision will be part of the regular coursework/curriculum. *Note: Feedback and revision does not need to take place via drafts; it can be resubmission of a report, or a reflection.*

5. **Writing is explained and practiced in the course.** In the WI class, the instructor and the students will engage in reflection, conversation, and writing about the function of writing in the discipline, and the structures of writing in the discipline. The syllabus or course materials can explain the forms and types of writing instruction that the class will use, such as five-minute papers, concept maps, discussion board posts, annotated design notebooks, case study or case notes, reflection for a photo essay, etc. Alongside a writing activity, there could be a workshop to engage students to interactively learn the conventions of the writing style.

G. Syllabus Checklist for a Writing-Intensive Class

Syllabus Checklist Self-Assessment Form

Before scheduling the section, department chairs, department P&B committees, or department curriculum committees, will remind instructors to [fill out a “syllabus checklist self-assessment” form](#). The forms will be collected by the Associate Provost’s office for data and assessment, and to inform professional development training.

Every syllabus for a WI class should:

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

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H. Guiding Principles for a Writing-Intensive Class**Choose 2-3 from the list to include in your syllabus.**

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

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I. Examples of Learning Outcomes for a Writing-Intensive Class

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

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

By the end of the WI course, students will be able to...**Writing style / voice**

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

Writing Process and Discipline-Specific Conventions

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

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Reading Comprehension

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

Peer-Review

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

Research & Resources

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

AI and Writing

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

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J. Examples of writing assignments [to be added online]

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K. Writing Intensive Guidelines Committee members and Contributors:

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

Members of the UCC committee

Prof. Andrew Gold, MBI
 Prof. Yuri Gorokhovich, EEGS
 Prof. Julie Maybee, PHI
 Prof. Douglas Oberlin, EXS-SCI
 Prof. Lynn Rosenberg (Chair), SLHS
 Prof. Daniel Stuckart, MHSE

Members of the CAEAS committee

Prof. Sandra Campeanu (Chair), PSY
 Prof. Monica Duncan, MMTP
 Ms. Avery Forbes, ACAD ADV
 Prof. Tanja Haxhoviq, MATH
 Prof. Brenda Hernandez-Acevedo, NUR
 Prof. Andrei Jitianu, CHE

