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**Minutes of
The Lehman College Senate Meeting
Wednesday, March 4, 2020
Senate Meeting**

Senators Present: Acevedo, J.; Ali, S.; Alto, A.; Arias Bueno, M.; Auslander, D.; Austin, L.; Babalola, V.; Banks, R.; Baraldi, C.; Bayne, G.; Begum, M.; Bergmann, R.; Britt, K.; Budescu, M.; Burton-Pye, B.; Campeanu, S.; Codrington, N.; Davis, D.; Ebersole, S.; Evanson, L.; Fakhouri, S.; Farrell, R.; Fera, J.; Finger, R.; Fortunato-Tavares, T.; Gonzalez Castillo, R.; Hattori, T.; Hernandez, F.; Hyman, D.; Johnney, L.; Kamara, M.; Lemons, D.; Loscocco, P.; Luerssen, A.; Machado, E.; Mahon, J.; Maney, B.; Marianetti, M.; Markens, S.; McCabe, J.; McKenna, C.; McNeil, C.; Mellen, A.; Morales, A.; Moreno, Q.; Munch, J.; Mutoria, F.; Nunez-Torres, A.; Nwosu, P.; Ohmer, S.; Ouedraogo, R.; Phillips, M.; Prince, P.; Rice, A.; Rinti, R.; Rodriguez-Allie, A.; Rosario, Y.; Rotolo, R.; Sanchez, J.; Schwittek, D.; Sisselman, A.; Valentine, R.; Waring, E.; Wynne, B.; Yavuz, D.; Zerphey, N.

Senators Absent: Abreu, S.; Aisemberg, G.; Alexander-Street, A.; Alimi, A.; Allison, A.; Arias, R.; Augustus, A.; Bazile, S.; Boston, N.; Calvet, L.; Cheng, H.; Collett, J.; Di Bello, M.; Doyran, M.; Dumais, S.; Garcia, N.; Georges, C.; Jerry, C.; Johnson, M.; Ka, K.; Kolade, B.; MacKillop, J.; Mazza, C.; Mills, P.; Murphy, B.; O'Dowd, M.; Olumuyide, E.; Punu, K.; Qian, G.; Ramirez, M.; Rothman, C.; Sanchez, J.; Sarmiento, R.; Schlesinger, K.; Spencer, A.; Taveras, J.

The meeting was called to order by President Daniel Lemons at 3:34.

1. Approval of the Minutes

The minutes of the February 5, 2020 Senate meeting were approved by unanimous voice vote.

2. Announcements and Communications

a. Report of the President—

Dr. Lemons welcomed a new member of the College administration to the Senate: Dr. Victor Brown, the Associate Provost for Academic Programs and Educational Effectiveness. Dr. Lemons shared that Dr. Brown would be responsible for the leadership and oversight of undergraduate and graduate academic programs, including general education, educational effectiveness, program reviews, and faculty development.

Dr. Lemons discussed Covid-19. He informed that although the pace of the virus had changed more rapidly than the 24-hour news cycle, the most recent information he could provide was

41 from an announcement made by governor Andrew Cuomo the night before, which addressed
42 the situation of SUNY and CUNY students abroad in Italy and South Korea. Dr. Lemons
43 shared that SUNY and CUNY would be required to arrange the return of a total of 300
44 students from the aforesaid countries—40 of which are CUNY students. Thereafter, he
45 explained, the students would be directed to a SUNY dormitory facility for quarantine. Dr.
46 Lemons also made known that CUNY would be cancelling spring study abroad programs for
47 countries at warning levels 2 and 3; he shared that a determination was pending for summer
48 and fall programs.

49
50 Dr. Lemons stressed that the College could not change the designation of a course from face-
51 to-face instruction to online instruction without the permission of the NYS Department of
52 Education, but that the College would take every precaution to ensure the health and safety
53 of the Lehman College community. Dr. Lemons went on to provide a presentation on Covid-
54 19, where he communicated the protective measures one could take to avoid infection among
55 other essential information.

56
57 See Attachment I
58

59 **b. Student Legislative Assembly—**

60 Mr. Jose Acevedo announced that the Student Government Association purchased hand
61 sanitizers, all of which would be distributed to students the following week in the Student
62 Life Building. Mr. Acevedo also thanked the Chief Librarian, Kenneth Schlesinger, and the
63 Director of Public Safety, Fausto Ramirez, for extending Library hours during midterms and
64 for making the effort to support the accommodations requested by students.

65
66 **REPORTS OF STANDING COMMITTEES—**

67
68 **1. Graduate Studies**

69 Professor Janet DeSimone presented proposals for curriculum changes in the following departments:
70 Art, Middle and High School Education, Languages and Literatures, and Speech-Language-Hearing
71 Sciences. Prof. DeSimone also presented a proposal from the Office of Graduate Studies. All
72 presented proposals were approved by unanimous voice vote.

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Prof. DeSimone presented one informational item from the Department of Middle and High School Education.

See Attachment II

The next meeting was scheduled for Wednesday, April 1, 2020 at 11:00 a.m. in CA-B33A.

2. Governance Committee

Professor Joseph Fera presented the report. He informed all of a vacancy on the Committee of Admissions, Evaluation, and Academic Standards (CAEAS) and of the Governance Committee’s nomination of Professor Tanja Haxhoviq. Prof. Fera then opened the floor to additional nominations. There were none. Prof. Haxhoviq was elected to serve on the CAEAS committee by unanimous voice vote.

Prof. Fera reiterated the first step in the standing committee elections process, which he reminded began on March 2, 2020. He also referred all to a flyer with additional information on the three-step process and urged faculty and staff to contact him with nominations until the deadline, March 16, 2020.

Before calling attention to the proposed revisions that were made to the Senate Bylaws, Prof. Fera briefed on the Senate Bylaws amendment process. He also shared that the process was first taken on by the previous chair of the Governance Committee, Professor Duane Tananbaum, who was currently the Senate Parliamentarian. Prof. Fera thanked Prof. Tananbaum for playing such a pivotal role in the process. Prof. Tananbaum was then granted floor rights and asked to lead the discussion.

Prof. Tananbaum reiterated the importance of the amendment process and informed of the purpose behind the changes, which was to remove outdated language from the Bylaws as well as to bring the Bylaws up-to-date. Before proceeding, he explained that the amendments, as is the general process for all items to be presented at the Senate, are always sent at least two-weeks in advance before each meeting. As such, he cautioned, further amendments to the Bylaws could not be proposed the day of; however, he explained that additional amendments could be sent to the Governance Committee

105 after the meeting and discussed at a later date. Prof. Tananbaum went on to tackle the proposed
106 amendments section-by-section and asked that the Senate either vote to accept or reject the changes.

107
108 Prof. Tananbaum presented the changes under Article I of the Bylaws and a discussion ensued.
109 Members of the Senate were asked to vote on the changes that included “Lehman” and “The Lehman
110 College Senate” on page one of the Bylaws; the proposed revisions were approved by unanimous
111 voice vote. The Senate was also asked to vote on the inclusion of the word “assessment” on page
112 one of the Bylaws, which was approved by majority voice vote with one abstention.

113
114 Prof. Tananbaum presented the changes to Section 2 of Article I. However, Professor Penny Prince
115 made a motion to table the remaining amendments to the Bylaws, pending additions others would
116 like to make before the next meeting. The motion was seconded and the remaining amendments
117 were tabled by majority voice vote.

118
119 See Attachment III

120
121 The next meeting was scheduled for Tuesday, March 24, 2020 at 11:00 a.m. in CA-201.

122
123 **3. Committee on Admissions, Evaluations and Academic Standards**

124 Professor Sandra Campeanu presented the following policy change proposals to the Senate: (1)
125 Transfer Credit, (2) ePermit, and (3) Heritage and Foreign Transfer Students. All three proposals
126 were approved by unanimous voice vote.

127
128 See Attachment IV

129
130 The next meeting was scheduled for Wednesday, Marc 11, 2020 at 1:00 in LT 317.

131
132 **4. Undergraduate Curriculum**

133 Professor Lynn Rosenberg presented proposals for curriculum changes in the following departments:

134 Biological Sciences, Political Sciences, and Speech-Language-Hearing Sciences. Prof. Rosenberg
135 also presented a proposal for curriculum changes from the Undergraduate Curriculum Committee
136 (UCC). All presented proposals were approved by unanimous voice vote.

137

138 See V

139

140 The next meeting was scheduled for Wednesday, April 8, 2020 at 1:00 p.m. in SC-1405A.

141

142 **5. Academic Freedom:**

143 There was no report. Professor David Manier shared that the committee would be looking into
144 several matters which, he informed, would be presented to the Senate at a later date. He elaborated
145 that the following were among the items to be discussed: (1) whether a department has the authority
146 to determine the textbooks an instructor may use, (2) survey results from the University Faculty
147 Senate, and (3) the executive order issued by President Donald J. Trump against anti-Semitism at
148 colleges and universities.

149

150 The next meeting was scheduled for Wednesday, March 25, 2020, at 3:00 p.m. in GI-103.

151

152 **6. Library, Technology, and Telecommunication**

153 Mr. Steven Castellano presented a resolution to endorse the Lehman College Listserv
154 recommendations. The resolution was approved by unanimous voice vote. Mr. Castellano also
155 brought announcements from the Library, Division of Information Technology, Online Education,
156 and concerning Blackboard.

157

158 See Attachment VI

159

160 The next meeting was scheduled for Wednesday, March 25, 2020 at 11:00 a.m. in CA 162.

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162 **7. Campus Life and Facilities**

163 There was no report.

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165 The next meeting was scheduled for Wednesday, April 1, 2020 at 2:00 p.m. in SH 018.

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8. Budget and Long-Range Planning

There was no report.

The next meeting was scheduled for Wednesday, April 29, 2020 at 1:00 p.m. in SH 336.

9. University Faculty Senate Report

Professor Judith Duncker reported on the events of the February 18th Plenary Session.

See Attachment VII

The next Plenary Session was scheduled at CUNY Central for Tuesday, March 31, 2020 at 6:30 p.m. in room 0819.

4. Report of Ad Hoc Committee

a. Report of the Academic Assessment Council—

Dr. Vincent Prohaska, the Director of Assessment and Senior Faculty Advisor to the Provost, briefed on several informational items. He informed that there was an ongoing search to replace Taskstream as the assessment management system; he also informed that the committee viewed several presentations from vendors and sought to schedule presentations from additional vendors as well. The goal, he explained, was to complete the project by the end of March.

Dr. Prohaska informed of plans to schedule a workshop on the six-step process for academic and educational support units as well as a workshop on creating outcomes for academic units. He went on to inform of a Middle States assessment workshop that would be attended by a member of the Assessment Office in March. Dr. Prohaska also shared that the committee applied to send a faculty team, in the summer, to a General Education and Assessment workshop of the Association of American Colleges and Universities. Furthermore, he briefed that there were faculty groups participating in curriculum mapping for General Education and LEH courses; he explained that doing so would allow courses to be attached more firmly to the College's institutional learning outcomes.

198 **Old Business**----None.

199

200 **New Business**

201 Dean Elin Waring granted floor rights to Census Corp members, Ms. Julissa Monegro and Ms.
202 Hypatia Gonzales, to discuss an important event on April 1, 2020, namely Census Day. Ms.
203 Monegro summarized the purpose of the U.S. Census, which she explained was to count the U.S.
204 population, determine congressional apportionment, and provide resources that would help to fund
205 schools, programs, hospitals, and roads, among other resources. As the community has had a history
206 of being undercounted, Ms. Monegro urged everyone to participate. Ms. Gonzales also encouraged
207 participation, and warned that an undercount would result in a loss of money for the community as
208 well as a loss in congressional seats. She went on to announce that the Census would be available
209 via phone, postal mail, and for the first time ever, online. Ms. Gonzales shared that kiosks would
210 be made available in Shuster Hall for those who wished to complete the Census on campus.

211

212 Dean Waring displayed a map of parts of the Bronx and the lower Westchester area that were harder
213 to count. She expressed that it was extremely important for the Lehman community to take a lead
214 in helping to make sure that everyone on campus is accounted for and that the Community spreads
215 the word among friends, family, neighbors, and others. Dean Waring also announced several
216 upcoming events such as the Make the Bronx Count event on March 16th and the Census Block
217 Party on April 1st. She also informed that Census invitations would start on March 12th and that
218 civic engagement week would begin March 30th through April 2nd.

219

220 **ADJOURNMENT**

221 President Lemons adjourned the meeting at 5:16 p.m.

222

223 Respectfully submitted:

224

225 Cynthia Cessant



GOVERNANCE COMMITTEE

Senate Report
March 4th, 2020

- Standing Committee Vacancy
 - The Governance Committee nominates **Tanja Haxhoviq** from the Department of Mathematics to fill a vacancy on CAEAS left by Linda Scheetz. This term expires 6/20.
 - Any additional nominations? Discussion?
 - Vote

- Committee Elections In Progress
 - Email soliciting nominees to fill faculty vacancies on Senate Standing Committees sent out on Monday, March 2nd.
 - Recall, this is Step 1 of a three-step process. This process is summarized in the accompanying flyer.
 - Email nominations to me, joseph.fera@lehman.cuny.edu, or you may leave paper nominations in my department mailbox (GI 211).

- Senate Bylaws Amendments
 - According to our Senate Bylaws,

*An amendment to these bylaws may be adopted at a stated or special meeting of the Senate provided that a copy of the proposed amendment is sent to each Senate member at least two weeks before it is to be voted upon. The vote required shall be **two-thirds** affirmative vote of the members present.*
 - The proposed amendments along with a memo were sent (via email) to all Senators on Tuesday, February 18th.
 - Floor rights for Duane Tananbaum to help lead the discussion.
 - Questions? Discussion?
 - Vote

- Next Governance Committee Meeting is Tuesday, March 24th at 11am in CA-201.

The Lehman College Senate Standing Committee Faculty Member Election Process 2020

Step 1: Nomination Solicitation

All Faculty and Staff are asked to contribute nominations to fill Senate Committee faculty member seats that will be vacant as of June 2020.

March 2nd – March 16th by Email



Step 2: Slate Prepared

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

March 17th – March 31st

Step 3: The Senate Votes

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

April 1st Senate Meeting

SHARED
Governance

Explanation of Proposed Revisions to Lehman College Senate Bylaws

Duane Tananbaum

Most of the proposed revisions in the Senate Bylaws are intended to update and clarify the wording of the Bylaws and to bring the document into agreement with current practices. Language to be deleted is crossed out; language to be added is in red and in italics. Below are explanations of the major changes (Article and Section numbers refer to the new numbers).

Amendments to the Bylaws must be sent to Senate members at least two weeks before they are to be voted on and require a two-thirds affirmative vote of the members present.

Article I, Section 1a: Assessment is being added to the policy functions of the Senate as recommended by Middle States. The current Senate ad hoc Committee on Assessment is being converted into a Senate standing committee later in the document.

~~Art. I, Sect. 2a: For at least the last 33 years, this power of the Senate to advise on the appointment of the President and full Deans has never been exercised. This provision contravenes the current CUNY process for presidential searches, as promulgated by the Board of Trustees. Faculty and Students do participate in these searches through their presence on search committees.~~

~~Art. I, Sect. 2c: For at least the last 33 years, this power of the Senate to advise on the procedures for faculty appointments, reappointments, promotions, tenure, and dismissal has never been exercised. These are issues that are better dealt with by the Faculty Promotion and Budget Committee and the Professional Staff Congress, not the Senate.~~

Art. II, Section 2a: Non-Teaching Instructional Staff are defined as Higher Education Officers and College Lab Technicians.
Senator-at-Large elections are set to occur in odd-numbered years.

Art. II, Sect. 4a: The President of the College is explicitly named as the Senate's presiding officer.

Art. II, Sect. 4b: Instead of the Senate electing a chair to preside in the absence of the President, the chair of the Governance Committee would become the chair of the Senate and preside over the Senate in the absence of the President. The chair of the Governance Committee is more familiar with the business of the Senate than a separately elected chair of the Senate might be. The chair of the Senate is also one of Lehman's two representatives to the CUNY Faculty Governance Leaders, and having the chair of the Governance Committee serve in this role makes it more likely that this person will be a faculty member.

Art. III, Sect. 4: The provision on motions to reconsider is unnecessary.

Art. IV, Sect. 1c: Puts in one place the provision that all members of committees, including administrators, are voting members of the committee, resulting in deletion of wording in Art. IV, Sect. 1d that administrators are voting members of committees.

Art. IV, Sect. 5: Makes committee chairs responsible for ensuring that minutes are kept and submitted for committee meetings and requires that committees report to the Senate at least once a semester rather than once a year.

Art. IV, Sect. 6a (and IV:6b:viii): The new language here is to ensure communication between the Governance Committee and the Faculty Executive Committee to clarify jurisdictional issues that may arise.

Art. IV, Sect. 8v: This provision that no course shall be dropped without prior reference to the Curriculum Committee and the Department is unnecessary.

Art. IV, Sect. 9iv: This provision that no course shall be dropped without prior reference to the Graduate Studies Committee and the Department is unnecessary

Art. IV, Sect. 14: Makes the current ad hoc Committee on Assessment a standing committee. The ad hoc committee drafted this language for the committee's membership and functions.

Art. IV, Sect. 15; Change Ombudsman to Ombudsperson and require a report from the Ombudsperson at the May Senate meeting.

The Governance Committee wishes to drop from the proposed Senate Bylaws amendments the proposed changes to Article I, Section 2, Advisory Functions, concerning the power of the Senate

- a) “To advise on the appointment of the President of the College and all full Deans,” and
- d) “To advise the President, Deans, and Department Chairmen concerning the procedures for faculty appointments, reappointments, promotions, tenure awards, and dismissal.”

Although it is true that these powers have not been exercised in many years, and they are merely advisory, the Governance Committee, after hearing the views of other members of the Lehman College community, has been persuaded that it is not in the best interests of the College or the Senate for the Senate to relinquish these powers.

Further research has revealed that these provisions do ***not*** contravene current CUNY policies for presidential searches. Although such searches have tended in recent years to emphasize confidentiality rather than widespread consultation with or participation by campus bodies, the Search Committee, according to stated CUNY policy, is required to include “three tenured faculty from the College (but not including the President, Vice Presidents, Provosts, or Deans), elected as determined by the appropriate faculty governance body, or if there is no official faculty governance body established by the College’s approved governance plan, by the faculty members of the College governance body.”

In addition, the Search Committee is to include students: two students from the College, recommended by the President and appointed by the Chairperson of the Board, generally, but not necessarily, the presidents of the student governments, or if there is only one student government, another elected student leader, provided, however, that the President shall consult the appropriate student government bodies on the selection.

We have not had much experience at Lehman with presidential searches. In 2015, in the first presidential search here in 25 years, 3 faculty representatives were recommended by President Fernandez after informal consultations with elected faculty leaders. When we became aware of the provision in the CUNY policy after the Search Committee had begun its work, the General Faculty ratified these three people as the faculty members of the Search Committee. In retrospect, that action should have been taken by the faculty members of the Senate, not the General Faculty.

BYLAWS OF THE LEHMAN COLLEGE SENATE

Adopted December 22, 1971
Last Amended February 8, 2017

Article I. Functions of the Senate

~~(As established in the "Governance Structure of Lehman College," approved by the CUNY Board of Trustees)~~

Subject to the authority and the Bylaws of the CUNY Board of Trustees, the *Lehman* College Senate shall be responsible for the formulation of academic policy and for legislative and advisory functions related to the programs, standards, and goals of the *Lehman* College.

Policy Functions

Section 1. Policy Functions

‡ *The Lehman College Senate* shall have the power to formulate policy, to make policy recommendations, and to review the implementation of policy concerning:

- a) Academic affairs, including the development of curricula; degree requirements; interdisciplinary programs; admission and grading practices and standards; *assessment*; and the awarding of credits, degrees and honors;
- b) Long-range planning to achieve the overall goals of the College, within The City University and the College community, including responsibility for the continued development of the College;
- c) Campus life and activities which promote the total educational program, including ancillary services within the College, student organizations; alumni and community relations; without regard to race, ethnicity, religion, gender, sexual orientation, age, physical impairment, political and economic differentiations;
- d) Practices and procedures for protection of academic freedom, the rights and liberties of each member of the Lehman College community, and the equitable settlement of internal campus problems.

Advisory

Section 2. Advisory Functions

‡ *The Lehman College Senate* shall have the following advisory functions:

- a) To advise on the appointment of the President of the College and all full Deans;

- b) To propose amendments to, and revisions of, the Bylaws of the CUNY Board of Trustees and to recommend action to other bodies with jurisdiction over The City University;
- c) To *work with the College administration and* ~~assist~~ the College Personnel and Budget Committee in the determination of budgetary priorities within the College;
- d) To advise the President, Deans, and Department ~~Chairmen~~ *Chairs* concerning the procedures for faculty appointments, reappointments, promotions, tenure awards, and dismissal.

