

**Minutes of
The Lehman College Senate Meeting
Wednesday, September 2, 2026
Senate Meeting**

Senators Present: Abi-Hanna, R.; Akther, S.; Almonte, L.; Ayalew, M.; Banks, R.; Brown, C.; Buckley, M.; Campeanu, S.; Castellano, S.; Colon, S.; Delgado, F.; Douglas, D.; Faham, M.; Fera, J.; Foster, S.; Gonzalez, R.; Gonzalez, T.; Guese, K.; Harrison, E.; Henriquez-Castillo, M.; Huot, J.; Johnson, A.; Keivani, A.; Kim, N.; Lopez, K.; Loscocco, P.; Machado, E.; Manier, D.; Marianetti, M.; Markens, S.; McGovern, J.; McIntosh-McEwen, K.; McNeil, C.; Mohorcich, J.; Murphy, B.; Music, H.; O'Boy, D.; Ortega, B.; Palmer, C.; Peguero, A.; Pitts, W.; Plunkett, A.; Prince, P.; Rivera, O.; Rosario, Y.; Ruiz, C.; Ruiz, E.; Sanchez, O.; Schlesinger, K.; Sepulveda-Pacsi, A.; Shano, E.; Silva-Puras, J.; Stone, A.; Valentine, R.; Vanderbilt, K.; Wang, H.; Wang, S.; Wright, J.; Ye, Y.

Senators Absent: Adams, M.; Aisemberg, G.; Ali, T.; Ausby, M.; Báez Garcia, R.; Bell, R.; Brito, S.; Brown, T.; Cheng, S.; Collier, A.; Di Raimo, S.; Filpo Batista, O.; Finger, R.; Gerry, C.; Hurley, D.; Hyman, D.; Jimenez, M.; MacKenzie, J.; Maybee, J.; McKenna, C.; Ohmer, S.; Pantalone, D.; Ponteen, E.; Rice, A.; Shrestha, B.; Stein Smith, S.; Williams, H.; Zhong, M.

The meeting was called to order at 4:06 PM by President Fernando Delgado.

Dr. Delgado yielded the floor to the Chair of the Lehman College Senate, Professor Joseph Fera, who provided an overview of the functions, structure, and role of the Lehman College Senate.

See Attachment I

1. Action Items

a. Approval of the Minutes

There was a motion to approve the minutes, which was seconded. The minutes of the May 6, 2026, College Senate was approved by unanimous voice vote.

See Attachment II

b. Undergraduate Curriculum Committee

Professor Lynn Rosenberg presented a proposal for curriculum changes in the following departments: Africana Studies; Earth, Environmental, and Geospatial Sciences; Languages and Literatures; Middle and High School Education; Philosophy; Social Work; and Sociology. The floor was opened to questions and comments—there were several concerning the Languages and Literatures proposal, which were answered accordingly. However, there was significant discussion regarding the department's approved discontinuation of Italian American Studies in relation to CUNY's curriculum change requirements. Professor Fera requested a follow up report with additional information on the University policy that allows for the discontinuation of a curriculum. There were no objections from the body and the request was accepted by unanimous accord. Aside from a request to amend the Africana Studies proposal, there were no other questions or comments. The discussion was closed on all items presented, excluding the African Studies proposal. The proposals, with the exception of the Africana Studies proposal, were moved to a vote. All presented proposals were approved by voice vote with one opposed.

Professor Susan Markens requested the following amendment to the Africana Studies proposal: that the last sentence of page six of the proposal be removed due to inaccuracies. The original language appears in the extract below alongside the highlighted sentence to be removed.

This adjustment will better align the Africana Studies Department's requirements with that of peer institutions offering an equivalent degree. Our survey of other CUNY schools with Africana Studies/Black Studies majors reveal a range from 30 credits at Hunter and Baruch. The lower requirement will also be in line with other Lehman Arts and Humanities departments, such as Latin American and Latino Studies (27), Philosophy (27) Sociology and History (30 credits).

The amendment was seconded and a discussion ensued. Professor Fera assured that striking the language from the document would not affect the program or the curriculum. There were no additional questions or comments. The amendment was moved to a vote and was approved by unanimous voice vote—the sentence on page six of the proposal was removed from the paragraph. Professor Fera opened the floor to additional comments on the Africana Studies proposal as

amended. There were no additional comments to the proposal as a whole. The proposal was moved to a vote and approved, as amended, by unanimous voice vote.

See Attachment III

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

c. Graduate Curriculum Committee

Professor Justine McGovern presented proposals for curriculum changes in the following departments: Biological Sciences; Exercise Sciences and Recreation; History; Middle and High School Education; and Speech-Language-Hearing-Sciences. The floor was opened to questions and comments. There was one question for clarification, which was answered accordingly. There were no additional questions or comments. Professor Fera moved to vote on all of the presented proposals. The proposals were approved by unanimous voice vote.

Professor McGovern announced the retirement of Sophia Diamantis-Fry—Manager of Academic Affairs in the division of Academic Programs & Educational Effectiveness. Professor McGovern also gave a special thanks to Mrs. Diamantis-Fry, recognizing her commitment to the College in addition to her service, as she makes her transition into retirement.

The next meeting was scheduled for Wednesday, September 9, 2026, at 11:00 AM via Zoom. Proceeding this date, Graduate Curriculum Committee meetings are scheduled to occur on Wednesdays at 11:00 AM on the following dates:

October 7, 2026; November 11, 2026; December 9, 2026; February 3, 2027;
March 3, 2027; April 7, 2027; May 5, 2027.

See Attachment IV

d. Governance Committee

Professor Joseph Fera noted how faculty appointments to the College Senate standing committees tend to expire biannually. Due to this need, elections are arranged and the terms are filled before the start of the academic year. However, as the Governance Committee is the one committee where all of its members must be senators, vacancies on the committee must be filled at the first College Senate meeting of the academic year. Professor Fera highlighted that the Bylaws of the Lehman College Senate suggest that faculty avoid serving on more than one committee at a time.

(1) Governance Committee Faculty Vacancies – 2-Year Term

Professor Fera informed that there were three faculty vacancies on the Governance Committee for a two-year term. The floor was opened to nominations and the following professors were nominated: (1) Rabab Abi-Hana, (2) Susan Markens, (3) David Hyman, (4) Elvin Wang, (5) Smee Wang, and (6) Penny Prince. There were no other nominations from the floor. As the number of nominations outnumbered the vacancy amount, a contested election ensued. Professors Rabab Abi-Hana, Susan Markens, and David Hyman, were all elected to serve on the Governance Committee for a two-year term by majority vote.

(2) Governance Committee Faculty Vacancy – 1-Year Term

Professor Fera informed that there was one faculty vacancy on the Governance Committee for a one-year term. The floor was opened to nominations and the following professors were nominated: (1) Yuemei Yue and (2) Elvin Wang. As the number of nominations outnumbered the vacancy

amount, a contested election ensued. There were no additional nominations from the floor. Professor Elvin Wang was elected to serve on the Governance Committee by majority vote.

(3) Student Committee Vacancies

Professor Fera presented the slate of student nominees to serve on the College Senate Standing Committees. The floor was opened to additional nominations. There was one—Ashley Peguero for the Library, Technology, and Telecommunications Committee. There were no additional nominations from the floor, and as the nominations were uncontested, the slate was moved to a vote. The slate of student nominees was approved by unanimous voice vote.

See Attachment V

Future meetings of the Governance Committee are TBD.

2. **Announcements and Communications**

a. Report of the President—

President Fernando Delgado highlighted several ongoing capital projects. He emphasized the South Field renovation project—a project largely benefitting Lehman’s athletics programs, which received an allocation of \$820,000 from Congressman Adriano Espaillat to expand the seating area of the South Field. Dr. Delgado also emphasized a recent capital investment of \$1.1 million for the Lovinger Theatre—funding made possible by New York City Council Member, Eric Dinowitz, and the Bronx Borough President, Vanessa Gibson. Additionally, he briefed on renovation plans for Carman Hall—noting potential improvements to the building’s elevators, among other facility upgrades that are scheduled to begin as early as this month. Furthermore, he briefed on the College’s goal to seek, at maximum, a \$20 million allocation from the governor for the Science and Business Complex—a \$300 million project.

Dr. Delgado discussed the College's current financial position and long-term goals. He highlighted Lehman's financial position since the combined value of the Mackenzie Scott endowments—a total of \$80 million, which transformed the College's financial position substantially. He shared that the endowments have allowed for a flexibility that has helped to support the College in all areas. He also shared that the long-term goal is to build the endowment to about \$104 million in ten years, with a future target of \$150 million in endowment resources. He listed additional strategies that the College would implement to meet its goals, including seeking capital funding and major gifts, as well as developing new fundraising strategies to surpass the College's campaign goals, among other efforts.

President Fernando Delgado gave special recognition to the Computer Science Department, as Lehman ranked #36, nationally, on Time's America's Best Colleges list. The article highlights the success of the Computer Science program, comparing the program favorably alongside others from highly selective institutions in the country. Dr. Delgado acknowledged the program's success and noted it was ranked highest among all other CUNY and SUNY schools in New York State. Dr. Delgado also expressed that the rankings reveal much about Lehman College—that, despite having fewer resources than its highly selective counterparts, the College is not only a serious academic institution that delivers strong outcomes, but it is also a force to be reckoned with.

b. Student Legislative Assembly—

Student Senator, Ms. Munira Ayalew, introduced herself as the new Vice President of Student Legislative Affairs (SLA) and reported on the activities hosted by the Student Government Association (SGA).

(1) Updates Concerning Student Senator Elections

Ms. Ayalew informed that although a total of thirty-three seats are available, only nineteen seats were filled. Ms. Ayalew assured that the Student

Government Association (SGA) would be working to fill the remaining seats and that elections were still underway. She informed that elections were scheduled to end on September 11, 2026, with voting to occur on September 15, 2026, through September 18, 2026.

(2) Opportunities for Student Engagement

Ms. Ayalew informed that SGA had planned four events to increase student engagement, which include (a) the CUNY Coalition for Students with Disabilities Accessibility Fair, to promote awareness and provide those interested with information about the resources and services available—an event held on September 2, 2026; (b) a Build-A-Bear event, scheduled for September 9, 2026; (c) a Club Fair on September 16, 2026; and (d) a Speed Friending event, scheduled to occur later in the month, on September 28, 2026.

Ms. Ayalew encouraged students to visit the Lehman Club Central website for additional information.

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

a. Admissions, Evaluation, and Academic Standards

There was no report.

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

b. Campus Life and Facilities

Professor Penny Prince reported on the September 2, 2026, meeting of the Campus Life and Facilities Committee. She relayed concerns regarding the increase in parking fees. She also announced the committee's success in procuring two-ply toilet paper to replace the existing one-play supply, acknowledging the efforts of VP Bethania Ortega of the Administration and

221 Finance Division. Professor Prince also announced a new meal plan, in particular
222 for residents of The Lehman Grand, which is discussed in further detail in the
223 Library, Technology, and Telecommunication Committee report.

224

225 The next meeting was scheduled for Wednesday, October 7, 2025, at 2:00 PM
226 via Zoom. Proceeding this date, Campus Life Committee meetings are TBD.

227

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

229 There was no report.

230

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

233

234 **d. Assessment**

235 There was no report.

236

237 Future meetings of the Assessment Committee are TBD.

238

239 **e. Academic Freedom**

240 There was no report.

241

242 Future meetings of the Academic Freedom are TBD.

243

244 **f. Library, Technology, and Telecommunications**

245 Mr. Steven Castellano brought announcements from the Library, the Division of
246 Information Technology, and Brightspace.

247

248 See Attachment VI

249

250 The next meeting of the Library, Technology, and Telecommunications
251 Committee was scheduled for Wednesday, September 30, 2026, via Zoom.

252

253 **g. Budget and Long-Range Planning**

254 There was no report.

255

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

257

258 **h. University Faculty Senate Report**

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260 There was no report.

261

262 The next meeting was scheduled for Tuesday, September 15, 2026, at 6:30 PM.

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

264 on Tuesdays at 6:30 PM on the following dates: October 27, 2026; December 1,

265 2026; February 23, 2027; April 6, 2027; and May 4, 2027.

266

267 **Unfinished Business**

268

269 There was no unfinished business to report.

270

271 **New Business:**

272 There was no new business to report.

273

274 **ADJOURNMENT**

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

276 adjourned at 5:29 PM

277

278 Respectfully submitted:

279

280 Cynthia Cessant

LEHMAN COLLEGE

The City University of New York

Lehman College Senate Meeting

Wednesday, September 2nd at 3:45 P.M.

Carman, B04

1. Senate Overview: Prof. Joseph Fera
2. Action Items
 - a. Approval of the minutes for the Senate Meeting of May 6, 2026.
 - b. Undergraduate Curriculum: Prof. Lynn Rosenberg
 - c. Graduate Studies: Prof. Takiyah Ali
 - d. Governance: Prof. Joseph Fera
3. Announcements and Communications:
 - a. President's Report: President Fernando Delgado
 - b. Student Legislative Assembly: Ms. Munira Ayalew
 - c. Admissions, Evaluation and Academic Standards: Prof. Sandra Campeanu
 - d. Campus Life and Facilities: Prof. Penny Prince
 - e. Equity, Inclusion, Accessibility, and Anti-Racism: Ms. Takiyah Ali
 - f. Assessment: Prof. Devrim Yavuz
 - g. Academic Freedom: Prof. David Manier
 - h. Library, Technology, and Telecommunications: Mr. Stephen Castellano
 - i. Budget and Long-Range Planning: Prof. Alexander Nunez-Torres
 - j. University Faculty Senate: TBA
4. Unfinished Business
 - a. None
5. New Business
 - a. None

**Minutes of
The Lehman College Senate Meeting
Wednesday, May 6, 2026
Senate Meeting**

Senators Present: Abi-Hanna, R.; Adams, M.; Aisemberg, G.; Ayalew, M.; Banks, R.; Barry, A.; Barry, M.; Bell, R.; Burton-Pye, B.; Campeanu, S.; Castellano, S.; Cheng, S.; Delgado, F.; Drame, S.; Fajardo, J.; Fera, J.; García, M.; González, R.; González, T.; Grant, B.; Harrison, E.; Henríquez-Castillo, M.; Jiménez, M.; Kane, F.; Kendall, K.; Kim, N.; López, K. D.; López, N.; Loscocco, P.; Mahon, J.; Manier, D.; Marianetti, M.; Markens, S.; McGovern, J.; Mohorcich, J.; O'Boy, D.; O'Neil, C.; Oberlin, D.; Ohmer, S.; Ortega, B.; Pitts, W.; Prince, P.; Qafleshi, D.; Quiñones, J.; Ruiz, E.; Sanford, V.; Schlesinger, K.; Shikder, S. U.; Sofianos, E.; Soto II, T.; Stopler, M.; Wang, E.; Waring, E.; White, A.; Wright, J.; Zhong, M.

Senators Absent: Agyemang, C.; Al Q. S.; Ali, T.; Ayalew, S. I.; Brown, T.; Buenrostro Domínguez, L. A.; Collier, A.; Cotton, T. M.; Di R. S.; Dyantyi-Achi, G. N.; Finger, R.; Gerry, C.; Hassan, M.; Hemphill, N.; Hsu, C.; Hurley, D.; Hyman, D.; Irvin, A.; Jackson, G. S.; Lancaster, G.; Lee, H.; Locke, A.; Lora, E. E.; Machado, E.; MacKenzie, J.; Marte, G. J.; McKenna, C.; Murphy, B.; Nisa, Z.; Owoaje, O. S.; Palmer, C.; Pantalone, D.; Rice, A.; Rosario, Y.; Salami, F.; Shahzadi, M.; Silva-Puras, J.; Stein S. S.; Sualah, R.; Toro, C.; Valentine, R.; Williams, H.

The meeting was called to order by President Fernando Delgado at 3:50 PM.

1. Action Items

a. Approval of the Minutes

There was a motion to approve the minutes, which was seconded. The minutes of the April 15, 2026, College Senate was approved by unanimous vote.

See Attachment I

e. Governance Committee

Professor Joseph Fera presented the committee nomination slate of faculty and staff members. He opened the floor to additional nominations. There were none. Professor Fera moved to a vote. The slate was approved by unanimous voice vote.

See Attachment II

b. Undergraduate Curriculum Committee

Professor Douglas Oberlin presented a proposal for curriculum changes in the following departments: Biological Sciences; Counseling, Leadership, Literacy and Special Education (CLLSE); Earth, Environmental and Geospatial Sciences; Exercise Sciences and Recreation; History; Latin American and Latino Studies; Nursing; and Philosophy. The floor was opened for questions and comments. There was considerable discussion regarding the CLLSE proposal. Professor Fera moved to vote on all presented proposals, excluding the CLLSE proposal. It was seconded. All proposals, with the exception of the CLLSE proposal, were approved by unanimous voice vote.