Members of the Advising Council

General Faculty Executive Committee

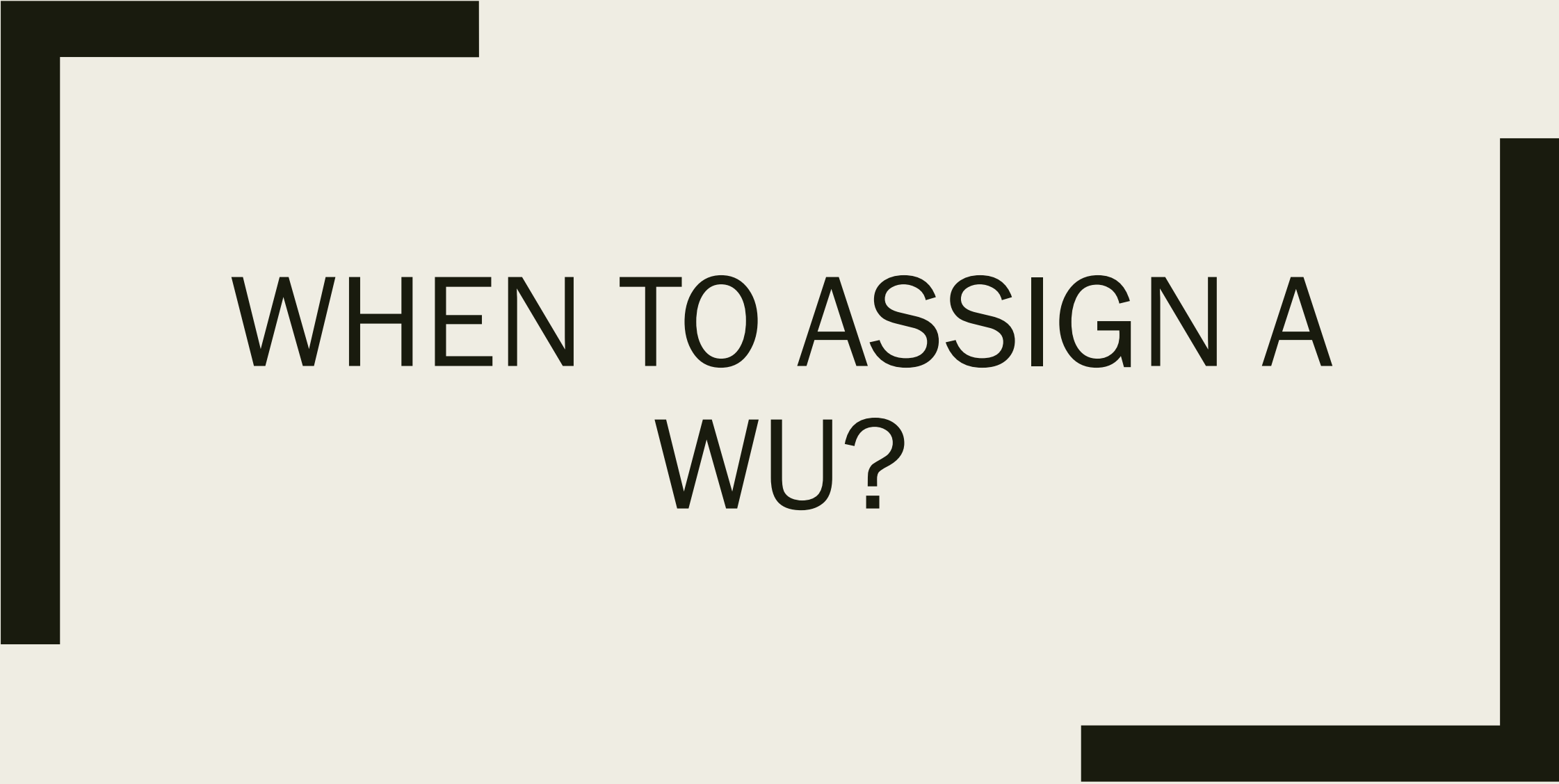
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FP&B Committee

Lehman Senators

General Faculty

Student Government Association (SGA)

The image features two thick black L-shaped corner brackets. One is positioned in the top-left corner, and the other is in the bottom-right corner. They are oriented towards each other, framing the central text.

WHEN TO ASSIGN A
WU?



What does it mean to Withdraw Unofficially?

- A grade of WU is to be assigned to students who participated in an academic activity related to the class at least once, stopped participating, did not drop the class or receive approval for an incomplete, did not otherwise officially withdraw from the course, and **did not complete enough work for the instructor to be able to calculate an earned grade using the criteria delineated in the course syllabus.**
- A 'F' grade should never be given in place of a 'WU' grade.

What does it mean to Withdraw Unofficially?

Interpretation 1: based on what grade is *possible* to earn

- Calculate the hypothetical grade if a student did all the outstanding work perfectly (as though that work earned all 100s) and the grade based on just the completed work (as though the outstanding work earned all 0s). This gives the range of possible grades a student could have earned and leads to this possible interpretation:
- If the top of the range is still below an F grade (i.e., if the student completed all of the missing work perfectly, but would still fail), assign the F grade;
- If the bottom of the range is a passing grade (i.e., if the student is graded based on only the completed work, and would still pass), assign the passing grade;
- Otherwise, assign the WU grade.

What does it mean to Withdraw Unofficially?

Interpretation 2: based on course component weightings in the *syllabus* and independent of student performance

- If the student has completed components worth at least 60% of the grade, then calculate the grade from A-F and assign this earned grade.
- If the student has not completed components worth at least 60% of the grade, then assign a WU.