Legislative Functions

Section 3. Legislative Functions

~~#~~ *The Lehman College Senate* shall have the following legislative responsibilities:

- a) To carry out by legislation the aforesaid policy functions;
- b) To take such other recommending actions as the Senate may wish.

Article II. Organization of the Senate

Composition

Section 1. Composition

The Senate shall be constituted and *its* members elected or appointed as provided for in the "Governance Structure of Lehman College."

Conduct of Elections

Section 2. Conduct of Elections

- a. Faculty-at-large, Part-time faculty representatives, and Non-Teaching Instructional Staff (*Higher Education Officers and College Lab Technicians*) elections shall be conducted by the *Senate* Committee on Governance. The elections for Student Representatives shall be conducted by the Student Elections Board.
- b. Election of Faculty at-large and Non-Teaching Instructional Staff Representatives *shall be completed no later than Spring Commencement in odd-numbered years. Elections to Senate committees shall be completed no later than the last Senate meeting of the academic year*

Non-members at Meetings

Section 3. Non-members

- a) There shall be no substitutes or proxies in place of absent members.

- b) Meetings of the Lehman College Senate shall be open to all members of the Lehman College community. Floor rights may be granted to non-members by majority vote of the Senate at the request of a member of the Senate.
- c) Chairs of Senate Committees shall be entitled to floor rights to present their reports.

Officers

Section 4. Officers

a. *President*

The President of the College shall preside over meetings of the Senate

ba) Chairperson

~~The Senate shall elect by majority vote from among its members a Chairperson who~~ *Chair of the Governance Committee shall serve as the Chair of the Senate and* shall preside in the absence of the President. ~~The Chairperson shall be elected for a one-year term at the first meeting of the Senate each academic year.~~

cb) Vice-Chairperson

~~The Vice-Chairperson shall be the Chairperson of the Student~~ *Legislative Assembly Conference* ~~who shall preside in the absence of the President and the Chairperson of the Senate. In the absence of the President, Chairperson and Vice Chairperson, the Chairperson of the Committee on Governance shall preside.~~

de)

Secretary

A recording Secretary shall be appointed by the President

ed)

Parliamentarian

A Parliamentarian shall be appointed by the President.

Vacancies and Replacements

Section 5. Vacancies and Replacements

When Senators-at-large, members of Senate committees, and departmental representatives to the Senate are elected, they shall be notified that if they go on leave during their term of office, they will be considered to have resigned from the Senate or the Senate committee unless they inform the chair of the Governance Committee that they will continue to attend meetings and fulfill their responsibilities as a Senator or committee member.

In the case of a departmental representative, the department shall

elect a replacement to serve for the remainder of the term of office to which the original representative had been elected. In the case of a Senator-at-large or a Senate committee member, the vacancy in the Senate or on the committee shall be filled in the usual manner, with the new Senator or committee member serving for the remainder of the term of office to which the original Senator-at-large or committee member had been elected.

Article III. Meetings

Stated Regular

Section 1. ~~Stated~~ *Regular* Meetings

~~Stated~~ *Regular* meetings of the Senate shall be held once a month during the academic year (*except January*), the times and dates to be announced at the beginning of each academic year.

Special

Section 2. Special Meetings

Special meetings shall be held on the call of the President or *the Chairperson of the Senate, or* on resolution of the Senate, or on the written request of fifteen members of the Senate. Such meetings shall be held within seven weekdays from the call for such meeting.

Agendas

Section 3. Agendas and Calls to Meeting

a) Items for inclusion on the agenda of a ~~stated~~ *regular* meeting, including items for new business, shall be ~~delivered in writing~~ *submitted* to the Chairperson of the Senate *or their designee*, no less than eight calendar days before the meeting in order to appear on the published agenda. Items for new business shall be presented in the order received. For special meetings, the agenda shall accompany the call for a meeting.

b) The full agenda (including all attachments) for each meeting shall be ~~mailed~~ *distributed* to each member of the Senate at least one week before the meeting. Published agendas shall be posted on ~~appropriately designated bulletin boards~~ (*the college website*, with full agenda, including all attachments, *and shall also be made* available in the Lehman Library) at least one week before the meeting. ~~Senators are to be privileged to pick up copies of the full agenda with attachments at designated campus offices.~~

Rules of Order

Section 4. Rules of Order

In all matters not covered by these Bylaws, the Senate shall be

governed by parliamentary rules and usage as set forth in Robert's Rules of Order, latest edition, with the exceptions that the motion to lay on the table shall require a three-fifths, rather than a simple majority, for passage, and no motion "to reconsider and enter on the minutes" shall be entertained.

Quorum Section 5. Quorum

A quorum for both ~~stated-regular~~ and special meetings shall consist of a majority of the members of the Senate.

Minutes Section 6. Minutes

Minutes of each meeting shall be distributed to the members of the Senate as soon as practicable after the meeting, but in no case *not* later than seven calendar days following ~~prior to~~ the *next* meeting. Copies of the minutes shall *also* be available to interested members of the Lehman College community at designated places *posted on the college website and shall be made available at the Lehman Library-*

Article IV. Committees

Functions and Membership Section 1. Functions and Membership

a) The primary function of a Senate Committee shall be to study the subjects referred to it by these bylaws or by the specific action of the Senate, to formulate appropriate policies thereon, and to propose such policies to the Senate for action. A standing committee shall maintain a continuing review of policies affecting its area of concern.

b) ~~Attendance at Committee Meetings:~~ Any interested member of the Lehman College community has the right to be present at any meeting of any committee. ~~Also, interested~~ *Such* persons may request from the committee the right to speak to the order of business of the committee.

c) ~~As a general policy, membership in e~~*Committees* of the Senate shall include faculty (including part-time faculty *and non-teaching instructional staff*), students, and administrators *as voting members of the committee. Except for the Committee on Governance, and, members of Senate committees do not need to be members of the Senate.* ~~shall be open to non-members of the Senate. Representatives of the administration serving on Senate committees shall be voting members and shall be appointed by the President. As a general principle, individuals may not serve on not more than~~

one standing committee of the Senate.

~~All members of standing and ad hoc committees present shall participate fully in the deliberations and balloting procedures involved in discharging the duties assigned. Every reasonable effort shall be exerted to see that all committee members receive adequate notice of all meetings.~~

d. Members of the Committee on Governance shall be elected at the first Senate meeting of the fall semester. Faculty members of all other standing committees, as hereafter specified, shall be elected by the Senate from nominations received from the Committee on Governance and from the floor; such elections shall be completed no later than the last Senate meeting of the academic year, with the term beginning at the start of the following Fall semester. Student members of standing committees shall be elected *by the Senate* in the fall semester. *Representatives of the administration serving on Senate committees shall be voting members and shall be appointed by the President unless otherwise specified in these bylaws.*

Standing Committees — Section 2. Standing Committees

e. Faculty members *of Standing Committees* shall be elected for staggered terms of two years. Student members shall be elected for a term of one year. Members of committees shall be eligible for re-election.

In the event more nominations are received than there are positions to be filled, election to standing committees shall be by majority vote. Each member of the Senate shall vote for a number of candidates up to the number of positions to be filled. In the case of ties, there shall be a runoff election.

Ad hoc Committees — Section 23. Ad hoc Committees

Ad hoc committees may be created by ~~action~~ of the Senate for specific purposes. Ad hoc committees shall be elected or appointed as the Senate may decide in each instance.

Officers — Section 34. Officers

Each committee shall elect its chair by secret ballot at its first meeting of the academic year. The chair of the previous year's committee shall convene the first meeting. If necessary, the Committee on Governance shall designate a convener to call the first meeting.

Sub-Committees Section 45. Sub-Committees

Any committee of the Senate, standing or ad hoc, may establish sub-committees for specific purposes. Members of such a sub-committee need not be members of the parent committee. The establishment and membership of each sub-committee shall be reported to the Senate.

Minutes and Reports

Section 56. *Minutes and Reports*

Committee chairs shall ensure that minutes are kept of each committee meeting, and such minutes should be submitted to the Chair of the Governance Committee or their designee for posting on the college website. Each standing committee shall meet at least once each semester and shall *present the committee's report to the Senate* at least once during each academic year *semester*. ~~Such reports may be presented to the Senate orally or in writing. Each special~~ *Ad hoc* committees shall report at least once during its *their* term of service. A standing committee may be required to report to the Senate at any time by the request of fifteen Senate members.

Committee on Governance

Section 67. Committee on Governance

a. Membership:

Nine senators as follows: five elected faculty; three elected students; and one administrator. *If no member of the Faculty Executive Committee is elected to the Governance Committee, the Faculty Executive Committee shall appoint one of its members to serve as a non-voting liaison with the Governance Committee.*

b. Functions:

- i. Serves as the Executive Committee of the Senate;
- ii. Sets the agenda, prepares the calendar of the Senate meetings and consults with the President concerning Senate business;
- iii. Reviews the operation of and recommends changes to the Senate committee system;
- iv. Reviews and makes recommendations on all proposed changes to Senate Bylaws;
- v. Resolves questions of committee jurisdiction;
- vi. Nominates candidates to committees, soliciting nominations and presenting slates of nominations to the Senate no later than the last Senate meeting of the academic year;
- vii. Administers the election of the at-large faculty and Non-Teaching Instructional Staff representatives to the Senate.
- viii. If no member of the Governance Committee is elected to the*

Faculty Executive Committee, the Governance Committee shall appoint one of its members to serve as non-voting liaison with the Faculty Executive Committee.

Committee on Academic Admissions, Evaluation and Academic Standards

Section 78. Committee on *Undergraduate* Admissions, Evaluation and Standards

a) Membership:

Ten members as follows: six elected faculty members; three elected students; and one administrator.

b) Functions:

- i. Reviews and recommends policies and procedures regarding: undergraduate admission, readmission, and retention;
- ii. Reviews and recommends policies and procedures regarding: the evaluation of undergraduate student academic progress including the evaluation of transfer credits; academic advisement; course equivalencies, waivers, and grade appeals; degree requirements, certification, academic requirements;
- iii. Hears appeals from individual *undergraduate* students, taking care to safeguard the confidentiality of individual cases.

Undergraduate Curriculum Committee

Section 89. Undergraduate Curriculum Committee

a) Membership:

Ten members as follows; six elected faculty members; three elected students; and one administrator.

b) Functions:

- i. Resolves questions of curricular responsibility among departments of the College;
- ii. Reviews existing curricular organization at the undergraduate level;
- iii. Considers *and recommends* proposed changes in the existing undergraduate curriculum and programs;
- iv. Reviews, ~~on an annual basis,~~ *and makes recommendations concerning* the General Education requirements of the College;
- v. ~~Maintains the stipulated principle that no undergraduate course shall be dropped from the curriculum of the College without prior reference to the Committee and the relevant department as required by the Bylaws of the CUNY Board of Trustees.~~

**Committee on
Graduate
Studies**

Section **940**. Committee on Graduate Studies

a) Membership:

Ten members as follows: six elected faculty; three elected students at least one of whom is a graduate student; and one administrator.

b) Functions:

- i. Evaluates and reviews graduate programs and recommends additions, revisions, terminations, and/or other modifications as required;
- ii. Considers proposed changes in the existing graduate curriculum and programs;
- iii. Reviews and recommends policies and procedures regarding: graduate admission, readmission, and retention;
- iv. ~~Maintains the stipulated principle that no graduate course shall be dropped from the curriculum of the College without prior reference to the Committee and the relevant department as required by the Bylaws of the CUNY Board of Trustees.~~
- v. Hears appeals from individual *graduate* students, taking care to safeguard the confidentiality of individual cases.

**Library,
Technology and
Telecommunications
Committee**

Section **1044**. Library, Technology and Telecommunications Committee

a) Membership:

Eleven members as follows: six elected faculty; three elected students; *and* the Chief Librarian and the *Director of the Vice President for Information Technology Resources Department or their designees.*

b) Functions:

- i. Reviews and recommends educational policies relating to the Library and Information Technology *issues*. ~~Center recognizing the Library and Information Technology Center as major educational resources of the College;~~
- ii. Advises the Chief Librarian regarding the administrative operation of the Library;
- iii. Advises the ~~Director of the~~ *Vice President of* Information Technology ~~Resources Department~~ regarding the administrative operation of the Information Technology Center;
- iv. ~~Advises~~ *Reviews and makes recommendations to* the Senate on matters regarding the integration of technology including the development of computing and telecommunications services into the educational support service structure of the College.

Budget and Long Range Planning Committee

Section **1142**. Budget and Long Range Planning Committee

a) Membership:

Ten members as follows: six elected faculty; three elected students; and one administrator.

b) Functions:

- i. Receives complete and timely information from the College Administration regarding the college's budget;
- ii. Advises the Senate and the College Administration regarding the College's budgetary priorities and strategies;
- iii. Meets jointly with the P&B Subcommittee on the Budget for the purposes of exchange of information and joint deliberation;
- iv. Reviews, on an ongoing basis, the long range plans of the College.

Committee on Campus Life and Facilities

Section **1243**. Committee on Campus Life and Facilities

a) Membership:

Ten members as follows: six elected faculty; three students; and one administrator.

b) Functions:

- i. Advises **Reviews and makes recommendations to** the Senate on issues regarding the delivery of services to students, including financial aid, personal counseling, registration, food service, and **the** bookstore;
- ii. Advises **Reviews and makes recommendaitons to** the Senate on issues regarding the delivery of services to faculty, including **the faculty** dining room, payroll services, use of facilities;
- iii. Reviews, recommends and reports to the Senate on the maintenance of offices, classrooms, sanitary facilities and common areas of the College;
- iv. Advises in the development of security policies for the College and recommends measures to ensure safety and wellbeing on the campus community;
- v. Recommends **a plans** for the physical development of the College, including the identification of renovation needs, recommends the physical location of new structures and other physical enhancements of the campus;
- vi. Recommends parking and transportation policies;
- vii. Advises in the development of policies and issues related to insuring full and equal participation in College programs and activities.

Committee on Academic Freedom

Section **1344**. Committee on Academic Freedom

a) Membership:

Nine members as follows: fi v e elected faculty; three

elected students; and one administrator.

b) Functions:

- i. Investigates allegations of infringement of academic freedom and makes recommendation(s) to the appropriate individuals;
- ii. May report to the Senate on such allegations, and may, with their consent, identify the parties involved;
- iii. Recommends procedures and guidelines for the settlement of internal campus problems and may, with Senate approval, establish review mechanisms appropriate to that responsibility.

**Committee on
Assessment**

Section 14 Committee on Assessment

a) *Membership:*

Fifteen members as follows: seven elected faculty; three elected students; five administrators: one each from Academic Affairs, Student Affairs, Enrollment Management, Administration and Finance, and Institutional Advancement.

b) *Functions:*

- i. *Periodically review the Institutional Effectiveness Plan and recommend changes;*
- ii. *Collect and document academic assessment information at the institutional, program and course levels, including General Education and Institutional Learning Outcomes (ILOs);*
- iii. *Collect and document assessment information from Administrative, Educational, and Student Support (AES) units;*
- iv. *Assist departments, programs, faculty, AES units and staff in developing and implementing assessment plans and communicating assessment findings with appropriate stakeholders;*
- v. *Facilitate the use of assessment results for continuous improvement in Lehman College's governance, planning, resource allocation, program-level and institutional learning outcomes;*
- vi. *Identify and address professional development needs/opportunities in assessment and disseminate information on best practices in assessment;*
- vii. *Review, recommend policies, and report to the Senate on the development of broader assessment policies and practices to promote student achievement and*

improvement in curricular, pedagogical, administrative, and support services.

Ombudsman

Section 15. ~~Ombudsman~~Ombudsperson

The Lehman College ~~Ombudsman~~ Ombudsperson shall serve as a confidential investigator in cases of alleged unfairness or maladministration. The ~~Ombudsman~~ Ombudsperson shall be the impartial spokesman for all parties involved in such cases. ~~The Office of Ombudsman shall be governed according to guidelines established in the Senate enabling resolution.~~

~~of November 1984.~~ The Office of ~~Ombudsman~~ Ombudsperson shall be headed by a *tenured* member of the ~~tenured~~ faculty who shall serve as ~~Ombudsman~~ Ombudsperson for a term of two years, and who shall be eligible for re-election. The ~~Ombudsman~~ Ombudsperson shall be chosen by the President of the College from a panel of candidates nominated by the Senate. Nominations shall take place in the Spring *semester of odd-numbered years* by procedures regularly used in Senate elections. In case of a vacancy, the same procedures for submission to the President shall be used in choosing nominees for the unexpired term. *The Ombudsperson shall report to the Senate during the May meeting on their activities during the academic year.*

Article V. Amendments

An amendment to these Bylaws may be adopted at a ~~stated~~ *regular* or special meeting of the Senate provided that a copy of the proposed amendment is sent to each Senate member at least two weeks before it is to be voted upon. The vote required shall be a two-thirds affirmative vote of the members present.

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

Senate Meeting: March 4, 2020

The CAEAS committee met on Feb 19 at 3-4pm, but there were not enough members present to reach a quorum.

The committee heard proposals concerning the Lehman College transfer credit policy and the e-permit policy, which it brings to the senate for a vote.

In addition, the committee heard clarification regarding the heritage speakers placement test that is conducted by the Languages and Literatures Dept for student placement. The committee is, as such, resubmitting the proposal concerning Heritage speakers that was tabled at the December 2019 senate meeting.

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

COMMITTEE ON ADMISSIONS, EVALUATION AND ACADEMIC STANDARDS

POLICY CHANGE

Effective Term: Spring 2021

1. **From:** ~~Strike through the changes~~
Transfer Credit

The following rules govern the evaluation of transfer credit:

- Credit is usually granted for a course from a college or university accredited by one of the following accrediting bodies if the description of that course matches that of a similar course offered by Lehman College: Middle States Association of Colleges and Schools/Commission on Higher Education; New England Association of Schools and Colleges/ Commissions on Institutions of Higher Education; North Central Association of Colleges and Schools; Northwest Association of Schools and Colleges; Southern Association of Colleges and Schools/Commission on Colleges; Western Association of Schools and Colleges/ Accrediting Commission for Community and Junior Colleges; Western Association of Schools and Colleges/ Accrediting Commission for Senior Colleges and Universities; Accrediting Commission for Community and Junior Colleges; Accreditation Commission for Education in Nursing, Commission for Nursing Accreditation Education and accreditation by the New York State Board of Regents and the Commissioner of Education of the colleges currently listed on the NYSED college accreditation site.
- Credit for a course at a postsecondary institution not accredited by one of the above-mentioned accrediting bodies, whose description matches that of a similar course offered by Lehman College may be granted with departmental approval. ~~The maximum number of credits~~
- Courses from non-accredited institutions that do not have a Lehman equivalent will not transfer.
- Courses ~~passed~~ outside the City University system with a grade of D (~~below 70 percent~~) will not be credited by Lehman College. They will be included, however, in the cumulative index to determine an applicant's eligibility for admission.
- The maximum total number of credits that may be transferred towards the degree at Lehman College is 90. ~~There is a 70-credit limit on the number of credits that may be transferred from Associate degree granting institutions.~~ Students must satisfy the requirement that 30 credits as well as ~~one-half~~ the credits in the major and half in the minor or half the credits in an interdisciplinary program be completed in residence at Lehman. (See the definition of credits in residence in the section on "Degree Requirements" in this Bulletin, under the heading "Credit Requirements.")

2. **To:** Underline the changes
Transfer Credit

The following rules govern the evaluation of transfer credit:

- Credit is usually granted for a course from a college or university accredited by one of the following accrediting bodies if the description of that course matches that of a similar course offered by Lehman College: Middle States Association of Colleges and Schools/Commission on Higher Education; New England Association of Schools and Colleges/ Commissions on Institutions of Higher Education; North Central Association of Colleges and Schools; Northwest Association of Schools and Colleges; Southern Association of Colleges and Schools/Commission on Colleges; Western Association of Schools and Colleges/ Accrediting Commission for Community and Junior Colleges; Western Association of Schools and Colleges/ Accrediting Commission for Senior Colleges and Universities; Accrediting Commission for Community and Junior Colleges; Accreditation Commission for Education in Nursing, Commission for Nursing Accreditation Education and accreditation by the New York State Board of Regents and the Commissioner of Education of the colleges currently listed on the NYSED college accreditation site.
- Credit for a course at a postsecondary institution not accredited by one of the above-mentioned accrediting bodies, whose description matches that of a similar course offered by Lehman College may be granted with departmental approval.
- Courses from non-accredited institutions that do not have a Lehman equivalent will not transfer.
- Courses completed outside the City University system with a grade of D or below will not be credited by Lehman College. They will be included, however, in the cumulative index to determine an applicant's eligibility for admission.
- The maximum total number of credits that may be transferred towards the degree at Lehman College from Associate degree granting institutions is 70. Students must satisfy the requirement that at least 30 credits as well as at least half of the credits in the major or in an interdisciplinary program, minor or certificate be completed at Lehman College. (See the definition of credits in residence in the section on "Degree Requirements" in this Bulletin, under the heading "Credit Requirements.")