There were several motions to amend the CLLSE proposal titled, “CLLSE-Special Education Teacher Education All-Grades w Bil Ext, BA.” Specifically, the Graduation Requirements that appeared on page sixteen of the proposal as follows:

Graduation Requirements

- Complete a minimum of 37 credits undergraduate credits of study in Special Education
- A minimum GPA of 3.0 throughout the 37 credit major
- Complete a New York State Approved Teacher Preparation Program:
- Must successfully complete a supervised student teaching or internship course with a grade of B or better, if seeking an institutional recommendation.
- Meet with an advisor from the Teacher Certification department to verify all requirements are met
- Meet all state certification liberal arts and sciences requirements:
- Take the New York State Teacher Certification Exams (NYSTCE)
 - For exams schedules, registration and other testing information please visit the NYSTCE at <http://www.nystce.nesinc.com/>
- Complete Content Specialty Tests (CSTs)
- There was a motion on the floor to incorporate the following line: “the liberal arts major is completed as part of the graduation requirements.” It was seconded and discussion ensued. Professor Fera moved to adopt the amendment. The amendment was approved by unanimous voice vote.
- There was a motion to remove the Complete Content Specialty Tests (CSTs) requirement. It was seconded and discussion ensued. Professor Fera moved to adopt the amendment. The amendment was approved by unanimous voice vote.

- There was a motion to remove the bullets for the “Take the New York State Teacher Certification Exams (NYSTCE) requirement. It was seconded and discussion ensued. Professor Fera moved to adopt the amendment. The amendment was approved by unanimous voice vote.
- There was a motion on the floor to add the following footnote to the document: “Students should be advised that graduation requirements are not equivalent to certification requirements and should meet with an advisor in the School of Education to discuss.” It was seconded and considerable discussion ensued. There was a motion to Call the Question, which was seconded; the motion to end the debate was adopted by a two-thirds majority vote. The motion to include the footnote was then put to a vote, but the motion failed, as it did not receive the majority vote needed for approval.
- There was a motion to table the CLLSE proposal for its return to the committee for review and revision. It was seconded. The motion was then put to a vote, but the motion failed, as it did not receive the majority vote needed for approval.
- There was a motion to remove the following line: “Meet all state certification liberal arts and sciences requirements,” which was seconded. Discussion ensued. Professor Fera moved to adopt the amendment. The amendment was approved by unanimous voice vote.
- There was a motion to Call the Question on the the CLLSE proposal, which was seconded; the motion to end the debate was adopted by a two-thirds majority vote. The main proposal was then put to a vote. The CLLSE proposal, as amended, was approved by majority voice vote.

Professor Oberlin shared informational items for the following experimental courses: EDL 401, EDL 404, EDL 406, SOC 472, and WST 257.

See Attachment III

c. Admissions, Evaluation, and Academic Standards

Professor Sandra Campeanu presented the following policy revisions: (1) the revised Change of Grade Process Policy, (2) the revised ePermit Policy, and (3) the revised Grade Appeals Policy. The floor was opened to questions and comments.

- There was a motion to amend the below section of page three of the Change of Grade Process Policy. Specifically, to change FP&B to P&B. It was seconded and the floor was opened for questions and comments. There were none. Professor Fera moved to adopt the amendment. The amendment was approved by unanimous voice vote.

Grade change request over one academic year requires approval as defined by the campus. Lehman College has determined that such requests shall be reviewed by the departmental FP&B committee.

- There was a motion to amend the paragraph below from page two, section three of the Change of Grade Process Policy. Specifically, to remove the underlined sentence and place it at the end of the first sentence. It was seconded and the floor was opened for questions and comments. There were none. Professor Fera moved to adopt the amendment. The amendment was approved by unanimous voice vote.

Application for a change of grade, assigned by a member of the faculty, on the grounds of clerical, computer, professional errors, may be made at any time within one year from the end of the semester in which the course was taken. Either the student or the instructor may make this request according to campus procedure. The procedures

The policy revisions were moved to a vote, including the Change of Grade Process Policy as amended. All policy proposals were approved by unanimous voice vote.

Professor Campeanu presented the spring and summer Graduation List for approval. She informed that although the list was neither complete nor final, it represented all students who have and will meet the requirements to graduate in the spring and summer of 2026. She also noted that voting to approve the list at the College Senate would be a symbolic gesture in support of those eligible to graduate. The graduation list for spring and summer of 2026 was moved to a vote. The list was approved by unanimous voice vote.

Professor Campeanu presented a resolution proposing the award of a posthumous degree for the late Shereka Matthews-Bond, a Lehman College Sociology major in good academic standing. The resolution was moved to a vote. The proposal was approved by unanimous voice vote.

See Attachment IV

1. **Announcements and Communications**

a. Report of the President—

President Fernando Delgado reported on the State budget. He communicated that there was little to share, as the budget had not yet been finalized, but reported an update from a senior Bronx legislator, who informed that the College's budget request remains included in the proposed budget. Dr. Delgado also noted that, in light of the uncertainty surrounding the State's position, programmatic funding requests to the City Council and Borough President would be deferred until the State's position becomes clear.

Dr. Delgado reported on the federal budget. He noted that members of the congressional delegation and legislative offices continue to encourage the College to submit proposals for community-based funding projects. He also reported that the College received nearly \$1 million in funding this year and that preparations for the next funding cycle would begin once Congress returns from its summer recess.

Dr. Delgado thanked students, faculty, and staff who participated in the Presidential 360-degree assessment process. He gave a special thanks to students and members of student government for their participation, as Dr. William Covino of the American Association of State Colleges and Universities (AASCU) Consulting noted that the volume of student feedback was particularly impressive. Dr. Delgado also indicated that he had not seen the final report, but expressed that he was looking forward to next steps in the review process.

156 See Attachment V

157

158 **b. Student Legislative Assembly—**

159 Ms. Mariama Barry, Chair of the Student Legislative Assembly (SLA), reflected on
160 the year’s accomplishments, noting that there were twenty-three successful events
161 hosted by the Student Government Association (SGA). Ms. Barry also congratulated
162 her successor and all of the student senators who were elected to serve for the next
163 academic year.

164

165 **2. Reports of the Standing Committees—**

166

167 **a. Assessment**

168 Professor Devrim Yavuz reported on the April 23, 2026, meeting of the
169 Committee on Assessment, where the committee voted to form the General
170 Education Assessment Subcommittee—a committee which will become effective
171 at the start of the next academic year.

172

173 See Attachment VI

174

175 **b. Budget and Long-Range Planning**

176 There was no report.

177

178 **c. Campus Life and Facilities**

179 Professor Penny Prince informed that the committee was still working on their
180 goals from earlier in the semester—in particular, securing new toilet paper
181 alternatives for the College’s facilities and exploring ways to lower prices in the
182 cafeteria.

183

184 Professor Prince invited all to attend the final meeting of the Reentry Committee,
185 which was scheduled for Wednesday, May 20, 2026, at 2:30 PM.

186

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

220 There was no report.

221

222

223 **Unfinished Business**

224

225 There was no unfinished business to report.

226

227 **New Business:**

228 There was no new business to report.

229

230 **ADJOURNMENT**

231 There was a motion to adjourn the meeting; it was seconded. The meeting was
232 adjourned at 5:44 PM

233

234 Respectfully submitted:

235

236 Cynthia Cessant

The Lehman College Senate

A Brief Overview



Functions of The Lehman College Senate

- Responsible for the formulation of academic policy and for legislative and advisory functions related to the programs, standards, and goals of the College.
- Has the power to make policy recommendations, and to review the implementation of policy concerning:
 - Academic Affairs
 - Long-range planning
 - Campus Life and Activities
 - Academic Freedom
- Subject to the Authority and ByLaws of the CUNY Board of Trustees



We Are A College Senate

SHARED
Governance

The Senate Has A Total of
102 Members:

- Students (34)
- Faculty (51)
- Non-Instructional Staff (5)
- Administrators (12)

We Need 52 Members Present To
Transact Business. This is
quorum.

All Meetings Are Open
Subject To NYS OML

The Senate Works Through Committee

- **Most** Senate work is done through committee. Working through committee allows for a thorough investigation of matters and an informed discussion on the floor.
- The Senate has **10** Standing Committees:

Governance	Budget & Long-Range Planning
Admissions, Evaluations, Academic Standards (CAEAS)	Library, Technology, and Telecommunications
Graduate Studies	Campus Life & Facilities
Undergraduate Curriculum	Academic Freedom
Assessment	Equity, Inclusion, Accessibility Anti-Racism



- There May Also Be Ad Hoc Committees

The Senate Is NOT A Rubber Stamp

Senate Meetings

- Senate Meets Once Per Month
- President Presides Over Meetings
- Agenda Includes Communications and Committee Reports
- Meeting Materials Available One Week Before Meeting
- **READ MATERIALS BEFOREHAND**



Rules of Order

- Governed by Senate ByLaws and College Governance Documents
- Defer to Robert's Rules of Order
- Parliamentarian Available
- Common Sense & An Informed, Engaged, Open Conversation Has Been Priority
- Ask Questions!



Preparation For Senate Meetings

Please READ Senate Materials BEFORE The Senate Meeting

- Questions/Corrections/Suggestions Should Be Sent To Committee Chair BEFORE The Senate Meeting
 - Not Optimal To Make Serious Edits To Action Items On Senate Floor
 - When Possible, Serious Committee Matters/Initiatives Should Be Introduced In Advance And Meeting Date/Time Of Committee Deliberations Should Be Announced
- 



Contact Me:

Joseph Fera

joseph.fera@lehman.cuny.edu

Senate Meeting – 9/02/26

Undergraduate Curriculum Committee (UCC) Report

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

1. Africana Studies Department
 - Africana Studies BA-Degree Requirements
 - Africana Studies Minor-Degree Requirements
 - AAS 390-Prerequisites
 - AAS 470-Prerequisites
2. Earth, Environmental and Geospatial Sciences Department
 - ENV 470-New Course
 - ENV 490-New Course
3. Middle and High School Education Department
 - Social Studies Teacher Content-New Minor
 - ESC 302-Liberal Arts Designation
 - ESC 429-Liberal Arts Designation
 - ESC 463-Liberal Arts Designation, Prerequisites
4. Philosophy Department
 - Certificate in Corporate Ethics-New Certificate Program
5. Language and Literatures Department
 - Italian American Studies BA-Withdrawal of Program
6. Sociology Department
 - SOC 250-Pathways
7. Social Work Department
 - Aging Interdisciplinary Minor-Degree Requirements

Informational items

Next meeting: 10/07/26

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

DEPARTMENT OF AFRICANA STUDIES

CURRICULUM CHANGE

Name of Program and Degree Award: Africana Studies, BA

Hegis Number: 2211.00

Program Code: 34007

Effective Term: Spring 2027

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

2. **From:** ~~Strikethrough the changes~~
Africana Studies, BA

Africana Studies is a body of knowledge that records, describes, and analyzes the experience of people of African descent in all parts of the world, but especially in Africa, the Caribbean, and the Americas. Africana Studies appraises the past, examines the present, and seeks to shape the future by highlighting the cultural, historical, philosophical, and political contributions of Black people in Africa and their descendants throughout the African diaspora.

Major Requirements: Overall

Type: Completion requirement

Earn at least 36 credits

Additional Comments:

- Departmental Honors
 - o Students who wish to qualify for Departmental honors are required to take AAS 481: Honors Project.
- Teacher Certification
 - o Students interested in obtaining New York State teacher certification should consult the Office of the Dean of Education
- Women's Studies Options
 - o See the description of this program contained later in this Bulletin.

Major Requirements – Core Courses

Type: Completion requirement

Earn at least 21 credits from the following:

- AAS 166 – Introduction to African and African American Studies
- AAS 232 – African Civilizations
- OR** AAS 248 – African History

- AAS 235 – Caribbean Societies
- AAS 241 – Literature of the English & Francophone Caribbean
 - OR AAS 214 – Literature of the Caribbean and the Caribbean Diaspora
 - OR AAS 242 – African Literature
 - OR AAS 267 – African American Literature
- AAS 245 – History of African Americans
- AAS 330 – The Civil Rights Movement
 - OR AAS 342 – African Americans in the Political System
- AAS 390 – Research Methods
 - OR AAS 470 – Fieldwork in the African American Community

- Students in the Early Childhood and Childhood teaching certification sequence may substitute the courses in the ECCE certification, ECE 480 and ECE 483, which are student teaching and the accompanying seminar (6 credits), for AAS 470 – Fieldwork in the African American Community.

Additional comments: 100% of the courses to complete the major may be taken online.

Major Requirements – Electives

Type: Completion requirement

Earn at least 15 credits from the following:

- AAS 300 – Literature of the African Diaspora in Latin America
- AAS 303 – Globalization and Africa
- AAS 304 – Societies and Cultures of Africa
- AAS 305 – African Philosophical Thought
- AAS 306 – The Haitian Dominican Border: Nation, State, and Race
- AAS 307 – Black Brazil
- AAS 310 – Black Feminisms
- AAS 311 – Black Nationalism
- AAS 312 – African American Religious Movements in the US
- AAS 313 – The African American Economy
- AAS 316 – Introduction to Community Development and Planning
- AAS 317 – African Americans and the Law
- AAS 318 – African American Psychology
- AAS 320 – Ancient Egypt (KMT)
- AAS 321 – African Americans in Cinema
- AAS 322 – The City in Africa
- AAS 323 – History of Africa to 1800
- AAS 324 – History of African American Education
- AAS 326 – Africa in Cinema
- AAS 327 – History of Africa 1800 to Present
- AAS 328 – Prison Narratives
- AAS 330 – The Civil Rights Movement
- AAS 332 – African American Media
- AAS 334 – Music of the Caribbean
- AAS 335 – The Caribbean in World Politics

- AAS 338 – Race and Ethnicity in American Society
- AAS 339 – African Languages
- AAS 340 – History of African American Women
- AAS 342 – African American in the Political System
- AAS 343 – African American Women Writers
- AAS 344 – African Women Writers
- AAS 345 – African American Poetry
- AAS 346 – African American Autobiography
- AAS 348 – Literature of Africa and the African Diaspora
- AAS 349 – The Harlem Renaissance
- AAS 351 – Topics in African History, Politics and Society
- AAS 352 – Topics in African American History and Culture
- AAS 353 – Topics in Caribbean History, Politics and Society
- AAS 354 – Black Panther Women and Gender Politics
- AAS 356 – Afrofuturism
- AAS 381 – Individual Tutorial in African and African American Studies
- AAS 390 – Research Methods
- AAS 400 – Seminar: Slavery in the New World
- AAS 451 – Seminar: African History, Politics, and Society
- AAS 470 – Fieldwork in the African American Community
- AAS 475 – Fieldwork in Africa
- AAS 481 – Honors Project

3. To: Africana Studies, BA

Africana Studies is a body of knowledge that records, describes, and analyzes the experience of people of African descent in all parts of the world, but especially in Africa, the Caribbean, and the Americas. Africana Studies appraises the past, examines the present, and seeks to shape the future by highlighting the cultural, historical, philosophical, and political contributions of Black people in Africa and their descendants throughout the African diaspora.

Major Requirements: Overall

Type: Completion requirement

Earn at least 27 credits

Additional Comments:

- Departmental Honors
 - o Students who wish to qualify for Departmental honors are required to take AAS 481: Honors Project.
- Teacher Certification
 - o Students interested in obtaining New York State teacher certification should consult the Office of the Dean of Education

- Women's Studies Options
 - o See the description of this program contained later in this Bulletin.

Major Requirements – Core Courses

Type: Completion requirement

Earn at least 21 credits from the following courses:

- AAS 166 – Introduction to African and African American Studies
- AAS 232 – African Civilizations
 - OR** AAS 248 – African History
- AAS 235 – Caribbean Societies
- AAS 241 – Literature of the English & Francophone Caribbean
 - OR** AAS 214 – Literature of the Caribbean and the Caribbean Diaspora
 - OR** AAS 242 – African Literature
 - OR** AAS 267 – African American Literature
- AAS 245 – History of African Americans
- AAS 330 – The Civil Rights Movement
 - OR** AAS 342 – African Americans in the Political System
- AAS 390 – Research Methods
 - OR** AAS 470 – Fieldwork in the African American Community
- Students in the Early Childhood and Childhood teaching certification sequence may substitute the courses in the ECCE certification, and ECE 483, which are student teaching and the accompanying seminar (6 credits), for AAS 470 – Fieldwork in the African American Community.

Additional Comments:

100% of the courses to complete the major may be taken online.

Major Requirements – Electives

Type: Completion requirement

Earn at least 6 credits from the following:

- AAS 300 – Literature of the African Diaspora in Latin America
- AAS 303 – Globalization and Africa
- AAS 304 – Societies and Cultures of Africa
- AAS 305 – African Philosophical Thought
- AAS 306 – The Haitian Dominican Border: Nation, State, and Race
- AAS 307 – Black Brazil
- AAS 310 – Black Feminisms
- AAS 311 – Black Nationalism
- AAS 312 – African American Religious Movements in the US
- AAS 313 – The African American Economy
- AAS 316 – Introduction to Community Development and Planning
- AAS 317 – African Americans and the Law
- AAS 318 – African American Psychology
- AAS 320 – Ancient Egypt (KMT)

- AAS 321 – African Americans in Cinema
- AAS 322 – The City in Africa
- AAS 323 – History of Africa to 1800
- AAS 324 – History of African American Education
- AAS 326 – Africa in Cinema
- AAS 327 – History of Africa 1800 to Present
- AAS 328 – Prison Narratives
- AAS 330 – The Civil Rights Movement
- AAS 332 – African American Media
- AAS 334 – Music of the Caribbean
- AAS 335 – The Caribbean in World Politics
- AAS 338 – Race and Ethnicity in American Society
- AAS 339 – African Languages
- AAS 340 – History of African American Women
- AAS 342 – African American in the Political System
- AAS 343 – African American Women Writers
- AAS 344 – African Women Writers
- AAS 345 – African American Poetry
- AAS 346 – African American Autobiography
- AAS 348 – Literature of Africa and the African Diaspora
- AAS 349 – The Harlem Renaissance
- AAS 351 – Topics in African History, Politics and Society
- AAS 352 – Topics in African American History and Culture
- AAS 353 – Topics in Caribbean History, Politics and Society
- AAS 354 – Black Panther Women and Gender Politics
- AAS 356 – Afrofuturism
- AAS 381 – Individual Tutorial in African and African American Studies
- AAS 390 – Research Methods
- AAS 400 – Seminar: Slavery in the New World
- AAS 451 – Seminar: African History, Politics, and Society
- AAS 470 – Fieldwork in the African American Community
- AAS 475 – Fieldwork in Africa
- AAS 481 – Honors Project

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

In response to our 2025 external review, we are taking action to address the dwindling number of Africana Studies majors and create more opportunities for students to become double majors.