Common Scenarios

Scenario	Interpretation 1 grade	Interpretation 2 grade
A student who had no chance of passing given their marks earned before they stopped attending.	F	Depends whether 60% of course components were submitted
A student who needed a really good grade on the final to pass but didn't show up to take the final? Suppose that student did not consult or agree to an INC grade.	WU	Depends whether 60% of course components were submitted
A student who has a good average but stopped participating (by not taking the final, say). The points earned lead to a passing letter grade, but they might have been able to earn a much better grade. Suppose an INC agreement could not be reached.	Letter grade based on partial work	Depends whether 60% of course components were submitted



Governance Committee Report April 15, 2026

1. Student Committee Nominations
 - a. Slate Of Nominees Provided By Students
 - b. Any Additional Nominations?
 - c. Move To A Vote

2. Next Governance Committee Meeting, Monday April 20th at 11am on Zoom.

UPDATED LIST OF STUDENTS NOMINATED TO SERVE **ON STANDING SENATE COMMITTEES**

Undergraduate Curriculum - 3

Lhogand Dominguez	loalex2930@gmail.com
Erika E Lora	Erika.lora@lc.cuny.edu

Library, Technology and Telecommunications - 3

Suhar Al Qarai	SUHAR.ALQARAI@lc.cuny.edu
Grace N Dyantyi-Achi	Grace.Dyantyiachi@lc.cuny.edu
Kateleen Lopez	kateleen.lopez@lc.cuny.edu

Campus Life and Facilities - 3

Oluwabusayomi S Owoaje	oluwabusayomi.owoaje@lc.cuny.edu
Sakib Uddin Shikder	SAKIBUDDIN.SHIKDER@lehman.cuny.edu

Equity, Inclusion, Accessibility, and Anti-Racism - 3

Mariama Barry	MARIAMA.BARRY11@LC.CUNY.EDU
Sakib Uddin Shikder	SAKIBUDDIN.SHIKDER@lehman.cuny.edu
Sekou Drame	MAHAMADOU.DRAME1@LC.CUNY.EDU

Assessment - 3

Oluwabusayomi S Owoaje	Oluwabusayomi.owoaje@lc.cuny.edu
Fatou Kane	fatou.kane@lc.cuny.edu
Sakib Uddin Shikder	SAKIBUDDIN.SHIKDER@lehman.cuny.edu

Dear Lehman Senate Colleagues,

I am writing this report/update in lieu of my presence (yet again). Unfortunately, I will be out of state during much of the week of the 13th and will not return until Sunday. My apologies. I know this, like the several other absences, can be frustrating and my primary defense is that the commitments I have to CUNY, on behalf of Lehman, and those made to my discipline in early to mid 2025 have proven to be perhaps too much.

Nevertheless, I am always heartened by the fact that we have a learned and able faculty member to preside over the meetings and Dr. Fera has been a great partner in this endeavor and it is only fair to acknowledge the load he has shouldered. My hope is that a) I do not overcommit to external activities next year and b) the coordination of schedules across the system is more seamless and easier to manage. I appreciate your patience.

In terms of budget, we are a couple of weeks behind in the state budget process but while things do not look perfect for specific CUNY wide items things do seem to be fairly positive for Lehman. Several capital projects have funding and are green lit to move forward this summer and fall. Similarly, we have assurances that the base funding for MSI remains and, lastly, the plan a and plan b for moving forward on the science/business building project look good. If we have to move to plan b there will need to be discussions with the Chancellor's office so we hope that the full \$15 million dollars needed for site study, design, and building programming will be allocated to Lehman when the close the budget shortly.

With respect to the city, we have a handful of requests to support programming out as well as a slightly larger number for renovation projects on the campus. One challenge, not necessarily the City's responsibility, is that the Carman HVAC project has cost overruns projected and we have had to cannibalize some other projects, including phase 3 of the library. Library Director Kenneth Schlesinger has been notified and assured that we are already seeking to replace those funds either by a combination of city/state funds or the state itself. We are optimistic we can get back to the library within a year.

