

**Minutes of
The Lehman College Senate Meeting
Wednesday, October 7, 2026
Senate Meeting**

Senators Present: Adams, M.; Akther, S.; Ali, T.; Ayalew, M.; Banks, R.; Barry, A.; Campeanu, S.; Castellano, S.; Cheng, S.; Colón, S.; Douglas, D.; Dyantyi-Achi, G.; Faham, M.; Fera, J.; Filpo Batista, O.; González, R.; González, T.; Goode, B.; Guese, K.; Huot, J.; Hurley, D.; Hyman, D.; Jiménez, M.; Johnson, A.; Keivani, A.; Kim, N.; López, K.; Loscocco, P.; Luna Martínez, L.; Manier, D.; Marianetti, M.; Markens, S.; McGovern, J.; McNeil, C.; Mohorcich, J.; Moroianu, S.; Music, H.; O'Boy, D.; Ohmer, S.; Ortega, B.; Pantalone, D.; Peguero, A.; Pitts, W.; Plunkett, A.; Ponteen, E.; Prince, P.; Rivera, O.; Rosario, Y.; Ruiz, C.; Ruiz, E.; Sánchez, O.; Schlesinger, K.; Sepúlveda-Pacsi, A.; Shano, E.; Shohag, M.; Silva-Puras, J.; Stone, A.; Umar, F.; Valentine, R.; Vanderbilt, K.; Vargas, A.; Wang, H.; Wang, S.; Wright, J.; Ye, Y.

Senators Absent: Abi-Hanna, R.; Alicea, K.; Almonte, L.; Ausby, M.; Báez Garcia, R.; Bell, R.; Brito, S.; Brown, C.; Brown, T.; Buckley, M.; Coller, A.; Delgado, F.; Di Raimo, S.; Finger, R.; Foster, S.; Gerry, C.; Harrison, E.; Henríquez-Castillo, M.; Johnson, T.; Jones, D.; Machado, E.; MacKenzie, J.; McIntosh-McEwen, K.; McKenna, C.; Murphy, B.; Olajire, E.; Palmer, C.; Quezada, A.; Rice, A.; Shafi, A.; Shrestha, B.; Stein Smith, S.; Trena, M.; Williams, H.; Zhong, M.

The meeting was called to order at 3:48 PM by the Chair of the Lehman College Senate, Professor Joseph Fera.

1. Action Items

a. Approval of the Minutes

There was a motion to approve the minutes, which was seconded. The minutes of the September 2, 2026, College Senate was approved by unanimous voice vote.

See Attachment I

b. Undergraduate Curriculum Committee

Professor Lynn Rosenberg presented a proposal for curriculum changes in the following departments: Biological Sciences; Earth, Environmental, and Geospatial Sciences; Exercise Sciences and Recreation; Psychology; Sociology; and Women's and Gender Studies. The floor was opened to questions and

41 comments. There were none. Professor Fera moved to vote on all of the presented
42 proposals. The proposals were approved by unanimous voice vote.

43
44 Professor Rosenberg presented the following informational items: experimental
45 courses BBA 124, BBA 209, BBA 319, BIO 243, ENG 114, PHY 248, and for
46 Pathways courses ARH 139, LAC 225, LTS 224, WST 257.

47
48 See Attachment II

49
50 The next meeting was scheduled for Wednesday, November 4, 2026, at 1:00 PM
51 via Zoom. Proceeding this date, Undergraduate Curriculum Committee meetings
52 are scheduled to occur on Wednesdays at 1:00 PM on the following dates:
53 December 2, 2026; February 3, 2027; March 3, 2027; April 7, 2027; and May 5,
54 2027.

55
56 **c. Graduate Curriculum Committee**

57 Ms. Takiyah Ali presented proposals for curriculum changes in the following
58 department: Counseling, Leadership, Literacy, and Special Education. The floor
59 was opened to questions and comments. There were none. There were no
60 additional questions or comments. Professor Fera moved to vote on the presented
61 proposal. The proposal was approved by unanimous voice vote.

62
63 The next meeting was scheduled for Wednesday, November 11, 2026, at 11:00
64 AM via Zoom. Proceeding this date, Graduate Curriculum Committee meetings
65 are scheduled to occur on Wednesdays at 11:00 AM on the following dates:
66 December 9, 2026; February 3, 2027; March 3, 2027; April 7, 2027; May 5, 2027.

67
68 See Attachment III

69
70 **d. Governance Committee**

71 Professor Joseph Fera presented the report.

(1) Undergraduate Curriculum Committee Faculty Vacancy

Professor Fera informed that there was one faculty vacancy on the Undergraduate Curriculum Committee for a one-year term. Professor Fera announced the Governance Committee's nomination: Professor James Mahon. The floor was opened to additional nominations. There were none. As the nomination was uncontested, Professor Fera moved to a vote. Professor James Mahon was elected to serve on the Undergraduate Curriculum Committee for a one-year term by majority voice vote.

(2) Carman Hall, Senate, and Shared Governance

Professor Fera shared that he met with Provost Jorge Silva-Puras, on behalf of the Governance Committee, to discuss the Carman Hall renovations and next steps. He communicated that the Governance Committee, in collaboration with the Committee on Campus Life and Facilities, have decided on where to start—there will be an addendum added to the Campus Life and Facilities report that informs the College Senate on all issues related to the Carman Hall renovations. Professor Fera shared that discussions on first steps are still ongoing.

See Attachment IV

The next meeting of the Governance Committee was scheduled for Monday, October 19, 2026, at 2:00 PM via Zoom. Proceeding this date, Governance Committee meetings are TBD.

2. **Announcements and Communications**

a. **Report of the President—**

There was no report.

b. **Student Legislative Assembly—**

The Vice President of Student Legislative Affairs (SLA), Ms. Munira Ayalew, reported on the following activities of the Student Government Association (SGA):

(1) Special Elections

Ms. Ayalew communicated that there would be a special election to fill four remaining vacant seats on the SLA and the SGA. She also provided the deadline for student action—October 11, 2026, the deadline for students to submit their intention form. The special elections were scheduled for Tuesday, October 13, 2026, through Thursday, October 15, 2026.

(2) Updates and Opportunities for Student Engagement

Ms. Ayalew informed that SGA launched several successful events to foster community engagement and to connect peers with key campus resources, which include: (1) the CUNY Coalition for Students with Disabilities Accessibility Fair, to promote campus inclusivity; (2) the Club Fair, to empower students and help them get involved in extracurricular activities; (3) the Speed-Friending event, to help students meet peers and build community; and (4) the Build-A-Bear event, to provide students with a low pressure space to build meaningful connections.

(3) Student Concerns

Ms. Ayalew shared serious concerns—that members of the campus community have been affected by ICE enforcement. She urged everyone to help spread awareness on the extensive resources available to the community—resources that include CUNY Citizenship Now, Immigration Success Liaisons, and legal assistance through BronxWorks.

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

a. **Assessment**

133 Professor Devrim Yavuz reported on the October 1, 2026, meeting of the
134 Committee on Assessment, which includes updates on the General Education
135 Assessment Sub-Committee.

136

137 See Attachment V

138

139 Future meetings of the Assessment Committee are TBD.

140

141 **b. Library, Technology, and Telecommunications**

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

145

146 See Attachment VI

147

148 The next meeting of the Library, Technology, and Telecommunications
149 Committee was scheduled for Wednesday, October 28, 2026, via Zoom, at 11:00
150 AM via Zoom. Proceeding this date, Library, Technology, and
151 Telecommunications Committee meetings are scheduled to occur on Wednesdays
152 at 11:00 AM on the following date(s): November 25, 2026.

153

154 **c. Campus Life and Facilities**

155 Professor Penny Prince reported on the October 7, 2026, meeting of the Campus
156 Life and Facilities Committee.

157

158 (1) Carman Hall Construction

159 She briefed that the AVP of Campus Planning and Facilities, Charlotte Diehl,
160 was in attendance to inform that the Carman Hall construction could not occur
161 in phases, as construction needed to be completed in an empty building.

162

163 (2) The Lehman Grand

164 Professor Prince emphasized that the Lehman Grand would be offering meal
165 plans to students. She also noted an alternative resource to relying on the
166 residence hall's vendors: cooking. Professor Prince explained that the third
167 floor of the building offers access to refrigerators and ovens that would allow
168 students to prepare their own meals.

169

170 The next meeting was scheduled for Wednesday, November 4, 2026, at 2:00 PM
171 via Zoom. Proceeding this date, Campus Life and Facilities Committee meetings
172 are scheduled to occur on Wednesdays at 2:00 PM on the following date(s):
173 December 2, 2026.

174

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

176 There was no report.

177

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

180

181 **e. Admissions, Evaluation, and Academic Standards**

182 There was no report.

183

184 The next meeting of the Admissions, Evaluation, and Academic Standards
185 Committee was scheduled for Wednesday, October 14, 2026, at 2:00 PM via
186 Zoom. Proceeding this date, Admissions, Evaluation, and Academic Standards
187 Committee meetings are TBD.

188

189 **f. Academic Freedom**

190 There was no report.

191

192 The next meeting of the Academic Freedom Committee was scheduled for
193 Friday, October 16, 2026, at 3:00 PM via Zoom. Proceeding this date, Academic
194 Freedom Committee meetings are TBD.

195
196 **g. Budget and Long-Range Planning**

197 There was no report.
198

199 The next meeting of the Budget and Long-Range Planning Committee was
200 scheduled for Thursday, November 12, 2026, at 3:00 PM via Zoom. Proceeding
201 this date, Budget and Long-Range Planning Committee meetings are scheduled
202 to occur on Thursdays at 3:00 PM on the following dates: February 11, 2026;
203 May 6, 2026.
204

205 **h. University Faculty Senate Report**
206

207 Professor David Manier reported on the May 26, 2026, Plenary Session of the
208 University Faculty Senate (UFS). He also noted there was a change in
209 leadership—that the former Chair of the University Faculty Senate, John Verzani,
210 was succeeded by Karen Coughlin.
211

212 **(1) Policies Resolutions**

213 Professor Manier mentioned an ongoing topic—the potential chilling effect
214 at the presence of class recordings used for accommodation purposes in
215 compliance with the Americans with Disability Act (ADA). He informed of
216 a resolution to adopt a policy on class recordings and photography, which was
217 passed unanimously by the UFS and posted to the University website. He also
218 informed of another resolution—a resolution to adopt a policy on pre-
219 recorded commencement speeches. However, the UFS voted against a
220 CUNY-wide policy to recommend pre-recorded commencement speeches.
221

222 **(2) Title VI Training**

223 Professor Manier informed of the concerns raised by faculty regarding
224 academic freedom and the Title VI training. He announced that the CUNY
225 Title VI trainings were revised accordingly and would be made available to
226 faculty sometime this academic year.

227

228

The next meeting was scheduled for Tuesday, October 27, 2026, at 6:30 PM.

229

Proceeding this date, University Faculty Senate meetings are scheduled to

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occur on Tuesdays at 6:30 PM on the following dates: December 1, 2026;

231

February 23, 2027; April 6, 2027; and May 4, 2027.

232

233

Unfinished Business

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235

There was no unfinished business to report.

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237

New Business:

238

There was no new business to report.

239

240

ADJOURNMENT

241

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

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adjourned at 5:04 PM

243

244

Respectfully submitted:

245

246

Cynthia Cessant

Senate Meeting – 10/07/26

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on (9/2 members in attendance): Lynn Rosenberg (chair), Daniel Stuckart, Yuri Gorokhovich, Ronald Banks, Andrew Gold

1. Biological Sciences Department
 - Biology BS-Degree Requirements
 - BIO 435-Prerequisites, Hours
2. Earth, Environmental and Geospatial Sciences Department
 - Earth Science Certificate-Withdrawal of Program
3. Exercise Sciences and Recreation Department
 - EXS 410-New Course
 - EXS 470-Prerequisites
4. Psychology Department
 - PSY 322-Experimental to Permanent Course
5. Sociology Department
 - SOC 243-Title, Description
6. Women's and Gender Studies Department
 - WST 257-New Course

Informational items

BBA 124, BBA 209, BBA 319-Experimental Courses

BIO 243-Experimental Course

ENG 114-Experimental Course

PHY 248-Experimental Course

Pathways-ARH 139, LAC 225, LTS 224, WST 257

Next meeting: 11/04/26

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Biology, BS

Hegis Number: 0401.00

Program Code: 34022- BIO-BS

1. Type of Change: *Degree Requirements*

2. From: ~~Strikethrough~~ the changes

Major Requirements – Overall

Earn at least 33 credits

Additional Comments:

BS To M.S. Dual Credit Opportunity

Undergraduate Students Majoring In Biology With 90 Or More Credits And A Minimum (3.0) Cumulative Index And (3.5) Index In The Major May Be Permitted To Enroll In Up To 8 Credits Of Graduate Coursework In Preparation For The M.S. Degree In Biology. The Student Must Receive Permission From The Department To Take Graduate Courses Prior To Registration.

Major Requirements – Core Courses

Type: Completion requirement

Prerequisites

Earn at least 29 credits from the following:

BIO 166 - Principles of Biology: Cells and Genes

BIO 167 - Principles of Biology: Organisms

CHE 166 - General Chemistry I

CHE 167 - General Chemistry Laboratory I

CHE 168 - General Chemistry 2

CHE 169 - General Chemistry Laboratory II

PHY 166 - General Physics I

PHY 167 - General Physics II

*BIO 166 and BIO 167 can be used to fulfill general education requirements. Both are prerequisites to all other biology courses.

Students can complete MAT 172, 4 credits or the combined substitute (MAT 171 4) and MAT 108) (2)

** BIO 240 has MAT 175 and MAT 155 as prerequisites. MAT 328 has MAT 128 as a prerequisite.

Students who complete BIO 181 and BIO 182 can use those courses in place of BIO 228.

Students who complete any or all of the pre-requisite courses before declaring the major may complete the major in less than 77 credits.

A grade of C or higher is recommended for all courses in the prerequisite list.

Complete at least 1 of the following:

Complete ALL of the following Courses:

MAT 172 - Precalculus

OR

Complete ALL of the following Courses:

MAT 171 - Elements of Precalculus

MAT 108 - Trigonometry

Foundation**

Complete ALL of the following Courses:

BIO 238 - Genetics

BIO 239 - Genetics Laboratory

BIO 240 - Biostatistics.

OR MAT 328 - Techniques in Data Science

** BIO 240 has MAT 175 and MAT 155 as prerequisites. MAT 328 has MAT 128 as a prerequisite.

Organic Chemistry

Complete ALL of the following Courses:

CHE 232 - Organic Chemistry Lecture I

CHE 233 - Organic Chemistry Laboratory I

CHE 234 - Organic Chemistry Lecture II

CHE 235 - Organic Chemistry Laboratory II

Additional Comments:

At least 21-22 credits in one of the following tracks:

Major Requirements - Biomedical Sciences Track

Type: Completion requirement

Biomedical Sciences at least 21 credits

Select courses from lists: A, B, and C

List A

Earn at least 12 credits from the following:

BIO 228 - Mammalian Physiology

BIO 267 - Comparative Anatomy of Vertebrates
BIO 303 - Data Mining and Bioinformatics
BIO 331 - Experimental Microbiology
BIO 333 - Endocrine Physiology
BIO 350 - Introduction to Immunology
BIO 351 - Immunology Laboratory
BIO 400 - Biological Chemistry
BIO 410 - Cell Physiology and Biochemistry
BIO 411 - Principles of Virology
BIO 415 - Medical Microbiology
BIO 420 - Molecular Biology
BIO 431 - Comparative Animal Physiology

List B

Earn at least 8 credits from the following:

BIO 229 - Astrobiology: Life and Health Beyond Earth
BIO 241 - Evolution, Species, and Biogeography
BIO 242 - Urban Agriculture: Gardening for Change
BIO 268 - Vertebrate Embryology
BIO 311 - Parasitology
BIO 312 - Parasitology Laboratory
BIO 317 - Drugs, Brain and Behavior
BIO 320 - Neural Development: From Genes and Cells to Brains
BIO 321 - Neural Development Laboratory
BIO 330 - Plant Physiology
BIO 336 - Marine Biology Lectures
BIO 338 - Human Genetics
BIO 339 - Ecology
BIO 340 - Human Body and Brain
BIO 341 - Human Body and Brain Laboratory
BIO 403 - Medicinal Plants
BIO 406 - Cancer and Cellular Differentiation
BIO 425 - Ichthyology
BIO 426 - Ichthyology Laboratory
BIO 435 - Neurophysiology
BIO 438 - Genomics and Human Health
BIO 465 - Microbial Physiology and Genetics

List C

Earn at least 1 credits from the following:

BIO 440 - Biology Journal Review
BIO 450 - Biology Seminar
BIO 471 - Research In Molecular Microbio
BIO 489 - Introduction to Experimental Biology
BIO 490 - Honors in Biological Sciences

BIO 489 may be repeated for a maximum 3 credits

Major Requirements - Organismic Sciences Track

Type: Completion requirement

Organismic Sciences at least 21 credits

Select courses from lists A, B, and C

List A

Earn at least 12 credits from the following:

- BIO 229 - Astrobiology: Life and Health Beyond Earth
- BIO 241 - Evolution, Species, and Biogeography
- BIO 242 - Urban Agriculture: Gardening for Change
- BIO 268 - Vertebrate Embryology
- BIO 317 - Drugs, Brain and Behavior
- BIO 311 - Parasitology
- BIO 312 - Parasitology Laboratory
- BIO 320 - Neural Development: From Genes and Cells to Brains
- BIO 321 - Neural Development Laboratory
- BIO 330 - Plant Physiology
- BIO 336 - Marine Biology Lectures
- BIO 338 - Human Genetics
- BIO 339 - Ecology
- BIO 340 - Human Body and Brain
- BIO 341 - Human Body and Brain Laboratory
- BIO 403 - Medicinal Plants
- BIO 406 - Cancer and Cellular Differentiation
- BIO 425 - Ichthyology
- BIO 426 - Ichthyology Laboratory
- BIO 435 - Neurophysiology
- BIO 438 - Genomics and Human Health
- BIO 465 - Microbial Physiology and Genetics

List B

Earn at least 8 credits from the following:

- BIO 228 - Mammalian Physiology
- BIO 267 - Comparative Anatomy of Vertebrates
- BIO 303 - Data Mining and Bioinformatics
- BIO 331 - Experimental Microbiology
- BIO 333 - Endocrine Physiology
- BIO 350 - Introduction to Immunology
- BIO 351 - Immunology Laboratory
- BIO 400 - Biological Chemistry
- BIO 410 - Cell Physiology and Biochemistry
- BIO 411 - Principles of Virology
- BIO 415 - Medical Microbiology

BIO 420 - Molecular Biology
BIO 431 - Comparative Animal Physiology

List C

Earn at least 1 credits from the following:

BIO 440 - Biology Journal Review
BIO 450 - Biology Seminar
BIO 471 - Research In Molecular Microbio
BIO 489 - Introduction to Experimental Biology
BIO 490 - Honors in Biological Sciences
BIO 489 may be repeated for a maximum 3 credits

Major Requirements - Brain Sciences Track

Type: Completion requirement

Brain Sciences At Least 21 Credits

Select courses from lists: A, B, and C

List A

Earn at least 14 credits from the following:

BIO 228 - Mammalian Physiology
BIO 317 - Drugs, Brain and Behavior
BIO 320 - Neural Development: From Genes and Cells to Brains
BIO 321 - Neural Development Laboratory
BIO 340 - Human Body and Brain
BIO 341 - Human Body and Brain Laboratory
BIO 400 - Biological Chemistry
BIO 420 - Molecular Biology
BIO 435 - Neurophysiology

List B

Earn at least 1 credits from the following:

BIO 440 - Biology Journal Review
BIO 450 - Biology Seminar
BIO 471 - Research In Molecular Microbio
BIO 489 - Introduction to Experimental Biology
BIO 490 - Honors in Biological Sciences
BIO 489 may be repeated for a maximum 3 credits

List C

Earn at least 6 credits from the following:

PSY 166 - General Psychology
PSY 308 - Motivation and Emotion
PSY 310 - Psychology of Learning

PSY 312 - Psychology of Memory
PSY 314 - Cognitive Psychology
PSY 317 - Psychology of Sensation and Perception
PSY 366 - Clinical Neuropsychology

PSY 166 can be used to fulfill General Education requirements and is a prerequisite to all other PSY courses. Students who complete PSY 166 before declaring the major only need to complete 6 credits in this area.

Major Requirements - Bio-Data Sciences Track

Type: Completion requirement

Bio-Data Sciences At Least 22 Credits

Select courses from lists: A, B, and C

List A

Earn at least 12 credits from the following:

BIO 241 - Evolution, Species, and Biogeography
BIO 242 - Urban Agriculture: Gardening for Change
BIO 270 - Invertebrate Zoology
BIO 271 - Invertebrate Zoology Laboratory
BIO 303 - Data Mining and Bioinformatics
BIO 330 - Plant Physiology
BIO 331 - Experimental Microbiology
BIO 336 - Marine Biology Lectures
BIO 339 - Ecology
BIO 400 - Biological Chemistry
BIO 403 - Medicinal Plants
BIO 420 - Molecular Biology
BIO 425 - Ichthyology
BIO 426 - Ichthyology Laboratory
BIO 503 - Topics in Urban Ecology

List B

Earn at least 1 credits from the following:

BIO 440 - Biology Journal Review
BIO 450 - Biology Seminar
BIO 471 - Research In Molecular Microbio
BIO 489 - Introduction to Experimental Biology
BIO 490 - Honors in Biological Sciences
BIO 489 may be repeated for a maximum 3 credits

List C

Fulfill ALL of the following requirements:

9 Credits in Geospatial, Environmental and Data Science From List C:

Earn at least 3 credits from the following:

GEP 205 - Principles of Geographic Information Science

GEP 3060 - Raster Applications

GEP 375 - Data Acquisition and Integration Methods for GIS Analysis

GEO 340 - Natural Hazards and Disasters: A Multidisciplinary Approach

ENV 235 - Conservation of the Environment

AND

Earn at least 6 credits from the following:

GEH 245 - Introduction to Quantitative Methods of Geography

SOC 348 - Reasoning with Data

DAT 310 - Data Visualization

Additional Comments:

Students that take MAT 128, MAT 328 to satisfy the math requirement and take GEH 245, SOC 348, and DAT 310 to satisfy List C for the Bio-Data Sciences track would earn a minor in Data Science.

3. To: Underline the changes

Major Requirements – Overall

Earn at least 33 credits

Additional Comments:

BS To M.S. Dual Credit Opportunity

Undergraduate Students Majoring In Biology With 90 Or More Credits And A Minimum (3.0) Cumulative Index And (3.5) Index In The Major May Be Permitted To Enroll In Up To 8 Credits Of Graduate Coursework In Preparation For The M.S. Degree In Biology. The Student Must Receive Permission From The Department To Take Graduate Courses Prior To Registration.

Major Requirements – Core Courses

Type: Completion requirement

Prerequisites

Earn at least 29 credits from the following:

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BIO 167 - Principles of Biology: Organisms

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PHY 167 - General Physics II

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Complete ALL of the following Courses:

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MAT 171 - Elements of Precalculus

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Foundation**

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OR MAT 328 - Techniques in Data Science

** BIO 240 has MAT 175 and MAT 155 as prerequisites. MAT 328 has MAT 128 as a prerequisite.

Organic Chemistry

Complete ALL of the following Courses:

CHE 232 - Organic Chemistry Lecture I

CHE 233 - Organic Chemistry Laboratory I

CHE 234 - Organic Chemistry Lecture II

CHE 235 - Organic Chemistry Laboratory II

Additional Comments:

At least 21-22 credits in one of the following tracks:

Major Requirements - Biomedical Sciences Track

Type: Completion requirement

Biomedical Sciences at least 21 credits

Select courses from lists: A, B, and C

List A

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- BIO 233 – Human Physiology
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- BIO 303 - Data Mining and Bioinformatics
- BIO 331 - Experimental Microbiology
- BIO 333 - Endocrine Physiology
- BIO 350 - Introduction to Immunology
- BIO 351 - Immunology Laboratory
- BIO 400 - Biological Chemistry
- BIO 410 - Cell Physiology and Biochemistry
- BIO 411 - Principles of Virology
- BIO 415 - Medical Microbiology
- BIO 420 - Molecular Biology
- BIO 431 - Comparative Animal Physiology

List B

Earn at least 8 credits from the following:

- BIO 229 - Astrobiology: Life and Health Beyond Earth
- BIO 241 - Evolution, Species, and Biogeography
- BIO 242 - Urban Agriculture: Gardening for Change
- BIO 265 – Space Biology and Medicine
- BIO 268 - Vertebrate Embryology
- BIO 311 - Parasitology
- BIO 312 - Parasitology Laboratory
- BIO 317 - Drugs, Brain and Behavior
- BIO 320 - Neural Development: From Genes and Cells to Brains
- BIO 321 - Neural Development Laboratory
- BIO 330 - Plant Physiology
- BIO 336 - Marine Biology Lectures
- BIO 338 - Human Genetics
- BIO 339 - Ecology
- BIO 340 - Human Body and Brain
- BIO 341 - Human Body and Brain Laboratory
- BIO 403 - Medicinal Plants
- BIO 406 - Cancer and Cellular Differentiation
- BIO 425 - Ichthyology
- BIO 426 - Ichthyology Laboratory
- BIO 435 - Neurophysiology
- BIO 438 - Genomics and Human Health
- BIO 465 - Microbial Physiology and Genetics

List C

Earn at least 1 credits from the following:

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BIO 450 - Biology Seminar

BIO 471 - Research In Molecular Microbio

BIO 489 - Introduction to Experimental Biology

BIO 490 - Honors in Biological Sciences

BIO 489 may be repeated for a maximum 3 credits

Major Requirements - Organismic Sciences Track

Type: Completion requirement

Organismic Sciences at least 21 credits

Select courses from lists A, B, and C

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Earn at least 12 credits from the following:

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BIO 242 - Urban Agriculture: Gardening for Change

BIO 265 – Space Biology and Medicine

BIO 268 - Vertebrate Embryology

BIO 317 - Drugs, Brain and Behavior

BIO 311 - Parasitology

BIO 312 - Parasitology Laboratory

BIO 320 - Neural Development: From Genes and Cells to Brains

BIO 321 - Neural Development Laboratory

BIO 330 - Plant Physiology

BIO 336 - Marine Biology Lectures

BIO 338 - Human Genetics

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BIO 400 - Biological Chemistry

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BIO 411 - Principles of Virology

BIO 415 - Medical Microbiology

BIO 420 - Molecular Biology

BIO 431 - Comparative Animal Physiology

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BIO 450 - Biology Seminar

BIO 471 - Research In Molecular Microbio

BIO 489 - Introduction to Experimental Biology

BIO 490 - Honors in Biological Sciences

BIO 489 may be repeated for a maximum 3 credits

Major Requirements - Brain Sciences Track

Type: Completion requirement

Brain Sciences At Least 21 Credits

Select courses from lists: A, B, and C

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Earn at least 14 credits from the following:

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BIO 232 – Human Anatomy

BIO 233 – Human Physiology

BIO 317 - Drugs, Brain and Behavior

BIO 320 - Neural Development: From Genes and Cells to Brains

BIO 321 - Neural Development Laboratory

BIO 340 - Human Body and Brain

BIO 341 - Human Body and Brain Laboratory

BIO 400 - Biological Chemistry

BIO 420 - Molecular Biology

BIO 435 - Neurophysiology

List B

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BIO 471 - Research In Molecular Microbio
BIO 489 - Introduction to Experimental Biology
BIO 490 - Honors in Biological Sciences
BIO 489 may be repeated for a maximum 3 credits

List C

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PSY 310 - Psychology of Learning
PSY 312 - Psychology of Memory
PSY 314 - Cognitive Psychology
PSY 317 - Psychology of Sensation and Perception
PSY 366 - Clinical Neuropsychology

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Major Requirements - Bio-Data Sciences Track

Type: Completion requirement

Bio-Data Sciences At Least 22 Credits

Select courses from lists: A, B, and C

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BIO 270 - Invertebrate Zoology
BIO 271 - Invertebrate Zoology Laboratory
BIO 303 - Data Mining and Bioinformatics
BIO 330 - Plant Physiology
BIO 331 - Experimental Microbiology
BIO 336 - Marine Biology Lectures
BIO 339 - Ecology
BIO 400 - Biological Chemistry
BIO 403 - Medicinal Plants
BIO 420 - Molecular Biology
BIO 425 - Ichthyology
BIO 426 - Ichthyology Laboratory
BIO 503 - Topics in Urban Ecology

List B

Earn at least 1 credits from the following:

- BIO 440 - Biology Journal Review
- BIO 450 - Biology Seminar
- BIO 471 - Research In Molecular Microbio
- BIO 489 - Introduction to Experimental Biology
- BIO 490 - Honors in Biological Sciences

BIO 489 may be repeated for a maximum 3 credits

List C

Fulfill ALL of the following requirements:

9 Credits in Geospatial, Environmental and Data Science From List C:

Earn at least 3 credits from the following:

- GEP 205 - Principles of Geographic Information Science
 - GEP 3060 - Raster Applications
 - GEP 375 - Data Acquisition and Integration Methods for GIS Analysis
 - GEO 340 - Natural Hazards and Disasters: A Multidisciplinary Approach
 - ENV 235 - Conservation of the Environment
- AND

Earn at least 6 credits from the following:

- GEH 245 - Introduction to Quantitative Methods of Geography
- SOC 348 - Reasoning with Data
- DAT 310 - Data Visualization

Additional Comments:

Students that take MAT 128, MAT 328 to satisfy the math requirement and take GEH 245, SOC 348, and DAT 310 to satisfy List C for the Bio-Data Sciences track would earn a minor in Data Science.

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

Added newly approved elective courses to the Biomedical, Organismic, and Brain Sciences sub-plan that count towards the major.

5. Date of departmental approval: 04/29/26

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

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

Department(s)	Biological Sciences
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Biology
Course Prefix & Number	BIO 435
Course Title	Neurophysiology
Description	A general consideration of nervous systems, excitable membrane physiology, synapses, sensory receptors, trophic function, regeneration of nervous tissue, and behavior.
Pre/ Co Requisites	BIO 166 & 167 & 228 and one 200 level or above (not BIO 230) and CHE 234 & 235
Credits	3
Hours	3, Lecture
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p>☒ 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>

3. To: Underline the changes

Department(s)	Biological Sciences
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Biology
Course Prefix & Number	BIO 435
Course Title	Neurophysiology
Description	A general consideration of nervous systems, excitable membrane physiology, synapses, sensory receptors, trophic function, regeneration of nervous tissue, and behavior.
Pre/ Co Requisites	BIO 166 & 167 & <u>238 and 239</u> and one 200 level or above (not BIO 230) and CHE 234 & 235
Credits	3
Hours	3, Lecture
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p>☒ Not Applicable</p> <p>☐ Required</p> <p> ☐ English Composition</p> <p> ☐ Mathematics</p> <p> ☐ Science</p> <p>☐ Flexible</p> <p> ☐ World Cultures</p> <p> ☐ US Experience in its Diversity</p> <p> ☐ Creative Expression</p> <p> ☐ Individual and Society</p> <p> ☐ Scientific World</p>

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

Replaced BIO 228 with BIO 238 (lecture) and BIO 239 (lab) as a prerequisite. Genetics is a foundation course for the major and is thus a more suitable prerequisite for the course.

5. Date of departmental approval: 02/25/26

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

DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Earth Science Certificate

Hegis Number: 1914.00

Program Code: 36211 - ES-CERT

1. Type of Change: Withdrawal of program

2. Description:

Program Requirements - Overall

Type: Completion requirement

Earn at least 30 credits

Program Requirements - Core

Type: Completion requirement

Fulfill ALL of the following requirements:

Earn at least 22 credits from the following:

GEO 167 - Earth Evolution

GEO 168 - Earth Evolution Laboratory

GEO 228 - Weather and Climate

GEO 229 - Weather and Climate Laboratory

GEO 245 - Earth Materials

GEO 301 - Earth Science for Educators

GEO 4500 - Topics in Earth Science

AST 117 - Astronomy of Stellar Systems

AND

Earn at least 8 credits from the following:

GEO 236 - Environmental Geology

GEO 340 - Natural Hazards and Disasters: A Multidisciplinary Approach

GEO 341 - Natural Hazards and Disasters Laboratory

GEO 345 - Environmental Hydrology

GEO 370 - Intro Oceanography

GEO 448 - Plate Geotectonics

GEO 490 - Honors in Geology

Other courses may be substituted with department permission.

3. Rationale:

This program never had enough students to fill classes and two years ago two geology faculty retired, therefore limiting teaching resources. For students who want to become NYSED certified grades 7-12 earth science teacher they would major in earth science in EEGS and dual major in new Adolescent Teacher BA Program in the Department of Middle and High School Education.

4. Date of departmental approval: May 13, 2026

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

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

2.

Department(s)	Exercise Sciences and Recreation
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 410
Course Title	Exercise Pathophysiology
Description	Mechanisms of pathophysiology and their intersections with physiologic adaptations to exercise training.
Pre/ Co Requisites	EXS 423
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity

	☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. Rationale:

This course provides a higher level of understanding of how physical activity interacts with the pathophysiology of many chronic diseases for undergraduate students. This gives students an opportunity to better understand why physical activity helps prevent or treat many common chronic disease conditions. It equips students with course competencies required by the American College of Sports Medicine for students planning to sit for certifications.