The external report noted two areas for possible collaboration—nursing and education—and the importance of an Africana Studies grounding in these majors (particularly the former). The current number of required credits makes it difficult students in areas with high credit requirements, licensing concerns, and required clinical work to declare a second major or minor. Slightly lowering the requirements will allow

more students in these majors (and others) to consider Africana Studies as a potential double major.

This adjustment will better align the Africana Studies Department's requirements with that of peer institutions offering an equivalent degree. Our survey of other CUNY schools with Africana Studies/Black Studies majors reveal a range from 30 credits at Hunter and Baruch. The lower requirement will also be in line with other Lehman Arts and Humanities departments, such as Latin American and Latino Studies (27), Philosophy (27) Sociology and History (30 credits).

Furthermore, it is our firm belief that further exposure to the interdisciplinary perspectives in Africana Studies will better equip graduates to apply their skills to the needs the needs of Black communities in New York City and beyond, which is a key goal of the discipline and the institution. After consideration of our required coursework, we are confident that this can be done while still preparing majors with adequate foundation for graduate school or chosen careers.

5. **Date of departmental approval:** March 18, 2026

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

DEPARTMENT OF AFRICANA STUDIES

CURRICULUM CHANGE

Name of Program and Degree Award: Africana Studies, Minor
Effective Term: Spring 2027

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

2. **From:** ~~Strike through the changes~~
Africana Studies, Minor

Minor Requirements – Overall

Type: Completion requirement

Earn at least ~~15~~ credits

Minor Requirements – Required Courses

Type: Completion requirement

Complete ALL of the following courses:

AAS 166 – Introduction to African and African American Studies

~~12~~-in elective AAS courses:

AAS courses at the 200 level or above

AAS courses at the 300 level or 400 level

3. **To:** Underline the changes

Africana Studies, Minor

Minor Requirements – Overall

Type: Completion requirement

Earn at least 12 credits

Minor Requirements – Required Courses

Type: Completion requirement

Complete ALL of the following courses:

AAS 166 – Introduction to African and African American Studies

AND

AAS 232 – African Civilizations

6 in elective courses: the 2 courses must be at the 300 level or above

AAS courses at the 300 level or 400 level

- AAS 212 – African Art
- AAS 213 – African American Art
- AAS 214 – Literature of the Caribbean and the Caribbean Diaspora
- AAS 225 – The Contemporary Urban Community
- AAS 226 – Community Organization
- AAS 228 – African American Families
- AAS 232 – African Civilizations
- AAS 235 – Caribbean Societies
- AAS 238 – African American Theater
- AAS 239 – Black Women in American Society
- AAS 240 – Women in African Society
- AAS 241 – Literature of the Francophone Caribbean
- AAS 242 – African Literature
- AAS 245 – History of African Americans
- AAS 248 – African History
- AAS 266 – Contemporary Black Music
- AAS 267 – African American Literature
- AAS 268 – The Economics of Poverty
- AAS 269 – Introduction to African Philosophy
- AAS 300 – Literature of the African Diaspora in Latin America
- AAS 303 – Globalization and Africa
- AAS 304 – Societies and Cultures of Africa
- AAS 305 – African Philosophical Thought
- AAS 306 – The Haitian Dominican Border: Nation, State, and Race
- AAS 307 – Black Brazil
- AAS 310 – Black Feminisms
- AAS 311 – Black Nationalism
- AAS 312 – African American Religious Movements in the US
- AAS 313 – The African American Economy
- AAS 316 – Introduction to Community Development and Planning
- AAS 317 – African Americans and the Law
- AAS 318 – African American Psychology
- AAS 320 – Ancient Egypt (KMT)
- AAS 321 – African Americans in Cinema
- AAS 322 – The City in Africa
- AAS 323 – History of Africa to 1800
- AAS 324 – History of African American Education
- AAS 326 – Africa in Cinema
- AAS 327 – History of Africa 1800 to Present
- AAS 328 – Prison Narratives
- AAS 330 – The Civil Rights Movement
- AAS 332 – African American Media
- AAS 334 – Music of the Caribbean

- AAS 335 – The Caribbean in World Politics
- AAS 338 – Race and Ethnicity in American Society
- AAS 339 – African Languages
- AAS 340 – History of African American Women
- AAS 342 – African American in the Political System
- AAS 343 – African American Women Writers
- AAS 344 – African Women Writers
- AAS 345 – African American Poetry
- AAS 346 – African American Autobiography
- AAS 348 – Literature of Africa and the African Diaspora
- AAS 349 – The Harlem Renaissance
- AAS 351 – Topics in African History, Politics and Society
- AAS 352 – Topics in African American History and Culture
- AAS 353 – Topics in Caribbean History, Politics and Society
- AAS 354 – Black Panther Women and Gender Politics
- AAS 356 – Afrofuturism
- AAS 381 – Individual Tutorial in African and African American Studies
- AAS 390 – Research Methods
- AAS 400 – Seminar: Slavery in the New World
- AAS 451 – Seminar: African History, Politics, and Society
- AAS 470 – Fieldwork in the African American Community
- AAS 475 – Fieldwork in Africa
- AAS 481 – Honors Project

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

In response to our departmental assessment, we determined that adding AAS 232 as a required course for the minor would greatly enrich students' understanding of the pivotal role that ancient African societies played in the development of human civilization as a whole. AAS 232's historical emphasis on the African continent's centrality to the advancement of human progress provides the perfect complement to AAS 166's theoretical overview of African and African American Studies, which examines the rich socio-cultural, political, and philosophical contributions of continental Africans and Africans throughout the diaspora. Lowering the number of credits required to fulfill the Africana Studies minor will attract more students, from a variety of fields, to our interdisciplinary area that will naturally complement their existing majors. Reducing the number of minor credits from 15 to 12 will lead to an increase in the number of Africana Studies minors and, thereby, equip a greater number of Lehman students with a skill set that includes strengthened analytical skills, enhanced cultural competencies, and committed civic and global engagement. The elective courses were added as they were missing from the Coursedog catalog.

5. Date of departmental approval: March 18, 2026

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

DEPARTMENT OF AFRICANA STUDIES

CURRICULUM CHANGE

1. Type of Change: *Prerequisites*

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

Department(s)	Africana Studies
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	
Course Prefix & Number	AAS 390
Course Title	Research Methods
Description	Interdisciplinary research in African and African American Studies.
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)	Africana Studies
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Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	
Course Prefix & Number	AAS 390
Course Title	Research Methods
Description	Interdisciplinary research in African and African American Studies.
Pre/ Co Requisites	<u>AAS 166, AAS 245 and junior or senior status</u>
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

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

AAS 390 was created as a capstone course for the Department of African and African American Studies, which is now the Department of Africana Studies. As such, its purpose is two-fold: 1) to provide a rigorous course that encapsulates and builds upon the collective knowledge gained during our major students' tenure in the department; and 2) provide a scholarly bridge for students either heading directly into careers or to graduate/professional school. The course requires solid foundational grounding in Africana Studies coursework and disciplinary methodology, as well as high levels of written communication expected of a potential graduate. Completing both AAS 166 and AAS 245 provides students with the necessary theoretical and historical background to succeed in AAS 390. Furthermore, students at the junior or senior level will also have the satisfied most, if not all, of their Composition requirements, which will enable them to write satisfactory college-level essays. These revised pre-requisites will better prepare students for course expectations, while providing a clear path for lower level

students to plan their course schedules to accommodate these prerequisites. As a result of this additional curricular clarity, the department expects improved learning outcomes and greater student success.

5. **Date of departmental approval:** March 18, 2026

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

DEPARTMENT OF AFRICANA STUDIES

CURRICULUM CHANGE

1. **Type of Change:** *Prerequisites*

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

Department(s)	Africana Studies
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	
Course Prefix & Number	AAS 470
Course Title	Fieldwork in the African American Community
Description	Supervised placement in community service agencies and institutions.
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)	Africana Studies
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	
Course Prefix & Number	AAS 470
Course Title	Fieldwork in the African American Community
Description	Supervised placement in community service agencies and institution.
Pre/ Co Requisites	<u>AAS 166, AAS 245</u> <u>And junior or senior status, instructor approval</u>
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

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

AAS 470 was created as a capstone course for the Department of African and African American Studies, now the Department of Africana Studies. As such, its purpose is two-fold: 1) to provide a rigorous course that encapsulates and builds upon the collective knowledge gained during major students' tenure in the department; and 2) provide an academic bridge for students either heading directly into careers or to graduate/professional school. The course requires solid foundational grounding in Africana Studies coursework and disciplinary methodology, as well as high levels of written communication reflective of a potential graduate. Since both AAS 166 and AAS 245 provide this theoretical and historical foundation, these revised pre-requisites will better prepare students for course expectations and provide a clear path for lower level

students to plan their schedules for this future capstone course. As students at the junior and senior level will have completed most, if not all, of their Composition courses, they will be equipped with stronger writing skills and be able to complete the required essays for the course. The added requirement of instructor's approval will ensure that students receive structured consultation that reflects the personalized nature of AAS 470, where fieldwork assignments are approved by the instructor and often done with existing community partner organizations. These curricular changes will formalize de-facto expectations. The department expects improved learning outcomes for students as a result of these curricular revisions.

5. **Date of departmental approval:** March 18, 2026

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

DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Earth, Environmental, and Geospatial Sciences
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Environmental Science
Course Prefix & Number	ENV 470
Course Title	Internship in Environmental Science and Studies
Description	Students will undertake an internship for credit and attend a seminar focusing on workplace skills including teamwork and effective communication as well as research and academic writing skills NOTE: Can be repeated for a maximum of 6 credits.
Pre/ Co Requisites	ENV 210 or ENV 235, or Departmental permission
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:

To prepare students for various environmental related jobs, and for higher education in the field of environmental sciences, acquaintance and hands-on experience with various environmental technologies and work environment are essentials.

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

Gain knowledge on various environmental technologies and be able to use them to solve current environmental issues and improve environmental conditions or conserve nature.

Be prepared and equipped with necessary knowledge and work ethics to gain employment in any environmental agencies/organizations or demonstrate capability and endurance to pursue and successfully complete higher education in the field.

5. Date of Departmental Approval: March 11, 2026

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

DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Earth, Environmental and Geospatial Sciences
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Environmental Science
Course Prefix & Number	ENV 490
Course Title	Honors in Environmental Science and Studies
Description	Individual research including critical analysis of articles or other readings, and/or laboratory or field research to be carried out under the guidance of a faculty member. NOTE: May be repeated for a maximum of 9 credits.
Pre/ Co Requisites	GPA of 2.7, ENV 210, or ENV 235, or Departmental permission
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:

To provide students with hands-on experience in laboratory, field, or mixed methods data collection and analysis for environmental science and studies. Students will make and test hypotheses, use qualitative and quantitative research methods to investigate environmental problems.

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

- Design, execute, and interpret a research project to provide insights into environmental challenges.
- Investigate stakeholder experiences and their relationship to complex environmental challenges.
- Integrate analytical data into a research paper or other presentation format.
- Gain knowledge about the variety of environmental agencies, organizations, Non-Governmental Organizations, and other stakeholders working in the environmental field to prepare for future employment.

5. Date of Departmental Approval: March 11, 2026

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

Name of Program and Degree Award: Italian American Studies, B.A.

Hegis Number: 0399.00

Program Code: 34029 - IASS-BA

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

2. **Description:**

Major Requirements – Overall

Earn at least 30 credits

Major Requirements – Core Courses

Complete ALL of the following Courses:

- HIU 324 - The History of Italian-Americans
- IAS 250 - The Italian-American Community

Earn at least 12 credits from the following:

- ITA 233 - Italo-American Contributions
- PSY 336 - The Psychology of Ethnicity
- MSH 239 - Italian Opera
- ARH 332 - Art of the Early Renaissance
- ARH 333 - Art of the High Renaissance and the Later Sixteenth Century
- IAS 245 - Italy Today
- IAS 450 - Topics in Italian-American Studies
- IAS 481 - Tutorial in Italian-American Studies
- IAS 495 - Special Project in Italian-American Studies

No more than three history courses may be included

- IAS 495: Or other appropriate courses as approved by the program coordinator.

Earn at least 12 credits

- In a single discipline related to the student's academic and professional interests and goals. With the approval of the program coordinator, credits from the dual major may be applied to this requirement, where appropriate.
- IAS 481, IAS 495: No more than a total of 6 credits may come from IAS 481 and IAS 495.

3. Rationale:

There have not been enrollments in the Italian American Studies, BA for several years. We are requesting that NYSED discontinue the program.

4. Date of departmental approval: 11/12/2025

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Social Studies Teacher Content Minor

1. Type of Change: New minor

2. Description:

The Social Studies Teacher Content Minor (24 credits) addresses the broad content foundation required for teacher certification. To be eligible for the Initial Certificate to teach grades 7-12 social studies in New York State, teacher candidates must satisfactorily complete a broad range of social science courses earning grades of C or higher. Candidates will complete a minimum three-credit course in each of the following eight subject areas: Anthropology, Economics, Geography, Political Science, Psychology, Sociology, U.S. History, and a World/Europe History.

Students will select a minimum of three credits or more from each of the following:

- ANT 120 or above (3 credits)
- ECO 166 or 167 (3 credits)
- GEH 101 or above (3 credits)
- POL 166 (3 credits)
- PSY 166 (3 credits)
- SOC 166 (3 credits)
- HIU 301 or above (3 credits)
- HIA 302, HIE 301, or HIW 300 or above (3 credits)

3. Rationale:

These courses are required for teacher certification, and some may not be required for the degree. Therefore, this minor addresses issues with eligibility for student aid.

4. Date of departmental approval: March 19, 2026

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Liberal Arts Designation

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

Department(s)	Middle and High School Education
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 302
Course Title	Social Foundations of Education: A Multicultural Perspective
Description	Study of the historical development of education and schools within the context of various communities and families. Emphasis on the school as a sociocultural institution: issues of equity and bias, and the contributions of the major racial and ethnic groups, especially in the multicultural schools of New York City. Presentation of relevant technology and software; special student populations included. NOTE: requires 20 hours of supervised fieldwork.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity

	☐ Creative Expression ☐ Individual and Society ☒ Scientific World
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3. **To:** Underline the changes

Department(s)	Middle and High School Education
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 302
Course Title	Social Foundations of Education: A Multicultural Perspective
Description	Study of the historical development of education and schools within the context of various communities and families. Emphasis on the school as a sociocultural institution: issues of equity and bias, and the contributions of the major racial and ethnic groups, especially in the multicultural schools of New York City. Presentation of relevant technology and software; special student populations included. NOTE: requires 20 hours of supervised fieldwork.
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 course always addressed the theories and practices of schools as sociological institutions. We are adding the liberal arts designation because the new Adolescent Teacher Education major will be a dual degree for certain content areas. Therefore, this will address the need for liberal arts credits within that framework.

5. **Date of departmental approval:** March 19, 2026

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Liberal Arts Designation

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

Department(s)	Middle and High School Education
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 429
Course Title	Language and Literacies Acquisition in Secondary Education
Description	The teaching and acquisition of language and literacies through secondary content areas, including media literacy, with students of diverse language backgrounds and abilities. Curriculum development; current standards; inclusion of students with disabilities; and assessment.
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)	Middle and High School Education
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 429
Course Title	Language and Literacies Acquisition in Secondary Education
Description	The teaching and acquisition of language and literacies through secondary content areas, including media literacy, with students of diverse language backgrounds and abilities. Curriculum development; current standards; inclusion of students with disabilities; and assessment.
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 course always addressed the theories and practices of language and literacy acquisitions. We are adding the liberal arts designation because the new Adolescent Teacher Education major will be a dual degree for certain content areas. Therefore, this will address the need for liberal arts credits within that framework.

5. **Date of departmental approval:** March 19, 2026

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Liberal Arts Designation, Prerequisites

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

Department(s)	Middle and High School Education
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 463
Course Title	Teaching Students with Disabilities
Description	Identification, instruction, and assessment of culturally and linguistically diverse students with disabilities. Laws and regulations pertaining to students with disabilities; information on categories of disability; working with individualized education plans (IEPs); positive behavioral supports and interventions; individualized and differentiated instruction; effective co-teaching and collaboration. Fieldwork required.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression

	☐ Individual and Society ☐ Scientific World
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3. **To:** Underline the changes

Department(s)	Middle and High School Education
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 463
Course Title	Teaching Students with Disabilities
Description	Identification, instruction, and assessment of culturally and linguistically diverse students with disabilities. Laws and regulations pertaining to students with disabilities; information on categories of disability; working with individualized education plans (IEPs); positive behavioral supports and interventions; individualized and differentiated instruction; effective co-teaching and collaboration. Fieldwork required.
Pre/ Co Requisites	<u>ESC 301, ESC 302</u>
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☒ Scientific World

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

This course always addressed the theories and practices of diversity and differentiated instruction. We are adding the liberal arts designation because the new Adolescent

Teacher Education major will be a dual degree for certain content areas. Therefore, this will address the need for liberal arts credits within that framework.