3. **Rationale:**

Language is updated to reflect current College and CUNY policies and procedures.

4. **Date of CAEAS approval:** February 19, 2020

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

COMMITTEE ON ADMISSIONS, EVALUATION AND ACADEMIC STANDARDS

POLICY CHANGE

Effective Term: Spring 2021

1. **From:** ~~Strikethrough the changes
ePermit~~

~~The process for an ePermit request will no longer be done through the CUNY Portal. The new ePermit business process will go through CUNYfirst. The CUNYfirst process will allow students to request permission from their HOME College to attend the other CUNY Colleges and enroll seamlessly for courses throughout CUNY based on established Transfer Rules.~~

Each permit request is for a single course and its equivalent. **Thus, a student needs to complete a permit request for each equivalent course he/she would like to take at other CUNY Colleges.** Courses taken on permit must meet the student's outstanding degree requirements. ~~Tuition is charged and paid at a student's HOME College. However, material fees pertaining to a specific course(s) are paid at the HOST College.~~

Who is eligible to use the ePermit approval request system?

~~Matriculated students currently in attendance at a CUNY College (HOME College);~~

- ~~• Matriculated students currently in attendance at a CUNY College (HOME College);~~
- Undergraduate students with a minimum cumulative GPA of at least 2.00;
- ~~• Graduate Students with a minimum cumulative GPA of at least 3.00;~~
- Students cannot have any holds on their records;
- Students must meet all HOME College registration requirements, such as residency and immunization;
- ~~• Newly admitted and continuing Macaulay Honors College, ROTC and CUNY BA students with advisor approval.~~

Who is NOT eligible to use the ePermit approval request system?

- ~~• A non-degree student~~
- ~~• Newly admitted undergraduate or graduate students prior to completing their first term at the HOME College with the minimum GPA.~~

~~Kindly note that an ePermit does not automatically register a student for a course nor does issuance of an ePermit guarantee enrollment at the HOST College. Once you~~

have enrolled at the HOST College, cancellation of an ePermit does not delete your course registration.

Lehman College Credit for Attendance at Other Institutions

The following regulations apply to Lehman College matriculants who wish to attend other colleges or universities for Lehman College credit:

- ~~A student must have completed one semester of twelve credits at Lehman. To be assured full transfer credit, a student must (a) apply for an e-permit via the CUNY portal and (b) follow the procedures outlined on the permit, including obtaining departmental approval. No student will be given a permit for more than one semester of full-time study elsewhere, except in specified programs.~~
- If a student does not obtain permission in advance, including departmental approval, transfer credit may be withheld. Grades of D earned outside the City University of New York are not transferable.
- A student may not be enrolled simultaneously at Lehman College and another institution for more than the maximum number of credits under Lehman College rules.
- ~~A student who has completed half or more of the number of credits required for the Lehman College bachelor's degree may not receive credit for courses taken at a community college.~~
- ~~Work completed during summer sessions will not be credited beyond the established rate of work at Lehman College summer sessions.~~
- To earn a Lehman College degree, a student must complete at least 30 credits in residence at Lehman College and at least half of the credits in the major ~~and in the minor~~ or in an interdisciplinary program. (See the definition of credits in residence in the section on "Degree Requirements" in this Bulletin under the heading of "Credit Requirements.")
- A student is responsible for having transmitted to the College a record of all courses taken at a non-CUNY institution for Lehman credit while a matriculated student at the College. (Transcripts for CUNY permit courses will automatically be forwarded to the home college.)
- With special permission, a student who has satisfied Lehman College residence requirements may attempt the final 21 credits at another accredited senior college or university, provided that all other requirements for graduation will have been satisfied. Students wishing to graduate in absentia must obtain permission from the Office of Academic Standards and Evaluation (Shuster 280).

2. **To:** Underline the changes

ePermit: Lehman College Credit for Attendance at Other Institutions

The following regulations apply to Lehman College matriculants who wish to attend other colleges or universities for Lehman College credit:

Eligibility Requirements:

- First-time freshman (except those in Macaulay Honors College, CUNY BA, Lehman Scholars Program and ROTC) must have completed one semester of twelve credits at Lehman.
- A student must have a minimum cumulative GPA of at least 2.00; be pursuing a degree; have no holds on records; and, must meet residency and immunization requirements.

E-Permit CUNY

- To be assured full transfer credit for CUNY courses, students must follow the e-permit procedures.
- Each permit request is for a single course. Thus, students need to complete a permit request for each equivalent course they would like to take at other colleges.
- An e-permit or permit does not automatically register a student for a course, nor does issuance of any permit guarantee enrollment at the HOST college. Once a student has enrolled at the HOST College, cancellation of the permit does not delete the course registration.
- If a student does not obtain permission in advance, including departmental approval, transfer credit may be withheld.
- Transcripts for CUNY e-permit courses will automatically be forwarded to the home college.

Non-CUNY Permit:

- To receive transfer credit for non-CUNY courses, students must visit the Registrar's Office and follow the procedures for a non-CUNY permit.
- If a student does not obtain permission in advance, including departmental approval, transfer credit may be withheld.
- A student is responsible for having transmitted to the College a record of all courses taken at a non-CUNY institution for Lehman credit while a matriculated student at the College.
- Grades of D earned outside the City University of New York are not transferable.

Regulations for E-Permit and Non-CUNY:

- Courses taken on permit must meet degree requirements.
- A student may not be enrolled simultaneously at Lehman College and another institution for more than the maximum number of credits under Lehman College rules.
- A student may not transfer more than 70 credits from community colleges.
- To earn a Lehman College degree, a student must complete at least 30 credits in residence at Lehman College and at least half of the credits in the major or in an interdisciplinary program, minor or certificate. (See the definition of credits in residence in the section on "Degree Requirements" in this Bulletin under the heading of "Credit Requirements.")
- With special permission, a student who has satisfied Lehman College residence requirements may attempt the final 21 credits at another accredited senior

college or university, provided that all other requirements for graduation will have been satisfied. Students wishing to graduate in absentia must obtain permission from their designated academic advisement office.

3. Rationale:

Language is updated to reflect current College and CUNY policies and procedures:

- allow freshman in certain programs to take courses elsewhere;
- remove restriction on first-semester transfer students;
- add procedure for study at non-CUNY institutions;
- remove restriction on summer;
- to be consistent with our acceptance of up to 70 credits from community colleges;
- although minors and certificates are not required, if selected, half of the credits for either must still be completed in residence;
- update office.

4. Date of CAEAS approval: February 19, 2020

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

COMMITTEE ON ADMISSIONS, EVALUATION AND ACADEMIC STANDARDS

CURRICULUM CHANGE

1. **Type of Change:** Policy on Heritage and Foreign Transfer Students

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

3. **To:** Underline the changes

Foreign Language Requirement for Students with Preexisting Foreign Language Skills

In general, students who began a language in high school or elsewhere and plan to continue the study of that language must take the placement test. Students are urged to take the placement test the semester prior to starting foreign language study. The test may be taken according to the schedule posted by the Department of Languages and Literatures. Please contact the Department of Languages & Literatures (Carman Hall, Room 257, telephone 718.960.8215) to schedule your placement exam. The test may be taken only once and the result is binding. Results are generally posted within a week after taking the test.

- In general, students who have taken a language in High School will not be allowed to take the equivalent course at Lehman unless they are placed there by the Department.
- Students who have begun a language at another college will not be permitted to take an equivalent course for credit.
- Students may take equivalent foreign language courses for credit at other CUNY colleges through ePermit (Lehman ePermit, also <https://epermit.cuny.edu>) or at non-CUNY colleges (visit the Registrar's office for a non-CUNY permit).

Only students who transfer into Lehman with an associate's degree are exempt from the Foreign Language Requirement.

Spanish Heritage Speakers

Spanish heritage speakers are those who speak Spanish at home. Often this is their first language and mastery of the language in both spoken and written forms varies considerably. Spanish heritage speakers cannot take language courses in their home or native language intended for non-heritage speakers (courses numbered 111, 112, 201, 202). Spanish heritage speakers will be placed by examination and/or interview with a Languages Department advisor. There are special courses for Spanish heritage speakers (SPA 113-114 and SPA 203-204).

Foreign Transfer Students

Foreign transfer students often enter Lehman with college credit for coursework completed in a language other than English. Foreign transfer students cannot take language courses in their home or native language (courses numbered 111, 112, 201, 202). Foreign students will be placed by examination and/or interview with a Languages Department advisor.

Foreign transfer students who have completed college coursework in a foreign language may request a waiver from taking a foreign language. If the waiver is granted, the student is required to substitute Foreign Language Option courses to complete the language requirement (click here for the Foreign Language Option courses).

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

Although the college website contains information on this topic, there is no policy statement in the bulletin.

5. Date of CAEAS approval: November 20, 2019

Senate Meeting – March 4, 2019
Proposed Graduate Studies Report

On behalf of the Graduate Studies Committee, I'd like to put forth proposals from the following departments:

Department of Art

- Change in Graduate Bulletin description: MA program in Art and MFA Program in Art

Department of Middle and High School Education

- Change in degree requirements: MA, Social Studies Education

Department of Languages and Literatures

- Change in degree requirements: MA, Spanish
- Course changes: SPA 601, 618, 619, 701
- New courses: SPA 7732, 56, 757

Department of Speech-Language-Hearing Sciences

- Title change and new listing of existing program: MA in Teachers of Students with Speech-Language Disabilities

Office of Graduate Studies

- Updated/revised policy/procedure: *Credit Load*

Informational Item:

I would also like to put forth one informational item from the following department:

Department of Middle and High School Education

- Change from “Certificate Program” in Human Rights and Transformative Justice to “Advanced Certificate Program” in Human Rights and Transformative Justice. The curriculum was not modified from the original, approved proposal.

Does anyone have any questions and/or comments? All those in favor say I. Anyone opposed? Any abstentions?

Our next meeting is on April 1, 2020, at 11 a.m. in Carman B33A.

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

DEPARTMENT OF ART
CURRICULUM CHANGE

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

Hegis Number: 1002

Program Code: 02595

Effective Term: Fall 2020

1. **Type of Change:** Change to Graduate Bulletin description copy

2. **From:**
Art, M.A. Program

Admission Requirements

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to pursue graduate study successfully, that is, by having attained a minimum undergraduate grade average of B in Art courses and a minimum grade average of B- in the undergraduate record as a whole.
- Have earned a minimum of 33 undergraduate credits in art. This total must include one 3-credit survey course in art history and 6 additional credits in Art History.
- Complete an interview with the Department and submit a portfolio and/or photographs or slides of recent student work.
- Submit two letters of recommendation from college instructors.
- If conditionally admitted, satisfy the conditions within one year.
- *Personal Interview.* An appointment for a personal interview with the graduate coordinator and adviser can be made through the Art Department Office after the application for admission has been filed and approved.
- Applicants must then present examples of their work - either originals, photographs, or color transparencies - for final approval.

Degree Requirements

Students are required to select an area of specialization from either painting, graphics, sculpture, ceramics, or digital media. They must earn 12 credits in their area of specialization, 6 credits in elective courses, and 9 credits in Art History.

In addition:

Credits

ART 746 Masters Project 3

ART 746: Must be taken in the student's area of specialization for 3 credits during the final semester in the program.

The electives will be selected (in consultation with the Graduate Adviser) from among:

Credits

ART 702 Advanced Problems in Design I 3

ART 710 Advanced Drawing 3

ART 738 Advanced Photography I 3

ART 740 Advanced Photography II 3

ART 742 Independent Research 3

Additional Electives: And from courses in painting, graphics, and sculpture (in those areas outside the student's own specialization).

Students are required to elect the following areas as part of the first 18 credits toward the M.A. degree:

Credits

~~Art History 6~~

~~Electives 6~~

~~Area of Specialization 6~~

~~Art History: Any of the offerings.~~

After a student has completed the first 18 credits in the program, the Art Department will conduct a review of the work and determine the student's ability to continue in the M.A. program.

3. To: Art, M.A. Program

Admission Requirements

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to pursue graduate study successfully, that is, by having attained a minimum undergraduate grade average of B in Art courses and a minimum grade average of B- in the undergraduate record as a whole.
- Have earned a minimum of 33 undergraduate credits in art. This total must include one 3-credit survey course in art history and 6 additional credits in Art History.
- Complete an interview with the Department and submit a portfolio and/or photographs or slides of recent student work.
- Submit two letters of recommendation from college instructors.

- If conditionally admitted, satisfy the conditions within one year.
- Personal Interview. An appointment for a personal interview with the graduate coordinator and adviser can be made through the Art Department Office after the application for admission has been filed and approved.
- Applicants must then present examples of their work - either originals, photographs, or color transparencies - for final approval.

Degree Requirements

Students are required to select an area of specialization from either painting, printmaking, sculpture, ceramics, or digital media. They must earn 12 credits in their area of specialization, 6 credits in elective courses, and 9 credits in Art History.

In addition:

Credits

ART 746 Masters Project 3

ART 746: Must be taken in the student's area of specialization for 3 credits during the final semester in the program.

The electives will be selected (in consultation with the Graduate Adviser) from among:

Credits

ART 702 Advanced Problems in Design I 3

ART 710 Advanced Drawing 3

ART 738 Advanced Photography I 3

ART 740 Advanced Photography II 3

ART 742 Independent Research 3

Additional Electives: And from courses in painting, printmaking, and sculpture (in those areas outside the student's own specialization).

Students are encouraged to distribute their first 18 credits toward the M.A. degree evenly from among three areas: their area of specialization (6 credits); electives outside of area of specialization (6 credits); and art history (6 credits).

After a student has completed the first 18 credits in the program, the Art Department will conduct a review of the work and determine the student's ability to continue in the M.A. program.

4. Rationale:

There is no change to any requirement. The program description is being modified to clarify requirements and course distribution for students. In addition, adding the term "printmaking" replaces the use of the outdated term graphics.

5. **Date of departmental approval:** December 4, 2019

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

DEPARTMENT OF ART
CURRICULUM CHANGE

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

Hegis Number: 1002.00

Program Code: 02187

Effective Term: Fall 2020

1. **Type of Change:** Change to Graduate Bulletin description

2. **From:**

Art, M.F.A. Program

The Department of Art offers a Master of Fine Arts (M.F.A.) in Art degree is offered in ceramics, digital media, printmaking, ~~graphics~~, painting, and sculpture. This program is intended for students who have demonstrated ability for independent work of high quality in one of the ~~four~~ fields.

Admission Requirements

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to pursue graduate study successfully, that is, have attained a minimum undergraduate grade average of B in Art courses and a minimum grade average of B- in the undergraduate record as a whole.
- Have earned a minimum of 33 undergraduate credits in Art. This total must include one 3-credit survey course in Art History and 6 additional credits in Art History.
- Complete an interview with the Department and submit a portfolio and/or photographs or slides of recent work.
- Submit two letters of recommendation from college instructors.
- If conditionally admitted, satisfy the conditions within one year.
- *Personal Interview.* An appointment for a personal interview with the graduate coordinator and adviser can be arranged through the Art Department Office after the application for admission has been filed and approved.
- Applicants will then need to present examples of their work - either originals, photographs, or color transparencies - for final approval.
- Applicants will be reviewed by the department's M.F.A. Committee.
- ~~Upon acceptance, the student and his/her work will be reviewed each semester by the M.F.A. Committee, which is authorized to approve or refuse continued study in the program or to place a student on probation. Each case of probation will be subsequently reviewed at mid-semester.~~

Degree Requirements

Students must select an area of specialization from among ceramics, digital media, printmaking, painting, and sculpture, and should use the following breakdown of courses to complete the 48 Credit M.F.A. All students must take ART 744 (First-Year Graduate Seminar) for 3 credits. Students must also earn 12 credits in their area of specialization, 9 credits in Art History, and 12 credits in electives. (Electives are in areas outside the student's own specialization and will be selected in consultation with the Graduate Advisor from courses in digital media, printmaking, painting, and sculpture.) Prior to beginning their Master's thesis, students must complete 3 credits of independent studio work in ART 742 (Independent Research). In the final two semesters of the program, all students will take the 9 credits of ART 748 (Master's Thesis I) and ART 750 (Master's Thesis II) in their area of specialization.

48 Credit M.F.A.:

	Credits
ART 744 First-Year Graduate Seminar	3
Art courses	12
Art History courses	9
Elective courses in Art	12
ART 742 Independent Research	3
ART 748 Master's Thesis I	3
ART 750 Master's Thesis II	6
<i>Art courses: In area of specialization.</i>	
<i>ART 742: Prior to thesis year.</i>	

Once a student has completed 21 credits of coursework, the Department will conduct a review of the work and determine the student's eligibility to continue in the M.F.A. program.

3. To:

Art, M.F.A. Program

The Department of Art offers a Master of Fine Arts (M.F.A.) in Art degree is offered in ceramics, digital media, printmaking, painting, and sculpture. This program is intended for students who have demonstrated ability for independent work of high quality in one of the five fields.

Admission Requirements

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to pursue graduate study successfully, that is, have attained a minimum undergraduate grade average of B in Art courses and a minimum grade average of B- in the undergraduate record as a whole.

- Have earned a minimum of 33 undergraduate credits in Art. This total must include one 3-credit survey course in Art History and 6 additional credits in Art History.
- Complete an interview with the Department and submit a portfolio and/or photographs or slides of recent work.
- Submit two letters of recommendation from college instructors.
- If conditionally admitted, satisfy the conditions within one year.
- *Personal Interview.* An appointment for a personal interview with the graduate coordinator and adviser can be arranged through the Art Department Office after the application for admission has been filed and approved.
- Applicants will then need to present examples of their work - either originals, photographs, or color transparencies - for final approval.
- Applicants will be reviewed by the department's M.F.A. Committee.

Note:

Upon acceptance, the student and his/her work will be reviewed each semester by the M.F.A. Committee, which is authorized to approve or refuse continued study in the program or to place a student on probation. Each case of probation will be subsequently reviewed at mid-semester.

Degree Requirements

Students must select an area of specialization from among ceramics, digital media, printmaking, painting, and sculpture, and should use the following breakdown of courses to complete the 48 Credit M.F.A. All students must take ART 744 (First-Year Graduate Seminar) for 3 credits. Students must also earn 12 credits in their area of specialization, 9 credits in Art History, and 12 credits in electives. (Electives are in areas outside the student's own specialization and will be selected in consultation with the Graduate Advisor from courses in ceramics, digital media, printmaking, painting, and sculpture.) Prior to beginning their Master's thesis, students must complete 3 credits of independent studio work in ART 742 (Independent Research). In the final two semesters of the program, all students will take the 9 credits of ART 748 (Master's Thesis I) and ART 750 (Master's Thesis II) in their area of specialization.

48 Credit M.F.A.:

	Credits
ART 744 First-Year Graduate Seminar	3
Art courses	12
Art History courses	9
Elective courses in Art	12
ART 742 Independent Research	3
ART 748 Master's Thesis I	3
ART 750 Master's Thesis II	6
<i>Art courses: In area of specialization.</i>	
<i>ART 742: Prior to thesis year.</i>	

Once a student has completed 21 credits of coursework, the Department will conduct a review of the work and determine the student's eligibility to continue in the M.F.A. program.

4. Rationale:

These changes are being submitted to fix the inconsistencies of the current Graduate Bulletin description. They do not change any learning outcomes or impact the program. The word “graphics” is being deleted, since it is not a separate specialization. Also, the number “four” (specializations) is being revised to list the correct number, which is “five” specializations, and ceramics is being added to the list of specializations to clarify the offerings.

5. Date of departmental approval: December 4, 2019

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

OFFICE OF GRADUATE STUDIES

GRADUATE PROGRAMS & POLICIES CHANGE

1. **Type of Change:** Update Policy and Procedure

2. **From:**

Credit Loads

Effective: Fall ~~2019~~

A full-time program of coursework for graduate students requires a minimum of 9 academic credits or a combination of academic and equivalent credits for a total of 9 credits in any semester. Students may take no more than 18 credits of graduate work in any Fall or Spring semester without approval from the Graduate Studies office. International students admitted to the United States on student Visas are required to complete at least nine (9) academic or equivalent credits each Fall and Spring semester.

Certification of Full-Time Status

A matriculated graduate student may be certified as in full-time attendance in any semester when taking at least ~~12~~ academic credits or a combination of academic and equivalent credits for a total of ~~12~~ credits. Students may receive 1–6 equivalent credits for such activities as teaching assistantships, research assistantships, thesis research and writing, preparation of the comprehensive examination, and fieldwork. Departments are responsible for documenting credit equivalencies.