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

At the end of the course, students should be able to:

- Describe the physiologic interactions between physical activity and many common chronic disease conditions
- Develop exercise training plans for individuals with various chronic disease conditions
- Choose appropriate exercise tests for individuals with chronic disease conditions given various signs/symptoms and/or common medications
- Explain the mechanisms for why performing physical activity is an effective means of preventing and/or treating various chronic disease conditions

5. Date of Departmental Approval: 05/05/2026

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

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

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

Department(s)	Exercise Sciences and Recreation
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Exercise Science
Course Prefix & Number	EXS 470
Course Title	Pre-Internship Seminar in Exercise Science
Description	Exercise Science students take the Pre-Internship Seminar to help them prepare for, find, and secure an internship for EXS 471 (Internship in Exercise Science). During the class, assistance will be provided in preparing a resume, cover letter, professional interviewing, finding, and securing a job, and developing professional communication. Co-requisite EXS 326 and permission of advisor
Pre/ Co Requisites	Co-requisite: EXS 326 and department consent
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing)	ELO - INTERN (Internship)

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

3. **To:** Underline the changes

Department(s)	Exercise Sciences and Recreation
Career	☒ Undergraduate [] Graduate
Academic Level	☒ Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Exercise Science
Course Prefix & Number	EXS 470
Course Title	Pre-Internship Seminar in Exercise Science
Description	Exercise Science students take the Pre-Internship Seminar to help them prepare for, find, and secure an internship for EXS 471 (Internship in Exercise Science). During the class, assistance will be provided in preparing a resume, cover letter, professional

	interviewing, finding, and securing a job, and developing professional communication.
Pre/ Co Requisites	<u>Pre-requisite or</u> Co-requisite: EXS 326 and department consent
Credits	3
Hours	3
Liberal Arts	[☐] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	ELO - INTERN (Internship)
General Education Component	<u>X</u> Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

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

When EXS 470 was transitioned to a pre-internship course rather than the main internship course, the department made EXS 326 a co-requisite course. However, the intention was for EXS 326 to be a co-requisite or pre-requisite course. This curriculum

change is simply to correct that oversight. Students should be able to enroll in EXS 470 if they have previously taken EXS 326 or if they are currently enrolled in EXS 326.

5. **Date of departmental approval:** 05/05/2026

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

DEPARTMENT OF PSYCHOLOGY

CURRICULUM CHANGE

1. **Type of change:** From Experimental Course to Permanent Course

2.

Department(s)	Psychology
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Psychology
Course Prefix & Number	PSY 322
Course Title	Technology, Mind, and Behavior
Description	Historical, theoretical, empirical, and ethical aspects of technology's impact on human cognition, emotion, and behavior, including its application in learning, therapy, workforce, and leisure.
Pre/ Co Requisites	PSY 166
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Remove Experimental Course Attribute
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. **Rationale:**

From social media's impact on self-esteem and relationships to virtual reality's applications in therapy, technology can both enhance and challenge mental health and well-being. As such, the psychological implications of technology are now more relevant than ever to the diverse student body of Lehman College and the populations they will serve in a variety of professional settings. A course on the intersection of Technology, Mind, and Behavior will benefit the students in the Psychology Department because it will provide an in-depth exploration of the psychological implications of technology across settings and psychological domains, preparing students to critically and mindfully assess and engage with applications of technology in their chosen fields and careers. The topics introduced in the course will also help students become more intentional consumers of technology themselves.

This proposed 300-level course immerses students into the complicated and interdependent world of psychology and technological advancement. Through exposure to theoretical and empirical literature and engagement with hands-on projects and case studies, this course provides students with a comprehensive understanding of the technology's impact on human psychology. First, students will learn ways in which technology has historically influenced psychology as a field, including its role in research design and theory building. Second, students will learn about the complex effects of technology on psychological processes and mental health, including its role in shaping and advancing mental health treatments through the application of virtual reality and artificial intelligence. Third, students will learn about psychological implications of human-machine interactions and its effects on education and the workplace. Fourth, students will develop an ethical awareness around the application of technology in psychology and beyond. Fifth, students will apply their knowledge and understanding of these topics and processes to identify potential psychological concerns with current use of technology (or lack thereof) and think critically and creatively to propose solutions.

Below is a sampling of topics that may be covered in the course:

1. Introduction to Technology and Psychology: Overview of how technology has historically influenced psychological theory and practice, including its role in research design and data analysis.
2. The Psychology of the Internet and Social Media: Examines the impact of digital communication on identity, relationships, and mental health.
3. Digital addiction and its discontents: Investigates the psychological basis of technology addiction, including gaming disorder and social media dependency.
4. Virtual reality and augmented reality: Explores the use of VR and AR in therapeutic settings, education, and training, including their effects on perception and cognition.
5. Artificial intelligence and human behavior: Analysis of how AI influences decision-making, job markets, ethics, and the future of human-machine interactions.

6. Privacy, surveillance, and psychological well-being: Examines the psychological effects of digital surveillance and privacy breaches.

7. Technology in learning and cognitive enhancement: Investigates how digital tools can enhance or impair learning processes and cognitive development.

8. The future of work: Explores the psychological impacts of remote work, the gig economy, and automation on job satisfaction and organizational behavior.

9. Ethical considerations in digital life and research: Critical discussion on the ethical implications of technological advancements, including biases in AI and digital inequalities and its role/application in psychological research.

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

- Critically analyze the impact of technology on psychological processes and social behavior.
- Apply psychological theories to understand the effects of digital environments.
- Evaluate the ethical implications of technology use and development.
- Propose innovative solutions to mitigate negative psychological effects of technology.

5. **Date of Departmental Approval:** May 11, 2026

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

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

Department(s)	Sociology
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 243
Course Title	The Aged in Modern Society
Description	The changing role of the elderly in the family and work force; styles of life of the elderly; systems and organizations that service the elderly; problems of leisure and retirement.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. **To:** Underline the changes

Department(s)	Sociology
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 243
Course Title	<u>Aging in Society</u>
Description	<u>How social, cultural, and historical factors shape the experience of aging. Focus on theoretical perspectives and research evidence to understand how individuals and social structures interact to produce diverse aging experiences and outcomes.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

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

This proposal to change the course name and description will bring the course in alignment with current disciplinary approaches to social gerontology and aging which has changed in the last several decades. As such the change in description and title better reflects current sociological approaches to aging, and the change in title has

removed out-dated and offensive language. These changes will better align the course with the departmental learning outcomes without impact to those outcomes.

5. **Date of departmental approval:** 3/30/2026

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

DEPARTMENT OF WOMEN'S AND GENDER STUDIES

CURRICULUM CHANGE

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

2.

Department(s)	Women's and Gender Studies
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	WST
Course Prefix & Number	WST 257
Course Title	Sociological Perspectives on Queer Studies
Description	An introduction to sociological perspectives on queer studies. Contextualizes and explores what it means to be queer at the intersections of race, class, gender, nation, and (dis) ability in contemporary American society.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Remove Experimental Course Attribute
General Education Component	<p>☒ 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>

3. Rationale:

Queer studies emerged as an interdisciplinary field in the 1990s and is an important perspective within gender studies. In particular, queer studies provides an approach that centers the study of the experience of LGBTQ+. There is no current course in the women's and gender studies program that exclusively focuses on queer studies and, none from a sociological perspective. As such this class fills a hole and makes an important contribution to the program.

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

Contribute to their local, national and global communities using reason, integrity, empathy, accuracy, humility, and civility by

1. Demonstrating multicultural, global and ethical awareness of diverse peoples and communities. Students respect individual differences and demonstrate empathy towards diverse viewpoints, values and experiences.
2. Demonstrating the ability to work collaboratively as part of a team. Students contribute as team members to building consensus and share their skills and knowledge.
3. Identify, define, distinguish and illustrate core sociological concepts as applied in Queer Studies
4. Identify, describe and compare the major classical and contemporary theoretical paradigms as applied in queer studies.
5. Distinguish credible peer-reviewed published sociological research and knowledge from other information

5. Date of Departmental Approval: April 1, 2026

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Biological Sciences
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Biological Sciences
Course Prefix & Number	BIO 243
Course Title	Animal Care and Management Practicum
Description	Animal care and management, clinic operations, and veterinary techniques including hands-on experience, research facility workflows, biosafety, and veterinary support aligned with national laws and standards.
Pre/ Co Requisites	BIO 166, grade C or higher, and BIO 167, grade C or higher
Credits	1
Hours	2
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. **Rationale:**

To foster collaboration between Bronx Community College and the Lehman College Animal Care Facility and jointly offer a structured educational and workforce-development training program in animal care and management of laboratory-animal in a biomedical research context.

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

1. Demonstrate Humane handling and husbandry of laboratory rodents (mouse and rat).
2. Application of biosecurity, PPE, sanitation, and facility access protocols.
3. Supervised health observation, documentation, and reporting.
4. Operation and sterilization of laboratory and vivarium equipment.
5. Application of IACUC, OLAW/PHS, and biosafety standards.
6. Professional conduct appropriate for research and veterinary environments.

5. **Date of Departmental Approval:** 04/29/26

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

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

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

2.

Department(s)	English
Career	☒ Undergraduate ☐ Graduate
Academic Level	☐ Regular ☒ Compensatory ☐ Developmental ☐ Remedial
Subject Area	English
Course Prefix & Number	ENG 114
Course Title	English Composition I
Description	<p>All aspects of reading and writing, with particular attention to summary, critical responses to short texts, argumentative development in paragraphs and essays, and the rewriting process.</p> <p>Note: ENG 114 is designed for multilingual learners who have successfully completed ESL 104 or received a score of 92-104 on the CUNY Accuplacer language exam, taken in lieu of ENG 111. All students placed in ENG 114 must pass this course in fulfillment of the Common Core Requirement in English Composition. Students who take but do not pass this course should repeat it the following semester. Students who pass ENG 114 proceed to ENG 121 the following semester.</p>
Pre/ Co Requisites	ESL 104
Credits	3
Hours	6
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p>☒ 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>

	☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. **Rationale:**

The performance of English language learners (ELLs) in Lehman College's foundational first year composition courses—ENG 111 and ENG 121—reveals that multilingual learners struggle to keep up with peers for whom English is the primary language. ELLs struggle with reading, speaking, and writing in English as well as with listening comprehension. These challenges impact their likelihood of success in other first year courses, leading both to higher failure rates and lower retention rates for English language learners generally. ELLs struggle to write about texts and other media that they cannot fully understand, and they struggle to understand instructions about what they are being asked to do in both written text and spoken language.

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

- Students will read and listen critically and analytically, identifying a text's major arguments, assumptions, and assertions and evaluating its supporting evidence.
- Students will write clearly and coherently in standard English using varied academic formats, including online responses, writing journals, in-class writing, and formal essays of varied rhetorical structures.
- Students will critique and improve their own and each other's texts through online and in-class responses and editing of peers' work.
- Students will enter academic conversations by identifying the existing state of dialogue and offering their own evidence and arguments, and by conforming to accepted conventions of ethical attribution and citation.
- Students will support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Students will use available technology to support informal and formal writing and revising, and use acquired discursive skills to engage meaningfully with available technology.
- Students will demonstrate introductory familiarity with the library and its resources.
- Students will demonstrate acquired skills of critical reading, summary, and original argumentation in midterm and final Common-Exam essays.

5. **Date of Departmental Approval:** September 21, 2026

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

DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

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

2.

Department(s)	Management and Business Innovation
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Business
Course Prefix & Number	BBA 124
Course Title	Business Case Competition
Description	Business competition and pitches through a blend of theory, applied problem-solving, developing business and innovation strategies culminating in a mock competition and final pitch showcase.
Pre/ Co Requisites	Departmental permission
Credits	1
Hours	1
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. **Rationale:**

In today's rapidly evolving business landscape, the ability to think innovatively, communicate ideas effectively, and compete in entrepreneurial and corporate arenas is no longer optional. Business competitions, pitch events, and innovation challenges have become powerful platforms for students to gain visibility, test their ideas, and build confidence. However, many students enter these opportunities without formal training in how to develop business concepts, analyze markets, or articulate their value proposition in a concise and compelling way.

This course fills that gap by providing structured preparation that blends business theory with applied practice. Students learn how to evaluate problems, design solutions, model business strategies, and translate complex concepts into professional pitch decks. Through experiential learning—mock competitions, workshops, real-world feedback—students strengthen their analytical thinking, teamwork, and presentation skills. Moreover, employers increasingly seek graduates who can pitch ideas, lead initiatives, and contribute to innovation within their organizations. By offering this course, the School of Business equips students with highly transferable skills that enhance their career readiness and increase their competitiveness in both entrepreneurial ventures and corporate roles.

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

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

1. Apply structured frameworks to analyze and present business cases under time constraints.
2. Develop innovative, socially impactful business ideas aligned with the UN Sustainable Development Goals.
3. Build and defend financial models, go-to-market plans, and theory-of-change frameworks.
4. Create compelling visual and verbal pitches using professional presentation techniques.
5. Demonstrate teamwork, leadership, and adaptability in high-pressure collaborative environments.
6. Compete effectively in external case competitions, including the HSI Battle of the Brains, Hult Prize, New York State Business Plan Competition, the BX Factor, and multiple others.

5. **Date of Departmental Approval:** March 27, 2026

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

DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

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

2.

Department(s)	Management and Business Innovation
Career	☒ Undergraduate [] Graduate
Academic Level	☒ Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Business
Course Prefix & Number	BBA 209
Course Title	Personal Finance
Description	Fundamentals of making informed personal financial decisions, including budgeting and personal financial statements, the time value of money, saving and banking, credit and debt management, taxes, major purchases and housing, insurance and risk management, investing, retirement and estate planning, and consumer protection.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures

	☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. **Rationale:**

Financial literacy is a foundational life skill, yet national studies consistently show that most adults struggle with basic financial concepts such as interest compounding, inflation, and risk diversification. This course gives students of all majors the practical tools to budget, borrow, save, invest, insure, and plan for retirement with confidence, regardless of their prior background in finance.

The course combines a rigorous treatment of core financial concepts with practical money management foundations including budgeting, personal financial statements, credit management, insurance planning, and fraud protection. By requiring no prerequisites, the course is accessible to students across the College and directly advances Lehman College's goals in financial literacy, experiential learning, and workforce readiness. Each student leaves the course with a comprehensive personal financial plan they can put into practice immediately.

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

- Apply the effect of compounding and interest over time, and build a personal budget covering income, expenses, banking, saving, and emergency funds.
- Explain how credit and credit scores work, read a credit report, and manage credit cards and student loans responsibly.
- Compare the costs of borrowing and major purchases, including the rent versus buy decision and how mortgages work.
- Explain the basics of personal income taxes and use insurance across health, auto, property, life, and disability to manage risk.
- Describe the fundamentals of investing and diversification, and how to save for retirement, plan an estate, and account for inflation.
- Identify and respond to identity theft, financial scams, and behavioral biases that affect financial decisions.
- Assemble a basic personal financial plan.

5. **Date of Departmental Approval:** 09/04/2026

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

DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

EXPERIMENTAL COURSE

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

2.

Department(s)	Management and Business Innovation
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Business
Course Prefix & Number	BBA 319
Course Title	Applied Asset Allocation
Description	Allocation of capital across asset classes within a structured analytical framework. NOTE: Requires the use of terminals in the Bloomberg Lab
Pre/ Co Requisites	BBA 207
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. Rationale:

Allocation across asset classes is the decision that drives most of the variation in portfolio outcomes, and it requires a distinct set of skills: the ability to compare opportunities that are not naturally comparable, and to defend a positioning decision on evidence rather than conviction. Students learn the instruments, market structure, and return mechanics of equities, fixed income, and commodities, then build the analytical framework used to evaluate them together: macroeconomic regime identification, monetary and fiscal policy transmission, cross asset relative value, scenario and sensitivity analysis, and portfolio construction under explicit risk budgets. That framework is then applied at depth to assigned equity sectors, an asset class whose returns depend both on measurable financial variables and on behavioral forces, and which therefore demands the full toolkit. Teams carry an interim allocation forward, revise it as their sector work develops, and defend a final recommendation under challenge in a format consistent with investment committee standards. Sustained work on the Bloomberg Terminal builds the data proficiency employers expect, and structured use of artificial intelligence as an analytical aid, paired with a requirement that every conclusion trace to verified source data, develops judgment students will need regardless of where they work. The course prepares students for roles in asset management, wealth management, and investment research, and aligns with the analytical expectations of the CFA Institute curriculum.

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

- (1) Describe the instruments, market structure, and return mechanics that characterize equities, fixed income, and commodities, and explain what distinguishes each as an asset class.
- (2) Identify and characterize macroeconomic regimes and business cycle phases, and evaluate their differential implications for each asset class, including the transmission of monetary and fiscal policy to asset prices.
- (3) Compare opportunities across asset classes using relative value measures, including equity risk premia, real yields, credit spreads, and commodity carry.
- (4) Apply scenario frameworks, sensitivity analysis, and correlation analysis to test the robustness of an investment thesis under alternative macroeconomic outcomes.
- (5) Construct a defensible cross asset allocation recommendation with explicit assumptions and risk budgets.
- (6) Analyze sectors or segments within a selected asset class comparatively, and synthesize macroeconomic, cross asset, and segment level evidence into a defended selection, communicated through a structured research report and formal presentation."

5. Date of Departmental Approval: 09/04/2026

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

DEPARTMENT OF PHYSICS AND ASTRONOMY

CURRICULUM CHANGE

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

2.