5. **Date of departmental approval:** March 19, 2026

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

PHILOSOPHY DEPARTMENT

Request for Registration of a new Certificate

Name of Program and Degree Award: Certificate in Corporate Ethics

Hegis Number: TBD

Program Code: TBD

1. Type of Change: Create a new certificate program

2. Description:

The proposed Certificate in Corporate Ethics is a 12-credit undergraduate certificate housed in the Department of Philosophy and developed in consultation with the Department of Management and Business Innovation at Lehman College. The program equips students with competencies in ethical analysis, legal reasoning, corporate responsibility, environmental stewardship, data ethics, labor relations, and organizational behavior. Students develop these capabilities through core courses in Contemporary Moral Issues and Business Ethics, complemented by targeted electives focused on politics, the environment, data science ethics, business law, labor relations, organizational behavior, and ethical theory.

2.1. Educational Objectives

This program is open to all Lehman students and is especially supportive of students majoring in business management. It provides students with practical skills and decision-making frameworks to address complex business challenges ethically. Through coursework in ethics, politics, and law, students gain both theoretical and hands-on foundations for analyzing and responsibly resolving business issues. The curriculum directly benefits students by preparing them for real-world scenarios, including managing corporate environmental responsibilities, ensuring market integrity, promoting workplace belonging, protecting business and human rights, and fostering sustainable, equitable, and socially just wealth creation. By completing the certificate, students will be able to apply ethical reasoning confidently and add tangible value to their careers. Upon finishing the certificate program, students will be able to:

- Explain concepts and ideas essential to moral reasoning and apply them to contemporary business problems.
- Construct well-reasoned written arguments in defense of ethical positions.
- Gather, interpret, and assess evidence and arguments for and against different ethical positions from different points of view.
- Understand the key features of legal reasoning and distinguish them from moral reasoning.
- Communicate effectively, especially with respect to moral dilemmas.

- Develop an understanding and appreciation for the historical relationship between ethics, politics, and business activity.
- Identify and explain the social and legal obligations of business professionals.

2.2. Program of Study:

The program of study consists of four courses (12 credits). Two courses are required and two courses are electives chosen from a list of seven courses.

The program includes the following courses:

Required Courses (6 credits):

- PHI 172 Contemporary Moral Issues
- PHI 330 Business Ethics
- Elective Courses (6 credits): one must be at the 300 level
 - PHI 235 Political Philosophy
 - PHI 247 Environmental Ethics
 - PHI 227 Ethics of Data Science
 - BBA 329 Labor Relations
 - PHI 358: Ethical Theory
 - BBA 336 Business Law I
 - BBA 327 Organizational Behavior

The proposed Corporate Ethics Certificate program will require no additional resources, as courses will be taught by current faculty and will utilize existing curriculum, faculty expertise, and administrative infrastructure, minimizing costs while enhancing enrollment and retention.

3. Rationale:

Lehman College's School of Business provides high-quality transformative education to a diverse group of students, shaping them to become successful, ethical and socially responsible leaders, professionals, and entrepreneurs. The Corporate Ethics Certificate supports this vision, creating a visible credential that signals to employers that Lehman graduates possess both technical competence and ethical literacy.

No existing certificate program at The City University of New York offers a substantially similar undergraduate credential focused specifically on corporate ethics, thereby positioning Lehman College to meet a distinctive academic and workforce need within the University system and to serve as a Bronx-based leader in ethics education for business students.

The Corporate Ethics Certificate Program is tailored to meet the needs of today's business students and the shifting demands of the business community. Employers value graduates with robust moral reasoning, leadership, and critical thinking skills, as well as key competencies in communication and collaboration. Businesses now

prioritize corporate social responsibility and a purpose-driven model that aligns profit with social impact. The World Economic Forum's *Future of Jobs Report* (2023) identifies ethics as a vital upskilling priority. Positions like Director of Ethics and Business Conduct, Ethics & Compliance Manager, and Chief Compliance Ethics & Privacy Officer (CCEPO) are growing, with average annual salaries for U.S. Ethics Officers ranging from \$87,000 to \$178,000.

There is a compelling demand for this program from the Lehman student body. Lehman College's School of Business, launched on July 1, 2022, now serves approximately 1,500 students, reflecting the rapid growth and significance of its programs. A recent 2025 survey of nearly 160 Lehman business students found that 94% recognize the growing importance of business ethics for their career paths, and 75% would be willing to take extra credits to earn a Corporate Ethics Certificate. The Philosophy Department has cultivated a strong, productive relationship with the School of Business and meaningfully impacts hundreds of business students each year through its Business Ethics course.

4. Date of departmental approval: April 20, 2026

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

Name of Program and Degree Award: Aging (Interdisciplinary Minor)

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

2. **From:**
Aging (Interdisciplinary Minor)

The Interdisciplinary Minor in Aging will engage students from all Departments across different Schools within the College in a common goal of scholarship in the area of aging; it will also prepare students interested in working professionally in the field of aging. A range of relevant courses representing the College's broad curricular offerings will be available to students to provide an understanding of aging from various perspectives. The Minor will be of interest to students who are majoring in several departments in the Natural and Social Sciences, including but not limited to Anthropology, Biology, Economics, Health Sciences, Nursing, Psychology, Social Work, and Sociology, as well as to students majoring in such Arts and Sciences disciplines as Art, History, Literature, Music, and Speech-Language-Hearing Sciences.

Degree Requirements

Students will complete four courses (12 credits) at the 200- and 300-level. At least six credits must be taken in 300-level courses, or a higher-level course approved by the Program. No more than 6 credits may be taken in any one department.

Students will select in consultation with their advisor from the following menu of relevant 3-credit courses offered in various departments in the Schools of Natural and Social Sciences and Health Sciences, Human Services, and Nursing:

Minor Requirements – Overall

Type: Completion requirement

Earn at least 12 credits

Minor Requirements – Required Courses

Type: Completion requirement

Complete at least 2 of the following courses:

PSY 219	Psychology of Adulthood and aging	Credits 3
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PSY 245	Psychological Testing and Assessment	3
SOC 243	The Aged in Modern Society	3
SWK 242	Social Work Practice with Older Adults	3
DFN 210	Practical Food and Nutrition	3

Complete at least 2 of the following courses:

		Credits
HEA 310	Health and Aging	3
HEA 336	Perspective on Death and Dying	3
PSY 366	Clinical Neuropsychology	3
SOC 343	Sociological Theories of Aging	3
SPV 300	Neurolinguistics of Aging	3
SWK 342	Social Work Policies in an Aging Society	3
THR 325	Recreational Therapy and Geriatrics	3
SWK 363	Aging in the Global Context	3

3. To:**Aging (Interdisciplinary Minor)**

The Interdisciplinary Minor in Aging will engage students from all Departments across different Schools within the College in a common goal of scholarship in the area of aging; it will also prepare students interested in working professionally in the field of aging. A range of relevant courses representing the College's broad curricular offerings will be available to students to provide an understanding of aging from various perspectives. The Minor will be of interest to students who are majoring in several departments in the Natural and Social Sciences, including but not limited to Anthropology, Biology, Economics, Health Sciences, Nursing, Psychology, Social Work, and Sociology, as well as to students majoring in such Arts and Sciences disciplines as Art, History, Literature, Music, and Speech-Language-Hearing Sciences.

Degree Requirements

Students will complete four courses (12 credits) at the 200- and 300-level. At least six credits must be taken in 300-level courses, or a higher-level course approved by the Program. No more than 6 credits may be taken in any one department.

Students will select in consultation with their advisor from the following menu of relevant 3-credit courses offered in various departments in the Schools of Natural and Social Sciences and Health Sciences, Human Services, and Nursing:

Minor Requirements – Overall

Type: Completion requirement

Earn at least 12 credits

Minor Requirements – Required Courses

Type: Completion requirement

Complete at least 2 of the following courses:

		Credits
PSY 219	Psychology of Adulthood and aging	3
PSY 245	Psychological Testing and Assessment	3
SOC 243	The Aged in Modern Society	3
SWK 242	Social Work Practice with Older Adults	3
DFN 210	Practical Food and Nutrition	3

Complete at least 2 of the following courses:

		Credits
HEA 310	Health and Aging	3
HEA 336	Perspective on Death and Dying	3
PSY 366	Clinical Neuropsychology	3
<u>SOC 311</u>	<u>Social Scientific Perspectives on Health, Disability and Aging</u>	<u>3</u>
SOC 343	Sociological Theories of Aging	3
SPV 300	Neurolinguistics of Aging	3
SWK 342	Social Work Policies in an Aging Society	3
SWK 363	Aging in the Global Context	3
THR 325	Recreational Therapy and Geriatrics	3

4. Rationale:

The addition of SOC 311 will enhance students' understanding of the quantitative methods crucial for examining health and aging. It will provide valuable skills in data analysis and research essentials for exploring demographic information on health and disability. Moreover, the course will strengthen students' ability to develop and interpret research findings, enriching their multidisciplinary perspective on aging.

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

CUNY Common Core Course Submission Form

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

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	SOC 250
Course Title	Racial and Ethnic Communities in the United States
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	Sociological description and analysis of a specific racial or ethnic community.
Special Features (e.g., linked courses)	
Sample Syllabus	Attached (Syllabus must be included with submission, 5 pages max recommended)

Indicate the status of this course being nominated:

X ☒ 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
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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.	

B. U.S. Experience in its Diversity A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
This SLO is assessed by individually graded case study responses and weekly writing in which students gather, interpret, and assess evidence from several kinds of sources. Every week pairs scholarly readings with primary sources, data, and media — census categories, documentary film, policy trackers, artwork — so working across varied sources and competing points of view is a routine demand of the course rather than a single exercise. Example: In Week 6 (Black Geographies and Racial Capitalism), students use the “Black Space Manifesto” (Black Space Urbanist Collective) as a lens to identify a place that matters to a minority or marginalized community, then document and analyze it. Each student posts their own entry — an image and a short written analysis — to a shared class board, so every contribution is visible and attributable to one student. Entries are graded individually against the Guiding Principles for Evaluation in the syllabus, where Engagement with the Case requires students to work from specific details in the source rather than general impressions. This work is graded under Participation, 20% of the course grade.	• Gather, interpret, and assess information from a variety of sources and points of view.
This SLO is assessed by weekly, individually graded writing in which students evaluate arguments and the evidence behind them. Because a forum post is due for each week’s materials, students engage with this exercise continuously along with instructor feedback throughout the semester, and the case study responses and final project make the same demand in other forms. Example: Each week every student writes their own 200–250 word post in the discussion board, responding analytically to the assigned readings and media rather than summarizing them. In Week 5 (Identity Politics, Intersectionality, and Critical Race Theory), for instance, students read Patricia Hill Collins alongside Jasmine N. Cobb and Kimberlé Crenshaw and assess how convincingly each accounts for the way identity categories are formed and contested over time. Posts are graded pass/fail against the Guiding Principles for Evaluation in the syllabus, where Critical Analysis carries this outcome: a post that	• Evaluate evidence and arguments critically or analytically.

summarizes without analyzing does not pass. Forum posts are 40% of the course grade.	
This SLO is assessed by an individually completed final project in which students produce a well-reasoned written argument supported by evidence. The course builds toward it through scaffolded exercises including weekly posts and case study responses, which invite students to engage with lower-stakes practice at stating a claim and supporting it before they are asked to sustain one at length and on their own. Example: Each student chooses one historical event or movement connected to racial inequality and uses it to argue for a policy addressing a disparity today, submitting either a 500-word essay or a creative project of comparable depth. The work is completed and submitted individually, due in Finals Week, and graded against the Guiding Principles for Evaluation in the syllabus, where Historical Insight, Policy Proposal, and Relevance and Impact together ask whether the argument is grounded in evidence and follows from it. The final project is 20% of the course grade.	• 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:	
This SLO is assessed by individually graded case study responses in which students identify and apply fundamental sociological concepts to specific cases. Sociological concepts such as racial formation, whiteness, intersectionality, racial capitalism, and colorblind racism are introduced through the readings and then applied to help students engage with specific cases, so students are asked to use these concepts and methods as tools rather than solely defining them. Example: In Week 1 (Course Orientation and Introduction), students take up the NPR episode "Who You Calling 'Hispanic'?" with selected reading from G. Cristina Mora's <i>Making Hispanics</i> to examine how a pan-ethnic category was assembled, recorded by the Census, and contested over time. Each student submits their own written response, graded individually against the Guiding Principles for Evaluation in the syllabus. Application of Concepts carries this outcome: it asks students to name the week's concept and put it to work on the case rather than describe it in general terms. This work is graded under Participation, 20% of the course grade.	• 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.
This SLO is assessed by individually graded case study responses in which students analyze and explain a major theme in U.S. history from more than one informed perspective. Assigned materials bring together scholarly analysis, documentary film, institutional accounts, and contemporary claims about the same events, so students work with more than one informed perspective on a single theme. Example: In Week 2 (Eugenics, Biopolitics, and the Making of Citizens), students watch the PBS documentary <i>The Eugenics Crusade</i> and read it against the National Human Genome Research Institute's account of scientific racism and the contested record of Margaret Sanger, including material later cited before the Supreme Court. Working from sources that offer multiple and even contradictory	• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.

perspectives, students explain how eugenic thinking shaped citizenship, reproduction, and immigration policy. Each student submits their own response, graded individually against the Guiding Principles for Evaluation in the syllabus, where Critical Analysis asks explicitly for more than one perspective. This work is graded under Participation, 20% of the course grade.	
This SLO is assessed by individually graded case study responses in which students evaluate how immigration has shaped the development of the United States. Immigration and its enforcement run through the course as a structural theme rather than a single unit, surfacing in exclusion law, borders and detention, housing and property, and the politics of belonging. Example: In Week 3 (Migration, Borders, and the Politics of Exclusion), students move through a virtual gallery walk of artwork made by immigrant children in a U.S.–Mexico border state, drawn from Silvia Rodriguez Vega’s <i>Drawing Deportation</i> and read alongside Joanna Dreby’s <i>Surviving the ICE Age</i>. This is individual work: each student posts their own analysis to a shared class board and responds to what classmates have posted. Postings are graded individually against the Guiding Principles for Evaluation in the syllabus, where Engagement with the Case and Critical Analysis carry this outcome. This work is graded under Participation, 20% of the course grade.	• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	• Explain and evaluate the role of the United States in international relations.
	• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
This SLO is assessed by individually graded case study responses in which students analyze how common institutions and patterns of life in contemporary U.S. society interact with race, ethnicity, class, gender, and other forms of social differentiation. The course returns to this repeatedly through the census, schools, housing markets, policing, corporate diversity programs, and algorithmic systems. Example: In Week 13 (Machine Biases, Innovation, and Technology), students examine Joy Buolamwini’s Gender Shades project alongside ProPublica’s “Machine Bias,” tracing how facial recognition and risk-scoring systems perform unevenly across race and gender and how those gaps carry into hiring, policing, and lending. The session runs as a small-group activity, and each student submits their own one-page exit ticket, graded individually against the Guiding Principles for Evaluation in the syllabus, where Critical Analysis asks what the case reveals about institutions and patterns of life. This work is graded under Participation, 20% of the course grade.	• 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.

SOC 250: Racial and Ethnic Communities in the United States

Term: TBD
Course Number: TBD
Credit Hours: 3 Units
Class Meetings: TBD

Instruction Mode: TBD
Instructor: TBD
Email: TBD
Office Hours: TBD

Course Description

Catalog Description: Sociological description and analysis of a specific racial or ethnic community.

Course Objectives

1. Use sociological concepts to examine how the identities of a specific racial and ethnic community in the United States are shaped and contested within systems of power and inequality.
2. Develop critical thinking and quantitative reasoning skills by analyzing empirical evidence on a specific racial and ethnic community in the United States.
3. Discuss histories of policies and practices of institutions and their impact on a specific racial and ethnic community in the United States.
4. Identify key sociological figures and engage with changing perspectives over time in the context of theorizing a specific racial and ethnic community in the United States.
5. Describe the roles of social movements in shaping the experiences of a specific racial and ethnic community in the United States.
6. Evaluate how a specific racial and ethnic community has shaped the development of the United States.

Learning Outcomes: Flexible Core, U.S. Experience in its Diversity

This course fulfills the U.S. Experience in its Diversity area of the CUNY Common Core Flexible Core. By the end of the course, you will be able to:

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 U.S. experience in its diversity.
5. Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
6. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
7. 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.

Course Materials

All course materials are available at no cost through Brightspace.

Grading Policy

Your grade is based on four components: weekly forum posts (40%), participation (20%), a midterm reflection essay (20%), and a final project (20%). Final grades are calculated and posted on CUNYfirst using the following scale: A, 90–100%; B, 80–89%; C, 70–79%; D, 60–69%; F, 0–59%.