Academic credits are prescribed in the departmental degree requirements in the Graduate Bulletin and contribute to the total credits required for the master's degree. Equivalent credits are never accepted toward the total credits required for the master's degree.

3. **To:**

Credit Loads

Effective: Fall 2020

A full-time program of coursework for graduate students requires a minimum of 9 academic credits or a combination of academic and equivalent credits for a total of 9 credits in any semester. A full-time program of coursework for doctoral students requires a minimum of 7 academic credits or a combination of academic and equivalent

credits for a total of 7 credits in any semester. Students may take no more than 18 credits of graduate work in any Fall or Spring semester without approval from the Graduate Studies office. Graduate-level international students admitted to the United States on student Visas are required to complete at least nine (9) academic or equivalent credits each Fall and Spring semester. Doctoral-level international students admitted to the United States on student Visas are required to complete at least seven (7) academic or equivalent credits each Fall and Spring semester.

Certification of Full-Time Status

A matriculated graduate student may be certified as in full-time attendance in any semester when taking at least 9 academic credits or a combination of academic and equivalent credits for a total of 9 credits. A matriculated doctoral student may be certified as in full-time attendance in any semester when taking at least 7 academic credits or a combination of academic and equivalent credits for a total of 7 credits. Students may receive 1–6 equivalent credits for such activities as teaching assistantships, research assistantships, thesis research and writing, preparation of the comprehensive examination, and fieldwork. Departments are responsible for documenting credit equivalencies.

Academic credits are prescribed in the departmental degree requirements in the Graduate Bulletin and contribute to the total credits required for the master's degree. Equivalent credits are never accepted toward the total credits required for the master's degree.

4. Rationale:

Bulletin adjustment to comply with CUNY policy change.

5. Date of Graduate Studies Committee approval: February 4, 2020

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

Name of Program and Degree Award: Spanish, M.A.

Hegis Number: 1105

Program Code: 34036

Effective Term: Fall 2020

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

2. **From:**

Spanish M.A. Program

Admission Requirements

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the ability to successfully pursue graduate study. (Above-average academic achievement in general and in Spanish course work is required.)
- Have completed 18 credits in advanced (300-level and above) undergraduate Spanish courses (including a minimum of 9 advanced credits in literature courses conducted in Spanish). If these requirements are not met, additional undergraduate courses must be completed before admission to the program and after consultation with the Department of Languages and Literatures.
- ~~If conditionally admitted, make up not more than 12 credits of specified undergraduate course work, starting in the first semester and finishing in no more than three consecutive semesters.~~
- Two letters of recommendation.
- ~~Report to the department for consultation with the adviser and assessment of Spanish language skills prior to matriculation.~~

Nonmatriculants

~~Nonmatriculants are also required to report to the Department of Languages and Literatures for assessment of skills prior to registration.~~

Degree Requirements

~~The M.A. in Spanish requires a total of 30 credits distributed as follows: 24 credits in Spanish, including SPA 601, with a minimum of 3 credits in Peninsular literature and 3 credits in Spanish American literatures. Six (6) elective credits with the permission of the adviser.~~

~~All students in the program must pass a comprehensive examination.~~

3. To:

Spanish M.A. Program

Admission Requirements

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the ability to successfully pursue graduate study. (Above-average academic achievement in general and in Spanish course work is required.)
- Have completed 18 credits in advanced (300-level and above) undergraduate Spanish courses (including a minimum of 9 advanced credits in literature courses conducted in Spanish). If these requirements are not met, additional undergraduate courses must be completed before admission to the program and after consultation with the Department of Languages and Literatures. As part of the required courses, students must have taken SPA300 (Introduction to Literary Studies) and SPA309 (Advanced Spanish Grammar) or their equivalents in another accredited college or university. If the candidate has not taken these courses, he/she should consult with the graduate advisor.
- Submission of a personal statement of some 500 words indicating, as precisely as possible, the applicant's preparation for master's work and career plans (In English).
- Submission of an academic writing sample in Spanish. This sample can be an essay submitted for a literature class from an accredited college or university. The length of this essay must be at least eight pages long, including bibliography. The student will meet with the graduate advisor for an assessment of this writing sample.
- Two letters of recommendation.
- A meeting with the Graduate Program Advisor is required. The Advisor will complete an assessment process based on the documentation provided by the student. A discussion and an assessment of the writing sample and the language skills required to perform graduate studies in Spanish will be conducted during the meeting with the Graduate Advisor.

Degree Requirements

The M.A. in Spanish requires a total of 30 credits distributed as follows:

*SPA 601 (3 credits)

*SPA 701 (3 credits)

*SPA 619 (3 credits)

**The above are required courses and must be taken during the first year of graduate studies. If unable to take these courses during the first year of graduate studies, the student should schedule a meeting with the graduate*

advisor and request special permission to take the courses in following semesters.

A minimum of one course in Peninsular literature (3 credits)

A minimum of one course in Latin American literature (3 credits)

5 elective Graduate Spanish courses (15 credits)

All students in the program must pass a comprehensive examination. This test must be taken during the last semester of graduate studies.

4. **Rationale:**

Changes to Admission Requirements:

The Department of Languages and Literatures has decided to add two additional requirements to the admission application packages for the Spanish M.A. program. The two additional requisites are intended to ensure that graduate students accepted to the program have an adequate writing proficiency and sufficient academic preparation to start graduate studies in Spanish. Additionally, the Department wants to ensure that the candidates applying to the program provide a reflection on how the M.A program will benefit their career plans. A note has been added stating that as part of the required courses, students must have taken SPA300 and SPA309 or their equivalents. These requisites have been added to ensure that students who enroll in the graduate program have the necessary tools to enroll in advanced graduate seminars.

Changes to Degree Requirements:

The Department of Languages and Literatures wants to provide a clear description of the degree requirements necessary for graduation. The current description does not clearly address the necessity of taking foundational courses during the first year of graduate studies, leading to confusion on the part of students. The proposed changes aim to organize clearly the order in which classes must be taken to effectively build the necessary skills to conduct graduate studies and develop advanced research skills.

5. **Date of departmental approval:** November 13, 2019

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	LANGUAGES AND LITERATURES
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SPANISH
Course Prefix & Number	SPA 601
Course Title	Hispanic Linguistics
Description	This course is designed to provide students with a foundation in the structure and grammar of the Spanish language, with a focus on the following areas: Phonetics and Phonology, Morphology, Syntax, Semantics, Pragmatics, and History of the Spanish language.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	LANGUAGES AND LITERATURES
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SPANISH
Course Prefix & Number	SPA 601
Course Title	Hispanic Linguistics
Description	<u>Major theoretical and practical foundations of the structure and grammar of the Spanish language, with a focus on the following areas: phonetics and phonology, morphology, syntax, semantics, pragmatics, and history of the Spanish language. These major theoretical and practical foundations will allow students to explore some of the applied fields of linguistics.</u>
Pre/ Co Requisites	<u>PREREQ: SPA 309 "Advanced Spanish Grammar" or Department permission (from graduate advisor).</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

Currently, this course is listed under the code 601 and under the following title: "Hispanic Linguistics." However, it has been offered simultaneously as SPA 309 "Advanced Spanish Grammar," in classes that have a double code for undergraduate and graduate students. In previous semesters the similarity of the course description allowed for the two classes to be offered as a double-code course, which created methodological and pedagogical challenges both for students and instructors. We propose a change in the description of the course in order to avoid offering this class as a double-code course along with SPA 309. Although professors have assigned different

activities and tailored different syllabi for undergraduate and graduate students registered in this class, the Department of Languages and Literatures has decided to change the course description in order to allow only graduate students to take this class. More importantly, it will ensure that the curriculum, the syllabi, and the activities are specifically tailored for helping graduate students develop the necessary tools to effectively conduct graduate-level research.

The course SPA 309 is being added as a prerequisite to ensure that students who enroll in this course have the necessary academic foundation.

5. **Date of departmental approval:** November 13, 2019

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	LANGUAGES AND LITERATURES
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SPANISH
Course Prefix & Number	SPA 618
Course Title	Spanish Dialectology and Sociolinguistics
Description	Major theoretical and practical foundations of sociolinguistic variation (dialectal, social, dialect/language contact) in primarily Spanish-speaking communities and principal methods of sociolinguistic research and discourse analysis. Implications for teaching Spanish.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	LANGUAGES AND LITERATURES
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SPANISH
Course Prefix & Number	SPA 618
Course Title	<u>Seminar in Spanish Sociolinguistics</u>
Description	<u>The role of Spanish in its social context as the basis for understanding issues central to observation, description and explanation of the linguistic system, studied through the lenses of linguistic variation and change across time. Implications for teaching Spanish.</u>
Pre/ Co Requisites	<u>PREREQ: SPA 601 "Hispanic Linguistics" or Department permission (from graduate advisor)</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

Currently, this course is listed under the code 618 and under the title of "Spanish Dialectology and Sociolinguistics." However, it has been offered simultaneously as SPA 3180 with the same title "Spanish Dialectology and Sociolinguistics," in classes that have a double code for undergraduate and graduate students. The similarity of the course description allowed for the two classes to be offered as a double-code course. Although professors have assigned different activities and tailored different syllabi for undergraduate and graduate students registered in this class, the Department of Languages and Literatures has decided to change the course title and description of the graduate-level seminar, in order to only allow graduate students to take this class.

More importantly, it will ensure that the curriculum, the syllabi, and the activities are specifically tailored for helping graduate students develop the necessary tools to effectively conduct graduate-level research.

This class has a prerequisite. Students must take SPA 601 prior to enrolling to SPA618. This is required to make sure that students have the necessary tools of analysis and the knowledge in linguistics required for SPA 618.

5. **Date of departmental approval:** November 13, 2019

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	LANGUAGES AND LITERATURES
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SPANISH
Course Prefix & Number	SPA 619
Course Title	Hispanic Culture
Description	A survey course that provides an understanding of the complex cultural realities of the Hispanic World through the interdisciplinary study of a variety of practices and products (film, popular festivals, literary texts, music, art). The course will also enable the students to integrate the newly acquired knowledge into their foreign language instruction.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	LANGUAGES AND LITERATURES
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SPANISH
Course Prefix & Number	SPA 619
Course Title	<u>Seminar In Studies of Hispanic and Latin American Cultures</u>
Description	<u>Provides an understanding of the complex cultural realities of the Hispanic World through the interdisciplinary study of a variety of practices and products (film, popular festivals, literary texts, music, art, gastronomy). Students will integrate the newly acquired knowledge into their foreign language instruction and will be exposed more to research methodologies and scholarly writing.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

Currently, this course is listed under the code 619 and under the broad title of “Hispanic Culture.” However, it has been offered simultaneously with SPA 3190 “Hispanic Culture” in classes that have a double code, open to undergraduate and graduate students. The similarity of the course description allowed for the two classes to be offered as a double-code course. Although professors have assigned different activities and tailored different syllabi for undergraduate and graduate students registered in this class, the

Department of Languages and Literatures has decided to change the course title and description of the graduate-level seminar, in order to only allow graduate students to take this class. More importantly, it will ensure that the curriculum, the syllabi, and the activities are specifically tailored for helping graduate students develop the necessary tools to effectively conduct graduate-level research.

5. **Date of departmental approval:** November 13, 2019

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	LANGUAGES AND LITERATURES
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SPANISH
Course Prefix & Number	SPA 701
Course Title	Principles of Literary Analysis and Criticism
Description	Critical approaches to the reading and understanding of literary texts.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	LANGUAGES AND LITERATURES
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SPANISH
Course Prefix & Number	SPA 701
Course Title	<u>Seminar In Research and Methodology in Literary Analysis And Criticism</u>
Description	<u>Introduction to research methodologies and critical analysis in literary studies. Introduction to the principles of research, documentation and the use of bibliographic sources. Practice in research methodologies and writing scholarly essays are emphasized. An approach to major theoretical and critical perspectives in literary studies is offered.</u>
Pre/ Co Requisites	<u>PREREQ: SPA 300 "Introduction to Literary Studies" or Departmental permission (from graduate advisor).</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

Currently, this course is listed under the code 701 and under the following title: "Principles of Literary Analysis and Criticism." However, it has been offered simultaneously as SPA 300, "Introduction to Literary Studies," in classes that have a double code for undergraduate and graduate students. In previous semesters the similarity of the course description allowed for the two classes to be offered as a double-code course, which created methodological and pedagogical challenges both for students and instructors. We propose a change in the description of the course in order to avoid offering SPA 701 as a double-code course along with SPA 300. Although

professors have assigned different activities and tailored different syllabi for undergraduate and graduate students registered in this class, the Department of Languages and Literatures has decided to change the course description in order to only allow only graduate students to take this class. More importantly, it will ensure that the curriculum, the syllabi, and the activities are specifically tailored for helping graduate students develop the necessary tools to effectively conduct graduate-level research.

The course SPA 300 is being added as a prerequisite to ensure that students who enroll in this course have the necessary academic foundation.

5. **Date of departmental approval:** November 13, 2019

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2.

Department(s)	LANGUAGES AND LITERATURES
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SPANISH
Course Prefix & Number	SPA 757
Course Title	20 th and 21 st Centuries Contemporary Latin American Poetry
Description	This course, conducted in Spanish, offers a survey of the major trends in contemporary Latin American poetry from the last decades of the 20 th century to the first decades of the 21 st , with a focus on emerging voices in the literary panorama of Latin American poetry and innovative poetic trends. Through critical readings, historical discussions and the study of the context of production of literary works, students will engage in the study of major contemporary poetic texts.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

This course can be taken to satisfy the requirement of Latin American literature content course or as an elective. The course offerings of the M.A. program do not include courses that include the study of contemporary poetic trends in Latin America. This course will expand the scope of the classes offered bringing attention to the most recent published authors of the continent. This new course is designed with the intention to engage students in a dialogue with recognized authors and texts that respond to recent historical events and that engage with problems that are part of the contemporary panorama.

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

- Demonstrate an active understanding of the most recent trends in Latin American poetry, as well as a comprehensive understanding of the historical, political, ideological, and economic realities addressed in the texts selected for study.
- Recognize and understand the literary innovation and aesthetic interventions of poetic works within the socio-political panorama of contemporary Latin America.
- Analyze and understand the complexities of the literary productions of Latin American contemporary poetry using the necessary research tools.

5. Date of Departmental Approval: November 13, 2019

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2.

Department(s)	LANGUAGES AND LITERATURES
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SPANISH
Course Prefix & Number	SPA 756
Course Title	Latin American Global Novels – 20 th and 21 st Century Narratives
Description	This course, conducted in Spanish, offers a survey of the major trends in contemporary Latin American narratives from late 1970s (post- <i>boom</i>) to the first decades of the 21 st century. This class is structured around the discussion of global cultural networks in the narrative works of Latin American contemporary authors. Cosmopolitanism, globalization, world literature, postcolonism, decolonialism, subalternity and other connected concepts will be explored.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

This course can be taken to satisfy the requirement of Latin American literature content course or as an elective. The course offerings of the M.A. program do not include courses that include the study of contemporary narrative trends in Latin America, especially in their complex realm of global connections. This new course will focus on contemporary authors that address recent historical events, as well as political, economic, and sociological problems that draw a network of dialogues between Latin America and the world. This course offers an insightful perspective on the literary and critical innovations of authors of Spanish speaking authors of the last decades.

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

- Demonstrate an active understanding of the most recent trends in Latin American literature.
- Describe the aesthetic innovations of contemporary world narratives and their dialogues with other world literatures.
- Recognize and understand both the literary innovation and the socio-political significance of the literary works studied in the semester in relation to Latin American literary history as well as within broader panorama of global literature and history.
- Analyze and understand the complexities of the literary productions of Latin American contemporary authors using the necessary research tools.

5. Date of Departmental Approval: November 13, 2019

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2.

Department(s)	LANGUAGES AND LITERATURES
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SPANISH
Course Prefix & Number	SPA 732
Course Title	Defying the Real: Fantastic Realism in the Hispanic World
Description	This course, conducted in Spanish, offers an exploration of the fantastic traditions in the Spanish-speaking world. This course will further expose students to research methodologies and to scholarly writing.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course can be taken to satisfy the requirement of Spanish literature content course or as an elective. Due to the stigma of fantasy as a second-rate aesthetic expression, realistic claims attached to the notion of national identity, and extrinsic validation of works through foreign models, the tradition of Hispanic Fantastic is still today not sufficiently known and appreciated. This course will give our Lehman students the opportunity to explore this chapter of cultural history. The course will allow them to engage, both creatively and analytically, in fantastic aesthetics and the production of fictional worlds.

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

- Demonstrate an active understanding of the diversity and aesthetic value of non-realistic works through creative writing and literary analysis.
- Explain the historical signification of the fantastic subgenre.
- Describe key concepts of literary theory.
- Produce a final academic essay based on the texts and theoretical frameworks discussed in class.

5. **Date of Departmental Approval:** November 13, 2019

**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 Education, M.A.

Hegis Number: 2201.01

Program Code: 25794

Effective Term: Fall 2020

1. **Type of Change:** *Changes to Sequence 3 Course Requirements and Certification Exam Update*

2. **From:**
Social Studies Education M.A. Program

This program offers three sequences and is designed for candidates seeking a Master's degree in Social Studies Education, grades 7-12. Sequences 1 and 2 lead to both Initial and Professional Certification for candidates looking to begin or resume an education certification progression. Sequence 3 is for candidates who already earned Initial Certification and are seeking Professional Certification.

Social Studies Education Admission Requirements:

- Possess a bachelor's degree or equivalent from an accredited college or university. The bachelor's degree can be in history, any social science, or include an undergraduate record of 30 social studies credits with a minimum of 21 of the credits in history, and the remainder from the social sciences.
- A bachelor's degree with a minimum cumulative grade point average of 3.0 in the undergraduate work.
- If conditionally accepted, must earn minimum 3.0 in courses designated by the Program Coordinator.
- ~~Submit scores on the New York State Academic Literacy Skills Test (ALST).~~
- If conditionally accepted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.
- For Sequence 2, present evidence of meeting core requirements in educational psychology, educational foundations, literacy, technology, and special education, including supervised field experiences.
- For Sequence 3, present evidence of NYS teacher certification in Social Studies Education 7-12.
- Evidence of having completed a course in Special Education (ESC 463 or the equivalent). Students who have not taken this course as an undergraduate must take ESC 506 as part of their graduate program.

- Candidates must schedule an interview with the Social Studies Program Coordinator that includes a transcript review.
- Two letters of recommendation.
- 500-word application essay on interest in the program as it relates to long-term career goals.

Degree Requirements

Prerequisite Content Core:

All candidates must satisfy the following prerequisite areas of study. These requirements may be met by either graduate courses or by undergraduate coursework taken prior to or after commencement of graduate study. Undergraduate transcripts will be evaluated on an individual basis as part of the admissions process. Lehman undergraduates can satisfy these requirements prior to admission in the master's program by choosing courses for their distribution requirements in the areas listed.

- Anthropology
- Sociology
- Geography
- Political science
- Economics
- Psychology
- Two history survey courses, one in U.S. history and one in European or world history.

Sequence 1: (39-42 credits)

Candidates with an undergraduate degree in history, any of the social sciences or a 30 credit concentration in social studies who lack core education requirements and seek initial certification in Social Studies Education grades 7-12.

- Foundations Core (12 credits): ESC 501 (3), ESC 502 (3), ESC 529 (3) and ESC 506(3).
- Pedagogical Core (6 credits): ESC 533 (3) and ESC 534 (3).
- Content Core (15 credits): HIW 533 (3), HIU 534 (3), and three additional history or social science courses chosen in consultation with the adviser.
- Project Seminar (3 credits): ESC 708 (3)
- Student Teaching (6 credits): ESC 596 (3) and ESC 612 (3) or Teaching Internship for Current Teachers-of-Record (3 credits): ESC 595 (2) and ESC 611 (1)

Sequence 2 (30 credits)

Candidates seeking initial certification who have met foundations core requirements.

- Pedagogical Core (6 credits): ESC 533 (3) and ESC 534 (3).
- Content Core (15 credits): HIW 533 (3), HIU 534 (3), and three additional history or social science courses chosen in consultation with the adviser.
- Project Seminar (3 credits): ESC 708 (3)

- Student Teaching (6 credits): ESC 596 (3) and ESC 612 (3)

Sequence 3 (30 credits)

Candidates who already hold initial certification in Social Studies Education grades 7-12 and are seeking professional certification with a ~~humanities focus~~.