Department(s)	Physics & Astronomy
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Scientific Computing Methods
Course Prefix & Number	PHY 248
Course Title	Introductory Scientific Computing
Description	Fundamentals of scientific computing with Julia or Python. Numerical solution of algebraic and ordinary differential equations, numerical minimization, numerical integration, Monte Carlo methods, N-body simulations. Algorithm efficiency and parallelization. Examples in physics, chemistry and biology.
Pre/ Co Requisites	PREREQ: Calculus I (MAT175) and Calculus II (MAT176)
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. Rationale:

While STEM fields were born in a time without computers, it is now hard to imagine making progress without them. Many problems across disciplines benefit from numerical analysis and simulations. Currently, no course in the department of Physics & Astronomy or other natural sciences serves as an introduction to the methods of scientific computing. This course addresses that gap. The low entry level and diversity in examples across disciplines will allow students across many departments to gain familiarity with the power of computational tools in their fields, strengthening their preparation for a future within or outside of their current fields.

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

- Set up a local Julia/Python environment, run scripts, and access their output.
- Know the basic elements of programming for scientific computing: variables, arrays, loops and functions.
- Be familiar with the physical constraints for scientific computing (speed/time, memory and storage), and estimate the resources needed for a program.
- Have familiarity with the kind of problems that can be tackled with computers.
- Implement their own algorithms to solve simple mathematical problems.
- Use existing algorithms to tackle complex problems.

5. Date of Departmental Approval: September 1, 2026

CUNY Common Core Course Submission Form

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

College	Lehman College, CUNY		
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	ARH 139		
Course Title	Introduction to Topics in Global Art		
Department(s)	Art Dept		
Discipline	Art History		
Credits	3 credits		
Contact Hours	3 lecture hours		
Pre-requisites (if none, enter N/A)	N/A		
Co-requisites (if none, enter N/A)	N/A		
Catalogue Description	Principles of art applied to visual forms from a global perspective. Material covered will span select regions and time periods to study the development of different global art centers from antiquity to the present.		
Special Features (e.g., linked courses)	OER Open Educational Resources / No-Textbook Cost Course		
Sample Syllabus	Syllabus must be included with submission - see separate PDF document		
<p>Indicate the status of this course being nominated:</p> <p>XX ☒ current course ☐ revision of current course ☐ a new course being proposed</p>			
<p>CUNY COMMON CORE Location</p> <p>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</p>			
<p>Required</p> <p>☐ English Composition</p> <p>☐ Mathematical and Quantitative Reasoning</p> <p>☐ Life and Physical Sciences</p>		<p>Flexible</p> <p>XX ☒ World Cultures and Global Issues ☐ Individual and Society</p> <p>☐ US Experience in its Diversity ☐ Scientific World</p> <p>☐ Creative Expression</p>	

Learning Outcomes

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

I. Required Core (12 credits)

A. English Composition: Six credits

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

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

B. Mathematical and Quantitative Reasoning: Three credits

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

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

<p>C. Life and Physical Sciences: Three credits</p> <p>A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none"> Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none"> Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none"> Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none"> Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
<p>II. Flexible Core (18 credits)</p> <p>Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.</p>	
<p>A. World Cultures and Global Issues</p>	
<p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
<p>ARH 139: Introduction to Topics in Global Art is being prepared specifically to teach as a no-textbook cost course in a 4-week online asynchronous summer or winter session. In the course, there will be two case studies on the issue of repatriation of objects of cultural significance from one country back to another.</p> <p>First, the class will study the Elgin Marbles at the British Museum and the contemporary debate about their return to Greece. They have been in British possession since their removal by sale to Lord Elgin with permission during the Ottoman occupation of Greece in the beginning of the 19th Century. The marbles are among the most important examples of Classical Greek art, which went on to be a foundational influence on the development of Western culture from the Renaissance through the 19th Century.</p> <p>Second, a study of the history of the European colonialization of Africa will provide the framework to understand the contemporary movement to have the Benin bronzes returned to present day Nigeria from major museums in Europe. The Bronzes from the Kingdom of Benin (present-day Nigeria) are among the most important examples of African art and vital to understanding the role of artworks and objects for community and ritual purposes in Africa. The Benin Bronzes were looted and dispersed to major European museums during</p>	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view. Evaluate evidence and arguments critically or analytically. Produce well-reasoned written or oral arguments using evidence to support conclusions.

<p>colonialization by British forces at the end of the 19th Century.</p> <p>Through course readings, quizzes, group assignments including Wikis and discussion board posts, and longer formal written assignments, students will have multiple opportunities to engage with each of the learning objectives for the World Cultures and Global Issues course category.</p> <p>See expanded assignment information and rubrics after this table for individual class assignments and rubrics.</p>	
<p>A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Students will learn about and apply fundamental methodologies of art historical analysis to different objects, and the course materials encompasses cultural studies, history, politics and global issues.</p>	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
<p>By studying and analyzing Classical Greek art within Western culture and African cultural history and the history of colonization, students will be able to analyze diverse global cultures. By focusing on the contemporary issue of repatriation, students will be able to critically analyze different issues affecting global culture and societies and analyze multiple points of view.</p>	<ul style="list-style-type: none"> • Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. • Analyze the historical development of one or more non-U.S. societies. • Analyze the significance of one or more major movements that have shaped the world's societies
	<ul style="list-style-type: none"> • Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	<ul style="list-style-type: none"> • Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

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

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

READING QUIZZES FOR 6 ASSIGNED READINGS – ELGIN MARBLES (WEEKS 1 & 2 of 4)

With the assigned readings and related reading quizzes, students will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the historical development of one or more non-U.S. societies
- Analyze the significance of one or more major movements that have shaped the world's societies

Throughout the first two weeks of the course, there will be 6 readings introducing ancient Greek civilization of the Classical period and the importance of Classicism in the history and development of Western culture through the Greek occupation under the Ottoman Empire in the 19th Century leading to the contemporary issue of the repatriation of the Elgin Marbles. Students will interpret and assess the claims on each side about either keeping them in Britain or returning them to Greece.

Students will read this series of governmental, scholarly, art historical and journalistic articles and essays and keep short and detailed notes, preferably hand-written, for each reading. These readings will be done at the students own pace. During week 2, the 6 separate reading quizzes will open in Brightspace. Students will be required to complete a reading quiz for each reading with all quizzes due by the end of week 2 and each worth 5 points for the overall course grade.

Each quiz will include 5 questions requiring both short written answers and multiple choice to assess the student's comprehension of each individual reading. The quizzes will be timed permitting a limited amount of time to complete each quiz in order to prevent googling and use of AI., but use of hand-written notes is encouraged. The 5 highest scores from the 6 reading quizzes will be used to account for 25 /100 points in the student's overall course grade.

(6 quizzes in Brightspace with lowest quiz score dropped = 5 points each = 25 /100 / overall points for course grade); no rubric

COLLABORATIVE WIKI ASSIGNMENT - Classical Greek Art (WEEK 1)

Through this collaborative written assignment, students will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Identify and apply the fundamental concepts and methods of art historical analysis
- Analyze the historical development of one or more non-U.S. societies
- Analyze the significance of one or more major movements that have shaped the world's societies

In week 1 of 4, for the introduction to the importance of the Elgin Marbles as the foremost example of Classical Greek art, students will use information from Khan Academy, the Metropolitan Museum of Art and the British Museum's websites alongside an illustrated powerpoint to create an collaborative Wiki about Classical Greek art and its far-reaching influence in shaping Western culture. Students will assess and contextualize the importance of the Elgin Marbles and Classicism through written summaries in the Wiki timeline and annotated entries to the artworks forming the visual compendium.

Each student is required to supply three areas of content following the question prompts and visual timeline into the class Wiki page for Classical art. This material will include applying vocabulary, terms and concepts and written summaries and annotations to a timeline and artworks charting the progression of Classical Greek art and its later influence on the development of Western culture through the Renaissance and later.

Assignment worth 10 points out of 100 points in overall course grade.

RUBRIC

	5 points	3-4 points	2 points	1 point	0
1-5 points of 10 for assignment	All artworks in timeline were identified and evaluated (correctly and thoroughly by style and characteristics and correct and thorough use of key art historical terminology is evident in annotation.	Some artworks in timeline were identified and evaluated correctly and thoroughly by style and characteristics and mostly correct and thorough use of key art historical terminology is evident in annotation.	Some artworks in timeline were identified and evaluated incorrectly with some major information about the style and characteristics or use of key art historical terminology missing	Many artworks in timeline were not identified and evaluated (annotated) correctly with major information about the style and characteristics or use of key art historical terminology missing or incorrect	Majority artworks in timeline were identified and evaluated incorrectly with major information about the style and characteristics missing and no art historical terminology used
1-5 points of 10 for assignment	Use of sources incl quotations, and citations used well; within well-written, organized text	Use of sources incl quotations, and citations used within well-written text with minor editing or proof-reading possible	Use of sources incl quotations, and citations used but more is needed; And/or text requires editing or proof-reading	Use of sources incl quotations, and citations not sufficient; And/or text requires major editing or proof-reading	Not adequate use of sources, quotations and citations; text contains too many errors, is not readable
	Complete Assignment submitted on time	Complete Assignment submitted on time	Complete assignment submitted late (-2 points)	Incomplete assignment submitted late (-3 points)	

	Grade of A (9 - 10 points of 10)	Grade of B (8 - 9 points out of 10)	Grade of C (7 – 8 points out of 10)	Grade of D (6 – 7 points out of 10)	Grade of F (< 6 points out of 10)
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REPATRIATION OF THE ELGIN MARBLES WRITTEN ASSIGNMENT (END OF WEEK 2)

This formal writing assignment assesses the following course learning objectives:

- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Analyze the significance of one or more major movements that have shaped the world's societies
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.

After reading a series of governmental, scholarly, art historical and journalistic articles and essays throughout weeks 1 and 2 about the history of ancient Classical Greek civilization and its importance to Western Culture and the occupation of Greece during the Ottoman Empire in the 19th Century, students will be assigned a position to argue in a written essay on the issue of the repatriation of the Elgin Marbles by either keeping them in Britain or returning them to Greece.

In a multi-paragraph written essay in the assignment's debate forum on Brightspace, each student will argue their assigned position on this issue. Each student's written argument should be between 1,000 – 1,500 words. Written arguments should be drafted in a Word document or similar word processing software before posting in the Brightspace forum. Essays should be entirely in the student's own words using reading notes. Within each written essay, a minimum of 3 - 4 of the assigned class readings should be cited as supporting evidence within the argument with concise supporting quotations and footnotes included.

Once the essays are submitted to the Brightspace forum, each student will be required to review the essays in the other forum written by students who were assigned to argue the opposing position from their own. Each student is required to engage in a dialogue with one other student using the reply-thread to that student's post. Each reply-argument should include use of a quotation from one of the readings as evidence of the counterargument being made.

Each essay can only have one counter-argument thread in order to ensure that each person's post has a reply and so that each dialogue is between only 2 students each arguing a different position. If a student does not receive a counter-argument thread, the instructor will make one, so that the student is able to undertake this dialogue.

Assignment worth 15 points out of 100 points in overall course grade

RUBRIC

	4 points	3 Points	2 points	1 point	0 points
1-4 points of 15 for assignment	Written essay identified and evaluated major aspects of this issue from the assigned position or point of view thoroughly and used key art historical terminology	Written essay identified and evaluated major aspects of this issue from the assigned position or point of view well and used key terms, with some information missing	Written essay identified and evaluated some aspects of this issue from the assigned point of view and used some key terms but key aspects missing	Written essay did not clearly or adequately identify or evaluate key aspects of this issue; argue assigned point of view; or use art historical terms correctly.	Written essay insufficient demonstration of point of view or understanding of terms and concepts

	throughout.				
1-4 points of 15 for assignment	Essay included well-integrated use of assigned sources and citations in the text that demonstrated understanding of key issues.	Essay included well-integrated use of assigned sources and citations in the text that demonstrated understanding of key issues.	Essay included some use of assigned sources and citations in the text requiring improvements in the written integration or more analysis given to individual sources for balance.	Essay demonstrates inconsistent reading of and understanding of sources throughout and/or a text that requires better integration and use of citation.	Essay demonstrates inconsistent or lack of reading of and understanding of sources throughout
1-4 points of 15 for assignment	Counter-argument post included well-integrated use of assigned sources and citations in the text that demonstrated understanding of key issues	Counter-argument post included well-integrated use of assigned sources and citations in the text that demonstrated understanding of key issues.	Counter-argument post included some use of assigned sources and citations in the text requiring improvements in the written integration or more analysis given to individual sources	Counter-argument post demonstrates inconsistent reading of and understanding of sources throughout and/or text requires better integration and use of citations	Counter-argument post demonstrates inconsistent or lack of reading of and understanding of sources throughout
1-3 points of 15 for assignment		Written essay was mainly well organized and text was well-written / free of errors.	Written essay had some need for improvement in organization or text requiring proof-reading, spell check or editing, but contents were thorough.	Written essay had major need for improvements in contents or organization of text; requires major attention to proof-reading, spell check or editing	Text does not demonstrate care in its preparation; major proof-reading, spell check or editing required.
	Complete Assignment submitted on time	Complete Assignment submitted on time	Complete assignment submitted late (-2 points)	Incomplete assignment submitted late (-3-5 points)	Incomplete assignment or assignment not submitted
	Grade of A (13.5 - 15 points out of 15)	Grade of B (12 – 13.35 points)	Grade of C (10.5 – 11.85 points)	Grade of D (9 - 10.35 points)	Grade of F (< 8.85 points)

READING QUIZZES FOR 6 ASSIGNED READINGS – BENIN BRONZES (WEEKS 3 & 4 OF 4)

With the assigned readings and related reading quizzes, students will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the historical development of one or more non-U.S. societies
- Analyze the significance of one or more major movements that have shaped the world's societies.

In the final two weeks of the course, there will be 6 readings related to the history of the colonialization of the African continent by European countries and a focus on the Kingdom of Benin in present day Nigeria. Students will read a series of governmental, scholarly, art historical and journalistic articles and essays and keep short and detailed notes, preferably hand-written, for each reading. These readings will be done at the students own pace. During week 2, the 6 separate reading quizzes will open in Brightspace. Students will be required to complete a reading quiz for each reading with all quizzes due by the end of week 2 and each worth 5 points for the overall course grade.

Each quiz will include 5 questions requiring both short written answers and multiple choice to assess the student's comprehension of each individual reading. The quizzes will be timed permitting a limited amount of time to complete each quiz in order to prevent googling and use of AI., but use of hand-written notes is encouraged. The 5 highest scores from the 6 reading quizzes will be used to account for 25 /100 points in the student's overall course grade.

(6 quizzes with lowest quiz score dropped = 5 points each = 25 /100 / overall points for course grade)

COLLABORATIVE WIKI ASSIGNMENT – The Benin Bronzes (WEEK 3)

Through this collaborative class written assignment, students will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Identify and apply the fundamental concepts and methods of art historical analysis
- Analyze the historical development of one or more non-U.S. societies.
- Analyze the significance of one or more major movements that have shaped the world's societies

In week 3 of 4, students will identify and study examples of the Benin bronzes from the websites of major European museums including in Germany, the Netherlands and Britain to create a visual record or compendium to assess and understand their importance within their history and analyze how the bronzes were dispersed throughout Europe during African colonization. Students will assess and contextualize the contemporary arguments for the repatriation of the Bronzes to Nigeria through written summaries in the Wiki timeline and annotated entries to the artworks forming the visual compendium.

Each student is required to supply three areas of content following the question prompts and visual timeline into the class Wiki page for the Bronzes. This material will include applying vocabulary, terms and concepts and written summaries and annotations to a timeline and artworks to illustrate the history of the Kingdom of Benin within the history of African colonialization and the technical sophistication of the Bronzes in the history of global art.

Assignment worth 10 points out of 100 points in overall course grade.

RUBRIC

	5 points	3-4 points	2 points	1 point	0
1-5 points of 10 for assignment	All artworks in timeline were identified and evaluated (correctly and thoroughly by style and characteristics and correct and thorough use of key art historical terminology is evident in annotation.	Some artworks in timeline were identified and evaluated correctly and thoroughly by style and characteristics and mostly correct and thorough use of key art historical terminology is evident in annotation.	Some artworks in timeline were identified and evaluated incorrectly with some major information about the style and characteristics or use of key art historical terminology missing	Many artworks in timeline were not identified and evaluated (annotated) correctly with major information about the style and characteristics or use of key art historical terminology missing or incorrect	Majority artworks in timeline were identified and evaluated incorrectly with major information about the style and characteristics missing and no art historical terminology used
1-5 points of	Use of sources incl quotations, and citations used well; within well-written,	Use of sources incl quotations, and citations used within well-written text with	Use of sources incl quotations, and citations used but more is needed; And/or	Use of sources incl quotations, and citations not sufficient; And/or text requires	Not adequate use of sources, quotations and citations; text contains too

10 for assignment	organized text	minor editing or proof-reading possible	text requires editing or proof-reading	major editing or proof-reading	many errors, is not readable
	Complete Assignment submitted on time	Complete Assignment submitted on time	Complete assignment submitted late (-2 points)	Incomplete assignment submitted late (-3 points)	
	Grade of A (9 - 10 points of 10)	Grade of B (8 - 9 points out of 10)	Grade of C (7 – 8 points out of 10)	Grade of D (6 – 7 points out of 10)	Grade of F (< 6 points out of 10)

REPATRIATION OF BENIN BRONZES WRITTEN ASSIGNMENT (END OF WEEK 4)

This formal writing assignment assesses the following course learning objectives:

- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Analyze the significance of one or more major movements that have shaped the world's societies
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view

After reading a series of governmental, scholarly, art historical and journalistic articles about the history of African colonialization and the Benin Bronzes throughout weeks 3 and 4, students will be assigned a position to argue in a written essay either supporting the advocates for the return of the Bronzes to Nigeria or the position of European museums of keeping them in their collections. The recent construction of Berlin's Humboldt Forum addresses the legacy of African colonialization through the display, education, and contextualization of colonized artworks for contemporary visitors. We will use this as an example within our arguments to critically analyze and evaluate solutions.