Weekly Forum Posts (40%)

A weekly discussion post of approximately 200–250 words offering your own analytical response to that week's readings and media, due before each class session. You need at least 10 satisfactory posts across the semester's discussion weeks to earn full credit. Posts are graded pass/fail against the four Guiding Principles for Evaluation posted on Brightspace: Engagement with Assigned Materials, Critical Analysis, Clarity, and Academic Integrity. A post that summarizes without analyzing does not pass. You receive feedback each week to help you develop your writing and analysis.

Participation: Case Study Activities (20%)

Assorted case study activities that invite active learning and problem solving, tied to weekly themes and topics and completed individually or in small groups. Six are formally assessed, at sessions announced in advance: Weeks 1, 2, 3, 6, 9, and 13. At each, you submit your own individual response — a post to the shared class board, a completed worksheet, or a one-page exit ticket for group-based activities. Responses are graded against the four Guiding Principles for Evaluation posted on Brightspace: Engagement with the Case, Application of Concepts, Critical Analysis, and Contribution and Exchange. Written feedback identifies what to strengthen in your next response.

Midterm Reflection Essay (20%)

An individual essay of approximately 300 words on how your understanding of a specific racial or ethnic community has changed over the first half of the semester, which moments or questions shifted your perspective on race as a social construct, and what you intend to keep exploring. Graded pass/fail against the three Guiding Principles for Evaluation posted on Brightspace: Comprehension, Self-Reflection, and Forward Engagement.

Final Project: Policy Proposal (20%)

An individual 500-word essay or a creative project of equivalent depth (a one-page flyer or poster, a 3-minute video, or a 3-minute podcast clip) that explains a specific historical insight related to racial inequality, proposes a policy inspired by it, and accounts for how that policy would address disparities today. Graded against the five Guiding Principles for Evaluation posted on Brightspace: Historical Insight, Policy Proposal, Relevance and Impact, Clarity and Organization, and Creativity (creative formats only).

Course Agenda

Important note: To reflect current events and developments, any changes or updates to this syllabus, including our course schedule, will be posted on Brightspace and communicated via email in advance.

Module 1: Foundations of Race, Ethnicity, and Belonging

Week 1 — Course Orientation and Introduction

Course Syllabus; "Race and Racism in the US," American Sociological Association (2023); selected chapters from *Making Hispanics* by G. Cristina Mora (2014); Case Study: "Who You Calling 'Hispanic'?" (NPR, 2021) — a podcast debriefing activity; Interactive Timeline: "What Census Calls Us," Pew Research Center (2020).

Week 2 — Eugenics, Biopolitics, and the Making of Citizens

"Eugenics and Scientific Racism," National Human Genome Research Institute; "Birth Control or Race Control? Sanger and the Negro Project," The Margaret Sanger Papers Project (2001); *The Eugenics Crusade*, PBS (2018) — a documentary analysis exercise; Case Study: Controversies of Margaret Sanger — "History of Planned Parenthood" (2022); "Opposition Claims About Margaret Sanger" (2018), cited by the U.S. Supreme Court.

Week 3 — Migration, Borders, and the Politics of Exclusion

Selected chapters from *The Third Net* by Park et al. (2024); selected chapters from *Surviving the ICE Age* by Joanna Dreby (2025); "Know Your Rights Under the U.S. Constitution," National Immigration Law

Center (2024); Case Study: selected chapters from *Drawing Deportation* by Silvia Rodriguez Vega (2023) — a virtual gallery walk activity.

Week 4 — Whiteness, Hegemony, and Histories from Below

“Sociology of Whiteness” by Monica McDermott and Annie Ferguson (2022); “Cultural Identity and Diaspora” by Stuart Hall (1990); Introduction from *Race Rebel* by Robin Kelley (1996); Interview: “Speaking Freely — bell hooks” (2002); Case Study: Representation, Race, and Media (example: the “model minority” myth).

Module 2: Theories on Race and Ethnicity

Week 5 — Identity Politics, Intersectionality, and Critical Race Theory

Introduction from *Intersectionality as Critical Social Theory* by Patricia Hill Collins (2019); selected chapters from *New Growth* by Jasmine N. Cobb (2023); “The Urgency of Intersectionality,” Kimberlé Crenshaw TED Talk (2016); Case Study: “CRT Forward Tracking Project,” UCLA School of Law (2024) — a policy analysis small group activity.

Week 6 — Black Geographies and Racial Capitalism

Selections from *The Souls of Black Folk* by W. E. B. Du Bois (1903); “Notes of a Native Son” by James Baldwin (1955); “Gentrifying Blackness” podcast with Brandi Summers (1919 Radio, 2021); Case Study: “Black Space Manifesto,” Black Space Urbanist Collective — a shared-board mapping activity.

Week 7 — Policing, Prisons, and Racialized Surveillance

Selected chapters from *Building the Prison State* by Heather Schoenfeld (2018); *13th*, Netflix documentary (2020) — a documentary analysis exercise; “The United States of Incarceration,” The Marshall Project (2020); Case Study: “Visualizing Abolition: Making Art as a Form of Resistance,” Mural Arts Philadelphia; “Removal of slavery exhibit at Independence National Historical Park” (2026).

Week 8 — Midterm

Midterm Reflection Essay due.

Module 3: Systemic Racism

Week 9 — Colorblind Racism and the Politics of Silence

“Color-Blind Racism in Pandemic Times” by Eduardo Bonilla-Silva (2022); selected chapter from *Race for Profit* by Keeanga-Yamahatta Taylor (2021); “Color Blind or Color Brave?” Mellody Hobson TED Talk (2014); Case Study: The Myth of Post-Racial America — “Woke-Washing Your Company Won’t Cut It,” Harvard Business Review (2020).

Week 10 — Embodiment, Performance, and Resistance

Selected chapters from *Redface* by Bethany Hughes (2024); selected chapters from *Talking Back* by Alejandra Dubcovsky (2023); “He They,” short film by Ronnie Braithwaite (2022); “How Bad Bunny Became the Global Voice of Puerto Rican Resistance” by Vanessa Díaz and Petra R. Rivera-Rideau (2026).

Week 11 — Property, Laws, and Displacement

“Introduction” from *The Residential Is Racial* by Adrienne Brown (2024); “Rural and Racialized,” The Law and Political Economy Project (2023); *The Color of Law* book talk, Richard Rothstein (2017); Case Studies: New York City’s Stories of Gentrification and Resistance.

Week 12 — Third Space, Hybridity, and Queer of Color Critique

Selected chapters from *The Location of Culture* by Homi Bhabha (1994); Introduction from *Brown and Gay in LA* by Anthony Ocampo (2022); Podcast: “Book Talk: *Hip Hop Heresies* with Shanté Smalls,” Fantastic Blackness (2022); Case Study: “Queer Aesthetics in New York City,” drawn from *Hip Hop Heresies* by Shanté Smalls (2022).

Module 4: Movements and Resistance

Week 13 — Machine Biases, Innovation, and Technology

“Introduction” from *Is Artificial Intelligence Racist?* by Arshin Adib-Moghaddam (2023); “Algorithms of Oppression” with Safiya Noble (Databite, 2018); “Ruha Benjamin — Is Technology Our Savior or Our Slayer?” (2023); Case Study: “Joy Buolamwini and the Gender Shades Project” (2020); “Machine Bias,” ProPublica (2016).

Week 14 — Black Wall Street and Reparations

“1921 Tulsa Race Massacre,” Museum of Tulsa History; Digital Storytelling: “The Massacre of Black Wall Street,” The Atlantic (2019); “Tulsa Race Massacre: 100 Years Later,” PBS (2021); Case Study: “Reparations Toolkit,” The Movement for Black Lives.

Week 15 — *The 1619 Project* and Abolitionist Futures

Selected essays from *The 1619 Project: A New Origin Story* (2021); “The Transatlantic Slave Trade,” The Equal Justice Initiative (2022); “Conversation with Nikole Hannah-Jones on *The 1619 Project*” (2021); Case Study: “1776 Project Foundation Files Lawsuit Against Los Angeles Unified for Discrimination Against White Students” (2026).

Week 16 — Class Review and Final Project Workshop

Final Project Q&A and workshop; end-of-semester survey.

Finals Week

Final Project due.

Assignments and Activities Keyed to Learning Outcomes

Weekly Forum Post

Each week you write a short post (about 200–250 words) in the Brightspace discussion forums, responding analytically to that week’s readings or to a peer — for example, raising a question the reading left open, or weighing whether you find its argument convincing. Optional prompts are provided each week to help you get started, and detailed guides and examples are posted on Brightspace. Every post is written and submitted individually and receives weekly feedback. Posts are graded pass/fail against the four Guiding Principles for Evaluation: Engagement with Assigned Materials, Critical Analysis, Clarity, and Academic Integrity. A post that summarizes without analyzing does not pass.

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 U.S. experience in its diversity; (5) Analyze and explain one or more major themes of U.S. history from more than one informed perspective; (6) Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States; (7) 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.

Participation: Case Study Activities

The second half of every class meeting is devoted to a case study activity that applies the week’s concepts to a real-world example — a podcast, a documentary, artwork, a dataset, a policy tracker, or a primary source. These take different forms across the semester: small-group analysis, a virtual gallery walk on a shared class board, collaborative annotation, or guided discussion. Six are formally assessed at sessions announced in advance, and at each one you submit, and are evaluated on, your own individual response: a post to the shared class board, a completed worksheet, or a one-page exit ticket, depending on the activity.

Each response is read as a whole against four Guiding Principles for Evaluation, posted in full on Brightspace. Engagement with the Case asks you to work directly with the assigned material, citing specific details rather than general impressions. Application of Concepts asks you to name the week's sociological concept or framework and apply it to the case at hand. Critical Analysis asks you to move beyond description: to weigh the evidence, consider more than one perspective, or identify what the case reveals about institutions, policies, and patterns of life. Contribution and Exchange asks you to describe what you contributed to the session and what you took from your classmates' analysis. Attendance alone is not participation.

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 U.S. experience in its diversity; (5) Analyze and explain one or more major themes of U.S. history from more than one informed perspective; (6) Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States; (7) 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.

Midterm Reflection Essay

At the midpoint of the course, this short reflective essay asks you to take stock of how your understanding has evolved — reflecting on your own learning rather than summarizing content, and noting the moments, readings, or discussions that shifted your thinking about race and racism in the United States. The full prompt and instructions are posted on Brightspace. The essay is written and submitted individually and is graded pass/fail against the three Guiding Principles for Evaluation: Comprehension, Self-Reflection, and Forward Engagement. An essay that restates course content without reflecting on your own learning does not pass.

Learning Outcomes: (2) Evaluate evidence and arguments critically or analytically; (4) Identify and apply the fundamental concepts and methods of sociology exploring the U.S. experience in its diversity; (5) Analyze and explain one or more major themes of U.S. history from more than one informed perspective; (7) 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.

Final Project: Policy Proposal

The final project asks you to move from analysis to proposal. You choose one specific historical event or movement related to racial inequality and use it as the foundation for a policy proposal addressing a current disparity, submitting either a 500-word essay or a creative project of equivalent depth — a one-page flyer or poster, a 3-minute video, or a 3-minute podcast clip. Whichever format you choose, the project must explain the historical insight, describe the policy it inspires, and account for how that policy would address disparities today. The project is completed and submitted individually, is due in Finals Week, and is graded against the five Guiding Principles for Evaluation: Historical Insight, Policy Proposal, Relevance and Impact, Clarity and Organization, and Creativity (creative formats only).

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; (5) Analyze and explain one or more major themes of U.S. history from more than one informed perspective; (7) 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.

Senate Meeting – March
Proposed Graduate Studies Report

Presenting proposals from the following departments for approval:

Department of Biological Sciences

- Course change: BIO 762

Department of Exercise Sciences and Recreation

- Change in degree requirements: Human Performance and Fitness, PhD
- New course: EXS 950

Department of History

- Change in degree requirements and adding distance learning format: History, MA

Department of Middle and High School Education

- Course change: ESC 506

Department of Speech-Language-Hearing Sciences

- Change in degree requirements: Speech-Language Pathology with Bilingual Extension, MA (25816)
- Change in degree requirements: Speech-Language Pathology, MA (25819)
- Change in degree requirements: Speech-Language Pathology, MA (34037)

The committee also wants to recognize Academic Affairs Manager Diamantis-Fry for her unending commitment to Lehman College and to the GSC. She has been instrumental in moving curricular changes and new programs through the approval process and liaising with CUNY. Without her patience, support, organization, and coordination, many of the proposals would have taken much longer to receive approval. The GSC congratulates her on her retirement and is glad to still be working with her part-time, at least.

Next meeting: **September 9, 2026, at 11 a.m.**

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *Course description, hours, credits*

2. **From:**

Department(s)	Biological Sciences
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Biology
Course Prefix & Number	BIO 762
Course Title	Physiological Ecology: Lecture
Description	Study of the organisms behavioral and physiological adjustments for survival and reproduction in response to changes in the ecosystem.
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:**

Department(s)	Biological Sciences
Career	☐ Undergraduate ☒ Graduate

Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Biology
Course Prefix & Number	BIO 762
Course Title	Physiological Ecology: Lecture
Description	Study of the organism's behavioral and physiological adjustments for survival and reproduction in response to changes in the ecosystem. <u>Open-source online platforms will be used for data analysis.</u>
Pre/ Co Requisites	
Credits	<u>4</u>
Hours	<u>4</u>
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

4. Rationale:

Inclusion of data analysis training will require additional time commitment, increasing the lecture duration from 3 hours, 3 credits to 4 hours, 4 credits. This additional content will modernize the course and leverage the open-source online platforms currently available for data analysis. Students will have more time during lectures to receive training in utilizing various online tools for data analysis and interpretation. This training will enable them to explore biodiversity and species distribution changes, which will inform their studies of Physiological Ecology.

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

**LEHMAN COLLEGE
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DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

Name of Program and Degree Award: Human Performance and Fitness, PhD

Hegis Number: 1299.00

Program Code: 44097

Effective Term: Spring 2027

1. **Type of Change:** Change in Elective Courses

2. **From:**
Human Performance and Fitness, PhD

Admission Requirements

- Official transcripts from all post-secondary institutions attended
- A master's degree (or its equivalent) from an accredited college or university in an exercise-related field
- Demonstrated capability of independent research, such as completion of a thesis, presentation of a poster at a scientific conference and/or publication of a research paper.
- Approval of a faculty member willing to supervise the student's doctoral work. It is advisable for students to contact the professor that they are interested in working with prior to applying to the program.
- Submission of 2 letters of recommendation, at least one of which must be from a university professor who has directly taught and/or supervised the student.
- Submission of a personal statement of approximately 500 words discussing the applicant's preparation for doctoral work and interest in pursuing a scholarly career

Degree Requirements – Doctor of Philosophy

Type: Completion requirement

Earn 63 credits

Degree Requirements – Program Overview

The PhD degree in Human Performance and Fitness is a 63-credit on-campus program designed to prepare students in the areas of kinesiology, physiology, sports nutrition, and related exercise sciences for careers in research, education, and sport. Lehman College is the only public institution in NYC to offer a PhD degree program with an exercise-related focus. Moreover, it is the only PhD degree program in the greater New York metropolitan area specifically developed with a focus on enhancing human performance and fitness. This degree program is designed to equip students with the necessary skills and competencies required to become scholars in human health, fitness, and performance, and ultimately pursue practical, educational- and research-

related opportunities in this realm. The program is a research-intensive degree where students complete a large interventional study for fulfillment of their dissertation. Students will be encouraged to publish preliminary studies throughout their time in the program, with their dissertation study published following conference of the degree. To graduate from the program, students must complete a minimum of 51 doctoral credits pre-candidacy (beyond the master's level) and an additional 12 credits candidacy work, with an expected graduation in 4 to 5 years depending on the research topic and complexity of the study design(s).

Degree Requirements - Coursework

Type: Completion requirement

The following is a listing by terms of courses that comprise the Doctor of Philosophy in Human Performance and Fitness program. Coursework must include at least 6 credits in statistical-related coursework and 12 credits in research-based coursework for a total of 63 credits.