- Pedagogical Core (12 credits): ~~four ESC teaching methods courses~~ chosen in consultation with the adviser.
- Content Core (15 credits): HIW 533 (3), HIU 534 (3), and three additional history or social science courses chosen in consultation with the adviser.
- Project Seminar (3 credits): ESC 708 (3)

Additional Certification Requirements:

In order to be recommended for initial certification in Social Studies Education 7-12, students must: (a) complete the master's degree with a cumulative index of 3.0 or better; (b) present passing scores on the following New York State examinations: ~~Academic Literacy Skills Test (ALST)~~, Educating All Students (EAS), Teacher Performance Assessment (edTPA), and Social Studies CST; and (c) demonstrate successful completion of a liberal arts and sciences core. Please see adviser for more information.

In order to qualify for Professional Certification in Social Studies Education 7-12, in addition to the Master's degree, teachers must complete one year of mentored, full-time teaching and two years of full-time teaching in a public or private school, which serves grades 7- 12, and must meet any additional New York State requirements.

Qualified Social Studies Education 7-12 candidates may also apply to one of the following Advanced Certificates:

- (1) Teaching English to Speakers of Other Languages (TESOL P-12), and become ESOL-certified upon successful completion of that program of study or the Advanced Certificate;
- (2) Advanced Certificate: Middle Childhood Extension, Grades 5-6, and extend their certification to the lower grades; or
- (3) Advanced Certificate: Bilingual Extension, and become certified to teach social studies in the native language as well as English.

3. To: Social Studies Education M.A. Program

This program offers three sequences and is designed for candidates seeking a Master's degree in Social Studies Education, grades 7-12. Sequences 1 and 2 lead to both Initial and Professional Certification for candidates looking to begin or resume an education certification progression. Sequence 3 is for candidates who already earned Initial Certification and are seeking Professional Certification.

Social Studies Education Admission Requirements:

- Possess a bachelor's degree or equivalent from an accredited college or university. The bachelor's degree can be in history, any social science, or include an undergraduate record of 30 social studies credits with a minimum of 21 of the credits in history, and the remainder from the social sciences.
- A bachelor's degree with a minimum cumulative grade point average of 3.0 in the undergraduate work.
- If conditionally accepted, must earn minimum 3.0 in courses designated by the Program Coordinator.
- If conditionally accepted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.
- For Sequence 2, present evidence of meeting core requirements in educational psychology, educational foundations, literacy, technology, and special education, including supervised field experiences.
- For Sequence 3, present evidence of NYS teacher certification in Social Studies Education 7-12.
- Evidence of having completed a course in Special Education (ESC 463 or the equivalent). Students who have not taken this course as an undergraduate must take ESC 506 as part of their graduate program.
- Candidates must schedule an interview with the Social Studies Program Coordinator that includes a transcript review.
- Two letters of recommendation.
- 500-word application essay on interest in the program as it relates to long-term career goals.

Degree Requirements**Prerequisite Content Core:**

All candidates must satisfy the following prerequisite areas of study. These requirements may be met by either graduate courses or by undergraduate coursework taken prior to or after commencement of graduate study. Undergraduate transcripts will be evaluated on an individual basis as part of the admissions process. Lehman undergraduates can satisfy these requirements prior to admission in the master's program by choosing courses for their distribution requirements in the areas listed.

- Anthropology
- Sociology
- Geography
- Political science
- Economics
- Psychology
- Two history survey courses, one in U.S. history and one in European or world history.

Sequence 1: (39-42 credits)

Candidates with an undergraduate degree in history, any of the social sciences or a 30 credit concentration in social studies who lack core education requirements and seek initial certification in Social Studies Education grades 7-12.

- Foundations Core (12 credits): ESC 501 (3), ESC 502 (3), ESC 529 (3) and ESC 506(3).
- Pedagogical Core (6 credits): ESC 533 (3) and ESC 534 (3).
- Content Core (15 credits): HIW 533 (3), HIU 534 (3), and three additional history or social science courses chosen in consultation with the adviser.
- Project Seminar (3 credits): ESC 708 (3)
- Student Teaching (6 credits): ESC 596 (3) and ESC 612 (3) or Teaching Internship for Current Teachers-of-Record (3 credits): ESC 595 (2) and ESC 611 (1)

Sequence 2 (30 credits)

Candidates seeking initial certification who have met foundations core requirements.

- Pedagogical Core (6 credits): ESC 533 (3) and ESC 534 (3).
- Content Core (15 credits): HIW 533 (3), HIU 534 (3), and three additional history or social science courses chosen in consultation with the adviser.
- Project Seminar (3 credits): ESC 708 (3)
- Student Teaching (6 credits): ESC 596 (3) and ESC 612 (3)

Sequence 3 (30 credits)

Candidates who already hold initial certification in Social Studies Education grades 7-12 and are seeking professional certification with a focus on human rights.

- Pedagogical Core (12 credits): ESC 712 (3), ESC 713 (3), 715 (3), and ESC 716 (3).
- Content Core (15 credits): HIW 533 (3), HIU 534 (3), and three additional history or social science courses chosen in consultation with the adviser.
- Project Seminar (3 credits): ESC 708 (3)

Additional Certification Requirements:

In order to be recommended for initial certification in Social Studies Education 7-12, students must: (a) complete the master's degree with a cumulative index of 3.0 or better; (b) present passing scores on the following New York State examinations: Educating All Students (EAS), Teacher Performance Assessment (edTPA), and Social Studies CST; and (c) demonstrate successful completion of a liberal arts and sciences core. Please see adviser for more information.

In order to qualify for Professional Certification in Social Studies Education 7-12, in addition to the Master's degree, teachers must complete one year of mentored, full-time teaching and two years of full-time teaching in a public or private school, which serves grades 7- 12, and must meet any additional New York State requirements.

Qualified Social Studies Education 7-12 candidates may also apply to one of the following Advanced Certificates:

- (4) Teaching English to Speakers of Other Languages (TESOL P-12), and become ESOL-certified upon successful completion of that program of study or the Advanced Certificate;
- (5) Advanced Certificate: Middle Childhood Extension, Grades 5-6, and extend their certification to the lower grades; or
- (6) Advanced Certificate: Bilingual Extension, and become certified to teach social studies in the native language as well as English.

4. Rationale:

The ALST Certification Exam was eliminated several years ago, so we are removing it from the Admission and Degree Requirements.

We also made curriculum changes to Sequence 3, which is the program for professional certification (i.e., in-service teachers earning a Masters degree). The new focus will be on human rights and conflict resolution, which will provide in-service teachers with advanced tools for setting up restorative practices in schools while integrating key concepts into the social studies curriculum.

5. Date of departmental approval: December 18, 2019

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

DEPARTMENT OF MIDDLE & HIGH SCHOOL EDUCATION

Request for Registration of a New Advanced Certificate Program

Name of Program and Degree Award: Human Rights Education and Transformative Justice Advanced Certificate Program

Program Code: TBD

Proposed HEGIS code: 0821.00

Effective Term: Fall 2020

1. **Type of Change:** New Advanced Certificate Program

2. **From:** N/A

3. **To:**

Advanced Certificate Program in Human Rights Education and Transformative Justice (12 credits)

The Advanced Certificate Program in Human Rights Education and Transformative Justice is designed for individuals who have earned a BS or BA or a Master's degree from Lehman College or another accredited institution or for those who are enrolled currently in a graduate degree program at Lehman College. The program supports community building within educational organizations, teaches non-punitive conflict resolution skills, addresses school-to-prison pipeline injustices, strengthens democratic values rooted in universal human rights and respect for human dignity and helps identify and correct structural forms of oppression, including racism, sexism and genderism that create division and disadvantages.

Admissions Requirements:

1. An undergraduate bachelor's degree or graduate master's degree from an accredited institution.
2. Official undergraduate or graduate transcript showing a minimum 3.0 GPA.
3. One letter of recommendation from an employer, faculty or community leader to serve as academic and/or character reference.
4. An essay that explains interest in pursuing this area of study and future career plans.

Program of Study: The program of study consists of the following 12 credits of core courses:

Existing Course:

ESC 713 Restorative Practices and Restorative Justice (3 credits.): Knowledge, skills, and abilities needed to incorporate restorative practices (creating safe and healthy learning communities) and restorative justice (constructively addressing conflict, harm and injury) in diverse school settings and neighborhoods in collaboration with community organizations and government agencies.

New Courses:

ESC 712 Human Rights Education (3 credits): Introduction to human rights education as a field of scholarship and educational practice. Examination of debates and key ideas that underpin the field of human rights, specifically as they apply to the conceptualization and practice of human rights education.

ESC 715 Nonviolent Resolution of Conflict (3 credits): Theoretical knowledge and educational practice needed to incorporate conflict resolution principles and practices of nonviolent resolution of conflict into diverse educational K-12 settings and neighborhoods and in collaboration with community organizations and government agencies.

ESC 716 Transformative Justice (3 credits): Theoretical knowledge and educational practice needed to incorporate principles and practices of transformative justice (addressing structural racism, misogyny, sexual preference and other forms of oppression) in diverse educational K-12 settings and neighborhoods and in collaboration with community organizations and government agencies.

4. Rationale: Our current need for in-depth nonviolent resolution of conflict and violence rooted in different forms of injustice is evident in our daily lives. There is great need to support and assist, in nonviolent ways, young people trapped in the school-to-prison pipeline, young adults and adults trapped in a justice system that continues to practice mass incarceration, and young people trapped in the international sex trade. For far too long, people of color and the poor have suffered from the lack of adequate protection and care as a result of living without adequate housing, education, employment and health care.

The proposed 12-credit Advanced Certificate in Human Rights and Transformative Justice program is intended to support the development of advocacy and leadership knowledge and skills, which are needed by K-12 teachers, school counselors and school administrators; social workers; community and judicial agencies and organizational staff; and to help them become informed social change agents and educators for liberation. The implementation of human rights education helps support the development of new transformative community cultures and cultures within educational organizations, teaches non-punitive conflict resolution skills, addresses school to prison pipeline injustices, strengthens democratic values rooted in universal human rights and respect for human dignity and helps identify and correct structural forms of oppression that create division and disadvantages. This Advanced Certificate is being developed in collaboration with the Lehman College Center for Human Rights and Peace Studies.

5. **Date of Department Approval:** April 11, 2019

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

DEPARTMENT OF MIDDLE & HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. Type of change: New Course

2.

Department	Middle & High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Development <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 712
Course Title	Human Rights Education
Description	Introduction to human rights education as a field of scholarship and educational practice. Examination of debates and key ideas that underpin the field of human rights, specifically as they apply to the conceptualization and practice of human rights education.
Pre/Corequisites	N/A
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attributes	Writing Intensive
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale: The majority of students and adults are unfamiliar with the meanings and purposes of human rights. This course addresses this complex need as a field of scholarship and educational practice. Human rights education seeks to address persistent social and educational inequalities and is tailored to local contexts around the

globe. This course is required in the proposed Advanced Certificate Program in Human Rights Education and Transformative Justice.

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

1. Develop an understanding of international human rights law;
2. Develop the principles and practices of “building a positive learning community” as it applies to the guarantee of individual and collective human rights;
3. Sequence activities so as to build trust and caring among children, youth and adults so they become more willing to explore specific human rights and their impact on one’s life and the lives of others;
4. Sequence activities to build trust and caring among children, youth and adults so they become more willing to take the necessary risks to extend and challenge their learning about human rights both within education environments and within their larger community;
5. Examine debates surrounding human rights and culture;
6. Plan a sequenced human rights-based service-learning project to be implement in a local community;
7. Determine how implicit bias influences how human rights are both interpreted and implemented;
8. Contextualize human rights into a culturally responsive curriculum; and
9. Revise a restorative justice program to include specifically identified individual human rights.

5. Date of Departmental Approval: April 11, 2019

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

DEPARTMENT OF MIDDLE & HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

Department	Middle & High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Development <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 715
Course Title	Nonviolent Resolution of Conflict
Description	Theoretical knowledge and educational practice needed to incorporate conflict resolution principles and practices of nonviolent resolution of conflict into diverse educational K-12 settings and neighborhoods and in collaboration with community organizations and government agencies.
Pre/Corequisites	N/A
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attributes	Writing Intensive
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale: A basic requirement for children, youth and adults to live in peaceful and healthy neighborhoods is to understand and know how to practice nonviolent conflict resolution in its many different forms. However, research clearly indicates these understandings and essential practices are not taught in K-12 schools, higher education institutions or government agencies, and this course is designed to address this critical

need. This course is required in the proposed Advanced Certificate Program in Human Rights Education and Transformative Justice.

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

1. Develop an understanding of the principles and practices of nonviolent conflict resolution as a foundation to create and sustain thriving learning communities;
2. Sequence activities to build trust among students so they become more willing to engage in and become proficient applying different forms of nonviolent resolution of conflict;
3. Sequence activities to build trust among students so they become more willing to take the necessary risks to extend and challenge their personal and shared learning;
4. Introduce and lead different model of different forms of nonviolent resolution;
5. Plan sequenced nonviolent resolution essential components for school and community purposes;
6. Collaborate as a team with teachers, administrators, students, parents and school staff to implement different forms of nonviolent conflict resolution programs and project;
7. Apply nonviolent conflict resolution models in different situations where punitive discipline approaches might have been used in the past;
8. Develop an understanding of effective nonviolent forms of communication to support positive classroom discipline and community building;
9. Determine how implicit bias is influencing how human rights are both interpreted and implemented;
10. Contextualize human rights into a culturally responsive curriculum; and
11. Develop an understanding of how the expressive arts can support healing in the nonviolent resolution of conflict.

5. Date of Departmental Approval: April 11, 2019

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

DEPARTMENT OF MIDDLE & HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

Department	Middle & High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Development <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 716
Course Title	Transformative Justice
Description	Theoretical knowledge and educational practice needed to incorporate principles and practices of transformative justice (addressing structural racism, misogyny, sexual preference and other forms of oppression) in diverse educational K-12 settings and neighborhoods and in collaboration with community organizations and government agencies.
Pre/Corequisites	N/A
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attributes	Writing Intensive
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale: A major challenge to the meaningful implementation of human rights and restorative justice practices is the necessary restructuring of the systemic and institutional root causes that maintain racial, gender, sexual and other forms of injustice and oppression. There has been a historical pattern of addressing the different forms of

injustice and oppression by focusing at the individual level and ignoring, for example, economic and social causes. Such efforts require the development of collaborative partnerships in which the major stakeholders are involved. This course is required in the proposed Advanced Certificate Program in Human Rights Education and Transformative Justice.

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

1. Develop an understanding of the core principles of transformative justice and how transformative justice supports the analysis of different forms of structural oppression;
2. Develop an understanding of the transformative and restorative justices principles and practices in the building and sustaining of community;
3. Sequence activities to use structural forms of analysis to develop a more in-depth understanding of how and why different forms of oppression continue to exist;
4. Sequence activities to resolve problems of harm and injury leading to healing on both individual and collective levels;
5. Introduce and facilitate different types of restorative circles can support positive change can lessen the impact of different forms of oppression in communities, schools and families;
6. Determine how implicit bias is influencing how human rights are both interpreted and implemented;
7. Contextualize human rights into a culturally responsive curriculum; and
8. Know how to plan a sequenced of structural analysis leading to organizing and activism leading to positive change

5. Date of Departmental Approval: April 11, 2019

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Teachers of Students with Speech-Language Disabilities, M.A.

Hegis Number: 1220

Program Code: 25819

Effective Term: Fall 2020

1. **Type of Change:** Title Change and New Listing of Existing Program

2. **From:** N/A

3. **To:**

Degree name: Master of Arts in Speech-Language Pathology

Speech-Language Pathology (teacher certification option)

The M.A. Program in Speech-Language Pathology with TSSLD (Teacher of Students with Speech-Language Disabilities) prepares students for professional careers as speech-language pathologists and includes teacher preparation for certification to work in schools in New York State. 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).

Admission Requirements

- 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.
- 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 247, SPV 321, SPV 326 or SPV 327, and SPV 349 or the equivalent, to be eligible for admission into the M.A program.
- 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 a personal interview and will be interviewed by two faculty members. 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.
- Submission of Graduate Record Examination (GRE) scores taken within five years.

Degree Requirements

To fulfill the requirements for the M.A. degree in Speech-Language Pathology with the teacher certification option, students must complete the graduate curriculum in speech-language pathology consisting of 66 credits with a minimum GPA of 3.0 and an additional 12 credits of education courses. 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 400 hours, 150 hours must be with children ages 0 to 21, and 75 must be within a school setting.

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

Curriculum in Speech-Language Pathology (66 credits)

Coursework:

<u>SPE 530</u>	<u>Organization of the Speech and Hearing Program in Elementary and Secondary Schools</u>	<u>3</u>
<u>SPE 700</u>	<u>Introduction to Research Methods</u>	<u>3</u>
<u>SPE 701</u>	<u>Professional and Ethical Issues in Speech-Language Pathology</u>	<u>1</u>
<u>SPE 705</u>	<u>Speech Science</u>	<u>2</u>
<u>SPE 717</u>	<u>Neuroanatomy and Physiology for Communication Disorders</u>	<u>3</u>
<u>SPE 718</u>	<u>Phonology and Articulation</u>	<u>3</u>
<u>SPE 719</u>	<u>Audiology and Aural Rehabilitation for the Speech-Language Pathologist</u>	<u>3</u>
<u>SPE 721</u>	<u>Early Childhood Language and Communication Disorders</u>	<u>3</u>
<u>SPE 722</u>	<u>Language Disorders in School-Age Children and Adolescents</u>	<u>3</u>
<u>SPE 723</u>	<u>The Nature, Diagnosis, and Treatment of Fluency Disorders</u>	<u>3</u>
<u>SPE 725</u>	<u>Diagnostic and Clinical Methods in Speech-Language Pathology</u>	<u>3</u>
<u>SPE 726</u>	<u>Aphasia and Related Disorders</u>	<u>3</u>
<u>SPE 727</u>	<u>Voice Disorders</u>	<u>3</u>
<u>SPE 729</u>	<u>Clinical Practicum and Seminar in Speech-Language Pathology</u>	<u>3</u>
<u>SPE 730</u>	<u>Externship Practicum</u>	<u>3</u>
<u>SPE 734</u>	<u>Diagnostic Practicum</u>	<u>3</u>

<u>SPE 736</u>	<u>Motor Speech Disorders</u>	<u>3</u>
<u>SPE 739</u>	<u>Dysphagia</u>	<u>3</u>

SPE 729: 2 semesters, 3 credits each.

SPE 730: 2 semesters, 3 credits each.

SPE 734: 2 semesters, 3 credits each.

Six credits of elective courses:

<u>SPE 703</u>	<u>Theory and Application of Bilingualism to Speech Language Pathology</u>	<u>3</u>
<u>SPE 709</u>	<u>Speech-Language Pathology in Educational Settings</u>	<u>1.5</u>
<u>SPE 711</u>	<u>Counseling in Speech-Language Pathology</u>	<u>1.5</u>
<u>SPE 714</u>	<u>Topics in Speech-Language Pathology</u>	<u>1.5</u>
<u>SPE 735</u>	<u>Seminar in Speech-Language Pathology</u>	<u>3</u>
<u>SPE 748</u>	<u>Augmentative and Alternative Communication (AAC)</u>	<u>1.5</u>
<u>SPE 754</u>	<u>Medical Speech Language Pathology</u>	<u>3</u>
<u>SPE 755</u>	<u>Autism Spectrum Disorders and Related Disorders</u>	<u>1.5</u>
<u>SPE 756</u>	<u>Advanced Clinical Methods and Writing</u>	<u>1.5</u>
<u>SPE 757</u>	<u>Topics in Early Intervention</u>	<u>3</u>
<u>SPE 758</u>	<u>Global Initiatives in Speech-Language Pathology</u>	<u>3</u>
<u>SPE 796</u>	<u>Independent Study</u>	<u>1-3</u>
<u>SPE 799</u>	<u>Thesis Seminar</u>	<u>1-3</u>

***SPE 714 and SPE 735 may be taken up to three times covering different topics**

Education Courses: (12 credits)

<u>ECE 301</u>	<u>The Child in Context: Child Study and Development-Birth to Grade 6</u>	<u>3</u>
<u>ECE 302</u>	<u>Children, Families, Communities, and Schools in Sociocultural Contexts-Birth to Grade 6</u>	<u>3</u>
<u>ECE 311</u>	<u>The Teaching Profession – Birth to Grade 6</u>	<u>3</u>
<u>ECE 434</u>	<u>Policies and Practices for Learners with Disabilities in Early Childhood and Childhood Settings</u>	<u>3</u>

Department Grade Requirements/Progression Criteria

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 Practica Prerequisites, Sequence, and Continuation Criteria

- There are four prerequisite courses (SPE 718, SPE 721, SPE 722, and SPE 725), one PRE-REQ/COREQ course (SPE 726), and a pre-clinic orientation prior to the initial enrollment in SPE 729. Upon completion of 12 credits (SPE 718, SPE 721, SPE 722, and SPE 725), and with a GPA of 3.0 or greater, students must enroll in SPE 729.
- Prior to the initial enrollment in SPE 729, students are required to present signed and dated documentation of 25 clock hours of observation of clinical practice conducted and/or supervised by an ASHA - certified speech-language pathologist. Students must complete all four courses (SPE 718, SPE 721, SPE 725, and SPE 722) prior to initial enrollment in SPE 729.
- Students enrolling in their first SPE 729 clinical practicum must attend scheduled one-hour clinic orientation seminars in speech-language pathology (0 credits) in the semester prior to their first clinical practicum rotation.
- Students enrolled in SPE 729, SPE 730, or SPE 734 must submit documentation of current liability insurance prior to the beginning of the semester.
- Students must complete SPE 726 prior to enrollment in the adult clinic.