In a multi-paragraph written essay in the assignment's debate forum on Brightspace, each student will argue their assigned position on this issue. Each student's written argument should be between 1,000 – 1,500 words. Written arguments should be drafted in a Word document or similar word processing software before posting in the Brightspace forum. Essays should be entirely in the student's own words using reading notes. Within each written essay, a minimum of 3 - 4 of the assigned class readings should be cited as supporting evidence within the argument and with concise supporting quotations and footnotes included.

Once the essays are submitted to the Brightspace forum, each student will be required to review the essays in the other forum written by students who were assigned to argue the opposing position from their own. Each student is required to engage in a dialogue with one other student using the reply-thread to that student's post. Each reply-argument should include use of a quotation from one of the readings in support of the counter-argument being made.

Each essay can only have one counter-argument thread in order to ensure that each person's post has a reply and so that each dialogue is between only 2 students each arguing a different position. If a student does not receive a counter-argument thread, the instructor will make one, so that the student is able to undertake this dialogue.

Assignment worth 15 points out of 100 points in overall course grade

RUBRIC

	4 points	3 points	2 points	1 point	0 points
1-4 points of 15 for assignment	Written essay identified and evaluated major aspects of this issue from the assigned position or point of view thoroughly and used key art historical	Written essay identified and evaluated major aspects of this issue from the assigned position or point of view well and used key terms, with some information	Written essay identified and evaluated some aspects of this issue from the assigned point of view and used some key terms but key aspects	Written essay did not clearly or adequately identify or evaluate key aspects of this issue; argue assigned point of view; or use art historical terms	Written essay insufficient demonstration of point of view or understanding of terms and concepts

	terminology throughout.	missing	missing	correctly.	
1-4 points of 15 for assignment	Essay included well-integrated use of assigned sources and citations in the text that demonstrated understanding of key issues.	Essay included well-integrated use of assigned sources and citations in the text that demonstrated understanding of key issues.	Essay included some use of assigned sources and citations in the text requiring improvements in the written integration or more analysis given to individual sources for balance.	Essay demonstrates inconsistent reading of and understanding of sources throughout and/or a text that requires better integration and use of citation.	Essay demonstrates inconsistent or lack of reading of and understanding of sources throughout
1-4 points of 15 for assignment	Counter-argument post included well-integrated use of assigned sources and citations in the text that demonstrated understanding of key issues	Counter-argument post included well-integrated use of assigned sources and citations in the text that demonstrated understanding of key issues.	Counter-argument post included some use of assigned sources and citations in the text requiring improvements in the written integration or more analysis given to individual sources	Counter-argument post demonstrates inconsistent reading of and understanding of sources throughout and/or text requires better integration and use of citations	Counter-argument post demonstrates inconsistent or lack of reading of and understanding of sources throughout
1-3 points of 15 for assignment		Written essay was mainly well organized and text was well-written / free of errors.	Written essay had some need for improvement in organization or text requiring proof-reading, spell check or editing, but contents were thorough.	Written essay had major need for improvements in contents or organization of text; requires major attention to proof-reading, spell check or editing	Text does not demonstrate care in its preparation; major proof-reading, spell check or editing required.
	Complete Assignment submitted on time	Complete Assignment submitted on time	Complete assignment submitted late (-2 points)	Incomplete assignment submitted late (-3-5 points)	Incomplete assignment or assignment not submitted (0)
	Grade of A (13.5 - 15 points out of 15)	Grade of B (12 – 13.35 points)	Grade of C (10.5 – 11.85 points)	Grade of D (9 - 10.35 points)	Grade of F (< 8.85 points)

COURSE SYLLABUS

ARH 139: *Introduction to Topics in Global Art* - online asynchronous; 4-week summer session class; 3 credits

Instructor Information: Sharon Jordan, Associate Professor, Art History Program, Art Dept.
Email: Sharon.jordan@lehman.cuny.edu; Navigate (Zoom) Office Hours: Wed, 11-12pm

Course Description: In this online asynchronous course, *Introduction to Topics in Global Art*, students will study the complicated issue of repatriation or the return of purchased, stolen or looted artworks and objects from one country to another. We will examine and analyze two prominent case studies: In week's 1 and 2, we will examine Greece's claims for the return of the Elgin Marbles from England's British Museum. At the beginning of the 19th Century, Britain's Lord Elgin purchased the sculptures from the Ottoman occupiers of Greece. The sculptures making up the Elgin Marbles originally adorned the building, the Parthenon, the center of Athen's Acropolis. They are considered among the most important examples of Classical Greek art and have been influential on the development of Western culture.

In week's 3 and 4, we will examine the case of the return to Nigeria of the Benin Bronzes that were looted and dispersed to various world museum's resulting from the colonialization of Africa at the end of the 19th Century. Readings and essays will analyze each side of the repatriation issues surrounding these objects. The importance of these two country's cultural outputs will be contextualized through art historical and historical materials and assignments to understand the complexity of the current calls for repatriation.

Learning Objectives: In ARH 139, students will:

- Develop visual literacy skills by analyzing and examining works of art within their cultural contexts
- Interpret and assess information from a variety of journalistic, governmental and cultural and museum sources
- Evaluate evidence and arguments critically from different national and cultural points of view
- Produce well-reasoned written arguments and counter-arguments using evidence and source materials to support conclusions
- Identify and apply the fundamental concepts and methods of art history and cultural studies, including formal analysis and contextual analysis, for various world regions and cultures
- Analyze and evaluate the legacy and effects of colonialism and the effects of globalization and global tourism through a study of the issue of repatriation of artworks and cultural objects from differing points of view
- Analyze the historical developments of Classical European, Byzantine and African culture as individually impacted by war, religious developments including the spread of Christianity and Islam, colonialism, and global trade
- Analyze how the issue of repatriation of cultural objects has impacted geopolitics and global culture in our contemporary world

Course Structure:

This is a no-textbook cost (OER) course. Students will access all course materials in the content tab on the class Brightspace page that corresponds to the calendar in the syllabus breakdown below. ARH 139 fulfills the Gen Ed 'World Cultures and Global Issues' category requirement. It also satisfies a 100-level art history requirement for all B.A. & B.F.A. majors in studio art in the Art Dept.

This is an active, online 3-credit course that will require the same level of engagement and time commitment as attending an in-person course during a 15-week semester. In the asynchronous format, you will not be online with your classmates or the instructor at the same time. The asynchronous format means that each unit offers you flexibility during the week to complete the weekly course readings and assignments by their deadlines. It is imperative that students stay up-to-date with the course materials and meet every assignment deadline in this condensed 4-week course.

SUMMER 2026 ARH 139 SCHEDULE:

Week 1A: Course Introduction (discussion board post +5 points)

Week 1B: Classical Greek Art Historical Overview (Wiki assignment +10 points)

Week 2A: Assigned Readings for and against the return of the Elgin Marbles (6 individual reading quizzes / 1 per reading +25/30 points)

Week 2B: Written Arguments for or against the return of the Elgin Marbles and Rebuttal or Counter-Arguments (discussion board posts + 15 points)

Week 3A: Overview of African Colonialization and Art History in Africa

Week 3B: Dispersal of the Art from Benin (Wiki assignment +10 points)

Week 4A: Assigned Readings arguing for and against the return of the Benin Bronzes to Nigeria (6 individual reading quizzes / 1 per reading +25/30 points)

Week 4B:: Written Arguments for or against the return of the Benin Bronzes to Nigeria from European museums and Rebuttal or Counter-Arguments (discussion board posts + 15 points)

Optional: Discussion Board Post Arguing Personal Opinions in the case of the Elgin Marbles and/or the Benin Bronzes (+5 points)

Student Assessment:

There will be 6 assignments due during the 4-week course and 2 optional assignments for a total of 110 class points to determine individual course grades. These will either be in a discussion

board post assignment on Brightspace; a collaborative Wiki assignment; or through an online quiz based on the assigned readings. Your course grade is based on these 6-8 assignments. No late assignments will be accepted after their due dates. Missing multiple assignments will likely result in a failing course grade. No grade of incomplete (INC) will be given in this course.

Because we are only communicating through written discussion board posts, not only what you write, but also how you write, is vital to receive the highest possible score on your assignments. It is thus crucial that you use a word processor with a spelling and grammar-check feature, such as Microsoft Word to prepare, edit and review your work before submitting it on Brightspace. It is highly advised that you write out drafts of your posts outside Brightspace to revise, edit and review before submitting them to the discussion board forums. Spelling and grammar should be carefully reviewed by proof-reading before submissions.

As a student in an online course, you are expected to have reliable internet access every day. If you have computer problems, it is your responsibility to address these or to use campus computing labs. Problems with your computer or other technology issues are not an excuse for delays in meeting deadlines for the course. The professor cannot help with technological issues or problems.

Netiquette - When posting in an online course forum, it is important to remember to express your thoughts, opinions and experiences in a professional and respectful manner as to not offend others. Slang, abbreviations or texting-style grammar is not acceptable.

Continued enrollment in this class signifies that you have read, understood, and will abide by the terms set forth in this syllabus. To successfully complete this online course, you must:

- Complete all of the class assignments on time and receive a passing grade of 60 or above on these assignments (Grade Breakdown: 90 or above = grade of A; 80 – 89 = B; 70 – 79 = C; 60 – 69 = D; 59 or less points = failing course grade).
- Prepare all written assignments in your own words without the use of AI to generate written text
- Be able to regularly access a computer and use the internet to complete the readings and assignments that will be posted on Brightspace each week.
- Use and maintain regular access to your Lehman College email address and the course's Brightspace site. All of the course communications will occur on these two platforms.
- Microsoft Word is the recommended word processing program for preparation of any written assignments
- Recommended web browsers include Firefox, Chrome and Safari

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include the unauthorized use of an electronic device during a quiz.

Plagiarism is the act of presenting another person's ideas, research or writings as your own. Examples of plagiarism include copying another person's words or presenting another person's ideas or theories in your own words without acknowledging the source; and internet plagiarism

such as copying and pasting information from the internet without citing the source or without proper attribution; or using generative AI to do your written assignments.

College is the time for you to develop written and verbal communication skills. Writing is a process that takes time and requires effort. Using generative AI to produce your written work is a wasted opportunity and a denial of your responsibilities to learn and develop your writing skills as a student. Use of AI on assignments for this class is prohibited and may result in a grade of 0. If you are unsure about what constitutes academic integrity or plagiarism, ask about it.

The summer session moves extremely quickly. **Be proactive for yourself during the course and throughout your time at Lehman College.** If you are struggling with a personal or academic issue, seek out the campus resources available for help, including:

1. Familiarize yourself with the Lehman College website: <https://www.lehman.edu/>.
2. Information Technology - If you have any questions about your Lehman email address, your password, CUNYFirst, Brightspace or any IT issues, contact the campus computer help desk: 718-960-1111.
3. There are many resources available to students including those listed in the 'Student Life' drop-down menu on the college's homepage. These include health and wellness services, counseling, basic needs, disabilities services and tutoring and academic assistance.
4. Anything related to enrollment and registration, consult the Office of the Registrar webpage: <https://www.lehman.edu/registrar/>
5. The Counseling Center is in the Old Gym Building, Room 114. It is encouraged to visit the counseling center in-person as soon as you feel the need to talk with a counselor. Walk in and make an appointment in-person or ask me to walk you over. Their webpage is: <https://www.lehman.edu/student-affairs/counseling-center/>
6. The Lehman Tutoring Center (For Writing, Humanities, and Social Sciences Tutoring) is in the Old Gym Building, Room 205. Go in-person for further information or consult their webpage; <https://www.lehman.edu/academics/issp/> telephone: (718) 960-8175; or email: issp.program@lehman.cuny.edu
7. Accommodating Disabilities: Lehman College is committed to providing access to all programs and curricula to all students. In order to receive disability-related academic accommodations, students must first be registered with the Office for Student Disability Services in Shuster Hall, Room 238; telephone 718-960-8441.
8. Maintain Academic Integrity in this course and at Lehman College: Academic integrity is a serious part of this course and in the policies of Lehman College. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. The following definitions are adapted from CUNY policy on academic integrity:

CUNY Common Core Course Submission Form

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

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	LAC 225
Course Title	History of the Dominican Republic
Department(s)	Latin American and Latino Studies
Discipline	Latin American and Latino Studies
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Dominican history from pre-Colombian times to the present. The different socio-economic trends involved in the formation of Dominican society, as well as the prominent role played by foreign powers.
Special Features (e.g., linked courses)	Cross-listed with HIS 225.
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

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

CUNY COMMON CORE Location

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

Required ☐ English Composition ☐ Mathematical and Quantitative Reasoning ☐ Life and Physical Sciences	Flexible ☒ World Cultures and Global Issues ☐ Individual and Society ☐ US Experience in its Diversity ☐ Scientific World ☐ Creative Expression
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Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

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

If you would like to request a waiver please check here:	☐ Waiver requested
If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.	
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

Learning Outcomes

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

I. Required Core (12 credits)

A. English Composition: Six credits

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

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

B. Mathematical and Quantitative Reasoning: Three credits

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

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

<p>C. Life and Physical Sciences: Three credits</p> <p>A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none"> Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none"> Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none"> Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none"> Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
<p>II. Flexible Core (18 credits)</p> <p>Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.</p>	
<p>A. World Cultures and Global Issues</p>	
<p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
<p>Students gather, interpret, and assess information through Weekly Discussion Boards and oral presentations. These assignments require students to engage with primary and secondary historical sources, including scholarly texts, official documents, literary excerpts, and audiovisual materials addressing key moments in Dominican history. Students compare interpretations from historians and other scholars, assess differing perspectives on colonialism, slavery, independence, and nation formation, and synthesize diverse viewpoints in both written and oral formats.</p>	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
<p>Students evaluate evidence and arguments through Reflexive Journals and weekly discussion assignments. In these written exercises, students analyze historical arguments related to topics such as enslavement, racialization, imperial power, and social hierarchy. They assess the use of historical evidence, examine theoretical frameworks, and critique claims made in course readings while reflecting on how historical narratives are constructed.</p>	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
<p>Students produce evidence-based arguments through the midterm take-home essay, oral presentations, and the final project. The midterm exam requires students to develop a structured historical essay supported by primary and secondary sources. The final project—completed as an essay, documentary, podcast, or digital presentation—requires students to advance a clear historical argument grounded in course materials and research.</p>	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<ul style="list-style-type: none"> Gather knowledge about the Hispaniola and the Dominican Republic from the late 15th Century to the early 20th Century. 	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
<ul style="list-style-type: none"> Understand the historical, social, economic, and geo-political processes that have shaped modern-day Dominican Society and Culture. 	<ul style="list-style-type: none"> Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.

Through weekly modules, discussion boards, and the final project, students analyze the historical development of the Dominican Republic from pre-colonial Taíno society to the early twentieth century. Assignments require students to trace long-term political, economic, and social transformations in a non-U.S. historical context.	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
Students analyze major world-historical movements through discussion boards, reflexive journals, and the midterm exam. Topics include European colonialism, Atlantic slavery, the Haitian Revolution, imperial competition, and early U.S. expansion. Assignments ask students to explain the global significance of these movements and their impact on Dominican history.	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.
Students examine race, class, gender, and ethnicity through reflexive journals, weekly discussions, and the final project. Assignments focus on racial formation, plantation society, nationalism, identity, and cultural production in the Dominican Republic, situating these issues within broader Caribbean and global contexts.	<ul style="list-style-type: none"> Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
<ul style="list-style-type: none"> Students with appropriate language skills will discuss and/or read primary sources in Spanish 	<ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity

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

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

C. Creative Expression

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

	<ul style="list-style-type: none">• Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none">• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	<ul style="list-style-type: none">• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	<ul style="list-style-type: none">• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none">• Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none">• Use appropriate technologies to conduct research and to communicate.