You are all aware of the many construction projects undergoing and, as always, we appreciate your patience. The campus will look better and be better prepared to support our teaching, research, and creative activities moving forward but it is indeed an inconvenience to many. Within our buildings a number of important searches have occurred, including those for cabinet and extended cabinet positions. We are coming to positive conclusion on those searches and it will feel good to be back to a space with permanent rather than interim titles around the table.

Finally, the cabinet members have been reviewing the more than 80 requests for M. Scott funds. We are convening shortly to assess, discuss and make some decisions.

In many ways it is has been an exceptional year for the college and that is a reflection of the work of our faculty, staff and students. Thank you to everyone and congratulations for advancing the college. And, as you look forward to the end of the semester and the writing and grading that is associated with it, best of luck and pace yourselves.

Best,
Fernando Delgado, President
Lehman College



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BUDGET & PLANNING

COMMITTEE REPORT

MEETING 2/5/2026

- Nine participants – 12 Members, 2 Guests
- Quorum achieved
- Agenda
 - Enrollment Update
 - Financial Report Update, Mid-Year Report
- Next meeting is 5/07/2026



LEHMAN

ENROLLMENT REPORT



SPRING 2026 ENROLLMENT REPORT

- VP Richard Finger presented an update for the Spring 2026.
- Significant increases in e-Permit in students
- College Now student enrollment continues to show strength.
- The SEEK program exceeded its most optimistic enrollment goals

Students in Campus, Spring 2026					
Regular Undergrad Enrollment	SEEK Enrollment	Undergraduate Non Degree	Graduate Enrollment	Doctoral Enrollment	Graduate Non-Degree
9,425	795	984	1,585	59	56
73.04%	6.16%	7.63%	12.28%	0.46%	0.43%
					Total: 13,665

Total Growth, Spring 2026					
Regular Undergrad Enrollment	SEEK Enrollment	Undergraduate Non Degree	Graduate Enrollment	Doctoral Enrollment	Graduate Non-Degree
0.00%	9.00%	-8.00%	6.00%	40.00%	-34.00%
					Total Enrollment: 0.59%

LEHMAN

MID-YEAR FINANCIAL REPORT



FY2026 MID-YEAR FINANCIAL REPORT

	FY2026	Q1 Projection	Mid-Year	Q1-FY2026	MY – FY2026
Campus based Allocation	\$ 107,670	\$ 111,493	\$ 111,493		
Other	\$ 42,128	\$ 41,842	\$ 42,257		
Current Budget	\$ 149,798	\$ 153,335	\$ 153,750	2.36%	2.64%
Tuition Collection Target	\$ 1,818	\$ 1,956	\$ 2,049	7.59%	12.71%
Total Campus Based Resources	\$ 151,616	\$ 155,291	\$ 155,799	2.42%	2.76%
Expenditures					
Personnel Services	\$ 115,037	\$ 116,592	\$ 113,643	1.35%	-1.21%
Adjuncts	\$ 25,478	\$ 26,373	\$ 25,793	3.51%	1.24%
Temporary Services	\$ 6,196	\$ 5,970	\$ 5,646	-3.65%	-8.88%
OTPS	\$ 13,704	\$ 15,635	\$ 16,034	14.09%	17.00%
Total Expenditures	\$ 160,415	\$ 164,570	\$ 161,116	2.59%	0.44%
Over/Under	\$ (8,799)	\$ (9,279)	\$ (5,317)		
Other Reserves	\$ 7,866	\$ 7,867	\$ 7,867		
CUTRA Reserves	\$ 23,754	\$ 23,754	\$ 23,754		
Year-End Balance	\$ 22,821	\$ 22,342	\$ 26,304	-2.10%	15.26%

Tap waivers, State Support, Mexican Institute, ACE, DC37 and PSC Collective Bargaining, College Now, SEEK, other CUNY allocations

Due to the changes to searches not fulfilled, retirements, etc

Tax-Levy funds for strategic investments, CUNY allocations, CUNY Earmarked Funding, etc.