- PREREQS for SPE 730: successful completion of two semesters of SPE 729 and one semester of SPE 734; and completion of coursework: SPE 718, SPE 721, SPE 722, SPE 723, SPE 725, SPE 726.

Clinical Training Sequence:

1st Semester Clinical Practicum:

		<u>Credits</u>
<u>SPE 729</u>	<u>Clinical Practicum and Seminar in Speech-Language Pathology</u>	<u>3 (May be repeated for up to 9 credits.)</u>

PREREQ:

		<u>Credits</u>
<u>SPE 718</u>	<u>Phonology and Articulation</u>	<u>3</u>
<u>SPE 721</u>	<u>Early Childhood Language and Communication Disorders</u>	<u>3</u>
<u>SPE 722</u>	<u>Language Disorders in School-Age Children and Adolescents</u>	<u>3</u>
<u>SPE 725</u>	<u>Diagnostic and Clinical Methods in Speech-Language Pathology</u>	<u>3</u>

Plus PREREQ/COREQ:

		<u>Credits</u>
<u>SPE 726</u>	<u>Aphasia and Related Disorders</u>	<u>3</u>
<u>SPE 734</u>	<u>Diagnostic Practicum</u>	<u>3</u>

SPE 734: OPTIONAL.

2nd Semester Clinical Practicum:

<u>SPE 729</u>	<u>Clinical Practicum and Seminar in Speech-Language Pathology</u>	<u>3 (May be repeated for up to 9 credits.)</u>
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PREREQ:

		<u>Credits</u>
<u>SPE 718</u>	<u>Phonology and Articulation</u>	<u>3</u>
<u>SPE 721</u>	<u>Early Childhood Language and Communication Disorders</u>	<u>3</u>
<u>SPE 722</u>	<u>Language Disorders in School-Age Children and Adolescents</u>	<u>3</u>
<u>SPE 725</u>	<u>Diagnostic and Clinical Methods in Speech-Language Pathology</u>	<u>3</u>
<u>SPE 726</u>	<u>Aphasia and Related Disorders</u>	<u>3</u>
<u>SPE 734</u>	<u>Diagnostic Practicum</u>	<u>3</u>

SPE 734: OPTIONAL.

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

3rd Semester Clinical Practicum:

		<u>Credits</u>
<u>SPE 730</u>	<u>Externship Practicum</u>	<u>3 (May be repeated for up to 9 credits)</u>
<u>SPE 734</u>	<u>Diagnostic Practicum</u>	<u>3</u>

SPE 734: OPTIONAL.

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

4th Semester Clinical Practicum:

		<u>Credits</u>
<u>SPE 730</u>	<u>Externship Practicum</u>	<u>3 (May be repeated for up to 9 credits)</u>
<u>SPE 734</u>	<u>Diagnostic Practicum</u>	<u>3</u>

SPE 734: OPTIONAL.

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

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:

The Master of Arts in Speech-Language Pathology with the teacher certification option had not previously been listed as a separate program but rather as an optional track. The current program title is not acceptable to our graduate program's accrediting body, the American Speech-Language-Hearing Association. The revised title reflects the broad scope of the profession beyond teacher certification.

5. Date of departmental approval: December 13, 2019

Senate Meeting – March 4, 2020

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on February 5, 2020 (9 of 10 members in attendance):

1. Biological Sciences
 - New course BIO 437
2. Political Sciences
 - New course POL 371
3. Speech, Language & Hearing Sciences
 - Change credits SPV 101
 - Change credits, title SPV 102
 - Change pre-req SPV (LNG) 312
4. UCC
 - Change language requirement

Next meeting: April 8, 2020, 1 pm, Science 1405A

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Biology
Course Prefix & Number	Bio 437
Course Title	Biological Data Analysis and Interpretation
Description	Applications of statistics, data interpretation and presentation focused on genetics, molecular biology, biochemistry, ecology and evolution.
Pre/ Co Requisites	BIO 166, BIO 167, BIO 238, and BIO 240
Credits	2
Hours	2
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

To provide a strong foundation in data analysis and to enhance understanding of data interpretation and presentation that are critical for biological research. Bio 437 has been successfully offered and is being taught. We are now requesting that the course become a permanent addition to the biology courses offered at Lehman College. The department intends to offer the course on a regular basis.

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

- Demonstrate understanding of testable hypotheses.
- Demonstrate the ability to extract information and interpret graphical or tabular research data.
- Demonstrate the ability to communicate research findings.
- Be able to draw conclusions based on quantitative data.
- Demonstrate understanding of summary statistics and probability distributions.

5. Date of Departmental Approval: October 23, 2019

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

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

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

2.

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Political Science; Political Theory
Course Prefix & Number	POL 372
Course Title	Politics and human survival
Description	This course examines human survival amid environmental and political destabilization, including access to heat, cooling, medicine, shelter, food, water, and information in the context of climate change, increased epidemic risks, infrastructure breakdown, and other concerns.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The course offers a way for advanced students to explore contemporary political philosophy beyond the department's survey courses in the history of political philosophy, the most contemporary of which focuses on work produced before 1990. This interdisciplinary course also offers political science and philosophy students the opportunity to examine issues of human survival in an age of climate change, increased epidemic risks, and political instability, connecting students to the disciplines of environmental science and public health.

Finally, the course offers students an opportunity to examine the relationship of political theory to the patterns of environmental and political crisis that they have grown up with and will continue to face as they pass through adulthood. The course addresses itself to the demand (made by students and sometimes by political scientists themselves) that political philosophy be political: that it burden itself with real problems in concrete contexts. "What is this for?" and "Who is this for?" and "How will we use this?" questions are a central focus of the course.

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

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

- describe the concept of extinction risks and explain specific extinction risks as they are currently understood in the literature;
- identify a specific problem in the area of human survivability and formulate solutions for it;
- develop criteria for evaluating these solutions;
- apply those criteria to rank and compare solutions along different axes;
- select one or more of these solutions as worthy of application;
- support their choice in classroom discussions with others;
- compose a text describing how their chosen solution is to be applied and justifying their decisions; and
- develop connections between disciplines they may have regarded as separate, like political science and environmental science or history and engineering.

5. Date of Departmental Approval: 12/3/2019

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Change in credits

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

Department(s)	Speech-Language-Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Speech Pathology and Audiology
Course Prefix & Number	SPV 101
Course Title	Introduction to American Sign Language I
Description	Elements of basic grammar, practice in signed receptive and expressive skills. A brief spoken orientation to the history of the deaf community and its culture will be given to offer an appropriate context in which to use the language. Students are expected to spend additional hours in the language lab.
Pre/ Co Requisites	NA
Credits	-4
Hours	-4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. **To:** Underline the changes

Department(s)	Speech-Language-Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Speech Pathology and Audiology
Course Prefix & Number	SPV 101
Course Title	Introduction to American Sign Language I
Description	Elements of basic grammar, practice in signed receptive and expressive skills. A brief spoken orientation to the history of the deaf community and its culture will be given to offer an appropriate context in which to use the language. Students are expected to spend additional hours in the language lab.
Pre/ Co Requisites	NA
Credits	<u>3</u>
Hours	<u>3</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):** Change to 3 credits is to be consistent with the 3-credit course requirement for courses meeting the foreign language requirement.

5. **Date of departmental approval:** December 13, 2019

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

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

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

Department(s)	Speech-Language-Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Speech Pathology and Audiology
Course Prefix & Number	SPV 102
Course Title	Elementary American Sign Language 2
Description	Continuation of elementary American Sign Language 1, emphasizing vocabulary development and increasing fluency in the language structure: regional and stylistic variations in American Sign Language; advanced work in deaf culture, folklore, and literature. Students are expected to spend additional hours in the language lab.
Pre/ Co Requisites	SPV 101
Credits	5
Hours	5
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. **To:** Underline the changes

Department(s)	Speech-Language-Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Speech Pathology and Audiology
Course Prefix & Number	SPV 102
Course Title	<u>Introduction to American Sign Language II</u>
Description	Continuation of elementary American Sign Language 1, emphasizing vocabulary development and increasing fluency in the language structure: regional and stylistic variations in American Sign Language; advanced work in deaf culture, folklore, and literature. Students are expected to spend additional hours in the language lab.
Pre/ Co Requisites	SPV 101
Credits	<u>3</u>
Hours	<u>3</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):** Title change is to maintain consistency with the prerequisite course SPV 101; the change from 5 credits to 3 credits is to be consistent with the 3-credit course requirement for courses meeting the foreign language requirement.

5. **Date of departmental approval:** December 13, 2019

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

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

Department(s)	Speech-Language-Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Speech Pathology and Audiology
Course Prefix & Number	SPV 312 (LNG 312)
Course Title	Bilingualism
Description	The nature of bilingualism as a societal and individual human phenomenon; linguistic and applied linguistic issues; second language acquisition, psycholinguistic, sociolinguistic, neurolinguistics, educational aspects of bilingualism, and language policy.
Pre/ Co Requisites	SPV 245 (LNG 245); SPV 246 (LNG 160); SPV 228; SPV 247 (LNG 247); a 2.7 average across the four pre-requisite courses; departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. **To:** Underline the changes

Department(s)	Speech-Language-Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Speech Pathology and Audiology
Course Prefix & Number	SPV 312 (LNG 312)
Course Title	Bilingualism
Description	The nature of bilingualism as a societal and individual human phenomenon; linguistic and applied linguistic issues; second language acquisition, psycholinguistic, sociolinguistic, neurolinguistics, educational aspects of bilingualism, and language policy.
Pre/ Co Requisites	<u>SPV 321</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):** This curriculum proposal does not represent any change in prerequisite coursework, but reflects already approved course number changes (SPV 221 is now SPV 321/LNG 321).

5. **Date of departmental approval:** December 13, 2019

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

UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

Effective Term: Spring 2021

1. **Type of Change:** Change requirement College Option – Language Requirement

2. **From:** ~~Strike through the changes~~
Foreign Language Requirement (6 Credits)

~~This is part of the CUNY College Option. Students are required to take two foreign language courses in the same language.~~

Students who continue in a foreign language previously studied in high school or college must be placed in the proper sequential course by the Languages and Literatures Department. If a student completes one semester of a foreign language at the intermediate level or above (numbered 201 or higher), one Foreign Language Option course may be substituted for the second required language course with the permission of the Languages and Literatures Department. The following courses comprise the Foreign Language Option:

		Credits
ENG 223	English Literature	3
ENG 226	Shakespeare	3
ENG 227	American Literature	3
FRE I	Elementary French I	3
FRE II	Elementary French III	3
HIS 240	East Asian Civilization	3
HIS 246	Civilizations of the Ancient World	3
HIS 249	Islamic Civilization	3
PHI 169	Critical Reasoning	3
PHI 170	Introduction to Logic	3
PHI 171	Problems of Philosophy	3
POL 229	Classical Political Economy	3

(These courses cannot also serve to meet ~~Distribution~~ requirements.)

3. **To:** Underline the changes
Foreign Language Requirement (6 Credits)

Students are required to take two foreign language courses in the same language (including American Sign Language). This is part of the CUNY Pathways College Option.

Only students who transfer into Lehman with an associate's degree are exempt from the Foreign Language Requirement.

Students who continue in a foreign language previously studied in high school or college must be placed in the proper sequential course by the Languages and Literatures Department. If a student completes one semester of a foreign language at the intermediate level or above (numbered 201 or higher), one Foreign Language Option course may be substituted for the second required language course with the permission of the Languages and Literatures Department (if a language course is chosen it cannot be the same language as the student's 200-level course). The following courses comprise the Foreign Language Option:

		Credits
ARB 111	Elementary Arabic I	3
ARB 112	Elementary Arabic II	3
CHI 111	Elementary Chinese I	3
CHI 112	Elementary Chinese II	3
ENG 223	English Literature	3
ENG 226	Shakespeare	3
ENG 227	American Literature	3
FRE I	Elementary French I	3
FRE II	Elementary French III	3
HIS 240	East Asian Civilization	3
HIS 246	Civilizations of the Ancient World	3
HIS 249	Islamic Civilization	3
ITA 111	Elementary Italian I	3
ITA 112	Elementary Italian II	3
JAL 111	Elementary Japanese I	3
JAL 111	Elementary Japanese II	3
IRI 111	Elementary Irish I	3
IRI 112	Elementary Irish II	3
PHI 169	Critical Reasoning	3
PHI 170	Introduction to Logic	3
PHI 171	Problems of Philosophy	3
POL 229	Classical Political Economy	3
SPA 111	Elementary Spanish I	3
SPA 112	Elementary Spanish II	3
SPV 101	Introduction to American Sign Language I	3
SPV 102	Introduction to American Sign Language II	3

(These courses cannot also serve to meet Common Core requirements.)

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

For students placed into an intermediate language course, taking an introductory level course in a new language should be an option to fulfill the language requirement.

5. **Date of UCC approval:** February 5, 2020

**Lehman College Senate Resolution to Endorse
the Lehman College Listserv Recommendations**

“Be it resolved that the Lehman College Senate endorses the listserv guidelines as prepared by the Senate’s standing committee on Library, Technology, and Telecommunications.”

*The Listserv Recommendations are included immediately after this page.

Lehman College Library, Technology, and Telecommunications Committee
Lehman College Listserv Recommendations
Draft 2/19/20

Background:

In December 2018, the Governance Committee of the Lehman College Senate requested the Senate's Library, Technology, and Telecommunications Committee to work with Lehman's Chief Information Officer to review and codify existing guidelines regarding use of listservs for College communication. This request was based on a proposed resolution circulated to CUNY governing bodies based on an AAUP recommendation to ensure faculty and staff access and communication as it relates to teaching, scholarly, creative work, and service to the college and university.

Review Process:

- The Library, Technology, and Telecommunications Committee discussed and reviewed these recommendations with the college CIO at meetings in 2019 and 2020.
- The Library, Technology, and Telecommunications Committee Chair and the College CIO met to discuss recommendations with the Chair of the Senate Academic Freedom Committee in 2019.
- The Committee Chair and College CIO met with the Senate Governance Committee at their October 2019 meeting.
- Representatives of the Governance Committee met with the Library, Technology, and Telecommunications Committee in November 2019.

Recommendations:

At its meeting of xxx, 2020, the Library, Technology, and Telecommunications Committee voted to adopt the following recommendations:

1. The Committee endorses the practice of using listservs to facilitate the distribution of CUNY and college-related communications to members of the college community.
2. We endorse the continued use of e-mail digests, where feasible, given the large volume of e-mail communication received by the Lehman community.
3. It is recommended that listserv ownership remain consistent with current practice with consideration of the suggestions below.
4. Listserv owners include, but are not limited to, Deans, Department Chairs, administrators, governance leaders, the PSC chapter chair, and committee chairs. In order to transmit timely information on behalf of the school, department, or committee, we recommend:
 - a. List owners should maintain the current ability to add/change list members.
 - b. List owners are requested to facilitate the sharing of University and college-related information as requested by faculty and staff within their area of responsibility.
 - c. List owners are requested to link to documents on the web, Office 365, Dropbox, etc. to reduce email size.
 - d. Listservs should be made available to departments, programs and groups, upon request, to facilitate internal departmental communication.

- e. We recommend that faculty and staff consider the use of additional, contemporary resources beyond email to foster a sense of community. These include the CUNY Academic Commons and Office 365 tools for team collaboration.

Role of the Information Technology Division:

1. The IT division manages the Lehman listserv and related email communications environments to create and maintain email lists. New listservs can be added upon request. Inactive lists are periodically reviewed with the list owner. The division does not oversee message content.
2. Personnel updates in CUNYfirst automatically update college-wide email lists. While many college listservs or third-party tools such as Constant Contact have an opt-out capability, campus-wide mailing lists do not; this includes lists used to announce, for example, weather-related closings.

CUNY Policies:

- The City University of New York Policy on Acceptable Use of Computer Resources and related IT policies are applicable to these guidelines. For more information, please refer to: <http://www2.cuny.edu/about/administration/offices/cis/it-policies/>

Guidelines Review:

- The Committee will review these guidelines during the 2022-2023 academic year and will provide an update to the Senate.

REPORT OF THE UNIVERSITY FACULTY SENATE

The 416th Plenary Session of The University Faculty Senate of The City University of New York was held on February 18th 2020. Items on the agenda included:

- A report on the budget by Senior Vice Chancellor and Chief Financial Officer Matthew Sapienza.
- An update on Compensation for Part-Time Senators and Reassigned Time for Full-Time Senators
- Reports of the UFS Standing Committees
Academic Freedom – Philip Pecorino –
a) Available in Writing/Online
b) Student Affairs – Enid Stubin - Available in Writing/Online
- Reports of the UFS Advisory Committees
a) Academic Affairs – Lubie Grujicic-Alatriste - Available in Writing/Online
b) Charter Review – Anne Kornhauser and Ernest Ialongo - Available in Writing/Online
- Report on University External Relations Committee – Kathleen Barker
- Updates from Pathways Six Year Review Committee – Dean Savage
- Proposed SUNY/CUNY Joint Budget Resolution (attached) - Ned Benton & John Verzani, and
- An update on UFS FOIL Procedure – Kerin Coughlin – 7:40 – 7:45 p.m.

Reports have been submitted along with this report.

Report on the Budget by the Senior Vice Chancellor and Chief Financial Officer Matthew Sapienza

The FY2021 State Executive Budget appropriations include an additional \$58.6 million for the senior colleges, which represents a 2.2% increase over current year levels, covering the following:

\$24.3 million to fund projected fringe benefits cost increases.

- \$36.0 million in revenue appropriations to accommodate a \$200 annual tuition increase to resident undergraduate tuition and proportionate increases to other tuition categories.
- The elimination of FY2020 legislative funding of \$1.5 million for the CUNY School of Labor and Urban Studies, \$200,000 for the small business center at Brooklyn College and \$50,000 for the Community Legal Resource Network.
- The continuation of \$4 million in funding for Open Education Resources.
- The continuation of SEEK funding at the FY2020 level of \$28.1 million.

Financial Aid

- The State Executive Budget **proposes to expand** the Excelsior Scholarship program. For the 2020-21 academic year, the Excelsior scholarship income eligibility threshold would increase from \$125,000 to \$135,000. For 2021-22, it will increase to \$150,000. The

executive budget includes \$146 million to support the program, a \$26 million increase over current year levels.

- The State Executive Budget does not propose any changes to the Tuition Assistance Program (TAP). However, the NY State Assembly has proposed an additional \$50 million to address the TAP GAP of \$79 mil.

Other Initiatives

- **There are new Federal regulations for the SNAP [Supplemental Nutrition Assistance Program] program**
- The Executive Budget provides for expanded student enrollment in federal Supplemental Nutrition Assistance Program (SNAP) benefits. The NYS Office of Temporary and Disability Assistance will establish a state policy that community college students engaged at least half-time in career and technical education courses of study are exempt from the requirement to work 20 hours per week to qualify for SNAP, thereby increasing the participation of low-income students in SNAP and providing them with essential nutritional benefits.
- The Executive Budget provides additional protections for student loan borrowers by placing restrictions and disclosure requirements on student debt consulting services companies.

CAPITAL BUDGET

Capital budget remains the same except.

The FY 2020-21 State Executive Budget recommends \$685 million in new funding:

- \$284.2 million for critical maintenance at senior colleges.
- \$300 million in a 2-to-1 capital-matching program: for each \$1 of campus funds, \$2 in state matching funds will be made available for a strategic needs capital-matching program for senior colleges (subject to a plan approved by the chancellor and the state budget director).

Pathways Six-Year Update

Prof. Dean Savage from Queens College – result after 6 years showed. Three trends were evident:

- Trends in the transfer into CUNY BA programs
- Trends in the time to achieving degree of CUNY BA graduates
- Excess credits taken

1. There has been an increase in transfer students with the associates degree and a decline in transfer of students without the associates degree. The big fear initially was that there would be a reverse in the trends which turned out not to happen.