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



Syllabus – Spring 2024
Course and Instructor Information

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

Format: Hybrid: Online & In Person

Professor: Glorimarie Peña Alicea

Email: glorimarie.pena_alicea@lehman.cuny.edu

Classroom:

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

Course Description

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

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

Course Objectives

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

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

CUNY Policy on Plagiarism and Academic Integrity

The CUNY Academic Integrity Policy reads as follows:

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

The CUNY Policy on Academic Integrity also reads:

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

For further information about CUNY Academic Integrity go to:

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

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

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

Course Requirements

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

Course Requirements and Evaluation Criteria

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

Summary of Course Components:

Active Participation

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

Criteria for class participation are:

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

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

Weekly Discussion Board

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

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

Discussion Response Guidelines:

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

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

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

Reflexive Journals

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

Presentation

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

Midterm Exam

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

Final Project

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

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

Course Schedule

(Subject to change)

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

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

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

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

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

Digital Intervention: Pueblo Arawako Karibeño (Instagram: Tainostudies)

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

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

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

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

Discussion Board #3
Presentation #2

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

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

Discussion Board #4
Presentation #3

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

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

Discussion Board #5

Presentation #4

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

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

Discussion Board #6

Presentation #5

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

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

Discussion Board #7

Presentation #6

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

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

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

Discussion Board #8

Presentation #7

Week 10 (March 29th) No Class

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

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

Discussion Board #9

Presentation #8

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

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

Discussion Board #10

Presentation #9

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

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

Presentation #10

Week 14 April 26th) No Class

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

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

CUNY Common Core Course Submission Form

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

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	LTS 224
Course Title	Dominicans in the United States
Department(s)	Latin American and Latino Studies
Discipline	Latino Studies
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	The study of the migration, settlement, incorporation, labor market, culture, and identity of the Dominican community in the United States.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

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

CUNY COMMON CORE Location

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

<p>Required</p> <p>☐ English Composition</p> <p>☐ Mathematical and Quantitative Reasoning</p> <p>☐ Life and Physical Sciences</p>	<p>Flexible</p> <p>☐ World Cultures and Global Issues ☐ Individual and Society</p> <p>☒ US Experience in its Diversity ☐ Scientific World</p> <p>☐ Creative Expression</p>
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Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

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

<p>If you would like to request a waiver please check here:</p>	<p>☐ Waiver requested</p>
<p>If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.</p>	
<p>If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.</p>	

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

C. Life and Physical Sciences: Three credits

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

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

II. Flexible Core (18 credits)

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

A. World Cultures and Global Issues

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

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

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

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

B. U.S. Experience in its Diversity

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

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|---|---|
| <ul style="list-style-type: none">Students perform close reading and annotation of texts focused on U.S. Dominican experiences. They must identify tropes, institutions, and patterns of life using textual evidence, interpreting multiple scholarly perspectives through <i>Perusall Reading & Annotation Assignments</i>. See p. 7 | <ul style="list-style-type: none">Gather, interpret, and assess information from a variety of sources and points of view. |
| <ul style="list-style-type: none">Students evaluate arguments in literary, historical, and theoretical texts by highlighting claims, comparing interpretations, and assessing argument strength based on direct textual evidence. <i>Critical Analysis (Perusall) Assignments</i>. See p. 7 | <ul style="list-style-type: none">Evaluate evidence and arguments critically or analytically. |
| <ul style="list-style-type: none">Students synthesize the Oral History interview (primary source) with course readings and audiovisual materials (secondary sources) to craft an analytical argument <i>Final Reflection Essay (5–8 pages)</i>. See p. 7 | <ul style="list-style-type: none">Produce well-reasoned written or oral arguments using evidence to support conclusions. |

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

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|--|--|
| <ul style="list-style-type: none">Prompts require students to apply methods from cultural studies, sociology, anthropology, history, and communications to analyze U.S. Dominican identity and representation. <i>VoiceThread Audiovisual Commentary Assignments</i>. See p. 7 | <ul style="list-style-type: none">Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature. |
| <ul style="list-style-type: none">Students conduct, transcribe, and analyze an oral history interview placing a Dominican American life story within U.S. historical frameworks (migration, labor, identity, community formation). <i>Oral History Project</i>. See p. 7 | <ul style="list-style-type: none">Analyze and explain one or more major themes of U.S. history from more than one informed perspective. |
| <ul style="list-style-type: none">The oral history centers immigration as a shaping force in U.S. development; Perusall readings deepen the historical context for immigration flows and diasporic formation. <i>Oral History Project + Perusall Readings</i>. See p. 7 | <ul style="list-style-type: none">Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. |
| | <ul style="list-style-type: none">Explain and evaluate the role of the United States in international relations. |
| | <ul style="list-style-type: none">Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy. |
| <ul style="list-style-type: none">Students examine Dominican presence in the U.S. through analytical commentary on race, gender, class, diaspora, and identity across texts and audiovisual media. <i>VoiceThread Commentary + Perusall Assignments</i>. See p. 7 | <ul style="list-style-type: none">Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation. |

C. Creative Expression

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

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|--|---|
| | <ul style="list-style-type: none">Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none">Evaluate evidence and arguments critically or analytically. |

	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	<ul style="list-style-type: none"> Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	<ul style="list-style-type: none"> Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none"> Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> Use appropriate technologies to conduct research and to communicate.

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

Assignment–SLO Alignment for Syllabus

1. Perusall Reading & Annotation Assignments

Supports SLOs: 1, 2, 9

Students complete structured annotation assignments on U.S. Dominican literature and scholarship. Through guided prompts, they analyze patterns related to migration, family structures, racialization, diaspora, and identity. This work requires interpreting multiple perspectives (LO1), evaluating arguments (LO2), and examining social institutions and forms of differentiation (LO9).

2. VoiceThread Audiovisual Commentary Assignments

Supports SLOs: 1, 4, 9

Students create short audio or video responses to prompts analyzing assigned audiovisual materials. Prompts require them to apply interdisciplinary concepts and methods from cultural studies, anthropology, sociology, history, and communications (LO4). They interpret diverse perspectives (LO1) and analyze contemporary U.S. social patterns related to gender, race, class, and diaspora (LO9).

3. Critical Analysis / Compare-Contrast Assignments (Perusall Deep Analysis)

Supports SLOs: 1, 2, 3

Through in-depth textual analyses, students compare scholarly arguments, evaluate evidence, and construct their own positions in written form. These assignments strengthen students' ability to interpret sources (LO1), evaluate arguments (LO2), and begin articulating well-reasoned analytical claims (LO3).

4. Oral History Project

Supports SLOs: 3, 4, 5, 6, 9

Students conduct a 20–30 minute recorded interview with a person of Dominican descent. They develop an interview questionnaire, apply ethical oral-history methods, produce a full transcription, and analyze the interview in relation to course themes. This assignment ties the lived experience of Dominican Americans to U.S. historical themes (LO5), immigration as a force shaping the U.S. (LO6), interdisciplinary methods (LO4), analysis of institutions and social differentiation (LO9), and the production of evidence-based oral or written arguments (LO3).

5. Final Reflection Essay (5–8 pages)

Supports SLOs: 2, 3, 5

Students synthesize insights from the oral history (primary source) with course readings, digital materials, and classroom discussions (secondary sources). They develop a clear argument about U.S. Dominican experiences in relation to migration, diaspora, racialization, gender, labor, or culture.

This requires evaluating evidence (LO2), producing a well-reasoned written argument (LO3), and situating individual narratives within broader patterns of U.S. history (LO5).

Lehman College
Department of Latin American and Latino Studies
Spring 2024

LAC 224 (47016): DOMINICANS IN THE UNITED STATES

LEH 354 (53917) / LTS 224 (47018)

Mondays, 6 – 8:40 PM

Room: Carman 231 | Hybrid

Instructor: Wilfredo José Burgos Matos

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

Office Hours: By appointment



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

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

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

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

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

COURSE DESCRIPTION

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

COURSE OBJECTIVES

Students will learn to:

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

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



Photo by Ricky Flores. 1992 Washington Heights Riots.

MATERIALS

All materials are or will be available on Blackboard.

GRADE REQUIREMENTS

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

1. Attendance and Participation

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

2. VoiceThread Assignments

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

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

3. Perusall Assignments

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

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

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

UNIQUE COURSE CODE: BURGOS-MATOS-HU762

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

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

4. Oral History Project (1)

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

5. Final Reflection Essay (1)

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

OTHER CONSIDERATIONS

Statement Against Discrimination

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

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

Notice on Sensitive Topics

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

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

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

Acceptable and Unacceptable Use of AI

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

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

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

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

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

Use of Electronic Devices

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

Urgent Needs

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

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

Academic integrity

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

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

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

Accommodating Disabilities

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

Instructional Support Service Program

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

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

COURSE CALENDAR

Subject to change.

P = In Person

HS = Zoom

HA = Asynchronous Activity

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

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

CUNY Common Core Course Submission Form

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

College	Lehman College		
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	WST 257		
Course Title	Sociological Approaches on Queer Studies		
Department(s)	Sociology		
Discipline	Sociology		
Credits	3		
Contact Hours	3		
Pre-requisites (if none, enter N/A)	n/a		
Co-requisites (if none, enter N/A)	n/a		
Catalogue Description	An introduction to sociological perspectives on queer studies. Contextualizes and explores what it means to be queer at the intersections of race, class, gender, nation, and (dis) ability in contemporary American society.		
Special Features (e.g., linked courses)			
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended		
<p>Indicate the status of this course being nominated:</p> <p> ☐ current course ☐ revision of current course X ☒ a new course being proposed </p>			
<p>CUNY COMMON CORE Location</p> <p>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</p>			
<p>Required</p> <p> ☐ English Composition ☐ Mathematical and Quantitative Reasoning ☐ Life and Physical Sciences </p>		<p>Flexible</p> <p> ☐ World Cultures and Global Issues X ☒ Individual and Society ☐ US Experience in its Diversity ☐ Scientific World ☐ Creative Expression </p>	
<p>Waivers for Math and Science Courses with more than 3 credits and 3 contact hours</p> <p>Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.</p>			
<p>If you would like to request a waiver please check here:</p>		<p>☐ Waiver requested</p>	
<p>If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.</p>			
<p>If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.</p>			

Learning Outcomes

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

D. Individual and Society

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

This SLO is assessed by writing assignments, projects, and/or group activities that require students to gather and interpret empirical data and/or textual evidence from a variety of sources.

Example: A group facilitation project which requires students to draw from multiple sources including journal articles, book chapters, and popular publications to understand and synthesize varying perspectives on topics within queer studies such as the social construction of sexuality and queer theories as it relates to media, families and relationships, racial neoliberalism, politics, and culture. Students will develop skills in guiding a productive and engaging discussion and leading groups through thoughtful conversation and analysis to enhance their ability to critically engage with literature and foster meaningful interactions among peers.

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

This SLO is assessed by writing assignments, projects, and/or group activities that require students to gather and critically evaluate empirical and/or textual evidence from a variety of sources on the various topics covered in the class ranging from queer politics to culture and media.

Example: A ethnographic project where students will conduct fieldwork to observe how gender and sexuality organize public space. Students will select a site and explore how norms around gender and sexuality are being (re)created and what role humans as social beings play in this reenactment or defiance.

- Evaluate evidence and arguments critically or analytically.

Students are required to make written and are asked to present their arguments and findings orally and virtually.

Example: A digital project where students dive into the world of online content creation to contribute to the exploration and understanding of queer identities, histories, and issues. Students will choose a specific topic related to queer studies and create an engaging and informative piece of online content ranging from a blog post, an infographic, to a social media campaign.

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

<p>This SLO is assessed by writing assignments, projects, and/or group activities that require students to identify and apply fundamental sociological concepts in particular examples or assigned materials.</p> <p><i>Example:</i> A personal narrative assignment where students will explore how they come into and develop their gender and sexuality. Students will think about how both institutions (structures and systems) and ideologies (attitudes and ways of thinking) indelibly impact the creation and development of gender and sexuality, and consider the role of public space, media, schools, family, friends, romantic relationships, culture, politics, economics, and/or religion drawing from sociological theory on gender and sexuality in the works of Michel Foucault and Judith Butler.</p>	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
<p>This SLO is assessed by writing assignments, projects, and/or group activities wherein students examine the interconnectedness of the individual and social institutions to understand how individual agency and social structure shape values, choices, experiences, successes, and overall well-being for individuals.</p> <p><i>Example:</i> Classroom dialogues where students are broken into groups to discuss how their positionality within gender and sexuality hierarchies impacts their choices, lived experiences, and values. Students will read Lamya H's memoir <i>Hijab Butch Blues</i> to understand how the individual lived experience is situated within and in relation to broader society.</p>	<ul style="list-style-type: none"> Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> Articulate ethical uses of data and other information resources to respond to problems and questions.
<p>This SLO is assessed by writing assignments, projects, and/or group-activities wherein students examine how queerness, along with other social statuses, is regarded in different regionalities, historical periods, and political contexts.</p> <p><i>Example:</i> Students will watch documentaries such as <i>Love Is Uganda</i> as well as analyze current political events within the U.S. and internationally to understand local, national, and/or global trends and ideologies with regards to the policing, surveilling, and criminalizing of queerness both domestically and globally.</p>	<ul style="list-style-type: none"> Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Sociological Approaches On Queer Studies Syllabus

Lehman College in the City University of New York
WST 257

When: DAYS/TIMES

Where: LOCATION

Instructor: SAMPLE INSTRUCTOR

email: sample.instructor@lehman.cuny.edu

office hours: sample time

Course Catalogue Description: 3 credits, 3 hours

An introduction to sociological perspectives on queer studies. Contextualizes and explores what it means to be queer at the intersections of race, class, gender, nation, and (dis) ability in contemporary American society.

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

Course Objectives

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

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

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

Required Texts and Readings

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

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

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

Grading Policy

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

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

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

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

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

Course Schedule

Week 1: Introductions & Syllabus Overview

No readings due.

Week 2: The Social Construction of Sexuality

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

Week 3: Queer Theory and Theorizing: Queer Subjectivities

- ◇ "Critically Queer." 1993. Judith Butler. pp. 1-16.
- ◇ "The Homosexual Role." 1968. Mary McIntosh. pp. 1-12.
- ◇ Performing Disidentifications. 1999. José Esteban Muñoz. Chapter from *Disidentifications: Queers of Color and the Performance of Politics*. pp. 1-31. (BB)

Week 4: Sexual Liberation & The Stonewall Riots

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

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

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

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

Week 6: BIPOC Queer Sexualities

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

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

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

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

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

- ◇ "A Black Feminist Statement." Combahee River Collective. pp. 210-219.
- ◇ "Age, Race, Class, and Sex: Women Redefining Difference." Audre Lorde. pp. 1-7.
- ◇ "White Gay Men Are Hindering Our Progress as a Queer Community." 2017. Gabriel Arana. *them*.

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

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

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

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

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

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

Week 12: The Family and Mothering

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

Week 13: Lived Experiences

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

OVERVIEW OF ASSIGNMENTS KEYED TO LEARNING OUTCOMES

Discussion Facilitation: In groups, you will facilitate a class discussion once this semester. You will be responsible for facilitating a discussion that ties together the week's readings exploring their connections and distinctions. The purpose of your facilitation is to develop your skills in guiding a productive and engaging discussion. By leading the group through thoughtful conversation and analysis, you will enhance your ability to critically engage with literature and foster meaningful interactions among peers.