Back in November 13th Meeting

New Projections

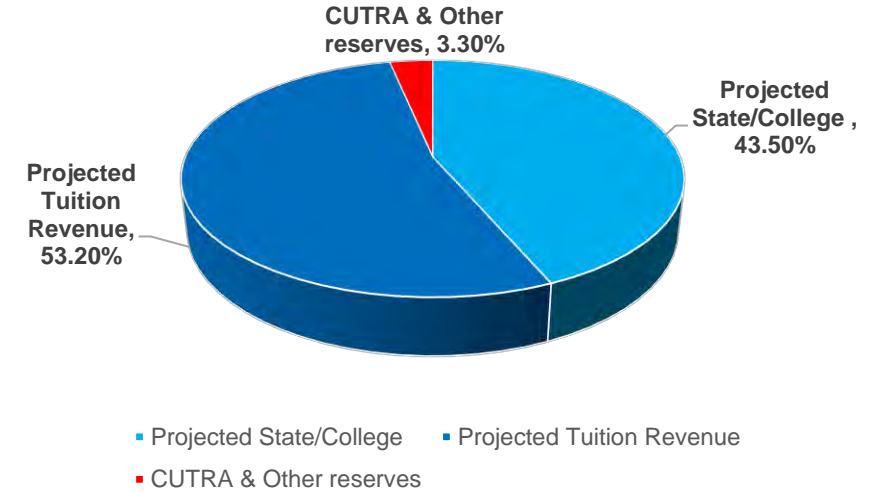
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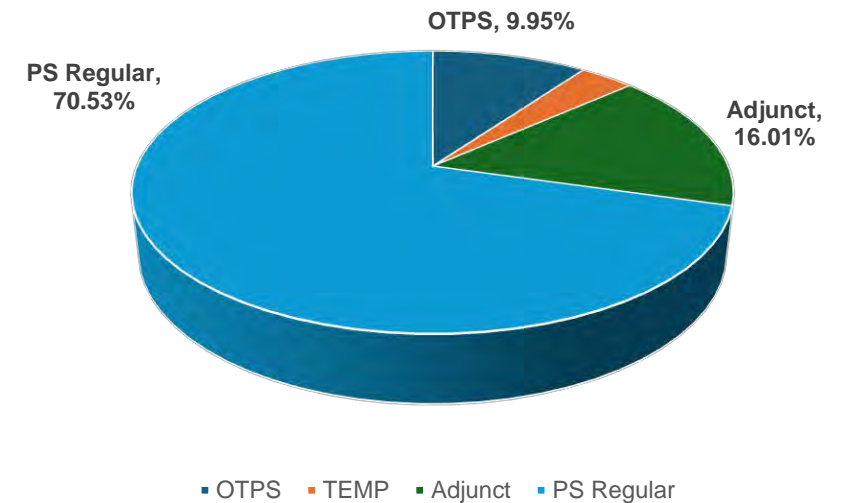
Back in November 13th Meeting