Core Courses (15 credits)		Credits
EXS 903	Research Design in Human Performance	3
EXS 920	Statistical Modeling for Research in Exercise Science	3
EXS 970	Research Practicum in Human Performance	3
EXS 975	Meta-Analysis Practicum	3
EXS 990	Doctoral Seminar	3
Elective Courses (36 credits)		Credits
EXS 901	Physical Activity, Exercise and Fitness in Research	3
EXS 902	Applied Exercise Physiology in Human Performance	3
EXS 904	Assessments for Exercise Research and Prescription.	3
EXS 905	Research in Sports Nutrition	3
EXS 906	Applied Training Methodologies in Human Performance	3
EXS 915	Methods in Biomechanical Analysis	3
EXS 916	Applied Concepts in Motor Learning and Performance	3
EXS 917	Evidence-Based Principles in Strength and Hypertrophy	3
EXS 921	Measurement in Sport & Exercise Science	3
EXS 940	Pedagogy in Exercise Science	3
EXS 965	Advanced Sport Psychology	3
EXS 980	Leadership in Research	3
MAT 582	Statistics for Students in Biological, Health, and Social Sciences	3
MAT 782	Mathematical Statistics	3
Dissertation (12 credits)		Credits
EXS 991	Dissertation 1	6
EXS 992	Dissertation 2	6

3. To: Human Performance and Fitness, PhD

Admission Requirements

- Official transcripts from all post-secondary institutions attended
- A master's degree (or its equivalent) from an accredited college or university in an exercise-related field
- Demonstrated capability of independent research, such as completion of a thesis, presentation of a poster at a scientific conference and/or publication of a research paper.
- Approval of a faculty member willing to supervise the student's doctoral work. It is advisable for students to contact the professor that they are interested in working with prior to applying to the program.
- Submission of 2 letters of recommendation, at least one of which must be from a university professor who has directly taught and/or supervised the student.
- Submission of a personal statement of approximately 500 words discussing the applicant's preparation for doctoral work and interest in pursuing a scholarly career

Degree Requirements – Doctor of Philosophy

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EXS 920	Statistical Modeling for Research in Exercise Science	3
EXS 970	Research Practicum in Human Performance	3
EXS 975	Meta-Analysis Practicum	3
EXS 990	Doctoral Seminar	3
Elective Courses (36 credits)		Credits
EXS 901	Physical Activity, Exercise and Fitness in Research	3
EXS 902	Applied Exercise Physiology in Human Performance	3
EXS 904	Assessments for Exercise Research and Prescription.	3
EXS 905	Research in Sports Nutrition	3
EXS 906	Applied Training Methodologies in Human Performance	3
EXS 915	Methods in Biomechanical Analysis	3
EXS 916	Applied Concepts in Motor Learning and Performance	3
EXS 917	Evidence-Based Principles in Strength and Hypertrophy	3
EXS 921	Measurement in Sport & Exercise Science	3
EXS 940	Pedagogy in Exercise Science	3
<u>EXS 950</u>	<u>Grant Writing to Fund Exercise Science Research</u>	<u>3</u>
EXS 965	Advanced Sport Psychology	3
EXS 980	Leadership in Research	3
MAT 582	Statistics for Students in Biological, Health, and Social Sciences	3
MAT 782	Mathematical Statistics	3
Dissertation (12 credits)		Credits
EXS 991	Dissertation 1	6
EXS 992	Dissertation 2	6

4. **Rationale:**

External funding is an important component of scholarly productivity in exercise science-related disciplines. Researchers in exercise science increasingly operate in competitive funding environments that span federal agencies (e.g., NIH, NSF, DOD), foundations, professional organizations, industry partnerships, and institutional grant mechanisms. However, formal training in grant writing is often limited or absent in doctoral education.

EXS 950 is designed to address that gap by providing instruction in the development of competitive grant proposals in exercise science, kinesiology, and sports nutrition. Students will learn to conceptualize fundable research questions grounded in theory and prior evidence; align research aims with funding priorities; and articulate methodological rigor, feasibility, and impact in a manner consistent with peer-review expectations. Emphasis is placed on translating exercise science research—often rooted in applied physiology, biomechanics, health promotion, and nutrition—into proposals that resonate with reviewers from diverse scientific backgrounds.

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

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

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

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 950
Course Title	Grant Writing to Fund Exercise Science Research
Description	Grant writing to obtain funding in the public and private sectors for exercise science-related research.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. **Rationale:**

External funding is an important component of scholarly productivity in exercise science-related disciplines. Researchers in exercise science increasingly operate in competitive funding environments that span federal agencies (e.g., NIH, NSF, DOD), foundations, professional organizations, industry partnerships, and institutional grant mechanisms. However, formal training in grant writing is often limited or absent in doctoral education.

This course is designed to address that gap by providing instruction in the development of competitive grant proposals in exercise science, kinesiology, and sports nutrition. Students will learn to conceptualize fundable research questions grounded in theory and prior evidence; align research aims with funding priorities; and articulate methodological rigor, feasibility, and impact in a manner consistent with peer-review expectations. Emphasis is placed on translating exercise science research—often rooted in applied physiology, biomechanics, health promotion, and nutrition—into proposals that resonate with reviewers from diverse scientific backgrounds.

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

1. **Identify and evaluate appropriate funding mechanisms** relevant to exercise science, kinesiology, and sports nutrition.
2. **Formulate fundable research questions and specific aims** that are grounded in theory, informed by empirical evidence, and aligned with sponsor priorities.
3. **Critically synthesize the scientific literature** to establish significance, innovation, and relevance within the context of competitive grant applications.
4. **Design methodologically rigorous and feasible research plans.**
5. **Develop complete grant proposals** that encompass narrative sections, budgets, budget justifications, and biosketches in accordance with sponsor guidelines.
6. **Revise grant applications** based on mock reviewer feedback, demonstrating effective resubmission strategies.
7. **Integrate grant writing into a coherent research trajectory**, connecting individual funding applications to doctoral training goals, dissertation research, and long-term scholarly development.

5. **Date of Departmental Approval:** 3/3/2026

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

DEPARTMENT OF HISTORY

CURRICULUM CHANGE

Name of Program and Degree Award: History MA – Master of Arts

Hegis Number: 2205.00

Program Code: 02678 – HIS-MA

1. **Type of Change:** Degree Requirements, Admission Requirements, Adding distance-education track

2. **From:**

Major Requirements - Admission

Type: Prerequisite

Additional Comments:

- Possess a bachelor's degree (or its equivalent) from an accredited college or university.
- ~~Have demonstrated the potential to successfully pursue graduate study—that is, have attained a minimum undergraduate grade average of B in History courses and a minimum grade average of B in the undergraduate record as a whole.~~
- ~~Have taken a minimum of 18 credits of coursework in History, acceptable to the department.~~
- ~~Submit two letters of recommendation.~~
- ~~Submit a 1-2 page essay consisting of responses to application packet questions.~~
- ~~Submit a sample of college-level writing.~~
- ~~If conditionally admitted, satisfy the conditions within one year.~~

Major Requirements – Overall

Type: Completion requirement

Earn at least 30 credits

Major Requirements —Core Courses

Type: Completion requirement

Fulfill ALL of the following requirements:

~~Complete ALL of the following Courses:~~

~~Require Courses~~

- **HIS 780 – Seminar in History**
- ~~HIS 781 – Advanced Tutorial Project in History~~

~~HIS 780 is a seminar that focuses on historical methods and historiography. HIS 781 is a supervised individual tutorial to prepare for the thesis or capstone project.~~
and

~~Other graduate-level coursework~~

~~In addition to the required courses, students must take an additional 6-7 graduate-level courses in History (18 credits for students who choose to write a thesis, 21 credits for students who choose the capstone project). Graduate-level courses in other departments may be taken with the permission of the History graduate adviser.~~
and

~~Thesis or Capstone Project~~

~~Complete ANY of the following Courses:~~

- ~~• HIS 797 — Master's Thesis Preparation OR HIS 796 — Capstone Project~~

~~Students may choose to write a master's thesis (6 credits) or capstone project (3 credits).~~

~~Additional Comments:~~

- ~~• After successfully completing 24 credits of coursework with a 3.0 average, candidates for the M.A. degree who plan to write a thesis must then present a master's thesis prepared under the direction of a thesis supervisor from the Department of History and an approved second reader, and accepted by the thesis supervisor.~~
- ~~• Students who plan to do a capstone project first must successfully complete 27 credits of coursework with a 3.0 average and then present an approved capstone project prepared under the direction of an adviser from the Department of History.~~

~~Existing track: Middle High School Education~~

3. To:

The Master of Arts in History degree offers students two options for the culminating project that is required to complete the degree: (1) a portfolio of graduate work, or (2) a master's thesis. The thesis option is intended for students who plan to pursue a doctoral degree and/or work as professional historians.

In addition to choosing between the portfolio and thesis options, students may also select the online option to complete the degree 100% online. Students who do not choose the online option choose from course offerings in various modalities (in person, online, and hybrid).

Major Requirements - Admission

Type: Prerequisite

Minimum requirements:

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Undergraduate GPA of 3.0 or higher.

- 18 or more credits of undergraduate coursework in History.

Application materials:

- Two letters of recommendation, preferably from History professors or other faculty familiar with the applicant's academic work. Applicants who completed their undergraduate degrees some years ago may submit letters from professional references instead.
- Statement of purpose (approximately 500 words) explaining your academic background and interests and why you wish to pursue a master's degree in History at Lehman College.
- Official transcripts from all post-secondary institutions attended.
- Qualified applicants who have passed an initial application review will be invited to schedule a brief interview (online or in person) to discuss their educational goals and the Lehman MA in History program.

Admissions deadlines:

- For Fall enrollment: April 15 (priority), May 15 (regular), June 15 (final)
- For Spring enrollment: October 15 (priority), November 15 (regular), December 15 (final)

Major Requirements – Overall

Type: Completion requirement

Earn at least 30 credits

Maintain a minimum GPA of 3.0

Major Requirements – Portfolio Option

Type: Completion requirement

Fulfill ALL of the following requirements:

Complete the following required course:

- **HIS 780 – Seminar in History (3 credits)**

and

- **27 credits in electives:** Nine graduate courses in History. Students are encouraged to take at least one course in historiography (HIW 533 and/or HIU 534) among their electives. Graduate-level courses in other departments may be taken with the permission of the History graduate adviser.

After successfully completing 30 credits of coursework, students who select this option present a portfolio consisting two 20-page papers (or the equivalent) for review by the History graduate adviser.

Major Requirements – Thesis Option

Type: Completion requirement

Fulfill ALL of the following requirements:**Complete ALL of the following required courses:**

- HIS 780 – Seminar in History (3 credits)
- HIS 781 – Advanced Tutorial Project in History (3 credits)
- HIS 797 – Master's Thesis Preparation (6 credits)

and

- **18 credits in electives:** Six graduate courses in History. Students are encouraged to take at least one course in historiography (HIW 533 and/or HIU 534) among their electives. Graduate-level courses in other departments may be taken with the permission of the History graduate adviser.

In their final semester of coursework, students who opt to write a thesis enroll in HIS 781, a one-on-one thesis preparation tutorial, with their intended thesis adviser. The thesis adviser must be a member of the History department's full-time faculty. After successfully completing HIS 781, students enroll in HIS 797 and write the master's thesis, which is a work of original scholarship (approximately 50 pages or longer) based on research in primary sources. The thesis must be approved by the thesis adviser and an approved second reader.

4. Rationale:

- In the current program, students choose to write a master's thesis or a capstone as their final project, but these are not formally designated as subplans. By designating the portfolio and thesis as official subplans (options), it will be much easier to track students' progress in DegreeWorks. The requirements for the thesis option are unchanged, but they are explained more clearly than before; the capstone is being replaced with a portfolio, as explained below.
- The capstone project is being eliminated and replaced with a portfolio, which is the culminating project in other CUNY MA programs in History (such as City College and Brooklyn College). This change clarifies the distinction between the two options to the degree and will significantly reduce the time-to-graduation for students who choose the portfolio option, since they will no longer have to take two consecutive semesters of independent studies (HIS 781 and HIS 796).
- The fact that courses are offered in various modalities has been added to the program description.
- A new distance-education program is being created as a separate subplan (option) to meet the needs of a much larger group of students, primarily school teachers, who need online courses (either asynchronous courses or synchronous courses offered in the evening). Students enrolled in this option will choose the online option and then a second subplan (option) of either portfolio or thesis.
- The requirements for admission have been divided into sections (minimum requirements and application materials) and edited for greater clarity and specificity. The requirement for a B average in History courses has been eliminated, since the GPA requirement is sufficient. Instructions for application materials have been expanded to explain the expectations more clearly and thoroughly. The requirement for a writing sample has been eliminated now that AI has rendered it impossible to judge the originality of the work. The need to

provide official transcripts has been added (this is already required by Graduate Admissions but was missing here). A requirement to meet with the Graduate Advisor has been added to provide applicants with complete information about the program, its requirements, and the different paths to the degree; this will also give the graduate advisor an opportunity to ask applicants about any issues of concern prior to making an admissions decision. Existing admissions deadlines have been added to this document.

- A recommendation has been added for all MA students to take HIW 533: World History and Historiography and/or HIU 534: U.S. History and Historiography, in order to encourage all History MA students to take at least one course in historiography.
- An inactive track with no students enrolled in it, "Middle High School Education," is being deactivated in order to clean up the program information in the CUNY system.

5. **Date of departmental approval:** April 22, 2026

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Title

2. **From:**

Department(s)	Middle and High School Education
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 506
Course Title	Special Needs Education in TESOL and Secondary Settings
Description	Identification, instruction, and assessment of culturally and linguistically diverse students with disabilities. Laws and regulations pertaining to students with disabilities; information on categories of disability; working with individualized education plans (IEPs); positive behavioral supports and interventions; individualized and differentiated instruction; effective co-teaching and collaboration. Fieldwork required
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:

Department(s)	Middle and High School Education
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 506
Course Title	<u>Teaching Students with Disabilities</u> in TESOL and Secondary Settings
Description	Identification, instruction, and assessment of culturally and linguistically diverse students with disabilities. Laws and regulations pertaining to students with disabilities; information on categories of disability; working with individualized education plans (IEPs); positive behavioral supports and interventions; individualized and differentiated instruction; effective co-teaching and collaboration. Fieldwork required
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:

We are updating the title because the preferred term has evolved to students with disabilities.

5. Date of departmental approval: March 19, 2026

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

DEPARTMENT OF SPEECH LANGUAGE HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Speech Language Pathology with Bilingual Extension, MA

Hegis Number: 1220.00

Program Code: 25816 - TSB-MA

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

2. **From:**

The M.A. Program in Speech-Language Pathology with Bilingual Extension prepares students for professional careers as bilingual speech-language pathologists. Graduates of this M.A. program meet the academic and clinical education standards established by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and the New York State Education Department (NYSED) for teacher certification and state licensure in Speech-Language Pathology. The graduate program, in the Department of Speech-Language-Hearing Sciences at Lehman College, is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Masters Requirement – Admissions Requirement

Type: Prerequisite

Earn a minimum GPA of 3.0

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as pre-requisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.

Core Prerequisite Course Work

Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of core prerequisite course work: SPV 228, SPV 245, SPV 246, SPV 247, SPV 321, SPV 349, SPV 326 and SPV 327 (or SPV 400).

Recommendation & Interview

- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.
- Following an initial application review, select applicants will be invited for an interview with members of the SLHS Department. The American Speech-Language-Hearing Association requires that students possess skills in oral and written or other forms of communication sufficient for entry into professional practice.

International Applicants and Non-Native Speakers

- Applicants for the Lehman College Graduate Program in Speech-Language Pathology, who are non-native speakers of English, must demonstrate proficiency of English through the following:
- Achieving a passing score on the International Test of English as a Foreign Language (TOEFL)
or
- Completion of a B.A., M.A, or Ph.D. degree from an accredited college or university where English is the primary language of instruction
and
- Passing an interview, exhibiting English oral skills adequate for student success in academic coursework and clinical placements in the graduate program

Type: Completion requirement

Earn at least 72 credits

Earn a minimum GPA of 3.0

- To avoid academic probation, students must maintain a minimum GPA of 3.0 throughout their program. Students who achieve a GPA of 2.75 or lower in their first 12 credits cannot continue in the program, subject to appeal. A GPA of 3.0 or greater is required for enrollment in SPE 729 Clinical Practicum (two semesters) and for enrollment in SPE 730 (two semesters).

Clinical Practicum

- To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians. Of the 375 direct contact hours of clinical practicum, 50 must be with bilingual clients.
- Matriculated students must attend two professional development seminars with proof of certification of attendance.

Masters Requirements – Required Courses

Type: Completion requirement

Fulfill one of the following combinations of courses:

Completed at least 1 of the following:

Complete ALL of the following Courses:

- SPE 530 - Organization of the Speech and Hearing Program in Elementary and Secondary Schools
- ~~SPE 773 - Introduction to Clinical Research Methods I~~

- ~~SPE 774 - Introduction to Clinical Research Methods II~~
- SPE 701 - Professional and Ethical Issues in Speech Language Pathology
- SPE 703 - Theory and Application of Bilingualism to Speech Language Pathology
- SPE 705 - Speech Science
- SPE 717 - Neuroanatomy and Physiology for Communication Disorders
- SPE 718 - Speech Sound Disorders in Children
- SPE 719 - Audiology and Aural Rehabilitation for the Speech-Language Pathologist
- SPE 721 - Early Childhood Language Disorders
- SPE 722 - Language and Literacy Disorders in Children
- SPE 723 - The Nature, Diagnosis, and Treatment of Fluency Disorders
- SPE 725 - Diagnostic and Clinical Methods in Speech-Language Pathology
- SPE 726 - Aphasia and Related Disorders
- SPE 727 - Voice Disorders
- SPE 729 - Clinical Practicum and Seminar in Speech-Language Pathology
- SPE 730 - Externship Practicum
- SPE 734 - Diagnostic Practicum
- SPE 736 - Motor Speech Disorders
- SPE 739 - Dysphagia
- SPE 729: 2 semesters, 3 credits each.
- SPE 730: 2 semesters, 3 credits each.
- SPE 734: 2 semesters, 3 credits each.