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

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

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

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

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

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

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

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

Senate Meeting – October 7, 2026
Proposed Graduate Studies Report

Presenting proposals from the following department for approval:

Department of Counseling, Leadership, Literacy, and Special Education

- Change in degree requirements: Clinical Mental Health Counseling, MS (*program code: 42368*)
- Change in degree requirement: Counselor Education: School Counseling, MEd (*program code: 41528*)
- Course changes (adding *e-Permit Not Allowed* attribute): all EDL 700-, 800-, and 900-level courses
- Additional course changes: EDL 912, 913, 930, and 950
- New program: Students with Disabilities (All Grades), Trans B
- Withdrawal of Program: Literacy Education (All Grades), MEd (*program code 25809*)
- Addition of Distance Education Format: Literacy Education (All Grades), Advanced Certificate (*program code 41932*)

Next meeting: **November 4, 2026, at 11 a.m.**

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

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

COURSE CHANGES

Effective Term: Spring 2027

1. **Type of Change:** *Adding the NPER (ePermit not allowed) Course Attribute*

2. **From:** N/A

3. **To:**

EDL 701: The Principal as a School Building Leader
EDL 702: Ethical and Legal Issues for Educational Leaders
EDL 703: Collaborative and Community-Based Leadership
EDL 704: Instructional and Curriculum Leadership
EDL 705: Technology, Planning, and Managing Resources
EDL 706: Legal and Economic Issues and the Administration of Schools
EDL 707: Creating Effective and Supportive Learning Environments for All Students
EDL 708: Data-Driven Decision Making
EDL 709: Case Studies in School Building Leadership
EDL 710: Integrated Leadership Internship I
EDL 711: Integrated Leadership Internship II
EDL 712: Leading an Effective School District
EDL 713: Shared Decision Making and Ethics for the School District Leader
EDL 714: Educational Vision, Strategic Planning, and Systematic Evaluation
EDL 715: Diversity and Educational Leadership
EDL 716: Educational Governance, Policy, and Law
EDL 717: Finance, Operations, and Human Resource Management
EDL 718: Creating Effective Partnerships: Parents, Community Members, School Boards, and Other Key Stakeholders
EDL 719: Case Studies in School District Leadership
EDL 720: The Leadership Experience-District-Region Level
EDL 721: The Leadership Experience-District Extension
EDL 722: Leading Effective Teams in Urban School Districts
EDL 723: Action Research for Educational Leaders
EDL 724: District Curriculum, Assessment & Accountability Systems
EDL 725: Practicum in Superintendency
EDL 801: Holistic Leadership
EDL 802: Ethical Leadership
EDL 803: Communication and Teamwork
EDL 804: Leading for Strategic Change
EDL 805: Program Development and Evaluation

EDL 806: Managing Financial Resources
EDL 807: Leveraging Human Capital
EDL 808: Leadership Seminar I: Needs Assessment
EDL 809: Leadership Seminar II: Literature Research
EDL 810: Leadership Seminar III: Implementation Plan
EDL 902: The Ethical Leader
EDL 903: Collaborative Leadership Through Communication
EDL 904: Strategic Leadership
EDL 905: Leadership Analytics and Grant Writing
EDL 911: Leaders as Scholars
EDL 912: Doctoral Studies Seminar
EDL 913: Guided Dissertation
EDL 930: Research I: Introduction to Research Methods
EDL 940: Research II: Introduction to Applied Research
EDL 950: Research III: Practice-based, Service and Action Research
EDL 960: Leveraging Human and Financial Resources for Social Impact
EDL 970: Teaching and Learning
EDL 980: Systems Thinking Through a Social Justice Lens
EDL 990: Independent Doctoral Study

4. **Rationale:**

- The courses listed above are required courses for Lehman's leadership programs (educational and organizational leadership – M.S.Ed., M.S., Ed.D. and Advanced Certificate). All leadership programs use cohort models, which means only students who matriculated into the leadership programs may enroll in these courses. Each program admits students together and moves them through their respective program as a group.
- In many of the courses, projects and content build on prior courses or establish the direction of future courses, which is why students are required to be matriculated in the cohort and follow the specific course sequence.
- Further, sections and seat capacities are scheduled based on the number of students admitted to the program.
- For these reasons, we are requesting that all EDL courses be assigned the "ePermit not allowed" attribute, so non-matriculated students from other CUNYs are not automatically given permission to register for these courses.

5. **Date of departmental approval:** September 2, 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:** *Course description*

2. **From:**

Department(s)	CLLSE
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 912
Course Title	Doctoral Studies Seminar
Description	Facilitation of students' dissertation development and research ideas through a structured process with attention to students' professional development.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p>☒ 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>

3. To:

Department(s)	CLLSE
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 912
Course Title	Doctoral Studies Seminar
Description	Facilitation of students' dissertation development and research ideas through a structured process with attention to <u>the literature review</u> .
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

4. Rationale:

This course is focused on writing the literature review for the dissertation and so it should be mentioned in the description. The original language around professional development is not relevant.

5. Date of departmental approval: September 2, 2026

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

CURRICULUM CHANGE

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

2. **From:**

Department(s)	CLLSE
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 913
Course Title	Dissertation Advisement
Description	This course provides structured guidance on the ongoing development, refinement and, in the last term, defense and submission, of the doctoral dissertation. Students will work with their mentor and committee individually, and in small groups, ensuring that relevant policy, legal and financing implications are addressed and that satisfactory progress is achieved according to milestones established in the project plan approved in their Doctoral Studies seminar. Students will continue to update their personal reflective learning journals and submit a comprehensive progress report at the end of the term. (Will be repeated up to twelve credits.)
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible

	☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. To:

Department(s)	CLLSE
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 913
Course Title	Dissertation Advisement
Description	This course provides structured guidance on the ongoing development, refinement and, in the last term, defense and submission, of the doctoral dissertation. Students will work with their mentor and committee individually, and in small groups, ensuring that relevant policy, legal and financing implications are addressed and that satisfactory progress is achieved. <u>Each semester will have its own requirements and the final semester will include the dissertation defense.</u> (Will be repeated up to twelve credits.)
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

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4. **Rationale:**

The reference to the project plan from the Doctoral Studies seminar is no longer relevant. The dissertation defense was also added so that students are aware of that requirement.

5. **Date of departmental approval:** September 2, 2026

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

CURRICULUM CHANGE

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

2. **From:**

Department(s)	CLLSE
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 930
Course Title	Research I: Introduction to Research Methods
Description	Introduction of relevant research approaches in education, non-profit management, health and other human service practices that decision makers employ and use to drive organizational change. Includes overviews of qualitative, quantitative and mixed methods research models and provides frameworks to support the identification of researchable problems. Students will compare and contrast the three research approaches to determine similarities, distinctions, practical utility, and problems in the collecting, managing, analyzing and reporting of qualitative and quantitative data.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures

	☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. To:

Department(s)	CLLSE
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 930
Course Title	Research I: Introduction to Research Methods
Description	Introduction of relevant research approaches in education, non-profit management, health and other human service practices that decision makers employ and use to drive organizational change. Includes overviews of qualitative, quantitative and mixed methods research models and provides frameworks to support the identification of researchable problems. Students will compare and contrast the three research approaches to determine similarities, distinctions, practical utility, and problems in the collecting, managing, analyzing and reporting of qualitative and quantitative data. <u>There will also be an introduction to basic inferential and descriptive statistics.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression

	☐ Individual and Society ☐ Scientific World
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4. **Rationale:**

This course focuses on quantitative methods, and so a sentence was added to include training in statistics.

5. **Date of departmental approval:** September 2, 2026

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

CURRICULUM CHANGE

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

2. **From:**

Department(s)	CLLSE
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 950
Course Title	Research III: Practice-based, Service and Action Research
Description	Exploration of theories and methodologies associated with action research and the complementary methods of practice-based and service learning in creating change for social justice in education, non-profit management, health and other human service organizations. Students will explore how these theories are successfully employed by leaders to drive organizational change. Topics include carrying out a literature review that is in alignment with the proposed dissertation topic; beginning the collection analysis of exemplary data; and structuring a draft that will represent the first cycle of an action plan associated with dissertation work.
Pre/ Co Requisites	
Credits	3
Hours	
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible

	☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. To:

Department(s)	CLLSE
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 950
Course Title	Research III: Practice-based, Service and Action Research
Description	Exploration of theories and methodologies associated with action research and the complementary methods of practice-based and service learning in creating change for social justice in education, non-profit management, health and other human service organizations. Students will explore how these theories are successfully employed by leaders to drive organizational change.
Pre/ Co Requisites	
Credits	3
Hours	
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

4. **Rationale:**

This course does not focus on a literature review, and so the reference to this has been removed.

5. **Date of departmental approval:** September 2, 2026

**LEHMAN COLLEGE
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**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

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

Earn an average Grade Point Average of 3.0

Successful completion of two semesters of internship.

Program Plan**Type:** Completion Requirement

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

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 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

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 - 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 754 - Internship in Clinical Mental Health Counseling II
EDG 737 - Couples Counseling: Theories and Techniques

3. To:

Clinical Mental Health Counseling

Overview:

Lehman College of the City University of New York offers a cohort-based, 60-credit, Master's degree program in Clinical Mental Health Counseling. Students will attend the program year-round, 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:

We develop culturally and linguistically competent, ethical, caring, data-informed school and clinical mental health counselors eligible for certification/licensure. Our mission reflects input from counselor education faculty, current and former students, and community partners. Counselor Education candidates promote equity, social justice, and human rights advocacy. School Counselor candidates develop academic, social-emotional, and career/college competencies for all students to help close opportunity

and attainment gaps. Clinical Mental Health Counselor candidates develop mental health intervention and prevention competencies for all clients to close access and affordability gaps. Counselor Education 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 the history and philosophy of the counseling profession, professional roles and functions across specialized practice areas, and ethical standards. They engage in advocacy for clients and the counseling profession and understand credentialing, licensure, and regulatory processes. (2024 CACREP Standards 3.A.1., 3.A.2., 3.A.4., 3.A.5., 3.A.7., 3.A.8., 3.A.10.)
2. Candidates develop skills in collaboration, consultation, community outreach, and emergency response management. They advocate for clients by addressing systemic barriers and promoting equitable access to services. (2024 CACREP Standards 3.A.3., 3.A.4., 3.A.6., 3.A.8., 3.B.9.)
3. Candidates apply theories and models of multicultural counseling, social justice, and advocacy while understanding the influence of cultural identities, systemic oppression, and socio-economic disparities on mental and physical health. They integrate culturally sustaining strategies in all counseling practices. (2024 CACREP Standards 3.B.1., 3.B.2., 3.B.4., 3.B.5., 3.B.6., 3.B.9., 3.B.10., 3.B.11.)
4. Candidates demonstrate understanding of theories of individual, family, and cultural identity development across the lifespan, including factors influencing resilience, wellness, and adaptation to crises, trauma, and disability. (2024 CACREP Standards 3.C.1., 3.C.2., 3.C.4., 3.C.7., 3.C.8., 3.C.10., 3.C.11., 3.C.13.)
5. Candidates apply career development theories and strategies that address the interrelationships among work, wellness, life roles, and socio-economic factors. They demonstrate the ability to use career-related assessments and advocate for educational and occupational access for marginalized populations. (2024 CACREP Standards 3.D.1., 3.D.2., 3.D.5., 3.D.7., 3.D.8., 3.D.9., 3.D.11., 3.D.12.)
6. Candidates develop skills in establishing and maintaining counseling relationships using culturally sustaining, evidence-based strategies. They demonstrate competence in case conceptualization, goal setting, intervention planning, and crisis response, including trauma-informed approaches. (2024 CACREP Standards 3.E.1., 3.E.2., 3.E.6., 3.E.9., 3.E.10., 3.E.13., 3.E.19., 3.E.20.)
7. Candidates demonstrate understanding of group counseling theories, dynamics, and leadership skills. They apply culturally responsive strategies for group formation and facilitation while addressing ethical and legal considerations. (2024 CACREP Standards 3.F.1., 3.F.2., 3.F.4., 3.F.7., 3.F.8., 3.F.9.)
8. Candidates develop proficiency in selecting, administering, and interpreting assessments while considering cultural and developmental factors. They understand diagnostic processes, including the use of classification systems and risk assessment procedures. (2024 CACREP Standards 3.G.1., 3.G.2., 3.G.5., 3.G.7., 3.G.11., 3.G.13., 3.G.16.)
9. Candidates demonstrate the ability to use research methods and program evaluation techniques to inform counseling practice, improve services, and advocate for clients. They apply ethical and culturally responsive strategies in conducting and reporting

research. (2024 CACREP Standards 3.H.1., 3.H.2., 3.H.4., 3.H.7., 3.H.8., 3.H.9., 3.H.10.)

10. Candidates develop strategies for self-care, self-awareness, and professional growth to maintain ethical and effective practice. They understand the purpose of supervision in counseling and engage in continuous professional development. (2024 CACREP Standards 3.A.11., 3.A.12., 3.E.7.)

Clinical Mental Health Counseling Program Specific Objectives:

1. Prepare candidates who can 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 (2024 Standards 5.C.3, 5.C.6, 5.C.8).
2. Prepare candidates who can recognize issues related to power, privilege and race and engage in culturally responsive treatment planning and therapeutic decision-making practices, and maintain a commitment to the exploration (and self-exploration) of race, ethnicity, culture, spiritual and differences in ability to ensure that treatment is both culturally relevant and equitable (2024 CACREP Standards 5.C.1, 5.C.4; 5.C.5).
3. Prepare candidates who can integrate human development theory into case conceptualization and treatment planning, including the biological, psychological, systemic, and cultural factors that influence personality and overall development (CACREP Standard 5.C.2).
4. Prepare candidates who will 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. Prepare candidates who possess essential counselor characteristics, leadership, interviewing and case conceptualization skills and utilize counseling theories, models, and strategies for understanding and engaging with clients (CACREP Standards 5.C.1, 5.C.4)
6. Prepare candidates who can identify 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. Prepare candidates to make use of assessments for diagnostic purposes and for identifying trauma, abuse, and intervention planning purposed and engage in standard procedures for reporting abuse or potential harm (CACREP Standard 5.C.4.)
8. Prepare candidates to 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. Prepare candidates to discuss 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 (DSM V) and identifying diagnosis (CACREP Standard 5.C.1).
10. Enhance candidate knowledge and understanding of professional counseling credentialing, including certification and licensure, accreditation practices and policies around record keeping, third-party reimbursements and HIPAA.
11. Prepare candidates to conduct comprehensive intake interviews for treatment planning and employ techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP Standard 5.C.5).
12. Prepare candidates to engage in collaborative consultation with other mental health professionals to ensure continuity of care and effective treatment (CACREP Standard 5.C.7).

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 an essay for a total of 1,000 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.

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

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.
- 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.

Major Requirements - Program Plan

Type: Completion Requirement

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

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

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 - 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

4. **Rationale:**

- The program is transitioning from two years plan of study to three years plan of study. After carefully considering feedback from students, site supervisors, and course instructors that the course load was too intensive to complete within the two-year time frame, faculty determined that it would be more appropriate to distribute the coursework over three years. Therefore, “two years” should be removed from the program overview.
- The mission statement and the program objectives were updated to reflect the new 2024 accreditation standards.
- The essay required for students is 1000 words, not 1100 as currently listed for CMHC admissions. There is also only one admission essay and not two; this error will be resolved with this revision.
- The degree completion requirements were listed incorrectly and have been updated.
- The degree completion requirements are identical to degree continuation requirements; therefore, they have been removed to reduce redundancy.

5. **Date of departmental approval:** September 2, 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: Counselor Education: School Counseling, MSED

Hegis Number: 0826.01

Program Code: 41528 - CESC-MSED

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

2. **From:**

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.

Major Requirements – Admission 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 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.

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):

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

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

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

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:

We develop culturally and linguistically competent, ethical, caring, data-informed school and clinical mental health counselors eligible for certification/licensure. Our mission reflects input from counselor education faculty, current and former students, and community partners. Counselor Education candidates promote equity, social justice, and human rights advocacy. School Counselor candidates develop academic, social-emotional, and career/college competencies for all students to help close opportunity and attainment gaps. Clinical Mental Health Counselor candidates develop mental health intervention and prevention competencies for all clients to close access and affordability gaps. Counselor Education 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 the history and philosophy of the counseling profession, professional roles and functions across specialized practice areas, and ethical standards. They engage in advocacy for clients and the counseling profession and understand credentialing, licensure, and regulatory processes. (2024 CACREP Standards 3.A.1., 3.A.2., 3.A.4., 3.A.5., 3.A.7., 3.A.8., 3.A.10.)
2. Candidates develop skills in collaboration, consultation, community outreach, and emergency response management. They advocate for clients by addressing systemic barriers and promoting equitable access to services. (2024 CACREP Standards 3.A.3., 3.A.4., 3.A.6., 3.A.8., 3.B.9.)
3. Candidates apply theories and models of multicultural counseling, social justice, and advocacy while understanding the influence of cultural identities, systemic oppression, and socio-economic disparities on mental and physical health. They integrate culturally sustaining strategies in all counseling practices. (2024 CACREP Standards 3.B.1., 3.B.2., 3.B.4., 3.B.5., 3.B.6., 3.B.9., 3.B.10., 3.B.11.)
4. Candidates demonstrate understanding of theories of individual, family, and cultural identity development across the lifespan, including factors influencing resilience, wellness, and adaptation to crises, trauma, and disability. (2024 CACREP Standards 3.C.1., 3.C.2., 3.C.4., 3.C.7., 3.C.8., 3.C.10., 3.C.11., 3.C.13.)
5. Candidates apply career development theories and strategies that address the interrelationships among work, wellness, life roles, and socio-economic factors. They demonstrate the ability to use career-related assessments and advocate for

- educational and occupational access for marginalized populations. (2024 CACREP Standards 3.D.1., 3.D.2., 3.D.5., 3.D.7., 3.D.8., 3.D.9., 3.D.11., 3.D.12.)
6. Candidates develop skills in establishing and maintaining counseling relationships using culturally sustaining, evidence-based strategies. They demonstrate competence in case conceptualization, goal setting, intervention planning, and crisis response, including trauma-informed approaches. (2024 CACREP Standards 3.E.1., 3.E.2., 3.E.6., 3.E.9., 3.E.10., 3.E.13., 3.E.19., 3.E.20.)
 7. Candidates demonstrate understanding of group counseling theories, dynamics, and leadership skills. They apply culturally responsive strategies for group formation and facilitation while addressing ethical and legal considerations. (2024 CACREP Standards 3.F.1., 3.F.2., 3.F.4., 3.F.7., 3.F.8., 3.F.9.)
 8. Candidates develop proficiency in selecting, administering, and interpreting assessments while considering cultural and developmental factors. They understand diagnostic processes, including the use of classification systems and risk assessment procedures. (2024 CACREP Standards 3.G.1., 3.G.2., 3.G.5., 3.G.7., 3.G.11., 3.G.13., 3.G.16.)
 9. Candidates demonstrate the ability to use research methods and program evaluation techniques to inform counseling practice, improve services, and advocate for clients. They apply ethical and culturally responsive strategies in conducting and reporting research. (2024 CACREP Standards 3.H.1., 3.H.2., 3.H.4., 3.H.7., 3.H.8., 3.H.9., 3.H.10.)
 10. Candidates develop strategies for self-care, self-awareness, and professional growth to maintain ethical and effective practice. They understand the purpose of supervision in counseling and engage in continuous professional development. (2024 CACREP Standards 3.A.11., 3.A.12., 3.E.7.)