New Projections

Campus Based Resources, 161.1 Million



Campus Based Expenditures, 161.1 Million



FY2026 TUITION REVENUE COLLECTIONS

	FY2024	FY2025	FY2026	
Gross Revenue	\$ 88,333	\$ 91,691	\$ 93,194	→ What is billed
Less Waivers	\$ (6,811)	\$ (7,697)	\$ (7,991)	→ Exceptions
Fees	\$ 270	\$ 327	\$ 341	→ Other Charges
Net Revenue	\$ 81,792	\$ 84,321	\$ 85,544	→ Can be collected
Actual Collections from Net Revenue	\$ 73,979	\$ 77,388	\$ 78,706	→ Actual collected
		Collection Increased		
<i>Collection Rate</i>	90.45%	91.78%	92.01%	→ % of actual/net
Prior-Year Cash Collections	\$ 4,767	\$ 6,955	\$ 5,027	→ Collection of what wasn't collected from past years
Total Cash Collections	\$ 78,746	\$ 84,343	\$ 83,733	→ Total Collections for the year
Tuition Revenue Target	\$ 79,543	\$ 79,260	\$ 81,684	→ Set by CUNY
Actual vs Target Collections	\$ (797)	\$ 5,083	\$ 2,049	→ Excess or Misses from CUNY target

Tuition Revenue **potentially** increases, thus FY 2027 budget **might** increase

Caution: This also means that our target increases, if not met, budget cut for the FY2028

NEXT STEPS

- Next meeting is 05/07/2026 for a budget report.
3:00 PM, APEX Building 251

Agenda (so far):

- Financial Report, Interim VP Bethania Ortega
- Foundation Financial Report, ED Danielle Jean-Marie
- Foundation Strategic Report, VP Kelly Brown

For any further questions or inquiries:
alexander.nuneztorres@lehman.cuny.edu





BUDGET & PLANNING

COMMITTEE REPORT



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The Committee on Assessment met on March 6 and March 27

The Committee discussed and voted on a few recommendations of significant importance for the campus community

- I. To ensure that various programs, AES and administrative units upload assessment activities, and action items they've helped inform, to Watermark, our committee voted on March 27 to strongly recommend that anyone who needs training attend one of the sessions Donald Sutherland (*Director, Strategic Planning, Institutional Research, and Assessment*) has graciously agreed to schedule online on the following dates:

4/20 at 10 am; 4/21 at 3 pm; 4/24 10 am

The details of the meetings have been sent or will be sent by email from the office of assessment.

- II. We have been discussing ways to document what is often referred to as "closing the loop" activities. As a committee, we urge the campus community to more broadly think about the types of activities they do or information they gather to enhance the student experience.
- III. We are going to vote at our next meeting on a resolution for the constitution of a general education subcommittee that will report back to our committee for the AY26-27. We welcome input from the campus community and senate members on the text of the resolution:

"The sub-committee on General Education will report to the Standing Senate Assessment Committee and will be active during the 2026-2027 Academic Year.

- 1) Membership: Seven members as follows: nominated faculty, students and administrators from AES units or administrative units that deal with students (not to exceed 2).
- 2) Functions:
 - a. Reviews the 2025-2026 annual General Education Assessment report and recommends an action plan;
 - b. Reviews past General Education Assessment reports and makes recommendations based on the extent to which the findings of the report have informed campus-wide changes and discussions;
 - c. Surveys, collects and documents existing general education related activities and information generated by the campus community;
 - d. Will propose to the Senate and campus community a more permanent structure to make the collection of general education related information more systematic;
 - e. Formulate an opinion on how best to structure the administration of general education courses (LEH and pathways) to facilitate the collection of assessment-related information"



Library Technology and Telecommunications Committee Report

Next Meeting: Wednesday, April 29th @ 11 AM

Location: ZOOM

Library

- Campus construction and Library Window Replacement project have made it necessary to relocate Library first floor Entrance to Concourse-Basement level. Please access Library Concourse Entrance from underneath Bridge by Performing Arts Center. Library anticipates project will complete by Fall 2026 – and apologizes for any inconvenience.
- Library's newest database – **JSTOR Scholarly ebooks** – will be available as Trial through June 30th. Provides access to 93,000+ scholarly eBooks and contains 90% new and unique titles compared to Library's existing eBook collections. Offers thousands of titles from leading publishers. eBooks include following benefits: ease of use, perfect for remote teaching and learning, cross searchable. More information from your Library Department Liaison.
- **Oxford Handbooks** online now available from CUNY Office of Library Services – featuring content from economics and politics to literature and philosophy. More than 1000 Oxford Handbooks on wide range of subjects across humanities, social sciences, sciences, and law. For more information – please contact Michelle Ehrenpreis. Access this new database via Library A-Z Databases on Library Homepage.
- Lehman faculty are encouraged to take advantage of Open Educational Resources [OER] – which will reduce textbook costs for students and widen access to material. This has resulted in students saving millions of dollars in textbook costs. To apply to participate in next year's Program – please contact Stacy Katz Library.