2. There was initially a concern that a lot of students would not have their credits accepted and that students were graduating on average with 131 credits. It turned out that the number of

credits have not gone down but have increase in some colleges. We need to cut down on the number of excessive credits through better advisement in the senior colleges or encouraging students to decide earlier what major they will adopt. This is the major issue that we should be concerned about.

3. There is a decrease in the number of years it takes students to enroll before they graduate which is a positive development.

4. It is impossible to accurately evaluate the effects of Pathways because there were multiple changes occurring simultaneously in the senior colleges such as CUNY ASAP [Accelerated Study in Associate Programs].

Items of concern:

1. Number of transfers outside CUNY has gone down. Should be the opposite given our cost/benefit ratio. We should be paying attention to that.

2. How do we evaluate quality? Should the committee look at syllabi? EAB to analyse success. However, its too big a job. Cant be done by the committee.

3. What percentage of our students actually go on to higher education a prospect that will increase the earning potential of our students. Has good data from the National Student Clearing House which consists of 96% of college students.

4. Would like to look at outcomes in terms of salary. Data which look at income one year after graduation and debt burden after graduation. College Scorecard Data system

Pathways in the future will be able to do analyses to show transfer students competing their degree in large numbers, going on to complete graduate studies and salaries they will receive 12 years out. The task ahead is to increase all these numbers.

FACULTY COMMENTS:

- Taking excess courses are NOT a bad thing.
- Syllabi must examine through the prism of the course's learning objectives.
- Pathways committee must also examine qualitative data and not only quantitative.
- Pathways committee must examine the effect of Pathways on the Humanities.
- Pathway has not taken us forward. It has taken us sideways.

MOTIONS PASSED:

- That the UFS bring before the body for discussion a letter to Vice Chancellor Sapienza requesting compensation for part-time senators and reassigned time for full-time senators
- That UFS create a resolution in support of the University Student Senate [USS] in their stance against tuition hikes.

- To recommend that all Coronavirus alerts be devoid of any references that might be prejudicial or derogatory to Asians/Asian American students.

FUNDING OPPORTUNITIES

- Funding Opportunity for Faculty from The CUNY Academy for the Humanities and Sciences is now accepting applications for **Conference Travel support**. Faculty from all of CUNY can apply to the Adjunct Travel Award, the Stewart Award for Assistant Professors or the Baumrin Award for Associate Professors. Some of the funds are provided by the CUNY Office of Research.
- UFS delegates should also remind their Chairs, Deans and Provosts, that nominations of Assistant Professors for the CUNY Academy and UFS awards for Outstanding Research – the Feliks Gross and Henry Wasser Awards – are **due by March 15**.
- For further information, please reach out to Prof. Danielsson directly: SDanielsson@gc.cuny.edu

The meeting was adjourned by the chair at 8pm.

FISCAL YEAR 2021 STATE EXECUTIVE and CITY PRELIMINARY BUDGETS Preliminary Analysis

Senior College Summary

- The FY2021 State Executive Budget appropriations include an additional \$58.6 million for the senior colleges, which represents a 2.2% increase over current year levels, covering the following:
 - \$24.3 million to fund projected fringe benefits cost increases.
 - \$36.0 million in revenue appropriations to accommodate a \$200 annual tuition increase to resident undergraduate tuition and proportionate increases to other tuition categories.
 - The elimination of FY2020 legislative funding of \$1.5 million for the CUNY School of Labor and Urban Studies, \$200,000 for the small business center at Brooklyn College and \$50,000 for the Community Legal Resource Network.
 - The continuation of \$4 million in funding for Open Education Resources.
 - The continuation of SEEK funding at the FY2020 level of \$28.1 million.
- The Executive proposal also includes an additional \$137M to the tax levy operating budget for an accounting change of Income Fund Reimbursable (IFR) Programs. These programs include the technology fee, adult and continuing education programs, other college specific programs, and the new health and wellness fee. The Income Fund Reimbursable appropriation has been reduced. This technical adjustment does not impact campus operations.
- The Executive Budget extends the predictable funding plan for CUNY and SUNY. The plan limits increases in the resident tuition rate to no more than \$200 a year through FY2025. The revenue generated from any tuition increase would be reinvested to support faculty, instruction and initiatives to improve student success and completion. The State's maintenance of effort legislation, which provides for the same year over year level of funding, is also extended.



Senior College Funding by Source (\$ millions)

	FY2020	FY2021	Change	% Change
State Support	\$1,604.5	\$1,627.0	\$22.6	1.6%
City Support	\$53.3	\$53.3	\$0.0	0.0%
Student Tuition	\$599.6	\$620.6	\$21.0	3.5%
Scholarships/Waivers	\$172.3	\$184.6	\$12.3	7.1%
Federal Funding	\$178.3	\$181.0	\$2.7	1.5%
Subtotal	\$2,608.0	\$2,666.5	\$58.6	2.2%
Programs Supported by Fee Income*		\$137.0	\$137.0	
Total Senior Colleges	\$2,608.0	\$2,803.5	\$195.6	7.5%

*Includes technology fee, health and wellness fee, adult and continuing education programs, and campus specific programs.

Notes: State Support includes TAP; Federal Funding, Scholarships/Waivers amounts are based on FY19 actuals

Community College Summary

State Executive Budget

- The FY2021 State Executive Budget recommends \$239.6 million in operating aid for the community colleges, a decrease of \$10.8 million from the FY2020 level.
 - Per FTE student base aid remains flat at \$2,947. Continuing community college enrollment declines result in a base aid realignment of \$5.4 million.
 - FY2020 legislative funding of \$2.5 million for ASAP is eliminated.
 - Child care funding is reduced by \$900,000.
 - The funding levels for College Discovery, the Job Linkage Program, and the Apprenticeship Program are maintained at current year levels.
 - The Family Empowerment Community College pilot program of \$2 million is not extended. The FY2020 funding for this three-year program is re-appropriated to continue the pilot implemented last year. The program supports single parents for three years with on-campus childcare, intensive personalized advisement, educational supports including tutoring, career counseling and assistance in transitioning to a 4-year school.

City Preliminary Budget

FY2020

- The City Preliminary Budget includes the following items for the current year:
 - \$35.9 million in collective bargaining funding for the PSC contract.
 - A reduction of \$3 million for Efficiencies.

FY2021

- The City Executive Budget provides \$509 million for the community colleges, a net increase of \$20.1 million, or 4%, over the FY2020 level and includes the following items:
 - An additional \$13.7 million for collective bargaining increases.
 - An additional reduction of \$3 million in Efficiencies. The total Efficiencies target is \$6 million.
 - \$10.7 million for fringe benefits.
 - Building rentals funding of \$2.7 million, from prior year financial plans.
 - The elimination of funding for Remediation (\$2 million), Food Insecurity (\$1 million), Child Care Centers (\$600,000) and Adult Literacy (\$425,000).



Community College Funding by Source (\$ millions)

	FY2020	FY2021	Change	% Change
State Support	\$345.9	\$335.1	-\$10.8	-3.1%
City Support	\$489.2	\$509.3	\$20.1	4.1%
Student Tuition	\$136.8	\$136.8	\$0.0	0.0%
Scholarships/Waivers	\$33.2	\$33.2	\$0.0	0.0%
Federal Funding	\$120.9	\$120.9	\$0.0	0.0%
Total Community Colleges	\$1,126.1	\$1,135.3	\$9.2	0.8%

Notes: State Support includes TAP; Federal Funding, Scholarships/Waivers amounts are based on FY19 actuals

Financial Aid

- The State Executive Budget proposes to expand the Excelsior Scholarship program. For the 2020-21 academic year, the Excelsior scholarship income eligibility threshold would increase from \$125,000 to \$135,000. For 2021-22, it will increase to \$150,000. The executive budget includes \$146 million to support the program, a \$26 million increase over current year levels.
- The State Executive Budget does not propose any changes to the Tuition Assistance Program (TAP).

Other Initiatives

- The Executive Budget provides for expanded student enrollment in federal Supplemental Nutrition Assistance Program (SNAP) benefits. The NYS Office of Temporary and Disability Assistance will establish a state policy that community college students engaged at least half-time in career and technical education courses of study are exempt from the requirement to work 20 hours per week to qualify for SNAP, thereby increasing the participation of low-income students in SNAP and providing them with essential nutritional benefits.
- The Executive Budget provides additional protections for student loan borrowers by placing restrictions and disclosure requirements on student debt consulting services companies.

CAPITAL BUDGET

State Executive Budget

The FY 2020-21 State Executive Budget recommends \$685 million in new funding: \$284.2 million in senior college capital infrastructure appropriations; \$300 million in a strategic needs capital matching program for senior colleges; \$64.3 million in matching appropriations for community college projects that have already received funding from the City of New York; and \$37 million for operating expenses incurred by the capital construction program of the University. The budget re-appropriates \$2.77 billion for the senior and community colleges.

CUNY's new appropriations and reappropriations combine for a total of \$3.46 billion available in appropriations for CUNY in FY 2020-21.

Details of the appropriations for CUNY include:

- \$284.2 million for critical maintenance at senior colleges.
- \$300 million in a 2-to-1 capital-matching program: for each \$1 of campus funds, \$2 in state matching funds will be made available for a strategic needs capital-matching program for senior colleges (subject to a plan approved by the chancellor and the state budget director).
- \$64.3 million for critical maintenance projects at the community colleges, to match funding received from the City.
- \$37 million appropriated for operating expenses incurred by The Dormitory Authority of the State of New York (DASNY) and the City University Construction Fund (CUCF) while overseeing construction activities for CUNY's facilities; includes \$21 million for DASNY and \$16 million for CUCF.
- \$2.77 billion in re-appropriations consisting of:
 - \$1.995 billion re-appropriated for senior colleges;
 - \$464 million re-appropriated for community colleges and Medgar Evers College;
 - \$313.6 million re-appropriated for CUNY 2020 Challenge Grant Program.



City Preliminary Budget

CUNY’s FY 2021 five-year Preliminary Capital Budget includes \$614.6 million in City funding and \$11.2 million in non-city funding over the five years from FY 2020 through FY 2024 for a total of \$625.8 million. As part of this budget, OMB requested CUNY realign the funds within the five-year plan to better match the year projects would go into contracts.

The chart below summarizes the FY21 Preliminary five-year Capital Plan by year and funding source:

(Dollars in thousands)

Funding Source¹	FY '20	FY '21	FY '22	FY '23	FY '24	Total
Mayoral	\$ 34,609	\$ 59,831	\$ 47,894	\$ 27,235	\$ 106,294	\$ 275,863
City Council	42,647	58,940	76,385	56,923	24,311	259,206
Borough Presidents	19,095	13,556	20,768	15,461	10,699	79,579
Non-City	7,006	65	4,139	-	-	11,210
Grand Total	\$ 103,357	\$ 132,392	\$ 149,186	\$ 99,619	\$ 141,304	\$ 625,858

Notes:

- 1.) Funds allocated by NYC DCAS's Accelerated Conservation and Efficiency (ACE) program are included.

Additionally, the City is required to publish a ten-year capital plan this year. CUNY’s budget for years FY 2025 through FY 2029 of the ten-year plan is \$140 million.



TABLE AND FIGURES

University-wide Funding by Source (\$ millions)

	FY2020	FY2021	Change	% Change
Senior Colleges				
State Support	\$1,604.5	\$1,627.0	\$22.6	1.4%
City Support	\$53.3	\$53.3	\$0.0	0.0%
Student Tuition	\$599.6	\$620.6	\$21.0	3.5%
Scholarships/Waivers	\$172.3	\$184.6	\$12.3	7.1%
Federal	\$178.3	\$181.0	\$2.7	1.5%
Subtotal	\$2,608.0	\$2,666.5	\$58.5	2.2%
Programs Supported by Fee Income*	\$0.0	\$137.0	\$137.0	
Total Senior Colleges¹	\$2,608.0	\$2,803.5	\$195.5	7.5%
Community Colleges				
State Support	\$345.9	\$335.1	-\$10.8	-3.1%
City Support	\$489.2	\$509.3	\$20.1	4.1%
Student Tuition	\$136.8	\$136.8	\$0.0	0.0%
Scholarships/Waivers	\$33.2	\$33.2	\$0.0	0.0%
Federal	\$120.9	\$120.9	\$0.0	0.0%
Total Community Colleges	\$1,126.1	\$1,135.3	\$9.2	0.8%
University-wide				
State Support	\$1,950.4	\$1,962.1	\$11.7	0.6%
City Support	\$542.5	\$562.6	\$20.1	3.7%
Student Tuition	\$736.4	\$757.4	\$21.0	2.8%
Scholarships/Waivers	\$205.5	\$217.8	\$12.3	6.0%
Federal	\$299.2	\$301.9	\$2.7	0.9%
Subtotal	\$3,734.0	\$3,801.8	\$67.8	1.8%
Programs Supported by Fee Income*	\$0.0	\$137.0	\$137.0	
Total University	\$3,734.0	\$3,938.8	\$204.8	5.5%

¹ Excludes Income Fund Reimbursables

*Includes technology fee, health and wellness fee, adult and continuing education programs, and campus specific programs.

Notes: State Support includes TAP; Federal Funding, Scholarships/Waivers amounts are based on FY19 actuals

1. **Trends in Transfer into CUNY Baccalaureate Programs:** This table displays the number of transfer students entering CUNY Baccalaureate Programs between Fall 2012 and Fall 2018 including students with the associate degree, without the associate degree, without the associate degree with 30 or more credits, without the associate degree with less than 30 credits, from another baccalaureate program, from another CUNY program but stopped out for more than 3 years, from a certificate program, and from outside CUNY. This table is helpful in understanding changes in the rate of transfer student groups since prior to the implementation of Pathways in Fall 2013.

a. **Key takeaways:**

- i. The overall number of transfer students into baccalaureate programs has increased over this time period, from 13,612 transfer students in Fall 2012 to 15,815 transfer students in Fall 2018.
- ii. The largest share of this increase has been among transfer students with the associate degree. Between Fall 2012 and Fall 2018 there was an increase of 47% in the number of transfer students with the associate degree, compared to an increase of 25% among those without the associate degree. There was an 11% increase in the number of transfer students without the associate degree and less than 30 credits. This suggests that Pathways has not resulted in a large shift in the number of students who choose to transfer from associate programs early.
- iii. There was a 7% decline in the number of transfer students from outside CUNY over this time period.
- iv. As a proportion of all transfer students entering CUNY baccalaureate programs, students who transferred with the associate degree increased from 29.4% of the transfer student body in Fall 2012, to 37.2% of the transfer student body in Fall 2018. The proportion of transfer students from outside CUNY declined from 40.3% in Fall 2012 to 32.3% in Fall 2018. All other student transfer groups remained consistent as a proportion of the overall transfer student body.

2. **Trends in the Time to Degree of Baccalaureate Graduates:** This table displays the average time to degree at the degree granting college for baccalaureate graduates between 2009-10 and 2018-19. The average time to degree is presented for all graduates, for those who transferred to the college with the AA/AS degree, for those who transferred to the college with the AAS degree, for those who transferred from an associate program with no degree, and for first-time freshmen.

a. **Key takeaways:**

- i. The average time to degree among all baccalaureate graduates has declined from 3.57 years in 2009-10, to 3.29 years in 2018-19.
- ii. The average time to degree has declined in this time period among first-time freshmen and among students who transferred to the college with an AA, AS, or AAS degree.
- iii. Among transfer students, those with the longest time to degree are those who transferred without the degree, most likely because this group transferred with fewer credits, on average, than those who transferred with a degree. Among

students who transferred with the degree, those who arrived with an AAS degree took longer to graduate than those who transferred with an AA or AS degree.

3. **Excess credits tables:** These three tables display the average number of excess credits among baccalaureate graduates between 2009-10 and 2018-19 graduating years. Data about excess credits should be interpreted with caution, as local college practices related to transfer credit acceptance may have changed due to Pathways policy that all credits must be accepted for transfer. It is not clear if all colleges have used the same policies for transfer credit acceptance.
 - a. Table 1 includes the average number of excess credits among baccalaureate graduates in each of these years for each college.
 - b. Table 2 includes the average number of excess credits among baccalaureate graduates in each of these years by entry type, including graduates who transferred in to the degree granting college with the AAS degree, with the AA/AS degree, from a CUNY associate degree program with no degree, and among first-time freshmen.
 - c. Table 3 includes the average number of excess credits among baccalaureate graduates in each of these years by college and entry type.
 - d. **Key takeaways:**
 - i. Between 2009-10 and 2018-19 graduating years the average number of excess credits at the time of graduation remained flat at approximately 10 excess credits.
 - ii. The average number of excess credits among baccalaureate graduates varies by college. For example, in 2018-19, graduates from John Jay college had an average of 4.9 excess credits compared to graduates from NYCCT with an average of 15.6 excess credits. Some colleges, such as Queens and NYCCT, have had an increase in the number of excess credits among graduates. This may be due to adoption of Pathways policy that all transfer credits be accepted.
 - iii. Students who transferred to the baccalaureate program with an AAS degree or from a CUNY associate program without a degree had on average more excess credits at the time of graduation compared to first-time freshmen and students who transferred with the AA/AS degree. For example, in the 2018-19 graduating year, baccalaureate graduates who had transferred with the AAS degree and those who transferred from a CUNY associate program with no degree graduated with an average of 12 excess credits, compared to 8.4 excess credits among graduates who transferred with the AA/AS degree and 8.6 excess credits among those who began as first-time freshmen.

Trends in the Time to Degree of Baccalaureate Graduates

Academic Year	Total		Transfers with the AAI/AS Degree		Transfers with the AAS Degree		Transfers from Assoc No Degree		First-time Freshmen	
	Graduates	Years to Degree	Graduates	Years to Degree	Graduates	Years to Degree	Graduates	Years to Degree	Graduates	Years to Degree
2009-2010	18,448	3.57	2,539	2.79	1,325	3.06	2,631	3.19	6,049	4.50
2010-2011	20,066	3.58	2,736	2.82	1,497	3.04	2,929	3.25	6,590	4.51
2011-2012	20,757	3.61	2,937	2.78	1,446	2.96	3,092	3.32	6,973	4.51
2012-2013	21,763	3.60	3,412	2.81	1,592	2.92	3,091	3.38	7,275	4.49
2013-2014	22,461	3.53	3,686	2.65	1,663	2.78	3,060	3.42	7,161	4.49
2014-2015	22,671	3.50	3,933	2.66	1,611	2.86	3,012	3.40	7,058	4.48
2015-2016	23,665	3.42	4,436	2.59	1,681	2.75	3,164	3.32	7,254	4.44
2016-2017	24,372	3.40	5,014	2.55	1,610	2.82	3,206	3.25	7,421	4.40
2017-2018	25,255	3.33	5,622	2.55	1,719	2.72	3,274	3.18	7,513	4.35
2018-2019	27,091	3.29	6,553	2.54	1,706	2.71	3,373	3.18	8,020	4.30

Note: Excludes the time to degree of graduates taking more than 12 years to complete a baccalaureate degree. Columns based on transfers only include internal transfers within CUNY.