School Counseling Program Specific Objectives:

1. Candidates apply evidence-based models of school counseling programs, including PK-12 comprehensive career development models, to design and implement services that promote academic, career, and personal/social development for all students. (2024 CACREP Standards 5.H.1., 5.H.2.)
2. Candidates develop skills in school-based collaboration and consultation by engaging families, PK-12 school personnel, postsecondary institutions, community agencies, and other referral sources to support student success. (2024 CACREP Standards 5.H.3., 5.H.10.)
3. Candidates develop school counseling program mission statements and objectives, design school counseling curricula, and implement diverse classroom management and differentiated instructional strategies. They evaluate the effectiveness of these programs in meeting the academic, career, and social-emotional needs of students. (2024 CACREP Standards 5.H.4., 5.H.5.)
4. Candidates serve as leaders, advocates, and systems change agents in PK-12 schools by promoting equitable access to educational opportunities. They advocate for comprehensive school counseling programs and foster leadership qualities to create systemic improvements in schools. (2024 CACREP Standards 5.H.6., 5.H.7., 5.H.8.)

5. Candidates demonstrate knowledge of school counselor roles and responsibilities in school crisis and management plans. They develop skills to implement school-based interventions, screen students for mental health and behavioral disorders, and provide social-emotional and trauma-informed counseling. (2024 CACREP Standards 5.H.9., 5.H.12., 5.H.13., 5.H.14.)
6. Candidates critically examine the connections between social, cultural, familial, emotional, and behavioral factors and academic achievement. They apply evidence-based and culturally sustaining interventions to promote academic development, increase promotion and graduation rates, and foster postsecondary readiness. (2024 CACREP Standards 5.H.11., 5.H.15., 5.H.16., 5.H.17.)
7. Candidates implement strategies to promote postsecondary and career readiness by facilitating school-to-postsecondary transitions. They advocate for equitable access to postsecondary education and occupational opportunities for all students, including marginalized populations. (2024 CACREP Standards 5.H.2., 5.H.18., 5.H.19.)
8. Candidates develop and implement strategies to promote equity in student achievement and access to postsecondary education opportunities by addressing systemic barriers. They foster collaboration with key stakeholders to enhance student outcomes. (2024 CACREP Standards 5.H.6., 5.H.8., 5.H.19.)

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.

Major Requirements – Admission 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.
- 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

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.

Major Requirements - OPTION ONE: Hybrid/Campus Program

Type: Completion Requirement

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

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

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

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

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
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

4. Rationale:

- The mission statement and the program objectives were updated to reflect the new 2024 accreditation standards.
- There were errors in what was listed under the continuation requirements; those were removed.

- The applicants do not provide an assessment as part of the group interview process, so that was removed to reflect the accurate interview process.
- The course offering type (asynchronous, synchronous, etc.) was removed to be consistent with the CMHC program, as both programs have significant overlap in course offerings and thus must be taught in the same format.

5. **Date of departmental approval:** September 2, 2026

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

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

CURRICULUM CHANGE

Name of Program and Degree Award: Literacy Education (All Grades), MSED

Hegis Number: 0830.00

Program Code: 25809 (LS-MSED)

1. Type of Change: Withdrawal of program

2. Description:

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

Admissions Requirements

Earn a minimum Grade of B

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

Certification

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

Recommendation, Essay & Interview

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

Completion Requirements

Earn a minimum GPA of 3.0

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

Earn at least 33 credits

Courses

EDR 701 - Language and Literacy Acquisition and Development Across the Lifespan

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

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

EDR 765 - Literacy in the Content Areas

EDR 743 - Practicum in Literacy Assessment, Teaching, and Learning

EDR 767 - Project Seminar: Research on Literacy I and II

EDR 751 - Developing Literacy through Literature

EDR 768 - Project Seminar: Research on Literacy I and II

EDR 529 - Language, Literacy, and Educational Technology

EDR 605 - Professional Writing for Educators

3. Rationale:

Due to changes in state requirements for Literacy Education certification to All Grades, only one MSED program is needed, as opposed to our current Birth-6th Grade and 5th-12th grade programs. Because NYSED approved a program change to transition our 5th-12th grade Literacy Studies (program code: 25806) to All Grades, the birth-6th grade program (program code 25809) needs to be deactivated.

4. Date of departmental approval: September 2, 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: Literacy Education (All Grades), Advanced Certificate - LECE-ADVCT

Hegis Number: 0830.00

Program Code: 41932

1. **Type of Change:** Addition of distance education format

2. **From:**

Literacy Education All Grades - LECE-ADVCT

Program Description

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

Certificate Requirements – Admission Requirements

Type: Prerequisite

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

Certificate Requirements – Required Courses

Type: Completion requirement

Fulfill ALL of the following Courses:

Core Literacy Courses

Complete ALL of the following Courses:

- EDR 701 - Language and Literacy Acquisition and Development Across the Lifespan (3 cr)
- EDR 711 - Instructional Approaches for Language and Literacy Development Across the Lifespan (3 cr)

- EDR 721 - Assessing and Evaluating Language and Literacy Development Across the Lifespan (3 cr)
- EDR 751 - Developing Literacy through Literature (3 cr)

AND

Clinical/Practicum Experience

Complete ALL of the following Courses:

- EDR 743 - Practicum in Literacy Assessment, Teaching, and Learning (6 cr)

Prereq: EDR 701, EDR 721, EDR 711

3. To:

Advanced Certificate in Literacy Education (All Grades)

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

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

SUBPLAN 1: Hybrid Program (Courses offered in-person and online mixed formats.)

SUBPLAN 2: Online Program (Courses offered in online asynchronous and synchronous formats.)

Certificate Requirements – Admission Requirements

Type: Prerequisite

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

Master's Requirements – Master of Science in Education

Certificate Requirements – Required Courses

Type: Completion requirement

Fulfill ALL of the following Courses:

Core Literacy Courses

Complete ALL of the following Courses:

- EDR 701 - Language and Literacy Acquisition and Development Across the Lifespan (3 cr)
- EDR 711 - Instructional Approaches for Language and Literacy Development Across the Lifespan (3 cr)
- EDR 721 - Assessing and Evaluating Language and Literacy Development Across the Lifespan (3 cr)
- EDR 751 - Developing Literacy through Literature (3 cr)

AND

Clinical/Practicum Experience

Complete ALL of the following Courses:

- EDR 743 - Practicum in Literacy Assessment, Teaching, and Learning (6 cr)

Prereq: EDR 701, EDR 721, EDR 711

4. Rationale:

The Master of Science in Education in Literacy Education program (Option Two – online format) provides greater flexibility for our students. Our online candidates are expected to adhere to the same academic standards and requirements as our campus-based candidates. Option One and Option Two programs have the same course descriptions, credits and hour requirements, learning objectives, pre-requisites and all other curricular requirements. This consistency ensures that our online program meets the same rigorous academic standards as our on-campus one, with only the mode of delivery being different.

5. Date of Department Approval: September 2, 2026

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

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

CURRICULUM CHANGE

Name of Program and Degree Award: Master of Science in Special Education, Students with Disabilities – All Grades - Trans B

Hegis Number: 0899.50

Program Code: TBD

1. Type of Change: New program - Registration of Special Education Master of Science Degree leading to certification for Students with Disabilities - All Grades Transitional B as per NYSED requirements

2. FROM: N/A

3. TO:

Overview

The 36-credit Master of Science in Education in Special Education, Students with Disabilities (All Grades) Transitional B program prepares candidates admitted to Lehman College's Alternate Certification Partnership Programs, such as the NYC Teaching Fellows, which is offered in collaboration with the New York City Department of Education, for New York State certification as special education teachers. Candidates hold baccalaureate degrees in fields outside education, with several entering as career changers or as paraprofessionals with prior service in city schools. Following an intensive pre-service summer, they are issued the Transitional B certificate and serve as teachers of record in high-need New York City public schools while completing the degree, which leads to initial certification in Students with Disabilities (All Grades).

The curriculum prepares candidates to teach across the full continuum of placements. Coursework emphasizes access to the general education curriculum for all learners in inclusive Pre-Kindergarten through grade 12 settings, as well as the differentiation and individualized planning required in specialized and self-contained settings, in accordance with each student's *Individualized Education Program* or *Individualized Family Service Plan*. The program prepares candidates for special education and co-teaching positions in urban schools serving culturally and linguistically diverse populations. The curriculum is aligned with New York State content requirements for programs preparing special educators and integrates current evidence-based practice with theory. Courses emphasize critical thinking, reflection, and problem solving.

The program operates on a cohort model, meaning candidates enter, progress, and complete coursework together. Candidates enter a professional community rather than a solitary placement. The literature on cohort-based alternative certification programs

links these structures to stronger self-efficacy, sustained collegial problem-solving, and improved multi-year retention compared with individual entry pathways.

Candidates complete the pre-service summer in Teaching Academies alongside their colleagues with whom they take courses. Teaching Academies are frequently staffed in collaboration with our partner programs and confer a further advantage: candidates complete supervised practice in a school before appointment, and hiring schools often draw from the candidates they have hosted. Thus, candidates become acculturated to a school's students, faculty, and instructional expectations before assuming the responsibilities of a teacher of record.

Extensive field experience, developed in partnership with schools in the Bronx and surrounding area, is central throughout the program. Candidates receive structured support as they develop their capacities as special educators through school-based work with mentor teachers, college supervisors, school staff, families, and students.

The Special Education, Students with Disabilities (All Grades) Transitional B program is committed to preparing teacher candidates who demonstrate understanding of students' varied social-emotional, instructional, and linguistic needs, a willingness to collaborate within the school team and community, and a conviction that all children can learn. The program aligns with the School of Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring, and qualified educators well prepared to teach in diverse urban settings.

Candidates may complete the degree entirely online, with the same academic standards maintained across all delivery modes, and the program of study may be completed in under three years.

Admission Requirements

- ***Earn a minimum GPA of 3.0***
 - *Possess a bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.*
- ***Content Specialty Test***
 - *Submission of scores on the Content Specialty Test (CST).*
- ***Recommendation & Interview***
 - *Submit two letters of recommendation, at least one of which is from a college or university science instructor.*
 - *Participate in interview process*

The Special Education, Students with Disabilities (All Grades) Transitional B program requires completion of three areas of coursework: (1) Foundations Core, (2) Methods Core, and (3) Professional Practice Core as listed below:

Special Education Students with Disabilities- All Grades- Transitional B, Master of Science in Education (MSED 36 credits)

Semester I (Summer): (6 credits)

EDS 720: Student Teaching Seminar (3)

EDS 791: Learners with Disabilities (3)

Semester II (Fall): (6 credits)

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

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

Semester III (Spring): (9 credits)

EDS 701: Understanding Individuals with Disabilities (3)

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

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

Semester IV (Summer) (3 credits)

EDR 711: Instructional Approaches for Language and Literacy Development Across the Lifespan (3)

Semester V (Fall) (6 credits)

ESC 540: Teaching US History and Government/ELA (3)

EDS 718: Culminating Masters' Project (3)

Semester VI (Spring) (6 credits)

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

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

Program Requirements:

The program shall include:

- at least 100 clock hours of field experiences related to coursework before student teaching or practica, provided that at least 15 of the 100 clock hours of field experiences shall include a focus on understanding the needs of students with disabilities. (EDS 741, EDS 795, EDS 792, EDS 793, EDS 743, EDS 794)
- a college-supervised student teaching or practicum experience of at least 70 school days, or its equivalent, in a students with disabilities education setting, and in alignment with the daily schedule and annual calendar of that educational setting; provided that candidates pursuing more than one certificate title may complete placements of at least 35 school days for each certificate title.

4. Rationale:

- This program adheres to New York State certification guidelines and is a state mandate, as all programs must now include a P-12 certification program. The New York State Board of Regents voted to establish the Students with Disabilities (All Grades) certificate effective September 28, 2022. The new

certificate permits individuals to teach students with disabilities in New York State public schools from Pre-Kindergarten through grade 12.

- The current program that exists will become obsolete as it is no longer tied to an existing certification. All students already in existing programs will be able to finish, but all new admits will be admitted to this Pre-Kindergarten through grade 12 program. This 36-credit program will be for applicants who are in an alternate certification program, such as the New York Teaching Fellows, and are placed at Lehman College to complete their coursework
- The creation of this program will assist in alleviating the teacher shortages in New York City. Specifically in Special Education, there are approximately 2400 vacancies currently across New York City.
- This program will create opportunities for students who are interested in making a career change and already have a Bachelor's Degree in a non-education area of study.
- The creation of this program is a response to a critical need as the New York City Department of Education (NYCDOE) typically hires approximately 4,500 new teachers to fill vacancies. In 2022, the governor of New York State signed a law mandating a substantial reduction in class sizes over the next five years. As a result, New York City anticipates a teacher shortage of approximately 9,000 educators. These shortages are most severe in high-poverty, high-needs schools, particularly in the Bronx.

5. Date of departmental approval: September 2, 2026

Governance Committee Report

October 7, 2026

1. Undergraduate Curriculum Committee Faculty Vacancy.
 - a. Governance Committee nominates **James Mahon** to fill 1-year faculty vacancy.
 - b. Any Additional Nominations?
 - c. Move To A Vote
2. Carman Hall, Senate, and Shared Governance
3. Next Governance Committee Meeting, Monday October 19th at 2pm on Zoom.

The Senate Assessment Committee met on October 1, 2026. A more detailed report from that meeting will be presented at a future date. However, we do have a time-sensitive announcement. An email went out to solicit nominations for faculty to serve on the General Education Assessment Sub-Committee. We are still accepting nominations until October 15. You can either email me or Karin Beck (devrim.yavuz@lehman.cuny.edu or karin.beck@lehman.cuny.edu). Given the charge of the committee, we are particularly interested in members who can start discussing the more technical aspects of general education assessment and who can offer insight on how it should be structured moving forward.

GENERAL EDUCATION ASSESSMENT SUB-COMMITTEE

- a. The sub-committee will report to the Standing Senate Assessment Committee and will be active during the 2026-2027 Academic Year
- b. Membership: Six members as follows: five nominated faculty and academic personnel, including those attached to AES units (we suggest that one to two members be from the LEH working group to ensure communication between the two bodies); one administrator; and one invited member of the Student Government Association
- c. Functions:
 - i. Reviews the 2025-2026 annual General Education Assessment report and recommends an action plan;
 - ii. 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;
 - iii. Surveys, collects and documents existing general education related activities and information generated by the campus community;
 - iv. Formulate an opinion on the proposed new structure for the administration of general education courses (LEH and pathways) to facilitate the collection of assessment-related information
 - v. Propose a framework and tools for general education assessment



Library Technology and Telecommunications Committee Report

Next Meeting: October 28, 2026

Location: ZOOM

Library

- Library and English Department offer a Reading and Discussion of Jane K. Cleland's ***Beat the Bots: A Writer's Guide to Thriving in the Age of AI***, Thursday, October 8th from 12:30 -1:30 PM in Library Treehouse Room 317. Register on Library Homepage.

Information Technology

- New ITR website coming soon: A refreshed design, enhanced accessibility, and a comprehensive knowledge base with FAQs and step-by-step guides. Watch your email for the launch announcement.
- Upgraded Lehman Mobile App: The app was upgraded on 9/24 and now features a refreshed look, improved navigation, and a more accessible, user-friendly experience.
- Protect yourself online: Celebrate Cybersecurity Awareness Month with tips and resources at lehman.edu/itr/cybersecurity.
- Cybersecurity training: Learn practical ways to stay safe online through the CUNY Cybersecurity Training course under Organizations on your Brightspace homepage.
- Windows 10 has reached end of life and receives extended security updates only for a limited time. Campus computers are being upgraded to Windows 11, with more than 100 already upgraded or replaced. Most of the remaining devices are laptops, and we ask users to work with IT to make them available for upgrading.

LMS/Brightspace

- Faculty accessibility workshop: Join us virtually October 8, 2–3 p.m., to explore Blackboard Ally and remove barriers to learning. Register on your Brightspace homepage.
- Spring 2027 course shells will be available on November 4th. This is a great time for faculty to review course content for accessibility.
- Student SPARC training: The CUNY Student SPARC Training course is now available under Organizations on your Brightspace homepage.

- Brightspace Gradebook Workshop is coming soon. Please watch your email for dates and times. You may also schedule a Brightspace Office Hour at your convenience. See the Lehman Brightspace web page to register for an office hour.

Center for Teaching and Learning

- The Center for Teaching and Learning hosted a student and faculty dialogue at the Library. This event was held on Tuesday, October 6th. Watch for the CTL Monthly newsletter for upcoming events from Center for Teaching and Learning.