Information Technology

- During spring break, the student email was transitioned to a new CUNY student email account in Microsoft Office 365. This is the same secure email that is used by faculty and staff. Students login with their CUNY Login Credentials - same as CUNYfirst and Brightspace and authenticate with the Microsoft Authenticator. Faculty should encourage students to confirm their new Lehman branded email address which is: **firstname.lastnameXX@stu-mail.lehman.cuny.edu**. Kindly report any issues with the new email to the Service Desk via the Service Now link located in the LOGIN section of the Lehman Home Page. Until further notice, mail sent to the previous @lc.cuny.edu email address will still reach students. We hope

that the transition to the new email will provide students with one less login and password to remember and streamline the student email experience.

- A New Proofpoint URL Isolation Platform is now active. The goal of the new platform is to ensure that links sent to the college community are safe and not malicious or phishing for our information. The new platform is transparent to the user.
- And, while we are talking about computer security and safety, please take the CYBERSECURITY course in Brightspace. There is a course for students and faculty/staff. Both courses can be completed in under one hour. Both courses are packed with information to keep us safe online. Everyone must complete the training by the end of May.

LMS/Brightspace

- To support instructors in creating accessible, inclusive learning experiences, two IT Accessibility workshops were offered. We facilitated a workshop on March 30th on Bb ALLY and its capabilities. The workshop provided participants a high-level summary of ALLY and what it can do. The workshop was recorded and will be available on our Accessibility page. We are committed to supporting instructors in creating accessible, inclusive learning experiences for all. Please consider scheduling a Brightspace Office Hour to learn more about making your course accessible using ALLY.
- The second IT Accessibility workshop, VoiceThread, was offered on April 1st. The workshop demonstrated all of the basic features of VoiceThread and particular attention was paid to Creating a VoiceThread Assignment in Brightspace. The workshop was recorded and will be available on our Accessibility page.
- On Monday, April 13th, we presented a workshop on Yuja - Lehman's Media Repository. This workshop demonstrated the features available to faculty in Yuja such as screen capture, live broadcasting and analytics. The workshop was recorded and will be available on our IT Workshops page.
- Summer 2026 courses are created and are now posted for faculty in Brightspace. Courses were created on April 1st. This is a good time to check out Bb Ally and remediate any accessibility issues your course content might have.
- IT has daily instructor-led workshops both in-person and online. Topics include: Excel, Word, Microsoft CoPilot, and more. Workshops are available for students and faculty and will help you work smarter, not harder. To view the workshop offerings, visit the Lehman Homepage and search for IT Workshops for a complete list and registration.

- Bronx Ed Tech Showcase will be at BCC on May 1st starting at 9:30. The Showcase theme is AI and we will be having demonstrations from Google on Gemini and a Presentation on Microsoft CoPilot. Please consider registering. Google: Bronx Ed Tech Showcase and click the RSVP link to register.
- Tech Fee Proposals-Proposals have been submitted for a Renewal for Voicethread and a Limited Campus license for Perusall
- LinkedIn Learning is available to the CUNY Community. We log in to LinkedIn Learning with our CUNY Credentials. Go to: lehman.edu/itr/linkedin-learning

Center for Teaching and Learning

- The Center for Teaching and Learning (CTL) is pleased to invite you to participate in the Excellence in Education and Community Conference (EECC'26). This year the conference theme is: Moving The Needle – From Practice to Impact. The in person portion of the conference takes place on Friday. Look for the Registration Link on the Brightspace Homepage