Trends in the Number of Excess Credits of Baccalaureate Graduates

College	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Baruch	9.5	9.0	9.0	9.0	9.8	9.7	10.0	10.5	9.2	8.9
Brooklyn	11.2	12.5	13.0	13.4	14.0	13.2	12.4	11.6	11.3	10.2
City	11.1	11.5	11.3	11.8	11.0	10.4	10.9	10.9	12.6	11.0
Hunter	10.2	10.6	9.9	9.9	9.8	10.1	10.0	9.8	10.2	9.4
John Jay	4.7	4.4	4.5	4.5	4.6	4.2	4.4	4.5	4.5	4.9
Lehman	10.1	9.7	9.5	10.4	10.4	10.4	9.2	8.9	8.7	8.6
Medgar Evers	14.2	14.0	13.7	15.2	15.3	15.1	16.6	17.0	16.6	13.8
NYCCT	10.5	10.2	10.6	10.7	11.6	12.7	13.3	15.9	15.5	15.6
Queens	10.2	35.5	10.5	10.8	11.0	11.1	12.1	12.3	14.2	14.1
Staten Island	13.1	12.8	14.6	13.6	14.0	14.4	14.3	14.1	13.7	12.8
York	8.5	9.2	8.8	8.4	9.4	9.2	10.2	9.9	10.0	7.9
Graduate Center	6.4	6.9	6.9	7.9	6.2	6.7	6.4	5.6	5.8	4.7
Professional Studies	0.5	0.7	0.3	0.5	0.5	0.5	0.8	0.7	1.0	0.6
Labor & Urban Studies	--	--	--	--	--	--	--	--	--	3.0
Baccalaureate Total	9.9	11.0	10.0	10.1	10.3	10.2	10.3	10.4	10.4	10.0

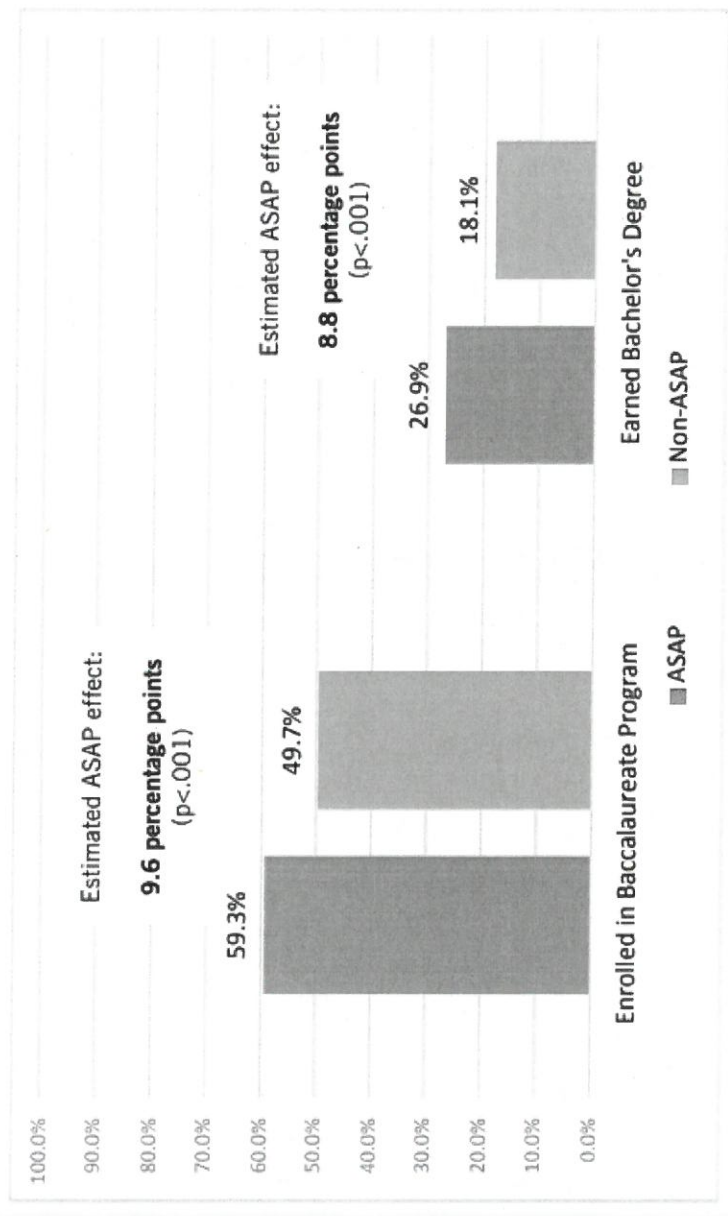
Note: Excludes graduation from BA/MA programs.

ASAP students transferred to baccalaureate programs at higher rates than non-ASAP students and earned their bachelor's degrees at higher rates.

Source: Six-Year Outcomes of ASAP Students: Transfer and Degree Attainment, *Diana Strumbos and Zineta Kolenovic*

Method: Propensity score matching for first two ASAP first-time freshmen cohorts (fall 2007 and fall 2009)

Baccalaureate Enrollment and Bachelor's Degree Attainment, First-Time Freshmen, Fall 2007-Fall 2009 (Propensity Score Analysis)



Source: Authors' calculations using data from the CUNY Institutional Research Database (IRDB) and the National Student Clearinghouse.
Notes: Results shown from the propensity-score analysis of first-time freshmen. Differences were tested using a two-tailed t-test. Total sample size was 2,002 (1,001 ASAP and 1,001 non-ASAP students).

UFS Academic Freedom Committee
Report to UFS Plenary
2-18-20

Prepared by
Philip A. Pecorino, Ph.D.
Professor of Philosophy, QCC
Chairperson, University Faculty Senate
Academic Freedom Committee

The UFS Academic Freedom Committee (AFC) is working on the following:

Survey

The Committee is conducting a survey of the CUNY Faculty to acquire reports of any complaints or questions concerning Academic Freedom at the colleges in CUNY. The survey via Survey Monkey will be available until February 29, 2020

Committee Members and Subcommittee

The Committee will continue to acquire information on where there are any Academic Freedom Committees within CUNY. Representatives from all such committees are invited to serve on an Advisory subcommittee.

University Student Senate (USS)

The Committee is in communication with the leaders of the USS to learn about their effort to create and have adopted a CUNY "Student Bill of Rights" and its passage on Freedom of Expression.

Freedom of Expression Policy

The Committee has reached out to the CUNY Office of Legal Affairs to determine if there is still interest on the part of several in the Chancellery for such a policy.

CUNY School of Law

The Committee will reach out the Dean of the Law School to learn if there is an interest in supporting a CUNY Conference on Academic Freedom and Freedom of Expression.

PSC

The Committee will reach out to the PSC Committee on Academic Freedom to learn of its current status and protocols.

Confucius Institutes

Since 2014 the American Association of University Professors has recommended that agreements between universities regarding these Institutes follow the "principles of academic freedom, shared governance and the institutional autonomy of colleges and universities." The Committee is reaching out the faculty at Baruch College concerning the Confucius Institute for Global Finance and the faculty at Medgar Evers College to learn of the circumstances related to the acceptance of the Confucius Institutes. Concerns about these institutes include but are not limited to the role of the shared governance bodies at those institutions, the process for faculty appointments and assignments, respect for academic freedom and control over curriculum and methods of instruction.

UFS Academic Affairs Committee
Report to UFS Plenary
2-18-20

Prepared by
Lubie G. Alatrliste, Ed.D.
Professor of English and Applied Linguistics, NYCCT
Chairperson, University Faculty Senate
Academic Affairs Committee

The UFS Academic Affairs Committee (AAC) has been working on the following charges:

CUNY Developmental Reform

The committee reviewed relevant CUNY Educational Reform Policy memos, and worked on disseminating some of the pertinent information. Ongoing work includes the following: focus on faculty concerns (level of student preparedness); additional faculty professional development in order to be able to use best strategies to teach co-requisite classes; requests for in and out of class supports for students in co-requisite classes; the impact of co-requisite education on subsequent courses across the disciplines (if any).

CUNY New Placement Index (PI)

Members reviewed relevant new admissions policy memos, and invited the OIA staff to the AAC. The committee members specifically asked the OIA about the process of developing the PI, the reasons why current elements were included in the PI formula, and inquired about other possible elements that were not included. The OIA followed up the meeting with detailed charts that outline the PI with specific references to ESL students. This was a major concern of some of the AAC members, given that over 64% of CUNY students identify as multilingual, bilingual, ESL, or non-native users of English. The ESL issue is to be revisited with new timelines for educational reform implementation.

Developing Relationships with CUNY Discipline Councils

The chair of the AAC was part of the larger meeting of all CUNY Discipline Council chairs convened by the Director of UFS, Matthew Cotter. The goal was to begin a collaborative conversation among the many DCs, and to facilitate easier, more timely communication of important initiatives, news, or issues across campuses and academic disciplines.

Subcommittee on Challenges and Successes of Current Developmental Education Reform

A group of AAC members worked together on locating articles related to educational reform nationally, and on presenting currently available press materials comparing different states that have initiated the developmental education reform. The goal was to gain a better understanding of reform models that are shown to be successful, and the remaining pitfalls and challenges. This project is ongoing, and may result in a resolution, if deemed needed.

UFS Student Affairs Committee
Report to UFS Plenary
18 February 2020
Prepared by Enid Stubin
Associate Professor of English, Kingsborough Community College
Chair, Student Affairs Committee

The Student Affairs Committee (SAC) of the University Faculty Senate is working on the following matters:

Food Insecurity on Campus

The committee has collected material on campus- and university-side initiatives to mitigate the problem of food insecurity among our students, including food pantries on campus, farming projects, grocery vouchers, packed meal bags (Grab-and-Go), and lunch programs. We will be inviting Jessica Rosario, a John Jay student who is investigating the problem by asking CUNY students to be surveyed, to a spring meeting of the SAC to address the committee on her progress. *The Ticker*, the student newspaper of Baruch College, ran an article on 3 February 2020 by Yehuda Wexler about a program providing over 1,000 CUNY community college students \$400 each to spend in their campus cafeterias. The initiative, announced by Chancellor Matos Rodriguez and New York City Council Speaker Cory Johnson, is intended as a pilot program throughout the community colleges; eventually it will be expanded to include all CUNY campuses.

Student Conduct

The committee has discussed the matter of disruptive students in the classroom and campus- and university-wide measures and policies designed to address this problem. We saw a wide range of administrative and procedural policies among our separate campuses, with considerable ambiguity over what constitutes due process for students. This is less a matter of classroom management and more of a legalistic framework in which student behavior might be regulated, the implications of which spill over into the rights of those students who are subject to this disruptive behavior in what is their classroom as well. The CUNY Student Code of Conduct, sent to the UFS in what struck many as a headlong rush to solicit revisions, included language that, in the judgment of some Executive Committee members, went beyond the scope of student conduct and needed to be returned to its authors for clarification.

Fair Fare Program

The committee was pleased to note a new citywide program enabling CUNY students to apply for half-price Metro Cards (including 7-Day and 30-Day Unlimited). Eligibility is based on family income.

Emergency Funding

The Carroll and Milton Petrie Fund provides one-time student stipends for emergent necessities such as food, rent, transportation dental care, eyeglasses, and lost or stolen textbooks and computers. The Eugene Lang Memorial Fund offers legal aid to undocumented students. Students can find these programs operating on their respective campuses.

CUNY Rally Against Lack of Funding and Tuition Hikes

This 6 February 2020 rally, organized by the Professional Staff Congress, the University Student Senate, and CUNY Rising, met outside Baruch College from 12:30 to 2:30 p.m. While they included PSC officers, the speeches were largely delivered by student organizers, and a small but enthusiastic audience heard student and faculty objections to tuition hikes and reduced funding. Local politicians attended the gathering, and student-faculty collaboration was evident.

The Dream Act and DACA Students

The committee continues to assess the legal and logistical situation—including the threat of ICE agents on our campuses--for our students. We would like to invite the Interim Vice Chancellor of Student Affairs or an administrator with comparable reach and authority, to a SAC meeting this spring.

CUNY UFS COMMITTEE ON LIBRARIES AND INFORMATION TECHNOLOGY

PLENARY REPORT FEBRUARY 18, 2020

Members: Jean Amaral (BMCC), Linda Bradley (NYCCT), Benjamin Haas (BMCC), Morris Hounion (NYCCT), Sebastian Murolo (QCC), Robert Nolan (GSUC), Roxanne Shirazi (Chair, GSUC), Yasmin Sokkar-Harkar (Law), Derek Stadler (LGCC)

UFS Liaison: Farnaz Kaighobadi (BCC)

Office of Library Services (OLS) Liaison: vacant

Computing and Information Systems (CIS) Liaison: Krafins Valcins, Assistant Director for Enterprise Application Service Delivery

Council of Chief Librarians (CCL) Liaison: Michael J. Miller, Vice-Chair of CCL and Chief Librarian at BCC

CHARGES

The committee has adopted the following four charges. Detailed updates for each are given below.

1. Facilitate faculty input on LMS (Blackboard) and monitor status
2. Facilitate faculty input on phase II institutional repository
3. Explore issues of concern to the faculty and recommend policy with regard to OER
4. Investigate and report on interim status of University Dean for Libraries position

Additionally, at our December meeting we formed a working group to investigate the privacy of student learning data at CUNY. Details of that work will be shared in advance of next month's UFS plenary.

BLACKBOARD

Subcommittee members: Benjamin Haas (BMCC), Sebastian Murolo (QCC), Robert Nolan (GSUC), Roxanne Shirazi (Chair, GSUC)

As CUNY's contract with Blackboard comes to a close, **Central is forming a steering committee to develop recommendations for the next Learning Management System.** In the meantime, vendor presentations from Canvas, Blackboard Ultra, and Design2Learn (D2L) have been held for internal constituents.

The LMS has been functioning as a de facto online teaching platform at CUNY. Some universities are now contracting with Online Program Management (OPM) vendors to manage their online courses, using questionable arrangements such as tuition sharing and 3rd party control over admissions, enrollment decisions, student data, and other decisions about core academic functions that should be made by

faculty. The conclusion of the LMS contract gives the opportunity to develop business requirements that could further expand the reach of a 3rd party vendor in academic functions. As such, the Committee will be monitoring these developments closely to ensure that faculty are involved in these decisions.

INSTITUTIONAL REPOSITORY

Subcommittee members: Roxanne Shirazi (Chair, GSUC), Derek Stadler (LGCC)

The subcommittee is working with Megan Wacha, Scholarly Communications Librarian at CUNY's Office of Library Services, to obtain updated information about the status of an open source version of CUNY Academic Works. What steps have already been taken? **What structures are in place for faculty input on the development of the repository?** We anticipate having a final report on this question for the March plenary of the UFS.

OER

Subcommittee members: Jean Amaral (BMCC), Roxanne Shirazi (Chair, GSUC), Yasmin Sokkar-Harker (Law)

The committee is welcoming Ann Fiddler (Open Education Librarian) and Andrew McKinney (Open Education Coordinator) to our February 18 meeting to discuss issues of concern to the faculty. We will report back for the March plenary of the UFS.

UNIVERSITY DEAN FOR LIBRARIES

Subcommittee members: Jean Amaral (BMCC), Linda Bradley (NYCCT), Morris Hounion (NYCCT), Roxanne Shirazi (Chair, GSUC)

At our December 3rd UFS plenary, Executive Vice Chancellor and University Provost Cruz stated that a search committee was being formed in Spring 2020 for a permanent University Dean for Libraries. Then, on December 6, Cruz announced to the Council of Chief Librarians that Gregory Gosselin was leaving his position as Interim University Dean for Libraries, effective that same day.

On February 6, 2020, we learned that **Prof. Polly Thistlethwaite (Chief Librarian, GSUC) has agreed to serve as Interim University Dean for Library Services, effective March 2, 2020.** A search for a permanent dean will commence soon and the new dean is expected to be in place for the 2020-2021 academic year.

The LIT committee has **requested faculty representation on the search committee** and a full timeline for the search. Additionally, we are concerned about possible changes to the reporting structure for the position. We feel it is extremely important that this position be firmly rooted in Academic Affairs at the senior level and not subsumed into an operational, planning, or IT unit and have communicated that to the Chancellor.

Respectfully submitted,

Roxanne Shirazi (Chair, GSUC)

FY 2020-2021 Budget Resolution
CUNY University Faculty Senate

Draft following Review by BAC – February 3, 2020

WHEREAS the State University of New York (SUNY) and the City University of New York (CUNY), like other public higher education systems across the nation, in fulfilling their core academic missions, transform students' lives and life chances and serve their state as foundations for democracy, platforms for civic engagement, engines of economic development, pathways to the middle class, magnets for population growth and private investment, and generators of health, creativity, and innovation; and

WHEREAS the SUNY University Faculty Senate (SUNY UFS) has worked closely in recent years with the CUNY University Faculty Senate (CUNY UFS) in advocating for New York State to become a national leader in investing direct state aid in SUNY and CUNY's core operating budgets;

RESOLUTION:

THEREFORE BE IT RESOLVED that CUNY UFS joins with SUNY UFS urge Governor Cuomo and the New York State Legislature, and Mayor de Blasio and the NY City Council, to make New York State and City national leaders in sustainably and equitably supporting and advancing SUNY and CUNY's core academic missions by

- increasing the share of public funds going to public higher education core operating budgets and decreasing the share of SUNY and CUNY core operating costs paid for by student tuition and fees, through such means as fully funding all negotiated contractual increases;
- fully funding other mandatory operating cost increases;
- setting the maximum Tuition Assistance Program (TAP) award to cover actual tuition rates and sun-setting the SUNY/CUNY Supplemental TAP Awards, thereby closing the TAP Gap;
- setting the maximum Excelsior Scholarship award to cover actual tuition rates and simplifying eligibility requirements;
- fully funding requests by the SUNY and CUNY Boards of Trustees for five-year capital plans addressing critical maintenance and new capital projects, as well as necessary accessibility upgrades to older buildings;

THEREFORE BE IT RESOLVED that CUNY UFS urges Governor Cuomo and the New York State Legislature and Mayor de Blasio and the NY City Council, to support the following CUNY Budget proposals that address needs unique to CUNY, including full funding of mandatory cost increases and strategic initiatives

- Mandatory Cost Increases: \$178,500,000

- Strategic Initiative: Expanding Access, Enhancing Learning, Accelerating Success: \$46,000,000
- Strategic Initiative: An Agile University: Embracing the Future of Work and Improving Quality of Life: \$30,900,000
- Strategic Initiative Recognizing Student Health and Well-being as Integral to Student Success and Public Health: \$28,000,000
- Strategic Initiative: Strengthening University Infrastructure: \$9,000,000

THEREFORE BE IT RESOLVED that CUNY UFS urges Governor Cuomo and the New York State Legislature, and Mayor de Blasio and the NY City Council, to support funding 500 net additional full-time faculty positions, 125 net additional positions in each of the next four years. Through a continuing commitment to this increased faculty hiring, rectify the comparative deficiencies in CUNY's faculty per 1,000 full-time equivalent students compared to SUNY. As of fall 2017, CUNY employed 11% more faculty members compared to SUNY but enrolled 42% more students. Considering SUNY and CUNY senior colleges together, Black and Hispanic students attended senior colleges that on average, provided fewer faculty members (13% fewer on average for black students, and 12% fewer on average for Hispanic students) compared to white students.

THEREFORE BE IT RESOLVED that CUNY UFS urges Governor Cuomo and the New York State Legislature, and Mayor de Blasio and the NY City Council, to support CUNY Budget proposals for Community Colleges including a \$250 increase in funding per full-time equivalent student.

THEREFORE BE IT RESOLVED that CUNY UFS urges Governor Cuomo and the New York State Legislature, and Mayor de Blasio and the NY City Council, to support CUNY's Five-Year Capital Plan: \$3.79 billion is for the senior colleges and professional and graduate schools, and \$1.41 billion is for the community colleges. The total of \$5.2 billion provides \$3.34 billion for Capital Renewal and minor repair and \$1.86 billion for Strategic Initiatives.

FURTHER BE IT RESOLVED that in 2020 CUNY UFS, in solidarity with SUNY UFS, will expand and deepen its coordination with SUNY and CUNY campus governance bodies and union chapters, and all other good-faith partners by calling on all leaders and members of these organizations and friends of SUNY and CUNY, in their capacity as citizens or residents of New York and/or supporters of public higher education, to contact Governor Cuomo, their representatives in the New York State Legislature, and legislative leaders, and Mayor de Blasio and the NY City Council, to express their support of both their organization's advocacy priorities and those of SUNY UFS and CUNY UFS.

Dear Senior Vice Chancellor Sapienza,

Attached please find data you requested at our discussion at the University Student Senate meeting on Sunday January 26th, 2020, which you stated you would need in order to ask the Chancellor for funds to provide reassigned time for every full-time faculty senator, as well as funds for cash compensations for adjunct participation, in the University Faculty Senate. It includes plenary attendance for the Academic Calendar Year of 2018-2019, including the total number of possible senators (144), broken down by colleges as well, and the actual attendance numbers.

To just remind you of the history and reasoning behind the request:

- In 2018 I became aware that some faculty felt participation in the UFS seemed thankless, in the absence of compensation;
- In the spring of 2019 I ran on a platform promising to ask for reassigned time/compensation for every full-time and adjunct senator;
- In the fall of 2019 UFS Plenary I requested that you consider the question; and,
- In January we spoke at the USS meeting, where you offered to run it by the Chancellor, with the expectation that he might consider asking college presidents for the funds at the Presidents' Council meeting.

My reasoning is three-fold: one, to show that the role is valued by both the Central Office and the colleges; two, to increase participation and attendance; and three, to help compensate senators for travel costs and time contributed as non-instructional time. One hour of reassigned time classically translates into 25 hours of non-instructional work, and after time consumed by six plenaries and committee meetings per year (approximately 18 hours), there is time to spare for travel and work outside of the plenary/committee, We would have expectations for outcomes of participation.

I should state that the Executive Committee of the UFS has expressed their prioritizing of funds for adjunct compensation, since adjuncts currently have no expectation of service, outside of instruction and office hours to meet with students. I personally continue to ask for compensation for all, and expect that while the current numbers of attendance fall below 100 senators on average, I would expect that once reassigned time becomes part of the role it will have an impact on the numbers of elected senators university-wide, as well as attendance.

I await your feedback and/or the Chancellor's response. Please let me know if there is any other way I can help in this process and I appreciate your attention to this matter.

Sincerely,

Hugo Fernandez
Professor
LaGuardia Community College
At-large Member of the Executive Committee
University Faculty Senate