Masters Requirements- Education Courses

Complete at least 1 of the following:

Complete ALL of the following Courses:

- ESC 759 - Foundations of Bilingual/Bicultural Education
- ESC 761 - Teaching English as a New Language, grades 5-12

OR

Complete ALL of the following Courses:

- EDC 709 - Multilingualism in the Classroom, Birth to Grade 6
OR EDE 709 - Multilingualism in the Classroom Birth to Grade 6
- EDC 727 - Teaching English as a New Language in School Settings (Preschool to grade 2)
OR EDE 727 - Teaching English as a New Language, Grades 1 to 6)

Masters Requirements- Elective Courses

Type: Completion requirement

Earn at least 3 credits from the following:

- SPE 709 - Speech-Language Pathology in Educational Settings
- SPE 711 - Counseling in Speech-Language Pathology
- SPE 714 - Topics in Speech-Language Pathology
- SPE 735 - Seminar in Speech-Language Pathology
- SPE 748 - Augmentative and Alternative Communication (AAC)
- SPE 754 - Medical Speech Language Pathology
- SPE 755 - Autism Spectrum Disorders and Related Disorders
- SPE 756 - Advanced Clinical Methods and Writing

- SPE 757 - Topics in Early Intervention
- SPE 758 - Global Initiatives in Speech-Language Pathology
- SPE 796 - Independent Study
- SPE 799 - Thesis Seminar

3. To:

The M.A. Program in Speech-Language Pathology with Bilingual Extension prepares students for professional careers as bilingual speech-language pathologists. Graduates of this M.A. program meet the academic and clinical education standards established by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and the New York State Education Department (NYSED) for teacher certification and state licensure in Speech-Language Pathology. The graduate program, in the Department of Speech-Language-Hearing Sciences at Lehman College, is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Masters Requirement – Admissions Requirement

Type: Prerequisite

Earn a minimum GPA of 3.0

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as pre-requisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.

Core Prerequisite Course Work

Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of core prerequisite course work: SPV 228, SPV 245, SPV 246, SPV 247, SPV 321, SPV 349, SPV 326 and SPV 327 (or SPV 400).

Recommendation & Interview

- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.
- Following an initial application review, select applicants will be invited for an interview with members of the SLHS Department. The American Speech-Language-Hearing Association requires that students possess skills in oral and written or other forms of communication sufficient for entry into professional practice.

International Applicants and Non-Native Speakers

- Applicants for the Lehman College Graduate Program in Speech-Language Pathology, who are non-native speakers of English, must demonstrate proficiency of English through the following:

- Achieving a passing score on the International Test of English as a Foreign Language (TOEFL)
or
- Completion of a B.A., M.A, or Ph.D. degree from an accredited college or university where English is the primary language of instruction
and
- Passing an interview, exhibiting English oral skills adequate for student success in academic coursework and clinical placements in the graduate program

Type: Completion requirement

Earn at least 72 credits

Earn a minimum GPA of 3.0

- To avoid academic probation, students must maintain a minimum GPA of 3.0 throughout their program. Students who achieve a GPA of 2.75 or lower in their first 12 credits cannot continue in the program, subject to appeal. A GPA of 3.0 or greater is required for enrollment in SPE 729 Clinical Practicum (two semesters) and for enrollment in SPE 730 (two semesters).

Clinical Practicum

- To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians. Of the 375 direct contact hours of clinical practicum, 50 must be with bilingual clients.
- Matriculated students must attend two professional development seminars with proof of certification of attendance.

Masters Requirements – Required Courses

Type: Completion requirement

Fulfill one of the following combinations of courses:

Completed at least 1 of the following:

Complete ALL of the following Courses:

- SPE 530 - Organization of the Speech and Hearing Program in Elementary and Secondary Schools
- SPE 700 - Introduction to Research Methods or SPE 773 - Introduction to Clinical Research Methods I and SPE 774 - Introduction to Clinical Research Methods II
- SPE 701 - Professional and Ethical Issues in Speech Language Pathology
- SPE 703 - Theory and Application of Bilingualism to Speech Language Pathology
- SPE 705 - Speech Science
- SPE 717 - Neuroanatomy and Physiology for Communication Disorders
- SPE 718 - Speech Sound Disorders in Children
- SPE 719 - Audiology and Aural Rehabilitation for the Speech-Language Pathologist
- SPE 721 - Early Childhood Language Disorders
- SPE 722 - Language and Literacy Disorders in Children
- SPE 723 - The Nature, Diagnosis, and Treatment of Fluency Disorders

- SPE 725 - Diagnostic and Clinical Methods in Speech-Language Pathology
- SPE 726 - Aphasia and Related Disorders
- SPE 727 - Voice Disorders
- SPE 729 - Clinical Practicum and Seminar in Speech-Language Pathology
- SPE 730 - Externship Practicum
- SPE 734 - Diagnostic Practicum
- SPE 736 - Motor Speech Disorders
- SPE 739 - Dysphagia
- SPE 729: 2 semesters, 3 credits each.
- SPE 730: 2 semesters, 3 credits each.
- SPE 734: 2 semesters, 3 credits each.

Masters Requirements- Education Courses

Complete at least 1 of the following:

Complete ALL of the following Courses:

- ESC 759 - Foundations of Bilingual/Bicultural Education
- ESC 761 - Teaching English as a New Language, grades 5-12

OR

Complete ALL of the following Courses:

- EDC 709 - Multilingualism in the Classroom, Birth to Grade 6
OR EDE 709 - Multilingualism in the Classroom Birth to Grade 6
- EDC 727 - Teaching English as a New Language in School Settings (Preschool to grade 2)
OR EDE 727 - Teaching English as a New Language, Grades 1 to 6)

Masters Requirements- Elective Courses

Type: Completion requirement

Earn at least 3 credits from the following:

- SPE 709 - Speech-Language Pathology in Educational Settings
- SPE 711 - Counseling in Speech-Language Pathology
- SPE 714 - Topics in Speech-Language Pathology
- SPE 735 - Seminar in Speech-Language Pathology
- SPE 748 - Augmentative and Alternative Communication (AAC)
- SPE 754 - Medical Speech Language Pathology
- SPE 755 - Autism Spectrum Disorders and Related Disorders
- SPE 756 - Advanced Clinical Methods and Writing
- SPE 757 - Topics in Early Intervention
- SPE 758 - Global Initiatives in Speech-Language Pathology
- SPE 796 - Independent Study
- SPE 799 - Thesis Seminar

4. **Rationale:**

SPE 773 and SPE 774 are offered during the Spring/Summer and Fall/Winter sequence. It is determined the content is better aligned during the full semester. Having the flexibility to offer the course as a 3 credit or 2 courses at 1.5 credits will better serve student needs.

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

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Speech Language Pathology, MA

Hegis Number: 1220.00

Program Code: 25819 -TS-MA

1. Type of Change: Degree Requirements

2. From:

The M.A. Program in Speech-Language Pathology prepares students for professional careers as speech-language pathologists. Graduates of the M.A. program meet the academic and clinical education standards established by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and the New York State Education Department (NYSED) for state licensure in Speech-Language Pathology. The graduate program, in the Department of Speech-Language-Hearing Sciences at Lehman College, is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Masters Requirements-Admissions Requirements

Type: Prerequisite

Earn a minimum GPA of 3.0

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as pre-requisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.

Core Prerequisite Course Work

Earn at least 18 credits

Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of core prerequisite course work: SPV 228, SPV 245, SPV 246, SPV 247, SPV 321, SPV 349, SPV 326 and SPV 327 (or SPV 400).

Recommendation & Interview

- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.

- Following an initial application review, select applicants will be invited for an interview with members of the SLHS Department. The American Speech-Language-Hearing Association requires that students possess skills in oral and written or other forms of communication sufficient for entry into professional practice.

International Applicants and Non-Native Speakers

- Applicants for the Lehman College Graduate Program in Speech-Language Pathology, who are non-native speakers of English, must demonstrate proficiency of English through the following:
- Achieving a passing score on the International Test of English as a Foreign Language (TOEFL)
or
- Completion of a B.A., M.A, or Ph.D. degree from an accredited college or university where English is the primary language of instruction
and
- Passing an interview, exhibiting English oral skills adequate for student success in academic coursework and clinical placements in the graduate program

Masters Requirements-Master of Arts

Type: Completion requirement

Earn a minimum GPA of 3.0

- To avoid academic probation, students must maintain a minimum GPA of 3.0 throughout their program. Students who achieve a GPA of 2.75 or lower in their first 12 credits cannot continue in the program, subject to appeal. A GPA of 3.0 or greater is required for enrollment in SPE 729 Clinical Practicum (two semesters) and for enrollment in SPE 730 (two semesters).

Earn at least 66 credits

Clinical Practicum

- To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians.
- Matriculated students must attend two full-day professional development seminars with proof of certification of attendance.

Master's Requirements - Required Courses

Type: Completion requirement

Complete ALL of the following Courses:

- SPE 530 - Organization of the Speech and Hearing Program in Elementary and Secondary Schools
- ~~SPE 773 - Introduction to Clinical Research Methods-I~~
- ~~SPE 774 - Introduction to Clinical Research Methods-II~~
- SPE 701 - Professional and Ethical Issues in Speech Language Pathology

- SPE 705 - Speech Science
- SPE 717 - Neuroanatomy and Physiology for Communication Disorders
- SPE 718 - Speech Sound Disorders in Children
- SPE 719 - Audiology and Aural Rehabilitation for the Speech-Language Pathologist
- SPE 721 - Early Childhood Language Disorders
- SPE 722 - Language and Literacy Disorders in Children
- SPE 723 - The Nature, Diagnosis, and Treatment of Fluency Disorders
- SPE 725 - Diagnostic and Clinical Methods in Speech-Language Pathology
- SPE 726 - Aphasia and Related Disorders
- SPE 727 - Voice Disorders
- SPE 729 - Clinical Practicum and Seminar in Speech-Language Pathology
- SPE 730 - Externship Practicum
- SPE 734 - Diagnostic Practicum
- SPE 736 - Motor Speech Disorders
- SPE 729: 2 semesters, 3 credits each.
- SPE 730: 2 semesters, 3 credits each.
- SPE 734: 2 semesters, 3 credits each.

Masters Requirements - Elective Courses

Type: Completion requirement

Earn at least 6 credits from the following:

- SPE 703 - Theory and Application of Bilingualism to Speech Language Pathology
- SPE 709 - Speech-Language Pathology in Educational Settings
- SPE 711 - Counseling in Speech-Language Pathology
- SPE 714 - Topics in Speech-Language Pathology
- SPE 735 - Seminar in Speech-Language Pathology
- SPE 748 - Augmentative and Alternative Communication (AAC)
- SPE 754 - Medical Speech Language Pathology
- SPE 755 - Autism Spectrum Disorders and Related Disorders
- SPE 756 - Advanced Clinical Methods and Writing
- SPE 757 - Topics in Early Intervention
- SPE 758 - Global Initiatives in Speech-Language Pathology
- SPE 796 - Independent Study
- SPE 799 - Thesis Seminar
- SPE 714 and SPE 735 may be taken up to three times covering different topics.

Masters Requirements - Education Courses

Type: Completion requirement

Complete ALL of the following Courses:

- ECE 301 - The Child in Historical, Political & Sociocultural Contexts: Child Study & Dev.-Birth to Grade 6
- ECE 302 - Children, Families, Communities & Schools in Historical, Political & Sociocultural Contexts-Birth to Gr 6
- ECE 311 - The Teaching Profession in Historical, Political and Sociocultural Contexts-Birth to Sixth Grade

- ECE 434 - Policies and Practices for Learners with Disabilities in Early Childhood and Childhood Settings
- Completion of 12 credits in education courses or departmental permission by the School of Education.

Masters Requirements - Clinical Training Sequence

Type: Completion requirement

1st Semester Clinical Practicum

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- SPE 729 - Clinical Practicum and Seminar in Speech-Language Pathology

May be repeated for up to 9 credits.

PREREQ

Complete ALL of the following Courses:

- SPE 718 - Speech Sound Disorders in Children
- SPE 721 - Early Childhood Language Disorders
- SPE 722 - Language and Literacy Disorders in Children
- SPE 725 - Diagnostic and Clinical Methods in Speech-Language Pathology

Plus PREREQ/COREQ

Complete ALL of the following Courses:

- SPE 726 - Aphasia and Related Disorders
- SPE 734 - Diagnostic Practicum

SPE 734: OPTIONAL

2nd Semester Clinical Practicum

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- SPE 729 - Clinical Practicum and Seminar in Speech-Language Pathology

May be repeated for up to 9 credits.

PREREQ

Complete ALL of the following Courses:

- SPE 718 - Speech Sound Disorders in Children
- SPE 721 - Early Childhood Language Disorders
- SPE 722 - Language and Literacy Disorders in Children
- SPE 725 - Diagnostic and Clinical Methods in Speech-Language Pathology
- SPE 726 - Aphasia and Related Disorders
- SPE 734 - Diagnostic Practicum

SPE 734: OPTIONAL

- And successful completion with a grade of B or better in first semester SPE 729 practicum.

3rd Semester Clinical Practicum

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- SPE 730 - Externship Practicum
- SPE 734 - Diagnostic Practicum

SPE 730: May be repeated for up to 9 credits.

SPE 734: OPTIONAL

PREREQ

- Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.

4th Semester Clinical Practicum

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- SPE 730 - Externship Practicum
- SPE 734 - Diagnostic Practicum

SPE 730: May be repeated for up to 9 credits.

SPE 734: OPTIONAL

PREREQ

- Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.

Masters Requirements - Practica Grading

No student will advance to a second clinical practicum (SPE 729), to a diagnostic practicum (SPE 734), or to a clinical and classroom externship (SPE 730) unless he/she earns a grade of B or better in the previous clinical practicum experience. If a student receives a practicum grade of B- or lower, he/she must re-enroll in the practicum course and earn a minimum grade of B. The student is permitted to enroll in only one additional graduate course during the semester in which he/she is retaking a practicum course. In order to continue in the program, students cannot receive two final grades of B- or less, or INC or W, or any combination of these grades in either SPE 729 or SPE 730.

3. To:

The M.A. Program in Speech-Language Pathology prepares students for professional careers as speech-language pathologists. Graduates of the M.A. program meet the academic and clinical education standards established by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and the New York State Education Department (NYSED) for state licensure in Speech-Language Pathology. The graduate program, in the Department of Speech-Language-Hearing Sciences at Lehman College, is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Masters Requirements-Admissions Requirements

Type: Prerequisite

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Recommendation & Interview

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and
- Passing an interview, exhibiting English oral skills adequate for student success in academic coursework and clinical placements in the graduate program

Masters Requirements-Master of Arts

Type: Completion requirement

Earn a minimum GPA of 3.0

- To avoid academic probation, students must maintain a minimum GPA of 3.0 throughout their program. Students who achieve a GPA of 2.75 or lower in their first 12 credits cannot continue in the program, subject to appeal. A GPA of 3.0 or greater is required for enrollment in SPE 729 Clinical Practicum (two semesters) and for enrollment in SPE 730 (two semesters).

Earn at least 66 credits

Clinical Practicum

- To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians.
- Matriculated students must attend two full-day professional development seminars with proof of certification of attendance.

Master's Requirements - Required Courses

Type: Completion requirement

Complete ALL of the following Courses:

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- SPE 700 - Introduction to Research Methods or SPE 773 - Introduction to Clinical Research Methods I and SPE 774 - Introduction to Clinical Research Methods II
- SPE 701 - Professional and Ethical Issues in Speech Language Pathology
- SPE 705 - Speech Science
- SPE 717 - Neuroanatomy and Physiology for Communication Disorders
- SPE 718 - Speech Sound Disorders in Children
- SPE 719 - Audiology and Aural Rehabilitation for the Speech-Language Pathologist
- SPE 721 - Early Childhood Language Disorders
- SPE 722 - Language and Literacy Disorders in Children
- SPE 723 - The Nature, Diagnosis, and Treatment of Fluency Disorders
- SPE 725 - Diagnostic and Clinical Methods in Speech-Language Pathology
- SPE 726 - Aphasia and Related Disorders
- SPE 727 - Voice Disorders
- SPE 729 - Clinical Practicum and Seminar in Speech-Language Pathology
- SPE 730 - Externship Practicum
- SPE 734 - Diagnostic Practicum
- SPE 736 - Motor Speech Disorders
- SPE 729: 2 semesters, 3 credits each.
- SPE 730: 2 semesters, 3 credits each.
- SPE 734: 2 semesters, 3 credits each.

Masters Requirements - Elective Courses

Type: Completion requirement

Earn at least 6 credits from the following:

- SPE 703 - Theory and Application of Bilingualism to Speech Language Pathology
- SPE 709 - Speech-Language Pathology in Educational Settings
- SPE 711 - Counseling in Speech-Language Pathology
- SPE 714 - Topics in Speech-Language Pathology
- SPE 735 - Seminar in Speech-Language Pathology
- SPE 748 - Augmentative and Alternative Communication (AAC)
- SPE 754 - Medical Speech Language Pathology

- SPE 755 - Autism Spectrum Disorders and Related Disorders
- SPE 756 - Advanced Clinical Methods and Writing
- SPE 757 - Topics in Early Intervention
- SPE 758 - Global Initiatives in Speech-Language Pathology
- SPE 796 - Independent Study
- SPE 799 - Thesis Seminar
- SPE 714 and SPE 735 may be taken up to three times covering different topics.

Masters Requirements - Education Courses

Type: Completion requirement

Complete ALL of the following Courses:

- ECE 301 - The Child in Historical, Political & Sociocultural Contexts: Child Study & Dev.-Birth to Grade 6
- ECE 302 - Children, Families, Communities & Schools in Historical, Political & Sociocultural Contexts-Birth to Gr 6
- ECE 311 - The Teaching Profession in Historical, Political and Sociocultural Contexts-Birth to Sixth Grade
- ECE 434 - Policies and Practices for Learners with Disabilities in Early Childhood and Childhood Settings
- Completion of 12 credits in education courses or departmental permission by the School of Education.

Masters Requirements - Clinical Training Sequence

Type: Completion requirement

1st Semester Clinical Practicum

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- SPE 729 - Clinical Practicum and Seminar in Speech-Language Pathology

May be repeated for up to 9 credits.

PREREQ

Complete ALL of the following Courses:

- SPE 718 - Speech Sound Disorders in Children
- SPE 721 - Early Childhood Language Disorders
- SPE 722 - Language and Literacy Disorders in Children
- SPE 725 - Diagnostic and Clinical Methods in Speech-Language Pathology

Plus PREREQ/COREQ

Complete ALL of the following Courses:

- SPE 726 - Aphasia and Related Disorders
- SPE 734 - Diagnostic Practicum

SPE 734: OPTIONAL

2nd Semester Clinical Practicum

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- SPE 729 - Clinical Practicum and Seminar in Speech-Language Pathology

May be repeated for up to 9 credits.

PREREQ

Complete ALL of the following Courses:

- SPE 718 - Speech Sound Disorders in Children
- SPE 721 - Early Childhood Language Disorders
- SPE 722 - Language and Literacy Disorders in Children
- SPE 725 - Diagnostic and Clinical Methods in Speech-Language Pathology
- SPE 726 - Aphasia and Related Disorders
- SPE 734 - Diagnostic Practicum

SPE 734: OPTIONAL

- And successful completion with a grade of B or better in first semester SPE 729 practicum.

3rd Semester Clinical Practicum

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- SPE 730 - Externship Practicum
- SPE 734 - Diagnostic Practicum

SPE 730: May be repeated for up to 9 credits.

SPE 734: OPTIONAL

PREREQ

- Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.

4th Semester Clinical Practicum

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- SPE 730 - Externship Practicum
- SPE 734 - Diagnostic Practicum

SPE 730: May be repeated for up to 9 credits.

SPE 734: OPTIONAL

PREREQ

- Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.

Masters Requirements - Practica Grading

No student will advance to a second clinical practicum (SPE 729), to a diagnostic practicum (SPE 734), or to a clinical and classroom externship (SPE 730) unless he/she earns a grade of B or better in the previous clinical practicum experience. If a student receives a practicum grade of B- or lower, he/she must re-enroll in the practicum course and earn a minimum grade of B. The student is permitted to enroll in only one additional graduate course during the semester in which he/she is retaking a practicum course. In order to continue in the program, students cannot receive two final grades of B- or less, or INC or W, or any combination of these grades in either SPE 729 or SPE 730.

4. **Rationale:**

SPE 773 and SPE 774 are offered during the Spring/Summer and Fall/Winter sequence. It is determined the content is better aligned during the full semester. Having the flexibility to offer the course as a 3 credit or 2 courses at 1.5 credits will better serve student needs.

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

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Speech Language Pathology, MA

Hegis Number: 1220.00

Program Code: 34037 -SPL-MA

1. Type of Change: Degree Requirements

2. From:

The M.A. Program in Speech-Language Pathology prepares students for professional careers as speech-language pathologists. Graduates of the M.A. program meet the academic and clinical education standards established by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and the New York State Education Department (NYSED) for state licensure in Speech-Language Pathology. The graduate program, in the Department of Speech-Language-Hearing Sciences at Lehman College, is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Masters Requirements – Admission Requirements

Type: Prerequisite

Earn a minimum GPA of 3.0

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as pre-requisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.

Core Prerequisite Coursework

Earn at least 18 credits

- Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of core prerequisite course work: SPV 228, SPV 245, SPV 246, SPV 247, SPV 321, SPV 349, SPV 326 and SPV 327 (or SPV 400).

Recommendation & Interview

- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.

Following an initial application review, select applicants will be invited for an interview and will be interviewed by members of the SLHS Department. The American Speech-Language-Hearing Association requires that students possess skills in oral and written or other forms of communication sufficient for entry into professional practice

International Applicants and Non-Native Speakers

- Applicants for the Lehman College Graduate Program in Speech-Language Pathology, who are non-native speakers of English, must demonstrate proficiency of English through the following:
- Achieving a passing score on the International Test of English as a Foreign Language (TOEFL)
or
- Completion of a B.A., M.A, or Ph.D. degree from an accredited college or university where English is the primary language of instruction
and
- Passing an interview, exhibiting English oral skills adequate for student success in academic coursework and clinical placements in the graduate program

Masters Requirements – Master of Arts

Type: Completion requirement

Earn a minimum GPA of 3.0

- To avoid academic probation, students must maintain a minimum GPA of 3.0 throughout their program. Students who achieve a GPA of 2.75 or lower in their first 12 credits cannot continue in the program, subject to appeal. A GPA of 3.0 or greater is required for enrollment in SPE 729 Clinical Practicum (two semesters) and for enrollment in SPE 730 (two semesters).

Earn at least 63 credits

Certificate of Clinical Competence

- To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians.
- Matriculated students must attend two full-day professional development seminars with proof of certification of attendance.

Masters Requirements – Required Courses

Type: Completion requirement

Complete ALL of the following Courses:

- ~~SPE 773 - Introduction to Clinical Research Methods-I~~
- ~~SPE 774 - Introduction to Clinical Research Methods-II~~
- SPE 701 - Professional and Ethical Issues in Speech Language Pathology
- SPE 705 - Speech Science
- SPE 717 - Neuroanatomy and Physiology for Communication Disorders
- SPE 718 - Speech Sound Disorders in Children

- SPE 719 - Audiology and Aural Rehabilitation for the Speech-Language Pathologist
- SPE 721 - Early Childhood Language Disorders
- SPE 722 - Language and Literacy Disorders in Children
- SPE 723 - The Nature, Diagnosis, and Treatment of Fluency Disorders
- SPE 725 - Diagnostic and Clinical Methods in Speech-Language Pathology
- SPE 726 - Aphasia and Related Disorders
- SPE 727 - Voice Disorders
- SPE 729 - Clinical Practicum and Seminar in Speech-Language Pathology
- SPE 730 - Externship Practicum
- SPE 734 - Diagnostic Practicum
- SPE 736 - Motor Speech Disorders
- SPE 739 - Dysphagia

Additional Comments:

- SPE 729: 2 semesters, 3 credits each.
- SPE 730: 2 semesters, 3 credits each.
- SPE 734: 2 semesters, 3 credits each.

Masters Requirements - Elective Courses

Type: Completion requirement

Earn at least 6 credits from the following:

- SPE 703 - Theory and Application of Bilingualism to Speech Language Pathology
- SPE 709 - Speech-Language Pathology in Educational Settings
- SPE 711 - Counseling in Speech-Language Pathology
- SPE 714 - Topics in Speech-Language Pathology
- SPE 735 - Seminar in Speech-Language Pathology
- SPE 748 - Augmentative and Alternative Communication (AAC)
- SPE 754 - Medical Speech Language Pathology
- SPE 755 - Autism Spectrum Disorders and Related Disorders
- SPE 756 - Advanced Clinical Methods and Writing
- SPE 757 - Topics in Early Intervention
- SPE 758 - Global Initiatives in Speech-Language Pathology
- SPE 796 - Independent Study
- SPE 799 - Thesis Seminar
- SPE 714 and SPE 735 may be taken up to three times covering different topics.

3. To:

The M.A. Program in Speech-Language Pathology prepares students for professional careers as speech-language pathologists. Graduates of the M.A. program meet the academic and clinical education standards established by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and the New York State Education Department (NYSED) for state licensure in Speech-Language Pathology. The graduate program, in the Department of Speech-Language-Hearing Sciences at Lehman College, is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

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Type: Prerequisite

Earn a minimum GPA of 3.0

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as pre-requisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.

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or
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greater is required for enrollment in SPE 729 Clinical Practicum (two semesters) and for enrollment in SPE 730 (two semesters).

Earn at least 63 credits

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- Matriculated students must attend two full-day professional development seminars with proof of certification of attendance.

Masters Requirements – Required Courses

Type: Completion requirement

Complete ALL of the following Courses:

- SPE 700 - Introduction to Research Methods or SPE 773 - Introduction to Clinical Research Methods I and SPE 774 - Introduction to Clinical Research Methods II
- SPE 701 - Professional and Ethical Issues in Speech Language Pathology
- SPE 705 - Speech Science
- SPE 717 - Neuroanatomy and Physiology for Communication Disorders
- SPE 718 - Speech Sound Disorders in Children
- SPE 719 - Audiology and Aural Rehabilitation for the Speech-Language Pathologist
- SPE 721 - Early Childhood Language Disorders
- SPE 722 - Language and Literacy Disorders in Children
- SPE 723 - The Nature, Diagnosis, and Treatment of Fluency Disorders
- SPE 725 - Diagnostic and Clinical Methods in Speech-Language Pathology
- SPE 726 - Aphasia and Related Disorders
- SPE 727 - Voice Disorders
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- SPE 734 - Diagnostic Practicum
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Additional Comments:

- SPE 729: 2 semesters, 3 credits each.
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Type: Completion requirement

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- SPE 709 - Speech-Language Pathology in Educational Settings
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- SPE 735 - Seminar in Speech-Language Pathology
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- SPE 754 - Medical Speech Language Pathology
- SPE 755 - Autism Spectrum Disorders and Related Disorders
- SPE 756 - Advanced Clinical Methods and Writing
- SPE 757 - Topics in Early Intervention
- SPE 758 - Global Initiatives in Speech-Language Pathology
- SPE 796 - Independent Study
- SPE 799 - Thesis Seminar
- SPE 714 and SPE 735 may be taken up to three times covering different topics.

4. **Rationale:**

SPE 773 and SPE 774 are offered during the Spring/Summer and Fall/Winter sequence. It is determined the content is better aligned during the full semester. Having the flexibility to offer the course as a 3 credit or 2 courses at 1.5 credits will better serve student needs.

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

Governance Committee Report September 2, 2026

1. Governance Committee Faculty Vacancies **2-Year Term**.
 - a. Governance Committee Members **MUST** Be Senators.
 - b. Currently **3 Faculty Vacancies for 2-Year Terms**. Nominations Taken from Floor.
 - c. Any Nominations?
 - d. Move To A Vote
2. Governance Committee Faculty Vacancies **1-Year Term**.
 - a. Governance Committee Members **MUST** Be Senators.
 - b. Currently **1 Faculty Vacancy for 1-Year Term**. Nominations Taken from Floor.
 - c. Any Nominations?
 - d. Move To A Vote
3. Student Committee Vacancies
 - a. Slate Of Nominees Provided By Students
 - b. Any Additional Nominations?
 - c. Move To A Vote
4. Next Governance Committee Meeting, TBD

Student Nominations For Senate Standing Committees

Governance Committee

Name	Email
Munira Ayalew	munira.ayalew@lehman.cuny.edu
Kyla Guese	kyla.guese60@stu-mail.lehman.cuny.edu
Oswaldo Sanchez	oswaldo.sanchez33@stu-mail.lehman.cuny.edu

Admission, Evaluations, Academic Standards

Name	Email
Munira Ayalew	munira.ayalew@lehman.cuny.edu
Kyla Guese	kyla.guese60@stu-mail.lehman.cuny.edu
Binita Shrestha	binita.shrestha63@stu-mail.lehman.cuny.edu

Budget & Long-Range Planning

Name	Email
Oswaldo Sanchez	oswaldo.sanchez33@stu-mail.lehman.cuny.edu
Sasona Roni Foster	sasona.foster81@stu-mail.lehman.cuny.edu
Binita Shrestha	binita.shrestha63@stu-mail.lehman.cuny.edu

Campus Life & Facilities

Name	Email
Binita Shrestha	binita.shrestha63@stu-mail.lehman.cuny.edu
Anthony Stone	anthony.stone34@stu-mail.lehman.cuny.edu
Sam Colon	chloe.colon04@stu-mail.lehman.cuny.edu

Undergraduate Curriculum

Name	Email
Ashley Peguero	ashley.peguero1@lehman.cuny.edu
Vacant	
Vacant	

Assessment Committee

Name	Email
Ashley Peguero	ashley.peguero1@lehman.cuny.edu
Hana Music	hana.music36@stu-mail.lehman.cuny.edu
Daniel D. Douglas	daniel.douglas95@stu-mail.lehman.cuny.edu

Graduate Studies Committee

Name	Email
Lissette A. Almonte	lissette.almonte282@stu-mail.lehman.cuny.edu
Kateleen D. Lopez	kateleen.lopez10@stu-mail.lehman.cuny.edu
Sam Colon	chloe.colon04@stu-mail.lehman.cuny.edu

Student Nominations For Senate Standing Committees

Equity, Inclusion, Accessibility, Anti-Racism

Name	Email
Lisette A. Almonte	lisette.almonte282@stu-mail.lehman.cuny.edu
Hana Music	hana.music36@stu-mail.lehman.cuny.edu
Anthony Johnson	anthony.johnson315@stu-mail.lehman.cuny.edu

Academic Freedom

Name	Email
Vacant	
Vacant	
Vacant	

Library, Technology, and Telecommunications

Name	Email
Vacant	
Vacant	
Vacant	



Library Technology and Telecommunications Committee Report

Next Meeting: September 30th

Location: ZOOM

Library

- Library welcomes students and faculty to Fall semester. Get to Know the Library with a guided 30-minute Library Tour. You'll learn about: service desks and what they offer – technology available for students – visit individual and Group Study Rooms – find out about books that can be borrowed. Visit Library Homepage to register. Please swipe your Lehman ID to enter Library.
- Library and CUNY's Calandra Italian American Institute presents ***Italians and Albanians in the Bronx***, Friday, September 18th, 5:30 to 8:00 PM in Library Periodicals Room. Reception will follow. RSVP: president.events@lehman.cuny.edu
- Library resources – including Course Reserves and Research Guides – can be connected to your Brightspace Course Shell. Resource will direct students to research resources and course assignment. Contact John DeLooper in Library for additional information.

Information Technology

- We are pleased to announce that the phased migration of the Lehman website rebranding is nearing completion. All departments have been completed and the IT website is nearing completion. New pages are being added each week. The rebranded website is fully accessible and offers a neat and clean look for an enhanced user experience.
- The new student email went into effect in early June. LC.CUNY.EDU mail is no longer active. Mail from Brightspace is sent to the new student email address which is: firstname.lastnameXX@stu-mail.lehman.cuny.edu. Your new student email has the same Office365 applications and the prior mail. OneDrive is also included.
- QLess – our Help Desk reservation platform will be upgraded later in the semester to provide a better experience for the college community. With QLess, the community can make an appointment for assistance on their schedule. A member of the Help Desk Staff will call the registrant at the appointed time and provide the needed support. ZOOM assistance is also available to the college community.

- Campus computers are in the process of being upgraded. The Windows 10 Operating System is no longer supported and new computers will have Windows 11.
- Lehman 360 has meal plans that are suited for resident students and commuter students. There are 4 plans to choose from for resident students and 2 plans to choose for commuter students. Faculty and staff may purchase meal plans too! Once a plan is purchased, swipe your Lehman ID to purchase your meal. Vegetarian/vegan plans are available too.
- The IT Division has been collaborating with the Office of Student Affairs to ensure that Lehman's new Dormitory – Lehman Grand – has the latest technology for student residents.

LMS/Brightspace

- **Compliance Courses**

- Compliance Courses are located on the Compliance tab in your My Courses widget on the Lehman College homepage.
- Students
 - The CUNY Cybersecurity course is available for students. We strongly suggest that students complete the training as it offers best practices to protect the student and Lehman's digital environment.
 - CUNY Student SPARC Training course is now available. Faculty and Staff
- **Course Activation** – As faculty finalize your Fall 2026 courses, please confirm that your course is active and visible. Instructions are located beneath the My Courses widget on the Lehman College Brightspace homepage.
- **Course Requests, Administrative Services, and Incidents** – To provide secure, reliable, and equitable support, the Brightspace Transition Team uses ServiceNow and faculty.help@lehman.cuny.edu as the primary support channels for faculty and staff requests and incidents. These shared channels ensure that requests are properly tracked, visible to the entire support team, and routed appropriately for timely resolution, helping us provide consistent and efficient support. Requests for Course Copy, Course Merge, Observer Access, and Enrollment-Related Changes should be submitted through ServiceNow Brightspace Requests or e-mailing faculty.help@lehman.cuny.edu. Brightspace issues should be submitted through ServiceNow Brightspace Incidents
- **Brightspace Office Hours** - In addition to our regular business hours, we will offer expanded evening and weekend Brightspace Office Hours beginning this weekend and continuing through the weekend of September 12-13, 2026. Faculty and

staff are welcome to book consecutive sessions as needed. We look forward to working with you!

- **Training** – We have scheduled a Faculty Workshop on Yuja – our Media Repository – for Friday, September 13th @ 3 pm. If you use rich media (audio and video) for teaching, consider attending. Registration and more information will be coming soon/
- **Attendance Tool** - Brightspace now has an ATTENDANCE tool enabled. The new tool will allow faculty to keep attendance records for classes right inside Brightspace. Faculty have requested the tool and CUNY's Office of Academic Affairs and Technology have enabled the tool. The Attendance feature is found in the COURSE ADMIN area of every class under Learner Management. If you would like to learn more about the tool, please consider making an appointment for a Brightspace Office Hour so we can walk you through the tool.